

CHAPTER ONE

INTRODUCTION

This research study entitled **A Comparative Study on Gender based Strategies Used in Teaching Speaking Skill** aims at exploring strategies used by both male and female English teachers while teaching speaking skill. Strategy is the process or method of teaching speaking. While teaching in classrooms, male and female teachers use different language due to their psycholinguistic factors and gender-based factors. This introductory chapter consists of background of the study, statement of problem, objectives of the study, research questions, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

English language is well known language in the world. Every language has four language skills: listening, speaking, reading and writing. Learning of the English language enables an individual to communicate with people from all around the world. Therefore, in Nepal, English subject began to be taught as a compulsory subject up to bachelor's degree to enable students to read, write and communicate with the second language speakers.

Speaking skill is the skill that gives us an ability to communicate effectively within second language community and outside of it. The skill allows the speakers to convey their messages in a passionate, thoughtful and communicative manner. Speaking skill is one of the important skills of English language learning. Thus, speaking is a crucial part of second language learning and teaching. Chaney (1998 p. 13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. The main objective of teaching speaking skill in the classroom is to improve students' communicative skills in order to share their feelings, social and cultural values in communicative circumstances. Harmer (2007) suggests that

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users; this means that they will be able to use words and phrases fluently without very much conscious thought (p.123).

Therefore, the teachers should activate the students in active learning by applying different strategies to teach speaking Skill with the level of the learners to foster the ability of speaking.

“Teacher strategy is a generalized plan for a lesson which include structure, desire and learner behavior in term of the goal of instruction and an outline of tactics necessary to implement Strategy” as cited in (Sharma and Phyak, 2006, p. 199). Based on this statement, strategy refers to the way or style of teaching that makes teaching learning activities easier. In other words, we can say that teaching strategy is a purposefully conceived and determined plan for action.

Teaching speaking skill is very difficult job for the teachers because of the diversified languages within the students. Similarly speaking skill consists different components. Without a proper knowledge of those components, learners cannot communicate meaningfully with others. Therefore, every English language teacher can purposefully plan their lessons to teach speaking

skills to the learners. This can generate a system of action intended to produce certain learning. While teaching speaking skill, teachers use different strategies and techniques for teaching learning activities. Such activities may be different between male and female teachers due to their physical difference, social differences and psychological differences. There are many factors that influence the use of strategies namely language proficiency level, learning situation and gender. To be specific in our context, gender is also believed to have great influence in teaching EFL classroom, language use, communicative style, and pattern of behavior. Therefore, in this research, I wanted to explore the kinds of strategies that are used by English teacher in speaking class and compare the gender variation in teaching strategies for speaking skill at basic level education.

1.2 Statement of the problem

Nepal is a multicultural and multilingual country. Therefore, teaching speaking is difficult to the teachers due to students' multi-cultural and multi-linguistic background. According to Admo (2015), the teacher always finds herself/himself teaching a class consisting different linguistic and cultural background. This means that teaching speaking in the classroom is challenging task for the teachers and students. Similarly, to address the diverse students is very difficult task. For the management of the challenges and difficulties occurred in the English teaching activities, teachers use different techniques, methods, and strategies to make effective learning in the comfortable environment.

Teaching English includes listening, speaking, reading, and writing. In my experience, speaking is the most important language skill to be taught in language classrooms but is often not valued. The majority of teachers put priorities mostly on reading and writing ignoring speaking skill. Teaching speaking skill is pertinent foundation of language that has been neglected in our context. According to Tarun (1013), a large percentage of the world language learners study English in order to develop proficiency in speaking. Nowadays,

English language is taught in governmental and non-governmental schools as a compulsory subject to make students able to read, write and communicate with the second language speakers. For the teaching activities in the classroom, both male and female teachers are there. Teachers have different characteristics in teaching their students; it is because males are different from females in terms of aptitudes, skills, and language in teaching. Besides, male and female also show their differences in behavior. Ecket and Connell (2003) found that there are significant differences in the verbal behavior of male and female.

Therefore, linguistically and socially, differences appear in their language that they use. Thus, in teaching speaking, strategies used by male and female teachers can be different in the classroom. So that, I was interested to conduct this research on how gender affects teachers' strategies and their activities for teaching speaking skill. Therefore, I wanted to explore the strategies used by male and female teachers in teaching speaking skill at basic level.

1.3 Objectives of the Study

The objectives of my research were as below.

-) To explore the strategies used by English teachers in teaching speaking skill at basic level.
-) To compare gender-based variation on the use of strategies while teaching speaking.

1.4 Research Questions

The research questions of my research study were as below.

-) What kinds of strategies are used by English teachers in teaching Speaking skill?
-) What are the gender-based differentiation strategies for teaching speaking at basic level?

1.5 Significance of the Study

This research study is significant to all teachers who are teaching English in different levels. Teachers can be aware of the different strategies used by the male and female teachers while teaching speaking skill. The findings of the research are beneficial to textbook writers, language trainers, subject experts, curriculum developers and all the people who are directly and indirectly involved in English language teaching and learning. Furthermore, this research provides information about the gender differences and its impact on English teaching.

1.6 Delimitations of the Study

This research study was based on 40 English teachers'(20 males and 20 females) experiences about the strategies used in teaching English speaking skill at basic level. It was limited to the description of the strategies used by male and female teachers in teaching English speaking. The data collection was limited to the written sets of survey questionnaires. Similarly, data were collected from the government-aided schools of both Ilam and Jhapa districts.

1.7 Operational Definitions of the Key Terms

Strategy: The strategy here refers to the technique, method, and ways of teaching in the formal classroom by English as foreign language teachers.

Gender differences: Gender differences symbolize the activity and performance wise differences between male and female English teachers in the classroom.

Basic level: Here basic level refers to six, seven, and eight classes of basic level education.

Teaching Speaking skill: The teaching activities by which students learn to speak and pronounce accurately in English language.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of reviewing of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Reviewing Theoretical Literature

This section includes the theoretical review on strategy used by male and female teachers in teaching speaking at basic level. For theoretical literature review, I reviewed history of teaching English in Nepal, aspect of teaching English, teaching speaking skill, and strategies for teaching speaking, language and gender, Gender based difference in language teaching and communicative theory.

2.1.1 History of Teaching English in Nepal

English education was introduced by the Prime Minister Jung Bahadur Rana, after his visit to Europe in 1850-51. This English education is especially given for communication with the outside world (Dawadi, 2018). Before 1950, English was limited only to the elite however, from 1950-1990, Nepal completely opened up it to the rest of the world with globalization, internet, English language newspapers, social media, and other publication as well (Duwadi, 2018). The development of English language teaching and learning in Nepal reached its climax in the 1970s as opening of Nepal tourism. The most recent development of feting the spread of English is technological innovation with the widespread introduction of English TV channels, movies and access to the internet. In this concern, the influence of English language was introduced by the Rana Prime minister for communicating with the outer world. However, later on, even the children of commoners in Nepal were allowed to have an access to English education. English was incorporated in the school level as well as college level curriculum. It happened because of the realization of the

importance of English. Even today, English is being taught as a compulsory subject up to Bachelor's level.

2.1.2 Aspects of English Language teaching

Madhavi (2014) explains that the learner and the teacher are the major components of teaching-learning process in a classroom. One of the principles of communicative pedagogy is to teach skills in an integrated manner. Some assumptions on language teaching focus on the form of language, while others take the perspective of sociological organization or psychological learning process. We can say that language teaching is informed by supporting disciplines like linguistics, psychology etc. It is appropriate to draw attention to a fundamental discussion between teaching and learning. Shrestha (2018) said that the field of language teaching and learning in general and English language teaching and learning in particular is very broad. It starts with the objectives of what kind of learners we are producing according to the need and demand of the country. Therefore, in her study, Madhavi (2014) questions, why do we teach English? What do we teach in English? How do we teach English? If we do not fulfill all these objectives, the students would not become autonomous learner. It will help them only to pass the examination but in the long run, they will be failures. Therefore, today's focus on language teaching has shifted to skill development.

2.1.3 Teaching Speaking Skills

When we learn our native language at first, we listen, then we speak, then we read and finally we write. Listening, speaking, reading, and writing are the four language skills we need to develop for complete communication. They are usually divided into two types receptive and productive. Listening and reading are receptive whereas speaking and writing come under productive skills.

Speaking skill is considered as one of the most important skills of the English language. Most students do not even have the opportunity to speak in the classroom or outside it. Moreover, speaking is not a part of the examination in

most language courses, Koran (2015). He also argues that children acquire language without any conscious effort, so they never think of grammar, vocabulary, or situational context. They acquire it only through exposure to the language for that they need to hear the language a lot. Harmer (2007) argues the following reasons for teaching speaking:

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users; this means that they will be able to use words and phrases fluently without very much conscious thought (p.123).

Furthermore, he has suggested developing speaking sequences, which are photographic, role-play, the portrait interview etc. In conclusion, the teachers play a significant role in learning speaking by students and overcoming their language obstacles by playing various roles including a feedback provider organizer, facilitator, prompter, motivator, and participant (Koran, 2015).

2.1.4 Components of Teaching Speaking Skill

Speaking is making use of words in an ordinary voice to express oneself in words. In addition, speaking skill is the ability to make use of words or

language to express feelings, emotions, thoughts etc in an ordinary voice. It means that using linguistic knowledge into practice for communication is speaking skill. Therefore, teaching speaking is one of the most important skills among other language skills. To be good enough for speaking, one must know the components of it, which are briefly described below:

- a. **Pronunciation:** It refers to the way of speaking clearer language by the students when they utter the words. In spite of limited vocabulary and the grammar, students can communicate effectively if they have good pronunciation and intonation. Several aspects come under pronunciation, which are articulation, rhythm, intonation and phrasing with the peripheral aspects such as gesture, body language and eye contact.
- b. **Grammar:** It is defined as a set of rules in which words are combined to form larger sentences in order to convey the intended meaning in a correct way. The knowledge of grammar helps students to arrange correct sentences in conversation both in written and oral forms. It means that it is used to avoid misunderstanding in each communicator.
- c. **Vocabulary:** It is the base for language learners to speak that language. Without adequate knowledge of vocabulary, language learners completely seem unable to use the structure and function for effective communication. But, more knowledge about grammar makes students easier to express their thoughts, feelings, emotions and ideas and for this they need to know words, their meaning and pronunciation.
- d. **Fluency:** It refers to the students' ability to utter the language communicatively, fluently and accurately without interruption. Students are allowed to speak freely without interruption while assessing their fluency level by the teachers.
- e. **Comprehension:** It refers to the process of understanding the language whatever spoken to the listeners. It helps language learners to become clearer on the sayings and to avoid misunderstanding.

2.1.5 Strategies for Teaching Speaking Skill

In the past, speaking skill was not considered as a central skill in foreign language pedagogy. However, “the theory of communicative competence becomes a pioneer of the development of oral skill” Shofia (2016). The practices of speaking become central in foreign language classroom. As a result, the teaching of speaking skill should be figured out as a central aspect in foreign language teaching. Learning strategies in second language acquisition emerged from a concern for identifying the characteristics of effective learners. According to O’Malley and Chamot (1990, p. 43 as cited in Shofia, 2016) learning strategies of speaking have been defined as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.

Widyaningsih and Robiasih (2018) state that teaching speaking strategies can help students improve their fluency and accuracy. Each teacher may apply different strategies to improve his/her fluency and accuracy in speaking. According to Brown (2001, p.131, as cited in Widyaningsih & Robiasih, 2018), after practicing the strategies, teacher can see how the students’ understanding in learning language can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milieu for the realization of successful strategies.

Killen (2015, as cited in Widyaningsih & Robiasih, 2018) explained how to improve students’ speaking skills needed most for teaching strategies in the classroom, which are as follows:

- Setting clear lesson goals
- Showing & telling,
- Questioning to check for understanding
- Summarizing new learning in a graphical way,
- Plenty of practice
- Providing students with feedback

- Being flexible about how long it takes to learn
- Getting students working together (in productive ways),
- Teach strategies not just content and Nurture meta-cognition.

Similarly, Kayi (2006) states some teaching speaking strategies are:

- a. Discussion: It refers to the way of involving students to share their ideas on the specific subject matter. However, the objective of discussion should be set by the teacher before starting discussion in the classroom. Students are divided into 5 to 6 groups for the discussion, which helps them to be concentrated on the topic and to avoid irrelevant chatting among them.
- b. Role-play: students are provided various social contexts to play variety of social roles, which gives more opportunities to speak in classroom. Teachers provide students the information about the roles who they are and what they think that they are going to act.
- c. Simulations: They are in more elaborated form than the role-plays. It helps to bring realistic environment in the classroom, which in turn motivates learners to learn the language. For example, if a learner is acting as a guitarist, he or she brings guitar to play and so on.
- d. Information gap: It involves students in pair work in which a partner shares his or her information to other partner. In other words, one partner will have information that other partner does not have and the partners share their information.
- e. Brainstorming: Teacher provides a topic to the students and they can produce ideas on that very topic in a limited time. Students are free to think on the given topic and are not criticized for their ideas.
- f. Storytelling: It involves students to tell the story that they heard before as well as their own created story. It enhances creativity in the students. It helps students to express the ideas on chronological order along with beginning, middle and ending part of the story.
- g. Interviews: Students can interview to various people on selected topic. They also involve in preparing questions that they use while conducting

interviews. Interview helps students to practice speaking skill as well as to develop socialization.

- h. Story completion: Students are put in a circle and teacher starts telling story to them. After beginning the story about 9-10 sentences, teacher stops to tell it and let the students to narrate from the point where the previous one stopped. In the same way, all students involve in narrating the story.
- i. Reporting: Students are asked to read a newspaper or magazine before the class and, in class, they report whatever they found interesting while reading in front of their classmates.
- j. Picture narrating: Several sequential pictures are displayed to the students and they are asked to tell the story accordingly. Teachers provide vocabulary and structures to the students for the narration.
- k. Picture describing: Teacher provides just one picture to the students and let them to describe what they see in the picture. It helps to foster students' creativity and imagination power.
- l. Find the differences: Students are supposed to be working in pair and each couple is provided with two different pictures for finding the similarities and differences between the given pictures.

Likewise, techniques in teaching speaking can be categorized into two groups in which each of them includes numbers of techniques. It can be briefly described below:

- a. Teacher-centered technique: Literally, our classroom teaching has always been criticized for being more teacher-centered. In this technique, teacher remains active and students remain as passive listener. No interaction between teacher and student is guaranteed here and teacher is more authoritative. It includes the following techniques;
 - i. Deductive: It is a rule-driven way of teaching in which teacher firstly presents the rules and later explains them. In other words, rules of grammar are presented and then examples are provided on the basis of those rules.

- ii. Lecture: It is a pedagogical technique in which a teacher delivers formal talk with a careful planning on the specific issues.
 - iii. Explanation: It is an explicit description of a concept or process. It can be in the form of acting, defining, using sentences, stating synonyms, telling original etc.
 - iv. Illustration: It is a way of teaching with the use of materials or examples in order to make the content understandable, interesting and clear to learners. It can be done verbally as well as visually.
 - v. Demonstration: It is a presentation of pre-arranged series or events by which the relationship between theory and practice can be built to enables the learners to acquire the knowledge in the first hand form.
 - vi. Finger technique: In this technique, a teacher points to each word with the help of finger in order to focus on the sentence or structure.
 - vii. Questioning: Although students become active while questioning, teacher plays major role in providing the answers.
- b. Student-centered techniques: It has been a cry in teaching and learning at the present day. Students are in a front line and active while learning the language. They get the opportunities to involve in discussion, interaction, and communication. Some of techniques are;
- i. Inductive: It is a rule-discovery way of teaching in which teachers start with the examples. In other words, students are encouraged to infer grammatical rules from the examples provided to them.
 - ii. Pair work: It refers to the activity in which two students get involved in interaction with each other. It can be done for various works such as dialogue, grammar practice, describing pictures, question answer, language games and so on.
 - iii. Group work: Groups are created having 4 to 5 in numbers for the purposed task. Each member from the group involves in accomplishing the specific task.

- iv. Role play: It refers to an act for small scenes using the given dialogue or can be acted out using one's own ideas and information. It provides an opportunity to practice the language.
- v. Project work: It is a co-operative language learning technique in which a team of students does work usually outside the classroom.
- vi. Discovery technique: It is a kind of problem solving technique that invites students to discover the information instead of passively listen the rules of grammar.
- vii. Task-based technique: Students involve in a communicative task which focuses on meaning rather than form.
- viii. Teaching through text: Students are accessed to the text containing the structure that is intended to to be taught. With the help of context, students can be focused on the particular structure in the text.
- ix. Use of language games and fun activities: They are useful for teaching functions of language. It can be used to create situational context in the classroom. It helps to motivate the young learners to learn the language.
- x. Use of multi-media: It refers to the technology that integrates text, graphics, videos, and sound together. It is used to teach the language in an easy and comprehensive way.

2.1.6 Language and Gender

This is the age of communication technology due to the advancement in trade, multi-media, business, education etc. that can only be enhanced by the proper use of language. Furthermore, this use of language is different from male and female due to their social and psychological factors. In general, gender refers to the biological differences, which have some unique features to each other. Similarly, societal cultural behaviors, costume and their works and values make some differences between the male and female in their thinking, behavior, and activities. In this concern, the language is always related to the gender in terms of speech, intention of talk and standard of forms. Similarly, the studies of

language and gender have increasingly become the study of discourse and gender.

Brown and Levinson (1983, as cited in McElhinny, 2003) state that early sociolinguistic studies of gender often assumed that gender should be studied where it was most salient, and that gender was most salient in “cross-sex interaction between potentially sexually accessible interlocutors, or same sex interaction in gender-specific tasks”. Likewise, in linguistics and elsewhere, a poststructuralist approach has led to a recent series of studies which focus on various kinds of sex/gender in part for what they help reveal about dominant norms of sex/gender/sexual identity.

Jennifer Coates (1993, p. 5) writes about the interconnections between men, women, and language in her book "Women, men and language." In this book, she explains that men have been culturally seen as a heart of society while women have existed in men's shadow. There are structural and status differences between men and women in society that may be a consequences and cause of linguistic differences between men and women. Similarly, Lakoff (2004, pp. 80-84) argues that nature of using language between men and women is different. Women are expected to talk more properly than men do and men are expected to speak carelessly. Men say whatever they have in mind without thinking on the other hand; there are something in women’s language that automatically comes to mind, talking corrected form with politeness and powerlessness.

McElhinny (2003) states that it is worth considering why poststructuralist models of gender have been so readily embraced by sociolinguistics and linguistic anthropologists working on gender. Our very subject matter-language may lend itself to an ability to focus on gender and the social construction of “sex.” Peoples’ ability to adopt language readily and rapidly from situation to situation, addressee to addressee may accord people an unusual degree of agency and flexibility in their construction of themselves in a way that other forms of cultural and actual capital can do not (e.g. body hexes, occupational

opportunities). In conclusion, if gender is understood as an activity rather than a relation, if we consider gender as an institutionalized principle for allocating access to resources, and if we carefully explore when, and how, and why, and to whom gender is relevant, then it becomes possible to study gender and language in communities, contexts, cultures, and times.

2.1.7 Communicative Theory

Language learners in learning environment utilizing CLT techniques learn and practice the target language through the interaction with one another and with the instructor, and with the language both in class and outside of class. This theory also claims to encourage learners to incorporate their personal experiences into their language-learning environment, and focus on the learning experience in addition to the learning of the target language. Oral-activities are popular among CLT teachers, because they include active conversation and creative, unpredicted responses from students. They promote collaboration, fluency, and comfort in the target language. Merrill (1980) argues that the communicative (or functional/notional) approach is organized based on communicative function (e.g. apologizing, describing, inviting, and promising). She added a theory of basic communication skills that can be characterized as one which emphasizes the minimum level of (mainly oral) communication skills needed to get along in, or cope with, the most common second language situations the learner is likely to face.

Similarly, communicative theory is considered as the most effective theoretical model in English language teaching since early 1970s. The underlining concept of this approach is that language carries not only functional meaning but carries social meaning as well. The focal point of CLT was almost exclusively on meaningful interaction with spontaneous speech during pair and group work. Bagaric (2007) termed communicative competence that comprises of two words and the combination of which means competence to communicate. The simple lexicon-semantically analysis uncovers the fact that to control word in the communicative competence is the word competence. In conclusion,

according to Bagaric (2007), there is a high level of agreement among theoreticians today on the basic content of the definition of communicative competence. However, it has been often pointed out in the literature on language testing that before undertaking research on communicative competence, it is essential to examine and clearly determine the construct of communicative competence namely to formulate a definition, which will enable a simple operationalization of that construct.

2.2 Review of Empirical Literature

A number of research works have been conducted in the field of teaching speaking. In this section, I reviewed the literature especially related to strategies used by male and female teachers, in teaching speaking at EFL classroom. Here, I went through some foreign research studies and some research works under the department of English education. For the empirical literature reviews, I reviewed some related researches; 'A descriptive study of male and female teachers' preferences of strategies used for teaching speaking in SMPN 1 Singaraja' by Nyoman et al (2014), 'Teachers' strategies in teaching speaking to students at secondary level' by Anjaniputra (2013), 'A study on male female teachers' communicative strategies in EFL classroom' by Ponitrin, Jabu and Saliya (2018), 'Strategy used by Iranian EFL learners and English native speakers: Gender in focus' by Hajiesmaeil (2017), 'Techniques used in teaching speaking skill' by Poudel (2017), and 'Teacher's strategies in teaching speaking skill for eleventh grade students at SMA BOPKRI 2 Yogyakarta' by Widyaningsih and Robiasih (2018).

Nyoman et al (2014) carried out a research entitled "A Descriptive Study of Male and Female Teachers' Preferences of Strategies Used for Teaching Speaking in SMPN 1 Singaraja." This research study aimed to describe male and female teachers' preferences of strategies used for teaching speaking and the reason why male and female teachers used certain strategies for teaching speaking. To achieve these objectives, researchers conducted a qualitative research. The researchers used observations, questionnaire and interview to the

male and female English teachers in order to collect the data about male and female teachers' strategies for teaching speaking. The researchers selected five English teachers who taught at seven and eight in SMPN 1 Singraja. This study was designed by applying seven Killen's teaching strategies that adopted content analysis techniques to reveal and verified the needed data. The result showed that male English teachers used four of seven Killen's teaching strategies in teaching speaking to their students. The strategies were direct instruction, discussion, and group work and performance activities. While female teachers also preferred four of seven Killen's teaching strategies used in teaching speaking in classroom. The reason behind using certain strategies by male and female teachers was that those strategies made students actively participate in the classroom.

Anjaniputra (2013) carried out the research entitled "Teachers' strategies in Teaching Speaking to Students at Secondary Level." This study was conducted to explore teacher's strategies in teaching speaking to students at secondary level and recognizing students' responses towards strategies by involving English teachers. The data was collected through classroom observation and interviews to identify the strategies of teaching speaking from 22 students of the class. The questionnaire was administered to the students to gain the data about their responses toward strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teachers were cooperative activities, role play, creative tasks and drilling. In the meantime, students' responses to strategy resulted positive attitude as they responded that the strategy helped them to speak as well as to enhance oral production of students.

Similarly, another research carried out by Ponitri, Jabu and Salija (2018) entitled "A Study on male Female teachers' Communicative Strategies in EFL Classroom" with the aim to know the communicative strategies and to identify the similarities and differences of communicative strategies used by male and female teachers in EFL classroom. Researchers applied descriptive qualitative

method. The sample population of this study is two male and two female English teachers of MAN2 model Makassure. The data collection was done through observation and interviews. Observation was conducted in twelve meetings from different context such as class, time and learning topic. The researchers conducted observation by using audio recorder. Similarly, interview was used for additional information about the use of communicative strategies used by male and female teachers. The result showed that communicative strategies used by male and female teachers in EFL classroom were non-verbal signal, literal translation, code switching, filler and hesitation device, self and other repetition, self-initiated repair, appeal for a help or meaning negotiation. The similarities between male and female teacher using communicative strategies were achievement strategy, stalling gaining strategy and interactional strategy. Similarly, there were differences between communicative strategies used by male and female teachers in the self-monitoring strategy. Female teachers tended to perform self-initiated repair while making a mistake. On the other hand, male did not perform self-initiated repair while making mistake.

Another research conducted by Hajiesmaeil (2017) entitled "Strategy used by Iranian EFL Learners and English Native Speakers: gender in Focus". This study tried to explore the frequency and order of communication strategies used by Iranian male and female EFL learners as well as English native speakers and to investigate the differences between the native and non- native speakers of English of their use of communicative strategies. The result showed that nonverbal and social affective strategies were the most frequent strategies used by native and non-native speakers of English. Furthermore, there were no significant differences between the male and female Iranian EFL learners but significant differences between male and female English native speakers were seen.

Another research was carried out on the topic "Techniques Used in Teaching Speaking Skill" by Poudel(2017) with the objectives to explore strategies used

by secondary level English teachers in teaching speaking skill and to suggest pedagogical implication. Researcher purposively selected 30 secondary English classes from six secondary schools of Kaski district as the sample for this study. The researcher used classroom observation and dairy records to collect the data. The finding of the research showed that role-play, picture description, reading maps and giving direction, group discussion, group work, interview, communicative game activity, unplanned speeches etc were the techniques used in teaching speaking skill.

Widyaningsih and Robiasih (2018) conducted research entitled "Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA BOPKRI 2 Yogyakarta." The objectives of this research were to describe the strategies used by English teachers of the eleventh grade students of SMA BOPKRI 2 Yogyakarta in teaching speaking and to find out how the English teachers applied the strategies in teaching speaking. This was a qualitative research in the form of case study. The data were collected from observation and video recording of XI IPA1, XI IPA 2, and XI Bahasa. The data were transcribed, identified, described, and analyzed by using theory of Shaun Killian's strategies in teaching speaking. The results indicated that not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bhasa, the teacher only applied four strategies in teaching speaking. The teacher applied the strategies to help students become active during the learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was sufficiently executed.

2.3 Implication of the Literature Review

I reviewed different research studies, articles and other documents related to my research. In theoretical literature review, I reviewed different literatures on the title teaching English history in Nepal, aspects of teaching English,

language and gender, strategies for teaching speaking skill, components of speaking skill, teaching speaking skill and communicative theory.

From teaching English history in Nepal, I got an insight on the historical development of teaching English language from traditional phase to modern phase. This insight enhanced better understanding about teaching speaking condition of English language in Nepal.

By reading the topic on teaching speaking skill, it provided information about the reasons that why we should teach speaking skill to language learners. It also unveiled the importance of teaching speaking skill in order to be competent communicatively.

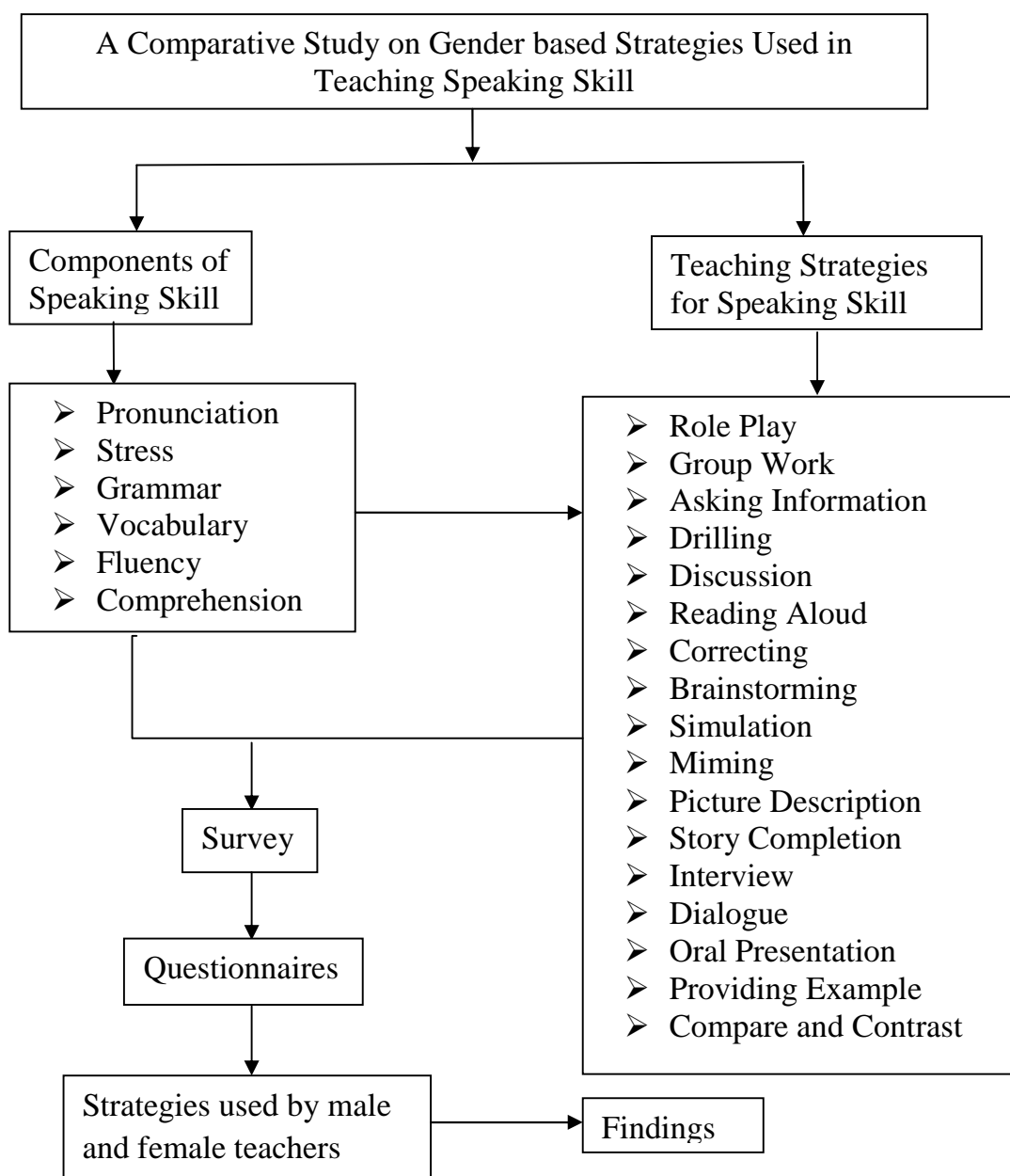
Strategies for teaching speaking skill as a topic led to the understanding about strategies for teaching speaking skill in terms of context, situation and activities. They really helped in developing questions according to the determined objectives with appropriate activities and techniques for this research.

From the theoretical review of gender and language, I understood the nature and gender variation on different aspects such as social, psychological, physical, cultural etc about language teaching. Likewise, it also provided information on the sorts of language and pedagogical activities used by both male and female teachers for teaching language in the classroom.

Similarly, from the empirical literature review, I reviewed different previous research studies in the same field. Various research articles by Nyoman et al (2014), Anjaniputra (2013), Ponitri, Jabu and Salija (2018), Hajiesmaeil (2017), and Widyaningsih and Robiasih (2018) helped to disclose numerous gender based strategies while teaching speaking skill. They also aided for finding the research gap in this study. Likewise, a thesis by Poudel (2017) made me clear on the research design including data collection tools, data analysis procedures, sampling strategy and so on.

2.4 Conceptual Framework

A conceptual framework is an analytical tool that deals with the hypothetical variables of the research. It is used to make conceptual distinction and organize ideas. Therefore, this conceptual framework provided guideline for this research.



CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the design of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedure, data analysis procedure and ethical consideration.

3.1 Design and Methods of the Study

This work is based on survey research. The main purpose of carrying out research is to obtain a snapshot of condition, attitudes, and activities in single point in time. In this research, I used survey research design under the quantitative research. Survey research is the most commonly used method of investigation in social and educational fields. According to Kidder (1981, p. 81), “Survey is the best research design carried out in order to find out public operations, behaviors and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time.” Based on this statement, we can say that survey is a superficial study of an issue or phenomenon. Therefore, this research emphasized on teaching speaking skill to explore the phenomenon about male and female English teachers' teaching speaking strategies used in EFL classroom.

In this research, I used survey because it allows collecting large scale of data from the sample population within a single point of time. It is easier to determine my sample population, sampling procedures, and data collection tools to fulfill my research objectives using survey than others design. Therefore, I applied survey research design in my study.

Some characteristics of survey research designs are as follows (Cresswell, 2012, pp. 380-392):

- i. Sampling from a population: Samples should be selected and studied from the population. Three terms namely the population, the target population and the sample should be clearly defined at first. Survey researcher should select a sample representative of the population so that generalization can be made from the sample to population.
- ii. Collecting data through questionnaires and interviews: Quantitative researchers mostly use two basic forms of survey namely questionnaires and interviews in order to conduct the study. Here, questionnaire refers to the set of questions that are given to the participants in order to get the responses on them. Likewise, interview refers to the process in which a researcher records answers supplied by the participants in the study.
- iii. Designing instruments for data collection: It is very difficult to design a good survey instruments. Survey researchers should first consider whether there is a availability of a survey instrument that can measure the intended variables.
- iv. Obtaining a high response rate: Survey researchers should look at for high response rate from participants in a study. In a consequence, they can generalize the results obtained from the sample to the population.

Processes or steps of survey research designs are as follows (Cresswell, 2012, pp. 403-404):

- i) Decide if a survey is the best design to use: Researchers should decide a survey design if he or she wants to describe the trends in a population or describe the relationship among variables or compare groups.
- ii) Identify the research questions or hypotheses: Survey researcher can address both research questions and hypotheses in the study. Forms of research questions or hypothesis can be either the description of the characteristics or trends of a population of people, or group comparison in terms of specific attributes, or relationship among variables.

- iii) Identify the population, the sampling frame, and the sample: while identifying the population, it includes defining the population and determining the number of people. Once the survey researcher identifies the target population with a compiled list of its members, then he or she can select the sample usually with the help of random sampling procedures.
- iv) Determine the survey design and data collection procedures: Survey researchers should be aware of the types of survey design namely cross-sectional and longitudinal. They should also determine whether their study will be based on questionnaire or interview assessing the advantages and disadvantages of it.
- v) Develop or locate an instrument: Survey researchers need an instrument to collect or measure the variables in the study. It is important to form an instrument in order to check the reliability and validity of scores during data analysis.
- vi) Administer the instrument: this step goes with seeking and obtaining permissions to conduct the survey as well as using procedures for data gathering.
- vii) Analyze the data to address the research questions or hypotheses: Survey researchers involve in noting response rates, checking for response bias, conducting descriptive analysis of all items, and then answering descriptive questions while addressing the research questions or hypotheses for the study.
- viii) Write the report: Survey researchers should be aware of a standard quantitative structure which includes introduction, the review of the literature the methods, the results, and the discussion.

3.2 Population, Sample and Sampling Strategy

This research was conducted to explore strategies used by male and female teachers in teaching speaking at basic level. All the basic level's English

teachers from Ilam and Jhapa districts were the population. For this research, I collected the data from 20 male and 20 female English teachers who were teaching at basic level as sample. Data were collected through open-ended and closed-ended questionnaires. Furthermore, I used random sampling procedure to select the sample from the population of the study.

3.3 Research Tools

Tools are the most important elements of research. In this research study, research tools were both open-ended and closed-ended questionnaires.

3.4 Sources of Data

This study was based on both the primary and secondary sources.

3.4.1 Primary Sources of the Data

The primary sources of the data in this study were forty English language teachers (20 males and 20 females) teaching at basic level from Ilam and Jhapa districts.

3.4.2 Secondary Sources of the Data

Various books Such as Sharma (1990), Sekeran (2003), Sharma and Phyak (2006), Harmer (2008), and Shrestha (2018); journal articles like: Kayi (2006), Anjaniputra (2013), Admo (2015), Koran (2015), Shofia (2016), and Widyaningsih and Robiasih (2018) were used as the secondary data in order to support this study.

3.5 Data collection Procedure

This research followed several procedures to collect the data in order to fulfill the determined objectives. First, I selected the 40 sample population (20 males and 20 females) English teachers using random sampling procedure from the population of the study. After that, I introduced the purpose of conducting

research to the participants. Then, I developed rapport with the participants individually. After building a rapport with the participants, I distributed the copy of questionnaire to collect the required data from the sample populations.

3.6 Data Analysis Procedure

All the collected data from survey were analyzed using descriptive as well as statistical procedure with the help of table and illustration.

3.7 Ethical Consideration

In the process of collecting, analyzing, and interpreting the data, all the ethical issues were considered. While collecting the data, I took permission from the concerned authorities and teachers. After that, I provided questionnaire to them in order to get responses on the asked questions. In this research, the main source of data was a sample population. Therefore, main concern was given to their privacy, personal life and religious aspects. In the same vein, I was alert in their right, fame/prestige, liberty and secrecy. Thus, any activities would not be against their permission. The social norms and values were considered properly while collecting data. I would not expose the name of the teachers for that I used pseudo names or codes to follow the ethical culture. References and citations were included for avoiding plagiarism in the research.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULT

This chapter includes analysis of the data and interpretation of the result.

4.1 Analysis of the Data and Interpretation of the Result

This chapter is concerned with the presentation, analysis, and interpretation of the result. All the data were collected from questionnaire under survey design where I used closed-ended and open-ended questions to collect the required data from sample population. In the closed-ended questions, I used multiple-choice type of questions in each. The percentage was used as main statistical tool for data analysis. While analyzing the data, total number of responses for each question and item had been changed into percentage. On the other hand, open-ended questions were included in set-b to get their perceptions about gender influence in teaching strategies while teaching speaking skill. In addition, I used thematic analysis method to analyze these open-ended questions' responses.

4.1.1 Strategies Used by English teachers while teaching Speaking Skill

Teaching strategies refer to the methods or plans used to help students learn about contents. While teaching speaking skill, there are number of strategies that can be used by English teachers. Among those strategies, this research displayed either some teaching strategies that were more used or less used in the class by teachers while teaching speaking skill through different language aspects. The findings have been presented below:

Table No: I

Strategies Used by English Teachers for Teaching Speaking Skill

More Used Strategies	Less Used Strategies
Role Play	Dictionary use
Asking Information	Dialogue
Drilling	Acting
Discussion	Simulation
Reading aloud	Interview
Revision	Miming
Using rhymes	Oral Presentation
Conversation	Use of audio
Pair work	Story formation
Greeting	Puzzle
Group work	Brainstorming
Correcting	Story Completion
Narration	Picture Description
Showing pictures	Compare or contrast
Word Game	Sharing experience
Word meaning	Telling jokes
Demonstration	Showing postures
Making a sentence	Use of audio-visual materials
Creating context	-
Modeling	-
Group presentation	-
Providing examples	-

From the above table no. I, strategies used by English teachers have been obtained while teaching speaking skill in the classrooms. These strategies were categorized being based on the frequency of their uses. The strategies were

used either often or sometimes. Often used strategies included role play, asking information, drilling, discussion, reading aloud, revision, using rhymes, conversation, pair work, group work, correcting, narration, showing pictures, word meaning, demonstration, making a sentence, creating context, modeling, group presentation, and Providing examples. On the other hand, sometimes used strategies were dictionary use, dialogue, acting, simulation, interview, miming, oral presentation, use of audio, story formation, puzzle, brainstorming, story completion, picture description, compare or contrast, sharing experience, telling jokes, showing postures, and use of audio-visual materials.

4.1.2 Gender based variations in the use of strategies for teaching speaking skill

Data collected through close-ended questions were analyzed and interpreted as below:

- 1) How important do you think teaching speaking is in your class?

Table No. 1

Importance of Teaching Speaking

Speaking skill	Highly important		Important		Less important		No important		Total	
	F	%	F	%	F	%	F	%	F	%
Male	14	70	6	30	-	-	-	-	20	100
Female	13	65	6	30	1	5	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table no. 1, out of defined 20 males and 20 females, high importance for teaching speaking skill was given by 70% male teachers and importance by 30% whereas 65% of females gave high importance and 30% of them gave only importance for teaching speaking skill. However, less importance was given by 5% of female teachers for teaching speaking skill. Regarding the data, it showed that 5% of male teachers gave high importance

than the females. In addition, No male teachers gave less importance but the percentage from the female teachers carried five.

2) How much importance do you give to this aspect while teaching speaking?

Table No. 2 (A) Male

Important Aspects for Teaching Speaking Skill

Aspect	Very much		Quite a bit		Some		Very little		Total	
	F	%	F	%	F	%	F	%	F	%
Pronunciation	10	50	5	25	5	25	-	-	20	100
Stress	5	25	5	25	8	40	2	10	20	100
Vocabulary	12	60	7	35	1	5	-	-	20	100
Grammar	8	40	7	35	5	25	-	-	20	100

Table No. 2 (B) Female

Important Aspects for Teaching Speaking Skill

Aspect	Very much		Quite a bit		Some		Very little		Total	
	F	%	F	%	F	%	F	%	F	%
Pronunciation	16	80	3	15	1	5	-	-	20	100
Stress	8	40	5	25	4	20	3	15	20	100
Vocabulary	15	75	4	20	1	5	-	-	20	100
Grammar	16	80	3	15	1	5	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the table no. 2(A) and 2(B), aspects of teaching speaking have been analyzed in terms of gender variation.

Regarding the aspect of pronunciation, it showed that the importance on pronunciation while teaching speaking skill was given from the male teachers on very much by 50%, quite a bit by 25% and some by 25% whereas 80%, 15% and 5% from the female teachers respectively. Analyzing these data, it

revealed that 30% of the female teachers gave very much importance than the male teachers for pronunciation while teaching speaking skill. In addition, gender variation came out with the fact that more than 10% of males gave quite a bit (importance) and more than 20% of them on some (importance) than the female teachers.

On the aspect of stress, the data showed that the importance on stress while teaching speaking skill was given very much by 25%, quite a bit by 25%, some by 40% and very little by 10% from the male teachers whereas 40%, 25%, 20% and 15% from the female teachers respectively. With the analysis, it can be said that the gender variations occurred 15% (+females) on very much, 20% (+males) on some and 5% (+females) on very little.

On vocabulary aspect, the data displayed that the importance on vocabulary while teaching speaking skill was given on very much by 60%, quite a bit by 35% and some by 5% from the male teachers whereas 75%, 20% and 5% from the female teachers respectively. With the the help of those data, it can be analyzed that the gender variations occurred 15% (+females) on very much and 15% (+males) on quite a bit.

On grammar aspect, the data indicated that the importance on grammar while teaching speaking skill was given on very much by 40%, quite a bit by 35% and some by 25% from the male teachers whereas 80%, 15% and 5% from the female teachers respectively. The analysis figured out the gender variations with the data on very much by 40% (+females), quite a bit by 20% (+males) and some by 20% (+males).

3) How often do you use these strategies to teach greeting?

Table No. 3 (A) Male
Strategies to Teach Greeting

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Role play	10	50	8	40	2	10	-	-	20	100
Asking information	4	20	7	35	9	45	-	-	20	100
Group work	4	20	8	40	8	40	-	-	20	100

Table No. 3 (B) Female
Strategies to Teach Greeting

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Role play	10	50	8	40	2	10	-	-	20	100
Asking information	6	30	10	50	4	20	-	-	20	100
Group work	2	10	13	65	5	25	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 3(A) and 3(B), the analysis has been done for the strategies to teach greeting.

Role-play as a strategy, the data revealed that it was used very often by 50%, often by 40% and sometimes by 10% of the male teachers while teaching greeting and the same percentage from the female teachers too.

On asking information as a strategy, the data showed that it was used very often by 20%, often by 35% and sometimes by 45% from the male teachers while teaching greeting whereas 30%, 50% and 20% from the female teachers

respectively. The analysis came out with the fact that the gender variations on very often was 10% (+females), often 15% (+females) and sometimes 25% (+females).

On the group work as a strategy, the data displayed that it was used very often by 20%, often by 40% and sometimes by 40% from the male teachers while teaching greeting whereas 10%, 65% and 25% from the female teachers respectively. By analyzing those data, the gender variations occurred 10% (+males) on very often, 25% (+females) on often and 15% (+males) on sometimes.

4) How often do you use these strategies to teach pronunciation?

Table No. 4 (A) Male
Strategies to Teach Pronunciation

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Drilling	10	50	8	40	2	10	-	-	20	100
Correcting	4	20	10	50	4	20	2	10	20	100
Asking	5	25	8	40	7	35	-	-	20	100
Dictionary use	2	10	5	25	13	65	-	-	20	100

Table No. 4 (B) Female
Strategies to Teach Pronunciation

Strategies	Very often		Often		Someti me		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Drilling	12	60	8	40	-	-	-	-	20	100
Correcting	2	10	15	75	2	10	1	5	20	100
Asking	5	25	10	50	5	25	-	-	20	100
Dictionary use	3	15	7	35	8	50	2	10	20	100

Note: F=Frequency, %= percentage, += more

From above table 4(A) and 4(B), the analysis has been done for the strategies to teach pronunciation.

Drilling as a strategy, the data showed that it was used very often by 50%, often by 40% and sometimes by 10% from the male teachers while teaching pronunciation whereas very often by 60 % and often by 40% from the female teachers. From the analysis, the gender variation on very often was 10% (+females) however, no female teachers did use drilling sometimes.

Correcting as a strategy, the data displayed that it was used very often by 20%, often by 50%, sometimes by 20% and never by 10% from the male teachers while teaching pronunciation whereas 10%, 75%, 10% and 5% from the female teachers respectively. With the analysis of those data, gender variations occurred on very often by 10% (+males), often by 25% (+females), sometimes by 10% (+males) and never by 5% (+males).

Asking as a strategy, the data revealed that it was used very often by 25%, often by 40% and sometimes by 35% from the male teachers while teaching pronunciation whereas 25 %, 50% and 25% from the female teachers respectively. From the analysis, the gender variation on often was 10% (+females) and sometimes 10% (+males).

Using dictionary as a strategy, the data displayed that it was used very often by 10%, often by 25% and sometimes by 65% from the male teachers while teaching pronunciation whereas 15%, 35% and 40% from the female teachers respectively. However, 10% of the female teachers never used dictionary while teaching pronunciation.

5) How often do you use these strategies to teach sentence stress?

Table No. 5 (A) Male

Strategies to Teach Sentence Stress

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Drilling	7	35	5	25	8	40	-	-	20	100
Correcting	1	5	10	50	7	35	2	10	20	100
Use of audio	1	5	2	10	14	70	3	15	20	100
Discussion	4	20	7	35	6	30	3	15	20	100

Note: F=Frequency, %= percentage, += more

Table No. 5 (B) Female

Strategies to Teach Sentence Stress

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Drilling	4	20	10	50	5	25	1	5	20	100
Correcting	6	30	10	50	4	20	-	-	20	100
Use of audio	-	-	4	20	14	70	2	10	20	100
Discussion	5	25	8	40	7	35	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 5(A) and 5(B), the analysis has been done for the strategies to teach sentence stress.

Drilling as a strategy, the data showed that it was used very often by 35%, often by 25% and sometimes by 40% from the male teachers while teaching sentence stress whereas 20%, 50% and 25% from the female teachers respectively. But, 5% of the female teachers never used drilling while teaching sentence stress. By analyzing those data, the gender variations occurred 15%

(+males) on very often, 25% (+females) on often and 15% (+males) on sometimes.

Correcting as a strategy, the data revealed that it was used very often by 5%, often by 50% and sometimes by 35% from the male teachers while teaching sentence stress whereas 30%, 50% and 20% from the female teachers respectively. But, 10% of the male teachers never used correcting while teaching sentence stress. The analysis figured out the gender variations with the data on very often by 25% (+females) and sometimes by 15% (+males).

Use of audio as a strategy, the data showed that it was used very often by 5%, often by 10% and sometimes by 70% from the male teachers while teaching sentence stress whereas often by 20%, sometimes by 70% and never by 10% from the female teachers. But, 15% of the male teachers never used audio strategy while teaching sentence stress. From the analysis, the gender variation on often was 10% (+females).

Discussion as a strategy, the data displayed that it was used very often by 20%, often by 35% and sometimes by 30% from the male teachers while teaching sentence stress whereas 25%, 40% and 35% from the female teachers respectively. But, 15% of the male teachers never used discussion strategy while teaching sentence stress. By analyzing those data, the gender variations occurred 5% (+females) on very often, 5% (+females) on often and 5% (+females) on sometimes.

6) What strategies do you use to teach grammar for teaching speaking?

Table No. 6

Strategies to Teach Grammar for Teaching Speaking

Strategies	Male		Female	
	F	%	F	%
Explicit	10	50	16	80
Implicit	10	50	3	15
Intentional	-	-	1	5
Accidental	-	-	-	-
Total	20	100	20	100

Note: F=Frequency, %= percentage, += more

From the above table no. 6, the analysis has been done for the strategies to teach grammar for teaching speaking. The data showed that 50% of the male teachers applied explicit as well as the same percentage of the male teachers used implicit to teach grammar for teaching speaking. 80%, 15% and 5% of the female teachers adopted explicit, implicit and intentional strategy to teach grammar for teaching speaking respectively. Analyzing those data, most of the female teachers preferred using explicit strategy for teaching grammar than the implicit but the male teachers equally used both of those strategies.

7) How often do you use these techniques to teach speaking using a story?

Table No. 7 (A) Male

Techniques to Teach Speaking Using a Story

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Discussion	9	45	6	30	5	25	-	-	20	100
Reading aloud	6	30	7	35	7	35	-	-	20	100
Story completion	-	-	14	70	6	30	-	-	20	100
Picture description	4	20	7	35	9	45	-	-	20	100

Table No. 7 (B) Female
Techniques to Teach Speaking Using a Story

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Discussion	8	40	10	50	2	10	-	-	20	100
Reading aloud	6	30	8	40	6	30	-	-	20	100
Story completion	4	20	8	40	8	40	-	-	20	100
Picture description	3	15	7	35	10	50	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 7(A) and 7(B), the analysis has been done for the strategies to teach speaking using story.

Discussion as a technique, the data revealed that it was used very often by 45%, often by 30% and sometimes by 25% from the male teachers while teaching speaking using a story whereas 40%, 50% and 10% from the female teachers respectively. By analyzing those data, the gender variations occurred 5% (+males) on very often, 20% (+females) on often and 15% (+males) on sometimes.

Reading aloud as a technique, the data showed that it was used very often by 30%, often by 35% and sometimes by 35% from the male teachers while teaching speaking using a story whereas 30%, 40% and 30% from the female teachers respectively. The analysis came out with the fact that the gender variations on often was 5% (+females) and sometimes 5% (+males).

Story completion as a technique, the data displayed that it was used often by 70% and sometimes by 30% from the male teachers while teaching speaking using a story. On the other hand, 20%, 40% and 40% of the female teachers adopted the strategies very often, often and sometimes while teaching speaking using a story respectively. It was found that no male teachers did use story

completion very often but 20% of the female teachers did so. In addition, the analysis figured out the gender variations with the data on often by 30% (+males) and sometimes by 10% (+females).

Picture description as a technique, the data showed that it was used very often by 20%, often by 35% and sometimes by 45% from the male teachers while teaching speaking using a story whereas 15%, 35% and 50% from the female teachers respectively. With the analysis, it can be said that the gender variations occurred 5% (+males) on very often and 5% (+females) on sometimes.

8) How often do you use these techniques to teach speaking using a poem?

Table No. 8 (A) Male

Techniques to Teach Speaking Using a Poem

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Drilling	7	35	8	40	5	25	-	-	20	100
Brainstorming	3	15	6	30	11	55	-	-	20	100
Using rhymes	8	40	7	35	5	25	-	-	20	100
Reading aloud	9	45	9	45	2	10	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 8 (B) Female

Techniques to Teach Speaking Using a Poem

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Drilling	8	40	10	50	2	10	-	-	20	100
Brainstorming	7	35	6	30	6	30	1	5	20	100
Using rhymes	7	35	9	45	4	20	-	-	20	100
Reading aloud	10	50	6	30	4	20	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 8(A) and 8(B), the analysis has been done for the techniques to teach speaking using a poem.

Drilling as a technique, the data showed that it was used very often by 35%, often by 40% and sometimes by 25% from the male teachers while teaching speaking using a poem whereas 40%, 50% and 10% from the female teachers respectively. With the the help of those data, it can be analyzed that the gender variations occurred 5% (+females) on very often, 10% (+females) often and 15% (+males) sometimes.

Brainstorming as a technique, the data displayed that it was used very often by 15%, often by 30% and sometimes by 55% from the male teachers while teaching speaking using a poem whereas 35%, 30% and 30% from the female teachers respectively. But, 5% of the female teachers never used brainstorming as a technique for teaching speaking. Examining the data, analysis came out with the fact that the gender variations on very often was 20% (+females) and sometimes 25% (+males).

Using rhymes as a technique, the data presented that it was used very often by 40%, often by 35% and sometimes by 25% from the male teachers while teaching speaking using a poem whereas 35%, 45% and 20% from the female teachers respectively. By analyzing those data, the gender variations occurred 5% (+males) on very often, 10% (+females) on often and 5% (+males) on sometimes.

Reading aloud as a technique, the data revealed that it was used very often by 45%, often by 45% and sometimes by 10% from the male teachers while teaching speaking using a poem whereas 50%, 30% and 20% from the female teachers respectively. From the analysis, the gender variation on very often was 5% (+females), often 15% (+males) and sometimes 10% (+females).

9) How often do you use these strategies to teach speaking using a picture?

Table No. 9 (A) Male

Strategies to Teach Speaking Using a Picture

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Narration	6	30	9	45	5	25	-	-	20	100
Group discussion	6	30	7	35	7	35	-	-	20	100
Story formation	3	15	5	25	12	60	-	-	20	100
Compare/contrast	-	-	7	35	13	65	-	-	20	100

Table No. 9 (B) Female

Strategies to Teach Speaking Using a Picture

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Narration	3	15	11	55	6	30	-	-	20	100
Group discussion	7	35	11	55	2	10	-	-	20	100
Story formation	2	10	6	30	12	60	-	-	20	100
Compare/contrast	6	30	4	20	10	50	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 9(A) and 9(B), the analysis has been done for the strategies to teach speaking using a picture.

Narration as a strategy, the data showed that it was used very often by 30%, often by 45% and sometimes by 25% from the male teachers while teaching speaking using a picture whereas 15%, 55% and 30% from the female teachers respectively. The analysis figured out the gender variations with the data on very often by 15% (+males), often by 10% (+females) and sometimes by 5% (+females).

Group discussion as a strategy, the data revealed that it was used very often by 30%, often by 35% and sometimes by 35% from the male teachers while

teaching speaking using a picture whereas 35%, 55% and 10% from the female teachers respectively. From the analysis, the gender variation on very often was 5% (+females), often 20% (+females) and sometimes 25% (+males).

Story formation as a strategy, the data displayed that it was used very often by 15%, often by 25% and sometimes by 60% from the male teachers while teaching speaking using a picture whereas 10%, 30% and 60% from the female teachers respectively. With the help of those data, it can be analyzed that the gender variations occurred 5% (+males) on very often and 5% (+females) often.

Compare or contrast as a strategy, the data showed that it was used often by 35% and sometimes by 65% from the male teachers while teaching speaking using a picture whereas very often by 30%, often by 20% and sometimes by 50% from the female teachers. But, no male teachers did use compare or contrast as a strategy for speaking very often. By analyzing those data, the gender variations occurred 15% (+males) on often and 15% (+males) on sometimes.

10) How often do you use these strategies to initiate conversation in your classroom?

**Table No. 10 (A) Male
Strategies to Initiate Conversation**

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Revision	9	45	7	35	4	20	-	-	20	100
Showing picture	-	-	15	75	5	25	-	-	20	100
Sharing experiences	5	25	9	45	6	30	-	-	20	100
Telling jokes	-	-	4	20	16	80	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 10 (B) Female
Strategies to Initiate Conversation

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Revision	9	45	8	40	3	15	-	-	20	100
Showing picture	3	15	9	45	8	40	-	-	20	100
Sharing experiences	5	25	8	40	7	35	-	-	20	100
Telling jokes	1	5	7	35	12	60	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 10(A) and 10(B), the analysis has been done for the strategies to initiate conversation in the classroom.

Revision as a strategy, the data revealed that it was used very often by 45%, often by 35% and sometimes by 20% from the male teachers while initiating conversation in the classroom whereas 45%, 40% and 15% from the female teachers respectively. From the analysis, the gender variation on often was 5% (+females) and sometimes 5% (+males).

Showing picture as a strategy, the data displayed that it was used often by 75% and sometimes by 25% from the male teachers while initiating conversation in the classroom whereas very often by 15%, often by 45% and sometimes by 40% from the female teachers. But, no male teachers did use showing picture as a strategy to initiate the conversation in the classroom. Examining the data, analysis came out with the fact that the gender variations on often was 30% (+males) and sometimes 15% (+females).

Telling jokes as a strategy, the data showed that it was used very often by 25%, often by 45% and sometimes by 30% from the male teachers while initiating conversation in the classroom whereas 25%, 40% and 35% from the female teachers respectively. By analyzing those data, the gender variations occurred 5% (+males) on often and the same percentage (+females) on sometimes.

Telling picture as a strategy, the data revealed that it was used often by 20% and sometimes by 80% from the male teachers while initiating conversation in the classroom whereas very often by 5%, often by 35% and sometimes by 60% from the female teachers. But, no male teachers did use showing picture as a strategy to initiate conversation in the classroom. With the help of those data, it can be analyzed that the gender variations occurred 15% (+females) on often and 20% (+males) on sometimes.

11) What types of language do you use while teaching speaking skill?

Table No. 11
Types of Used Languages

Language	Male		Female	
	F	%	F	%
English	9	45	3	15
Nepali and English	3	15	5	25
More English with little Nepali	8	40	12	60
More Nepali with little English	-	-	-	-
Total	20	100	20	100

Note: F=Frequency, %= percentage, += more

From the above table no. 11, the analysis has been done for the types of languages used while teaching speaking skill. The data showed that only English was used by 45%, mixing both Nepali and English by 15% and more English with little Nepali by 40% male teachers while teaching speaking skill in the classroom on the other hand, 15 %, 25% and 60% of the female teachers used English only, mixing both Nepali and English, and more respectively. Examining the data, analysis came out with the fact that the gender variations on the use of English was 30% (+males), Nepali and English 10% (+females) and more English with less Nepali 20% (+females).

12) How often do you use these techniques to teach vocabulary?

Table No. 12 (A) Male
Techniques to Teach Vocabularies

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Word game	4	20	11	55	5	25	-	-	20	100
Puzzle	2	10	9	45	9	45	-	-	20	100
Filing gaps	7	35	10	50	3	15	-	-	20	100
Word meaning	12	60	6	30	2	10	-	-	20	100

Table No. 12 (B) Female
Techniques to Teach Vocabularies

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Word game	9	45	6	30	5	25	-	-	20	100
Puzzle	3	15	7	35	10	50	-	-	20	100
Filing gaps	7	35	8	40	4	20	1	5	20	100
Word meaning	7	35	7	35	6	30	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 12(A) and 12(B), the analysis has been done for the techniques to teach vocabulary.

Word game as a technique, the data revealed that it was used very often by 20%, often by 55% and sometimes by 25% from the male teachers while teaching vocabularies whereas 45%, 30% and 25% from the female teachers respectively. By analyzing those data, the gender variations occurred 15% (+females) on very often and 25% (+males) on sometimes.

Puzzle as a technique, the data displayed that it was used very often by 10%, often by 45% and sometimes by 45% from the male teachers while teaching vocabularies whereas 15%, 35% and 50% from the female teachers

respectively. Examining the data, analysis came out with the fact that the gender variations on very often was 5% (+females), often 10% (+males) and sometimes 5% (+females).

Filling gaps as a technique, the data showed that it was used very often by 35%, often by 50% and sometimes by 15% from the male teachers while teaching vocabularies whereas 35%, 40% and 20% from the female teachers respectively. But, 5% of the female teachers never used filling gaps as a technique to teach vocabulary. With the help of those data, it can be analyzed that the gender variations occurred 10% (+males) on often and 5% (+females) on sometimes.

Word meaning as a technique, the data displayed that it was used very often by 60%, often by 30% and sometimes by 10% from the male teachers while teaching vocabularies whereas 35%, 35% and 30% from the female teachers respectively. From the analysis, the gender variation on very often was 25% (+males), often 5% (+females) and sometimes 20% (+females).

13) How often do you use these techniques to select appropriate utterance while speaking?

Table No. 13 (A) Male

Techniques to Select Appropriate Utterances While Speaking

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Role play	3	15	9	45	8	40	-	-	20	100
Simulation	2	10	5	25	11	55	2	10	20	100
Interview	4	20	8	40	8	40	-	-	20	100
Dialogue	6	30	7	35	7	35	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 13 (B) Female

Techniques to Select Appropriate Utterances While Speaking

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Role play	4	20	11	55	5	25	-	-	20	100
Simulation	3	15	7	35	10	50	-	-	20	100
Interview	3	15	5	25	10	50	2	10	20	100
Dialogue	10	50	6	30	4	20	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 13(A) and 13(B), the analysis has been done for the techniques to select appropriate utterance while speaking.

Role-play as a technique, the data showed that it was used very often by 15%, often by 45% and sometimes by 40% from the male teachers while selecting appropriate utterances for teaching speaking whereas 20%, 55% and 25% from the female teachers respectively. From the analysis, the gender variation on very often was 5% (+females), often 10% (+females) and sometimes 15% (+males).

Simulation as a technique, the data revealed that it was used very often by 10%, often by 25% and sometimes by 55% from the male teachers while selecting appropriate utterances for teaching speaking whereas 15%, 35% and 50% from the female teachers respectively. But, 10% of the male teachers never used simulation as a technique to select appropriate utterance while speaking. Examining the data, analysis came out with the fact that the gender variations on very often was 5% (+females), often 10% (+females) and sometimes 5% (+males).

Interview as a technique, the data displayed that it was used very often by 20%, often by 40% and sometimes by 40% from the male teachers while selecting appropriate utterances for teaching speaking whereas 15%, 25% and 50% from the female teachers respectively. But, 10% of the female teachers never used

interview as a technique to select appropriate utterance while speaking. By analyzing those data, the gender variations occurred 5% (+males) on very often, 15% (+males) often and 10% (+females) sometimes.

Dialogue as a technique, the data showed that it was used very often by 30%, often by 35% and sometimes by 35% from the male teachers while selecting appropriate utterances for teaching speaking whereas 50%, 30% and 20% from the female teachers respectively. With the help of those data, it can be analyzed that the gender variations occurred 20% (+females) on very often, 5% (+males) often and 15% (+females) sometimes.

14) How often do you use these strategies to teach students to ask for something?

Table No. 14 (A) Male
Strategies to Teach Students to Ask for Something

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Role play	3	15	9	45	8	40	-	-	20	100
Demonstration	2	10	11	55	7	35	-	-	20	100
Making sentence	5	25	8	45	6	30	-	-	20	100
Group discussion	6	30	8	40	6	30	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 14 (B) Female
Strategies to Teach Students to Ask for Something

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Role play	8	40	7	35	5	25	-	-	20	100
Demonstration	5	25	10	50	5	25	-	-	20	100
Making sentence	2	10	13	65	5	25	-	-	20	100
Group discussion	4	20	12	60	4	20	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 14(A) and 14(B), the analysis has been done for the strategies to teach students to ask for something.

Role-play as a strategy, the data showed that it was used very often by 15%, often by 45% and sometimes by 40% from the male teachers while teaching students to ask for something whereas 40%, 35% and 25% from the female teachers respectively. By analyzing those data, the gender variations occurred 25% (+females) on very often, 10% (+males) often and 15% (+males) sometimes.

Demonstration as a strategy, the data displayed that it was used very often by 10%, often by 55% and sometimes by 35% from the male teachers while teaching students to ask for something whereas 25%, 50% and 25% from the female teachers respectively. With the help of those data, it can be analyzed that the gender variations occurred 15% (+females) on very often, 5% (+males) often and 10% (+males) sometimes.

Making sentence as a strategy, the data revealed that it was used very often by 25%, often by 45% and sometimes by 30% from the male teachers while teaching students to ask for something whereas 10%, 65% and 25% from the female teachers respectively. From the analysis, the gender variation on very often was 15% (+males), often 20% (+females) and sometimes 5% (+males).

Group discussion as a strategy, the data showed that it was used very often by 30%, often by 40% and sometimes by 30% from the male teachers while teaching students to ask for something whereas 20%, 60% and 25% from the female teachers respectively. While analyzing the data, gender variation occurred 10% (+males) on very often, 20% (+females) often and 10% (+males) sometimes.

15) How often do you use these techniques to respond the questions that are asked to students?

Table No. 15 (A) Male
Techniques to Respond the Questions

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Role play	5	25	7	35	8	40	-	-	20	100
Interview	7	35	4	20	9	45	-	-	20	100
Brainstorming	3	15	6	30	11	55	-	-	20	100
Group discussion	7	35	6	30	7	35	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 15 (B) Female
Techniques to Respond the Questions

Techniques	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Role play	3	15	13	65	4	20	-	-	20	100
Interview	4	20	8	40	4	20	4	20	20	100
Brainstorming	3	15	10	50	6	30	1	5	20	100
Group discussion	5	25	12	60	2	10	1	5	20	100

Note: F=Frequency, %= percentage, += more

From the above table 15(A) and 15(B), the analysis has been done for the techniques to respond the questions that are asked to the students.

Role-play as a technique, the data showed that it was used very often by 25%, often by 35% and sometimes by 40% from the male teachers while teaching responding to the questions asked to students whereas 15%, 65% and 20% from the female teachers respectively. By analyzing those data, the gender variations occurred 10% (+males) on very often, 25% (+females) often and 20% (+males) sometimes.

Interview as a technique, the data displayed that it was used very often by 35%, often by 20% and sometimes by 45% from the male teachers while teaching responding to the questions asked to students whereas 20%, 40% and 20% from the female teachers respectively. But, 20% of the female teachers never used this strategy while teaching to respond to something. Examining the data, gender variations occurred 15% (+males) on very often, 20% (+females) often and 25% (+males) sometimes.

Brainstorming as a technique, the data showed that it was used very often by 15%, often by 30% and sometimes by 55% from the male teachers while teaching responding to the questions asked to students whereas 15%, 50% and 30% from the female teachers respectively. But, 5% of the female teachers never used it in their class. From the analysis, the gender variation on often was 20% (+females) and sometimes 25% (+males).

Group discussion as a technique, the data revealed that it was used very often by 35%, often by 30% and sometimes by 35% from the male teachers while teaching responding to the questions asked to students whereas 25%, 60% and 10% from the female teachers respectively. But, 5% of the female teachers never used group discussion as a technique to respond the questions. Examining the data, analysis came out with the fact that the gender variations on very often was 10% (+males), often 30% (+females) and sometimes 25% (+females).

16) How often do you involve students in dialogue using these strategies?

Table No. 16 (A) Male
Strategies to Involve Students in Dialogues

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Creating context	9	45	6	30	5	25	-	-	20	100
Role play	6	30	10	50	4	20	-	-	20	100
Drilling	-	-	11	55	9	45	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 16 (B) Female
Strategies to Involve Students in Dialogues

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Creating context	3	15	12	60	5	25	-	-	20	100
Role play	4	20	11	55	5	25	-	-	20	100
Drilling	8	40	5	25	6	30	1	5	20	100

Note: F=Frequency, %= percentage, += more

From the above table 16(A) and 16(B), the analysis has been done for the strategies to involve students in dialogue.

Creating context as a strategy, the data showed that it was used very often by 45%, often by 30% and sometimes by 25% from the male teachers while involving students in dialogues whereas 15%, 60% and 25% from the female teachers respectively. From the analysis, the gender variation on very often was 30% (+males) and often 30% (+females).

Role play as a strategy, the data displayed that it was used very often by 30%, often by 50% and sometimes by 20% from the male teachers while involving students in dialogues whereas 20%, 55% and 25% from the female teachers respectively. With the help of those data, it can be analyzed that the gender variations occurred 10% (+males) on very often, 5% (+females) often and 20% (+males) sometimes.

Drilling as a strategy, the data revealed that it was used often by 55% and sometimes by 45% from the male teachers while involving students in dialogues whereas very often 40%, often 25% and sometimes 30% from the female teachers. But, 5% of the female teachers never used it in the classroom. By analyzing those data, the gender variation was 30% (+males) on often and 15% (+males) on sometimes.

17) How often do you use these miming strategies to teach speaking?

Table No. 17 (A) Male
Use of Miming Strategies

Miming Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Pointing	3	15	10	50	5	25	2	10	20	100
Postures	4	20	8	40	4	20	4	20	20	100
Acting	6	30	5	25	9	45	-	-	20	100
Facial expression	8	40	7	35	5	25	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 17 (B) Female
Use of Miming Strategies

Miming Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Pointing	11	55	6	30	3	15	-	-	20	100
Postures	4	20	11	55	5	25	-	-	20	100
Acting	3	15	6	30	10	50	1	5	20	100
Facial expression	9	45	5	25	6	30	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 17(A) and 17(B), the analysis has been done for the miming strategies to teach speaking skill.

Pointing as a strategy, the data showed that it was used very often by 15%, often by 50% and sometimes by 25% from the male teachers while using mimes in the classroom whereas 55%, 30% and 15% from the female teachers respectively. But, 10% of the male teachers never used it in the classroom.

With the help of those data, it can be analyzed that the gender variations occurred 40% (+females) on very often, 20% (+males) often and 10% (+males) sometimes.

Posture as a strategy, the data displayed that it was used very often by 20%, often by 40% and sometimes by 20% from the male teachers while using mimes in the classroom whereas 20%, 55% and 25% from the female teachers respectively. But, 20% of the male teachers never used it in the classroom. By analyzing those data, the gender variation was 15% (+females) on often and 5% (+females) on sometimes.

Acting as a strategy, the data revealed that it was used very often by 30%, often by 25% and sometimes by 45% from the male teachers while using mimes in the classroom whereas 15%, 30% and 50% from the female teachers respectively. But, 5% of the female teachers never used it in the classroom. From the analysis, the gender variation on very often was 15% (+males), often 5% (+females) and sometimes 5% (+females).

Facial expression as a strategy, the data showed that it was used very often by 40%, often by 35% and sometimes by 25% from the male teachers while using mimes in the classroom whereas 45%, 25% and 30% from the female teachers respectively. Examining the data, gender variations occurred 5% (+females) on very often, 10% (+males) often and 5% (+females) sometimes.

18) How often do you teach student to speak accurately using these strategies?

**Table No. 18 (A) Male
Strategies to Teach Student to Speak Accurately**

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Modeling	4	20	13	65	3	15	-	-	20	100
Audio-visual materials	2	10	4	20	13	65	1	5	20	100
Drilling	5	25	10	50	5	25	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 18 (B) Female
Strategies to Teach Student to Speak Accurately

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Modeling	4	20	10	50	6	30	-	-	20	100
Audio-visual materials	4	20	5	25	11	55	-	-	20	100
Drilling	11	55	5	25	3	15	1	5	20	100

Note: F=Frequency, %= percentage, += more

From the above table 18(A) and 18(B), the analysis has been done for the strategies to make students speak accurately.

Modeling as a strategy, the data revealed that it was used very often by 20%, often by 50% and sometimes by 30% from the male teachers while teaching students to speak accurately whereas 20%, 50% and 30% from the female teachers respectively. From the analysis, the gender variation on often was 15% (+males) and sometimes 15% (+females).

Audio-visual material as a strategy, the data showed that it was used very often by 10%, often by 20% and sometimes by 65% from the male teachers while teaching students to speak accurately whereas 20%, 25% and 55% from the female teachers respectively. But, 5% of the male teachers never used audio-visual material as a strategy in the classroom. Examining the data, gender variations occurred 10% (+females) on very often, 5% (+females) often and 10% (+males) sometimes.

Drilling as a strategy, the data displayed that it was used very often by 25%, often by 50% and sometimes by 25% from the male teachers while teaching students to speak accurately whereas 55%, 25% and 15% from the female teachers respectively. But, 5% of the female teachers never used drilling as a strategy in the classroom. By analyzing those data, the gender variation was 30% (+females) on very often, 25% (+females) often and 10% sometimes.

19) How often do you use these strategies to improve student's communication skill?

Table No. 19(A) Male

Strategies to Improve Student's Communication Skill

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Use of technology	2	10	4	20	13	65	1	5	20	100
Reinforcing active listening	8	40	8	40	4	20	-	-	20	100
Group presentation	3	15	11	55	6	30	-	-	20	100
Providing task	7	35	8	40	5	25	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 19 (B) Female

Strategies to Improve Student's Communication Skill

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Use of technology	2	10	6	30	12	60	-	-	20	100
Reinforcing active listening	7	35	8	40	5	25	-	-	20	100
Group presentation	4	20	13	65	6	15	-	-	20	100
Providing task	6	30	11	55	3	15	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 19(A) and 19(B), the analysis has been done for the strategies to improve students' communication skill.

Use of technology as a strategy, the data revealed that it was used very often by 10%, often by 20% and sometimes by 65% from the male teachers while improving students' communicative skill whereas 10%, 30% and 60% from the female teachers respectively. But, 5% of the male teachers never used

technology in the classroom. Examining the data, gender variations occurred 10% (+females) on often and 5% (+males) on sometimes.

Reinforcing active listening as a strategy, the data showed that it was used very often by 40%, often by 40% and sometimes by 20% from the male teachers while improving students' communicative skill whereas 35%, 40% and 25% from the female teachers respectively. By analyzing those data, the gender variation was 5% (+males) on very often and 5% (+females) sometimes.

Group presentation as a strategy, the data displayed that it was used very often by 15%, often by 55% and sometimes by 30% from the male teachers while improving students' communicative skill whereas 20%, 65% and 15% from the female teachers respectively. From the analysis, the gender variation on very often was 5% (+females), often 10% (+females) and sometimes 15% (+males).

Providing task as a strategy, the data showed that it was used very often by 35%, often by 40% and sometimes by 25% from the male teachers while improving students' communicative skill whereas 30%, 55% and 15% from the female teachers respectively. With the help of those data, it can be analyzed that the gender variations occurred 5% (+males) on very often, 15% (+females) often and 10% (+males) sometimes.

20) How often do you use these strategies to teach communicative meaning of utterance in speech?

Table No. 20 (A) Male

Strategies to Teach Communicative Meaning of Utterance in Speech

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Giving dialogue	4	20	13	65	3	15	-	-	20	100
Using gesture	3	15	11	55	6	30	-	-	20	100
Creating context	3	15	11	55	6	30	-	-	20	100
Providing example	9	45	11	55	-	-	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 20 (B) Female

Strategies to Teach Communicative Meaning of Utterance in Speech

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Giving dialogue	2	10	13	65	5	25	-	-	20	100
Using gesture	5	25	8	40	5	25	2	10	20	100
Creating context	1	5	10	50	9	45	-	-	20	100
Providing example	11	55	7	35	2	10	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 20(A) and 20(B), the analysis has been done for the strategies to teach communicative meaning of utterance in speech.

Giving dialogue as a strategy, the data displayed that it was used very often by 20%, often by 65% and sometimes by 15% from the male teachers while teaching communicative meaning of utterance in speech whereas 10%, 65% and 25% from the female teachers respectively. From the analysis, the gender variation on very often was 10% (+males) and sometimes 10% (+females).

Using gesture as a strategy, the data showed that it was used very often by 15%, often by 55% and sometimes by 30% from the male teachers while teaching communicative meaning of utterance in speech whereas 25%, 40% and 25% from the female teachers respectively. But, 10% of the female teachers never used this strategy in the classroom. With the help of those data, it can be analyzed that the gender variations occurred 10% (+females) on very often, 15% (+males) often and 5% (+males) sometimes.

Creating context as a strategy, the data revealed that it was used very often by 15%, often by 55% and sometimes by 30% from the male teachers while teaching communicative meaning of utterance in speech whereas 5%, 50% and 45% from the female teachers respectively. Examining the data, gender variations occurred 10% (+males) on very often, 5% (+males) often and 15% (+females) sometimes.

Providing example as a strategy, the data displayed that it was used very often by 45% and often by 55% from the male teachers while teaching communicative meaning of utterance in speech whereas very often by 55%, often by 35% and sometimes by 10% from the female teachers respectively. By analyzing those data, the gender variation was 10% (+females) on very often and 20% (+males) on often.

21) How often do you use these strategies to assess the students' speaking?

Table No. 21 (A) Male
Strategies to Assess the Students' Speaking

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Reading aloud	5	25	12	60	3	15	-	-	20	100
Conversation	6	30	10	50	4	20	-	-	20	100
Oral presentation	6	30	5	25	9	45	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 21 (B) Female
Strategies to Assess the Students' Speaking

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Reading aloud	13	65	4	20	3	15	-	-	20	100
Conversation	4	20	15	75	1	5	-	-	20	100
Oral presentation	4	20	9	45	7	35	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 21(A) and 21(B), the analysis has been done for the strategies to assess the student's speaking.

Reading aloud as a strategy, the data showed that it was used very often by 25%, often by 60% and sometimes by 15% from the male teachers while assessing students' speaking skill whereas 65%, 20% and 15% from the female

teachers respectively. With the help of those data, it can be analyzed that the gender variations occurred 40% (+females) on very often and the same percentage (+males) on often.

Conversation as a strategy, the data revealed that it was used very often by 30%, often by 50% and sometimes by 20% from the male teachers while assessing students' speaking skill whereas 20%, 75% and 5% from the female teachers respectively. From the analysis, the gender variation on very often was 10% (+males), often 25% (+females) and sometimes 15% (+males).

Oral presentation as a strategy, the data displayed that it was used very often by 30%, often by 25% and sometimes by 45% from the male teachers while assessing students' speaking skill whereas 20%, 45% and 35% from the female teachers respectively. Examining the data, gender variations occurred 10% (+males) on very often, 20% (+females) often and 10% (+males) sometimes.

22) How often do you use these strategies while giving feedback in students' speaking activities?

Table No. 22(A) Male

Strategies to Provide Feedback in Students' Speaking Activities

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Asking another students	4	20	7	35	9	45	-	-	20	100
Progressive report	3	15	8	40	5	25	4	20	20	100
Immediate feedback	10	50	8	40	2	10	-	-	20	100

Note: F=Frequency, %= percentage, += more

Table No. 22 (B) Female

Strategies to Provide Feedback in Students' Speaking Activities

Strategies	Very often		Often		Sometime		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Asking another students	1	5	5	25	12	60	2	10	20	100
Progressive report	4	20	6	30	7	35	3	15	20	100
Immediate feedback	8	40	7	35	5	25	-	-	20	100

Note: F=Frequency, %= percentage, += more

From the above table 22(A) and 22(B), the analysis has been done for the strategies to give feedback in student's speaking activities.

Asking another student as a strategy, the data showed that it was used very often by 20%, often by 35% and sometimes by 45% from the male teachers while providing feedback to students' speaking activities whereas 5%, 25% and 60% from the female teachers respectively. But, 10% of the female teachers never used this strategy in the classroom. By analyzing those data, the gender variation was 15% (+males) on very often, 10% (+males) often and 15% sometimes (+females).

Progressive report as a strategy, the data displayed that it was used very often by 15%, often by 40%, sometimes by 25% and never by 20% from the male teachers while providing feedback to students' speaking activities whereas 20%, 30%, 35% and 15% from the female teachers respectively. Examining the data, gender variations occurred 5% (+females) on very often, 10% (+females) often, 10% (+males) sometimes and 5% (+males) never.

Immediate feedback as a strategy, the data revealed that it was used very often by 50%, often by 40% and sometimes by 10% from the male teachers while providing feedback to students' speaking activities whereas 40%, 35% and 25% from the female teachers respectively. From the analysis, the gender

variation on very often was 10% (+males), often 5% (+males) and sometimes 15% (+females).

Data collected through open-ended questions were analyzed and interpreted as below:

1) What types of questions do you use to start conversation in your classrooms?

There was no gender variation to start conversation in their classroom.

Collected data showed that same types of questions were used by both male and female teachers which are as below;

- Starting with greetings e.g. hi, hello, good morning etc.
- Using WH questions e.g. How are you? What are you doing? etc.
- Using yes/no questions e.g. Are you fine? Did you do your homework? etc.
- Using text based questions and,
- Revising the previous lessons.

2) How do you motivate students to participate in speaking activities?

While analyzing the responses of both male and female teachers, the data revealed that they used similar strategies for motivating the students. For instance, telling students about the importance of speaking skill, encouraging them for participating in conversation, praising them for their involvement, being a role model, showing pictures, using audio-visual materials and asking simple questions to the students. On the other hand, there found slight differences in motivating students such as male teachers used to create sense of competition to motivate students to participate in speaking activities but female teachers used inspirational stories, autobiographies and shared their live experiences.

3) How do you integrate teaching speaking skill while teaching other language skills?

While analyzing the data thematically, it showed that there were no gender variations in integrating speaking skill while teaching other skills. Both male

and female teachers used similar techniques such as while teaching reading they used drilling, while teaching writing they used dictation and so on. Similarly, while teaching listening skill, they used audio materials which enhanced learners listening as well as speaking skills.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter includes findings, conclusion, and recommendations. The findings and conclusions of the study have been presented being based on the obtained data along with some recommendations.

5.1 Findings

This sub-chapter consists of the findings of the study after the analysis and interpretation of the collected data. They have been listed out in terms of the following sub-headings.

5.1.1 Findings related to the strategies used by English teachers while teaching speaking skill

English teachers used a number of strategies to teach speaking skill. These strategies have been categorized based on frequency. The strategies were used either often or sometimes. Often used strategies included role play, asking information, drilling, discussion, reading aloud, revision, using rhymes, conversation, pair work, group work, correcting, narration, showing pictures, word meaning, demonstration, making a sentence, creating context, modeling, group presentation, and Providing examples. On the other hand, sometimes used strategies were dictionary use, dialogue, acting, simulation, interview, miming, oral presentation, use of audio, story formation, puzzle, brainstorming, story completion, picture description, compare or contrast, sharing experience, telling jokes, showing postures, and use of audio-visual materials.

5.1.2 Findings related to the gender variation while using teaching strategies for teaching speaking skill

After analyzing the data, it was found that strategies used to teach speaking skills is different due to gender variation. The findings related to the strategies used by both male and female teacher have been given below:

- It was found that full percentage of male teachers gave importance to teaching speaking but only 5% of female teachers gave little importance to it.
- While teaching aspects of speaking skill, female teachers gave more importance on pronunciation, stress and grammar than the male teachers. However, both male and female teachers equally prioritized the importance for vocabulary.
- To teach greeting, both male and female teachers equally used role play however, female teachers did use asking information and group work more than the male teachers.
- Female teachers slightly preferred to use drilling, correcting, asking and dictionary use strategies, than the male teachers.
- Female teachers topped on the percentage to use the strategies such as drilling, correcting, use of audio and discussion for teaching sentence stress than the male teachers.
- Male teachers equally applied both explicit and implicit strategies to teach grammar for teaching speaking. However, explicit strategy was used by more female teachers than the implicit strategy.
- The techniques such as discussion and reading aloud for teaching speaking skill using a story were mostly used by female teachers whereas the other techniques such as story completion and picture description were mostly used by male teachers.
- Percentage of female teachers is high in comparison with the percentage of male teachers, for using the strategies such as drilling, brainstorming and using rhymes in order to teach speaking using a poem. However, male teachers used the reading aloud strategy more than the female teachers.
- Both the male and female teachers equally applied story formation as a strategy to teach speaking using a picture. However, group discussion and compare or contrast as the strategies were mostly used by female

teachers than the male teachers. Likewise, the strategy, picture narration, was done by more male teachers.

- Female teachers initiated conversation in the classroom by using the strategies such as revision and telling jokes whereas male teachers used showing pictures and sharing experiences as the strategies for the same purpose.
- Male teachers mostly used English language than the female teachers. However, female teachers mostly seemed to be bilingual in the classroom.
- Word game, a technique to teach vocabulary, was equally used by both male and female teachers. However, in the case of using the strategies such as puzzle, filling gaps and word meaning, male teachers' percentage were high than the female teachers'.
- The techniques such as role play, simulation and dialogue got high percentage from female teachers while selecting appropriate utterance to teach speaking. However, male teachers adopted the interview technique more than the female teachers did.
- The percentage of female teachers high than male teachers, while using the strategies such as role play, demonstration, making sentence and group discussion in order to teach students ask for something.
- Full percentage of male teachers used all of the techniques such as role play, interview, brainstorming and group discussion for teaching students to respond. However, 20% of female teachers on interview, 5% on brainstorming and on group discussion never used those strategies in the classroom.
- While involving students in dialogue, male teachers mostly applied role play strategy whereas female teachers mostly used drilling strategy for the same purpose.
- The miming strategies such as acting and facial expression were mostly used by male teachers whereas the other strategies such as pointing and postures by female teachers while teaching speaking skill.

- Male teacher mostly used modeling to teach accuracy whereas female teachers mostly use drilling and audio-visual materials as the strategies to reach accuracy.
- To improve students' communication skill, male teachers emphasized on students' active listening whereas female teachers did emphasize the strategies such as group presentation, use of technology and task providing.
- Most of the male teacher use giving dialogue, using gesture, creating context and providing examples to teach communicative meaning of utterance in speech. However, 10% of female teachers never used gesture as a strategy in the classroom.
- To assess the students' speaking skill, male teachers mostly used reading aloud strategy whereas female teachers did mostly use conversation as the strategy.
- Both male and female teachers applied immediate feedback as a strategy for providing feedback on students' speaking activities.
- There was no gender variation in questions to start conversation in the classrooms.
- Male teachers created sense of competition to motivate learners to participate in speaking activities whereas female teachers mostly used inspirational stories and lived experiences in order to do so.
- There was no gender variation to integrate teaching speaking skills along with other skills.

5.2 Conclusion

This section deals with the conclusion drawn from the findings of the study. This research entitled 'A Comparative Study on Gender Based Strategies Used in Teaching Speaking Skill' aimed at exploring the strategies used by both male and female English language teachers for teaching speaking skill in terms of gender variation. It collected data from a set of questionnaire including both close-ended and open-ended questions.

Different skills are equipped to be a good language learner. Among four language skills, speaking holds the equal significant role as other skills: listening, reading and writing. Therefore, teaching speaking plays vital role to enhance students' communicative competence in second language acquisition. Different strategies are adopted for the effective teaching speaking skill. In addition, it is obvious that both male and female involve in language teaching and learning process and they apply various strategies due to their individual choice, availability of the resources and the materials, expertise on the strategies, time duration, students' capacity and so on. Therefore, it is very important to explore those individual (both male and female) used strategies for teaching speaking.

It is concluded that both male and female English language teachers at basic level use their own preferred various strategies differently to teach different aspects of speaking skill. It shows gender variation on the use or selection of the strategies adopted while teaching speaking skill. However, these kinds of strategies can be categorized in terms of frequency of use in order to show the gender variation. In addition, female teachers seem to be mostly bilingual than male teachers are while choosing the classroom language in order to teach speaking skill of the English language. Furthermore, female teachers focused on structure-based teaching whereas male teachers equally emphasized on both structure-based and example-based teaching.

Eventually, with the sense of reflection, I come to know that strategies for teaching speaking skill might vary from male to female teachers i.e. gender variation on the use or selection of the strategies. These strategies surely help English language teachers to make teaching and learning more effective.

5.3 Recommendations

Some recommendations have been made based on the findings obtained from the analysis of the data. They are related to three different levels: policy, practice, and further research.

5.3.1 Policy Related

Educational products reflect the good or bad of educational policies. These policies should be good enough to address the needs of all stakeholders involving in educational field. Therefore, it would be very beneficial to the policy makers if the following suggestions were accommodated.

- Those discovered strategies from the study should be incorporated in educational courses as well as in teacher development training sessions to ensure the effectiveness of speaking skill of English language.
- Additional materials should be developed on the basis of the needs and demands from the specific strategies.
- The findings showed that there is gender variation on the use of strategies to teach speaking skill. Thus, these gender-based differences should be diagnosed and addressed in the teaching field.

5.3.2 Practice Related

Theory and practice in teaching are two sides of a coin that in turn lead to the successful implementation. Thus, teachers are the practitioner of the developed theories. Talking about teaching speaking skill, they should be more knowledgeable, curious, and practical in that subject matter because no language skills are easy to teach. Some of the important practice-driven recommendations have been provided below.

- English language teachers should be aware of the strategies related to teaching speaking skill in accordance with the contexts and aspects.
- They should have a good skill to select and develop appropriate materials to support various teaching speaking strategies.

- They should really focus on student-centered strategies, which in turn invite active learning from students' side.
- Teaching speaking is mainly related to the students' communicative competence. Thus, interactive strategies should be identified and applied in the classroom.
- Female teachers should give more importance in teaching speaking skill as well as on the use of second language (especially, English language) in the classroom.
- Male teachers should integrate all of the aspects of teaching speaking skill instead of emphasizing on some.

5.3.3 Further Research Related

Research in itself is incomplete so that further investigation is always needed. Here are some fruitful recommendations for future researchers who want to carry out research study on the similar topic.

- The researcher can study about the speaking learning strategies of students on the basis of their gender.
- The researcher can study about other language skills (i.e. Listening, Reading and Writing) on the basis of gender variation of both students and teachers.
- The researcher can study about language aspects in term of gender variation.

REFERENCES

- Admo, G. E. (2015). Teaching English in a Multilingual and Multicultural Context the Nigerian experiences. *IA for International Conference of language learning Dubai 2015*, 1-8.
- Anjaniputra, A.G. (2013). Teacher's Strategies in Teaching Speaking to Students at Secondary Level. *Journal of English and Education*. 1(2): 01-08
- Bagaric, V. (2007). Defining communicative competence. *Faculty of philosophy, University of Osijek*, 8(1), pp. (94-103).
- Chaney, A. L., & Burk, T. L.(1998). Teaching Oral Communication in grades K-8. Boston.
- Cresswell, J. (2012). *Educational research: Planning, conducting and evaluating qualitative and quantitative research (4th ed.)*. Boston: Pearson Education Inc.
- Duwadi, E. P. (2018). Historical developments in the teaching and learning of English in Nepal. In. H. David (Ed.), *English language teaching in Nepal. Research, reflection and practice*,(PP177-183) Kathmandu: British Council.
- Hajiesmaeli, L, &Darami, L. H. (2017). Communicative strategies used by Iranian EFL learners and English native speakers: Gender in focus. *IJEFL*, 2(1).
- Harmer, J. (2007). *How to teach English*. Harlow, Essex, England: Pearson Longman.
- Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*. 8(3): 08-12
- Koran, S. (2015). The role of teachers in developing learners' speaking skill. *International Visible Conference on Educational studies and Applied Linguistic*. (pp. 400-416). Iraq: Ishik University Erabil.
- Madhavi, E. (2014). Aspects of English language teaching. *IOSR Journal of humanities and social science*, 19(9), pp 10-12.

- McElhinny, B. (2003). Theorizing gender in sociolinguistics and linguistic anthropology. In. J. Holmes and M. Meyerhoof (Ed.), *The Handbook of Language and gender*, (pp 22-42) UK: Blackwell.
- Merril, S. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1). pp. (1-47).
- Ponirin, S., Jabu, B. and Salija, K. (2018). *A Study on Male and Female Teachers' Communicative Strategies in EFL Classroom*. State University of Makassar, Indonesia
- Poudel, S (2017); *The Techniques Used in Teaching Speaking Skill*. An unpublished thesis, Tribhuvan University, Kathmandu.
- Rajwani, H.G. (2013); Teaching Speaking Skill to Enhance Effective Communicative Skills. *ELT Weekly*. Retrived from: (<http://eltweekly.com/page/9>)
- Ratnadi, Ari, N.N., Nitiasih, Kerti, P., Padmadewi, Nyoman, N. (2014). A Descriptive Study of Male and Female Teachers' Preferences of Strategies used for Teaching Speaking in Smpn 1 Singaraja. *E-Journal Program Pascasarjana University Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*. 3
- Sekaran, U. (2003). *Research Methods for Business: A Skill Building Approach*. University of Michigan.
- Sharma, B. & Phyak, P. B. (2006). *Teaching English language*. Kirtipur: Sunlight Publication.
- Sharma, U. (1990). *History of education in Nepal*. Makalu Prakashan.
- Shofia, A. O. (2016). Learning strategies to development speaking skill: a case study of good oral competent students of madrasah Aliyahnege Rikaranggede (Unpublished Thesis). *University Muhammadiyah, Surakarata, Indonesia*.
- Shrestha, R. (2018). *A Source Material for Secondary English Teachers*. Sunlight Publication: Kathmandu.

Widyaningsih, D. & Robiasih, R. H. (2018). Teacher's strategies in teaching speaking skills for eleventh grade students at smabopkri 2 yogyakarata. *Journal of English language and language Teaching*, 2(1).

Appendix 1

Participant consent form

Mr. Bhim Bahadur Wasathi (Supervisor)

Reader

Department of English Education, T.U. Kirtipur, Kathmandu

A Comparative Study on Gender Based Strategies Used in Teaching speaking skill

I agree to take part in this research study. In giving my consent, I state that I understand the purpose of the study; what I will be asked to do, any risks/benefits involved.

1. I have read the participant information statements and have been able to discuss my involvement in the study with the research if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
5. I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission except as required by law.
6. I understand that the result of this study may be published, and that publications will not contain my name or any identifiable information about me.

Signature:

Name:

Date:

Appendix 2

Survey Questionnaire

Teacher's name:

Sex:

School's name:

Researcher's name: Diwash Samba, Student of Central Dept. of English Education, Tribhuvan University, Kathmandu

(Set A)

You are requested to put tick (✓) to the alternatives, that best indicates your responses.

1) How important do you think teaching speaking is in your class?

- a. Highly important
- b. Important
- c. Less important
- d. No important

2) How much importance do you give to these aspects while teaching speaking?

Very much
 Quite a bit
 Some
 Very little

a. Pronunciation

b. Stress

c. Vocabulary

d. Grammar

Very much	Quite a bit	Some	Very little
Very much	Quite a bit	Some	Very little
Very much	Quite a bit	Some	Very little
Very much	Quite a bit	Some	Very little

3) How often do you use these strategies to teach greeting?

a. Giving role to students to perform an activities providing example

Very often
 Often
 Sometime
 Never

b. Asking about what greeting is

Very often
 Often
 Sometime
 Never

c. Grouping students and ask them to tell exponents of greeting

Very often
 Often
 Sometime
 Never

d. Telling to Nepali equivalent and asking students to translate it

Very often
 Often
 Sometime
 Never

4) How often do you use these strategies to teach pronunciation?

a. First you pronounce a word and ask students to pronounce

Very often	Often	Sometime	Never
------------	-------	----------	-------

b. First you pronounce and then you correct

Very often	Often	Sometime	Never
------------	-------	----------	-------

c. Ask students about the pronunciation of the word

Very often	Often	Sometime	Never
------------	-------	----------	-------

d. Let the students to get help from dictionary

Very often	Often	Sometime	Never
------------	-------	----------	-------

5) How often do you use these strategies to teach sentence stress?

a. you utter a sentence with correct stress and tell students follow you

Very often	Often	Sometime	Never
------------	-------	----------	-------

b. you tell students to utter sentence and you correct after it

Very often	Often	Sometime	Never
------------	-------	----------	-------

c. you play an audio records of the sentence

Very often	Often	Sometime	Never
------------	-------	----------	-------

d. You teach about stress and its rules and observe their performance and make correction

Very often	Often	Sometime	Never
------------	-------	----------	-------

6) What strategy do you use to teach grammar for teaching speaking?

a. Explicit

b. Implicit

c. Intentional

d. Accidental

7) How often do you use these techniques to teach speaking using a story?

a. Discussion

Very often	Often	Sometim	Never
------------	-------	---------	-------

b. Reading aloud

Very often	Often	Sometim	Never
------------	-------	---------	-------

c. Story completion

Very often	Often	Sometim	Never
------------	-------	---------	-------

d. Picture illustration and anticipation Very often Often Sometime Never

8) How often do you use these techniques to teach speaking using a poem?

a. Drill Very often Often Sometime Never

b. Brainstorming Very often Often Sometime Never

c. Using rhymes Very often Often Sometime Never

d. Reading aloud Very often Often Sometime Never

9) How often do you use these strategies to teach speaking using a picture?

a. Narrate a story from the picture shown Very often Often Sometime Never

b. Describe the picture in group/pair Very often Often Sometime Never

c. Giving different but related pictures and forming a story

Very often Often Sometime Never

d. Providing different pictures and compare/contrast them

Very often Often Sometime Never

10) How often do you use these strategies to initiate conversation in your classroom?

a. Revise the previous class Very often Often Sometime Never

b. Show pictures Very often Often Sometime Never

c. Share them to personal experiences Very often Often Sometime Never

d. Tell them a joke Very often Often Sometime Never

11) What types of language do you use while teaching speaking?

a. English Language only

b. Use both Nepali and English equally

c. More English language with few Nepal words

d. More Nepali language with few English words

12) How often do you use these techniques to teach vocabulary?

a. Word games Very often Often Sometime Never

b. Puzzle Very often Often Sometime Never

c. Filling gaps Very often Often Sometime Never

Very often Often Sometime Never

d. word meaning

13) How often do you use these techniques to select appropriate utterances while speaking?

- a. Role play Very often Often Sometime Never
- b. Simulation Very often Often Sometime Never
- c. Interview Very often Often Sometime Never
- d. Dialogue Very often Often Sometime Never

14) How often do you use these strategies to teach students to ask for something?

a. By giving students roles of people and act out

Very often Often Sometime Never

b. Teacher demonstrate how something is asked for in the class

Very often Often Sometime Never

c. Asking students to make sentences individually

Very often Often Sometime Never

e. By telling students to discuss in groups

Very often Often Sometime Never

15) How often do you use these techniques to teach students to respond to the questions that are asked to them?

a. Role play

Very often Often Sometime Never

b. Interviews

Very often Often Sometime Never

c. Brainstorming

Very often Often Sometime Never

d. Discussing in group/pair

Very often Often Sometime Never

16) How often do you involve students in dialogues using these strategies?

a. Providing a context to each pair

Very often	Often	Sometime	Never
------------	-------	----------	-------

b. Giving dialogues and having roles to play

Very often	Often	Sometime	Never
------------	-------	----------	-------

c. By drilling students in dialogues taken from the texts

Very often	Often	Sometime	Never
------------	-------	----------	-------

17) How often do you use these miming strategies to teach speaking?

a. Pointing out the parts of organs and asking students to tell their names

Very often	Often	Sometime	Never
------------	-------	----------	-------

b. By showing postures of different actions

Very often	Often	Sometime	Never
------------	-------	----------	-------

c. By acting

Very often	Often	Sometime	Never
------------	-------	----------	-------

d. Facial expression

Very often	Often	Sometime	Never
------------	-------	----------	-------

18) How often do you use following strategies to teach accuracy?

a. Using modeling

Very often	Often	Sometime	Never
------------	-------	----------	-------

b. Using audio visual materials

Very often	Often	Sometime	Never
------------	-------	----------	-------

c. Using drill method

Very often	Often	Sometime	Never
------------	-------	----------	-------

19) How often do you use these strategies to improve students' communication skill?

a. Use technology (audio recorder, visual materials etc.

Very often	Often	Sometime	Never
------------	-------	----------	-------

b. Reinforce active listening

Very often	Often	Sometime	Never
------------	-------	----------	-------

c. Offer group presentation or assignments

Very often	Often	Sometime	Never
------------	-------	----------	-------

d. Use task and activities related to speaking skill

Very often	Often	Sometime	Never
------------	-------	----------	-------

20) How often do you use these strategies to teach communicative meaning of utterance in speech?

- | | | | | |
|--------------------|-------------------------------------|--------------------------------|-----------------------------------|--------------------------------|
| a. give dialogue | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |
| b. use gestures | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |
| c. create context | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |
| d. Provide example | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |

21) How often do you use these strategies to assess the students' speaking?

- | | | | | |
|--------------------------------------|-------------------------------------|--------------------------------|-----------------------------------|--------------------------------|
| a. Asking student to read aloud | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |
| b. Using discussion and conversation | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |
| c. Using oral presentation | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |

22) How often do you use these strategies while giving feedback in students' speaking activity?

- | | | | | |
|--|-------------------------------------|--------------------------------|-----------------------------------|--------------------------------|
| a. Ask another student to give feedback | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |
| b. On the base of progressive report on speaking | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |
| c. Provide immediate feedback | <input type="checkbox"/> Very often | <input type="checkbox"/> Often | <input type="checkbox"/> Sometime | <input type="checkbox"/> Never |

Appendix 3
Questionnaire (Set B)

Please provide the response in your own words for these questions

23) What types of questions can be used to start conversation in your class?

.....
.....
.....
.....
.....
.....
.....
.....
.....

24) How do you motivate students to participate in speaking activities?

.....
.....
.....
.....
.....
.....
.....

25) How do you integrate teaching speaking skill while teaching other language aspects?

.....
.....
.....
.....
.....
.....
.....