

## **Chapter 1**

### **Introduction**

This is a research entitled **Classroom Strategies Practised in Teaching Speaking Skill**. This section of research thesis consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

#### **Background of the Study**

English has been extensively used in almost all second language and foreign language teaching classes. In some countries, people use English as an official language and in some cases English is used as a medium of instruction in the classroom, even in institutes. Language learning is a constant process that begins at birth and continues till the end of life.

Language learning is an active process by which human beings develop their language skills in order to use them effectively in their social life as well as their professional life (Harmer, 2007). Through language learning, people communicate their thoughts, opinions, information, experiences and feelings and learn to understand themselves and understand others. They even establish their relationships with the members of their family, friends and others. Young learners enhance their language learning skills by utilizing what they know in more complex and novel contexts and with a more range of increasing sophistication.

These learners develop their language proficiency and fluency by learning and incorporating various new language structures into their repertoire. It is a known fact that people cannot communicate without a language and even if they communicate, it does not make any sense.

To acquire good communication in any language, one must get a good command over the four language skills, i.e. listening, speaking, reading and writing. Among these four skills, speaking is considered the most important skill as communication plays a vital role in our daily life. After learning these four skills well, it is better to switch over again to speaking skills as they play a key role. In this

regard, it is apt to say that oral language carries a community's values, customs, traditions, stories and beliefs. Speaking skills enhance the learners' language fluency and accuracy and they also boost the learners' confidence as well.

The classroom is a miniature society in which we have the students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on. One of the main concerns of most of the language learners in both EFL and ESL contexts is how to improve their speaking skill. However, a common characteristic of many language classes particularly in EFL contexts is a heavy focus on the language system. Teaching vocabulary and grammar seem to earn more attention than the skills needed to use this vocabulary and grammar. Skills are of course an essential part of communicative competence; however, skills themselves are often not explicitly taught but rather left to the language learners to pick up with practice and language use.

In learning English, both teachers and students have some strategies in order to teach or improve students' speaking skill. According to Reiser and Dick (1996), teachers can use different strategies of teaching to achieve teaching-learning objectives. According to Cole (2008), teachers' role is to provide effective plans/strategies to accomplish students' educational needs that has purpose to communicate using the language being learnt. In process of teaching speaking, students need a teacher who will help them achieve their goals, such as the one who will motivate them to have a good pronunciation, feel more confident, and ask them to practice every day. According to Isjoni (2009), a teacher has an important role as an educator, who can be very influential toward the achievement and ability of his/her students. Actually, in English Education, some teachers usually use group presentation in order to help students improve their speaking skill and also their confidence. According to Shimizu (2004), self-confidence is the most essential factors that determine learners' willingness to participate in oral activities in language classrooms.

In learning activity, the teachers suggest that by helping students to say what they want or need to say, some strategies can help to expand language. Even if the student is not perfect in grammatical or lexical terms, in the process of using the language for communication, the student will be exposed to language input which

may result in learning. Some students do not only apply the strategy but also give some opinions related to the teachers' strategies. For example, when the teachers applied a group discussion and presentation strategies in the class, the students can give some opinions about that strategy.

In addition, there are some reasons why the researcher wants to know about the teachers' strategies in teaching speaking skills at English classroom. The researcher believed that if there is self-confidence in speaking, there will be a good communication. Unfortunately, most of the students feel bored to practice speaking with friends or use it in daily conversation. Therefore, a teacher must be able to create some interesting strategies in teaching speaking skills. Strategies will help the students train their speaking ability so that the speaking skill can be used both in teaching or learning and daily conversation.

### **Statement of the Problem**

Students' activities in teaching speaking skill are an important component of English classroom. It depends upon one's inner will. In words, it draws on the teachers' own inner resources for change. It is holistic and long term activity. It is based upon teacher desires professionally grow or not. Nobody forces or compels them to grow professionally.

As the demand for speaking skills increases day by day, the learners try to concentrate on these skills as communication is the main aspect of the present global market. We need to communicate well with others in order to fulfill our goals or life ambitions. Without having good speaking skills, it has become impossible even to get a good job in the existing society. Nowadays, it has become a tradition to respect and honour a person who has with good speaking or communication skills and he/she occupies the highest position in a company where they need people with excellent fluency and proficiency of the English language.

In this scenario, there is a need for the development of learners' speaking skills and it has to start from the classroom itself. It is because once the learners leave their educational institutions after they complete their studies, they cannot learn these speaking skills in a day or two. Learning a language and getting mastery over speaking skills require regular practice and classroom is the main platform to acquire

all the skills that they need. Speaking is the primary and basic skill which is essential to develop communicative competence of the students. The main aims and goals of secondary level curriculum is to develop the common competencies to make good command over speaking for effective communication fluently and accurately by involving the students in group work, pair work, brain storming, simulation, picture describing and narrating in the large classes having more than 45 students.

### **Objectives of the Study**

The objectives of this study were as follows:

- ) To identify secondary level English teachers' strategies practised in teaching speaking skills.
- ) To explore the challenges of secondary level English teachers face in the classroom.
- ) To suggest some pedagogical implications.

### **Research Questions**

The research questions of this study were as follows:

- ) What strategies are used by the secondary level teachers to teach speaking in English classes?
- ) What challenges do the secondary level students face to develop speaking skill?
- ) How do secondary level students' views towards their teachers' teaching speaking skill?

### **Significance of the Study**

From this study curriculum designers will be benefited with the findings of this study. Similarly, this study will very significant for the students who want to know about different ways of developing their speaking skill and to build confidence. Likewise, this study will be equally important for the researchers who want to carry out further research work related to speaking skill of language. To sum up, study would be beneficial for those who are directly or indirectly involved in teaching and learning activities, like teachers, students, institutions, subject experts, policy makers.

## **Delimitations of the Study**

This study was delimited to the following areas:

- ) This study was delimited to the secondary level English teachers and students of community school of Phalelung Rural Municipality of Panchthar.
- ) In the same way, this study was delimited to the teaching strategies of speaking skill.
- ) Similarly, this study was based on 42 students and 14 secondary level English teachers only.
- ) After that, this study was based on classroom observation check list and questionnaires only.
- ) Likewise, this study was delimited to the survey research design.

## **Operational Definitions of the Key Terms**

The operational definitions of the key terms are presented as follows:

**Classroom Interaction.** Classroom interaction stimulates the student involvement in the classroom. It motivates and helps the students to see the relevance of teachers' topic.

**Role Play.** Role play is a way of bringing situations from real life into the classroom. It may also include plays, dramas, socio dramas, and simulation.

**Dramatization.** Witnessing firsthand the ways drama activity puts their students' imaginations to work, these teachers experienced drama's value as a powerful teaching and learning strategy.

**Simulations.** A simulation is a highly developed role play, almost a Mini play, that it is not scripted. The teacher sets up a simulated environment, such as the traffic accident set-up described earlier.

**Group Work .** Group work can help to build a positive and engaging learning community through peer learning and teaching in a large number of students.

**Discussions.** Group discussion is effective for speaking ability in large classrooms. Group members can be either assigned by the teacher or the students may determine it by themselves.

**Brainstorming.** Brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom.

**Story telling.** Story telling helps students' to express ideas, development, and ending, including the characters and story settings.

## Chapter 2

### Review of related Literature and Conceptual Framework

This chapter deals with review of related theoretical literature, review of empirical researches, implication of reviews for the study and conceptual framework of the study.

#### Review of Related Theoretical Literature

This section deals with different theoretical perspectives related to my study. Review of theories related to speaking skill in English language learning class. Speaking is usually the second language skill that we learn. Classroom activities in teaching speaking skills including influencing factors of classroom speaking skill, characteristics of successful speaking skills and activities for teaching speaking skills.

**Speaking Skills.** Speaking is a fundamental language skill. It is the primary way in which we communicate information. Speaking as a language skill involves these competencies much more than it requires accuracy of language, so when we talk about ‘teaching speaking’, we are talking about something different from grammar or vocabulary practice. Speaking can be used to practice new language is common in question answer tasks or role-play held after specific language instruction, but this kind of activity may not teach the skill of speaking .

Many scholars have differently defined the word teaching. According to (Ball and Forzani, 2009) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.

Thornbury (2005) defines speaking as interactive skill and requires the ability to cooperate in the management of speaking turns. According to Thornbury, speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Kayi (2006) adds that speaking is the productive skill in the oral

mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Nunan :

Teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency. (2010, in Kayi, 2006, p.1)

**Classroom Language Teaching in Speaking Skill.** The teachers` physical presence plays a great role in the classroom. The way they dress, the stance they adopt and their attitudes to the class make an immediate impression on students. In this sense, they need to make some kind of distinction between whom they are and who they are as teachers (Harmer, 2008). This does not mean that they should somehow be dishonest about who they are when they face to their students (Thornbury, 2005). This means they have to try to find new ways which can impress their students. They can adopt a variety of roles in the classroom, which facilitate language learning. Depending upon the situation the teachers can play different roles in the classroom to facilitate language learning. These roles that most of the teachers play in the classroom are as follows:

**Classroom Interaction.** The peaceful and comfortable school atmosphere is very important to students and teachers to ensure effective teaching and learning. This is because students spend most of their time in school. Teachers need to be more creative and innovative in carrying out teaching and learning approaches or strategies so that students could acquire knowledge effectively. According to Akçay and Doymu (2014), the selection of appropriate teaching methods and techniques are vital to ensure students` understanding of issues and concept at the highest level. In the classroom, there are various factors that determine the success of students` learning.



Classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and help the students see the relevance of teachers' topic. It increases participation as all students are involved. The interaction can be between the teacher and the students.

This form of classroom interaction teaches the students to respect their superiors. They are given a chance to air their opinion in the class. The other form of classroom interaction is between the student and students. This one allows the student to learn and understand how to work with partners. Student teacher interaction, both in and out of the classroom, is influenced strongly by the teaching perspective embraced by the teacher. Within the instructional communication discipline, teaching can be viewed from two perspectives: the rhetorical perspective and the relational perspective (Mottet & Beebe, 2006).

Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. In fact, teacher can assess changes in students' behaviour and understand the needs of students in the classroom. According to Bucholz and Sheffler (2009), teachers can shape the classroom environment to be comfortable and therefore improve the ability of students to learn. Conducive classroom environment emphasizes cooperation and openness between teachers and students. Therefore, in teaching and learning students should be allowed to interact with teachers, classmates and surroundings. Interaction with the environment during learning process will stimulate all students' senses and encourage students to learn in a creative and innovative way. This phenomenon will trigger students' thinking and refrain them from simply memorizing fact and knowledge

Teachers whose student-teacher interaction is governed by the rhetorical perspective communicate with their students as a means to influence or persuade them. Communication is teacher-centered, which means that teachers send a message to students who play a passive role as the recipient of the message. To communicate effectively with their students, teachers focus on teaching clearly, making course content relevant, and acting in an assertive manner. In essence, their in-class communication behaviors center on performing their classroom functions as lecturer and discussion leader and managing the classroom (Myers, Martin & Knapp, 2005).

Teacher student in class communication revolves around the primary communicative roles played by the teacher. Two of these roles are teacher as lecturer and teacher as discussion leader. The lecture enables teachers to communicate large amounts of information organized in a way to appeal to many students at the same time.

Teachers must also strive to engage in effective communicative behaviors when lecturing. These communicative behaviors include being clear, making the content relevant, and using humor. When engaged in teaching with clarity, teachers communicate their expectations clearly, stress key points, provide preview and review statements, and describe assignments (Book, 1999).

Student communication motives refer to the primary reasons for students to communicate with their teachers. Researchers have identified five communication motives. These motives are : relational, functional, participatory, excuse-making, and sycophancy (Martin et al., 1999). When students communicate with teachers for relational reasons, they are doing so to learn more about the teacher on a personal level. Students may perceive their teachers as having similar interests, sharing the same background, or having the potential to become a potential friend. When students communicate with teachers for functional reasons, they are doing so to acquire needed information about the course. Students may ask questions or use information-seeking strategies to learn about course expectations, to understand the material, or to clarify the requirements for assignments, exams, and projects. When students communicate with teachers for participatory reasons, they are doing so to demonstrate their involvement in the course.

Students may answer questions, offer examples, or challenge teachers' comments to demonstrate that they are genuinely interested in participating in class discussion or class activity. When students communicate with teachers for excuse-making, they are doing so to provide a reason as to why their academic performance is suffering. Students may offer excuses for why they are tardy, why they are absent from class, or why their assignments are incomplete or not finished at all (Myers & Knox, 2001). When students communicate with teachers for sycophantic reasons, they are doing so in order to make a favorable impression on teachers. Students may

engage in conversation, answer questions, or appear interested in the course content because they want to be viewed positively by their teachers.

It develops and improves the skills of team work. It improves peer relationship. By encouraging students in the classroom to work together they learn the importance of working cohesively with others. Whether by small groups or whole-class discussion, teachers can do much to create an interactive classroom. Meyers suggests some basic rules for consistently encouraging student interaction (Meyers, Martin & Knapp, 2005). The other method is whole class interaction. Learners interacting this way in a classroom learn the importance of patience and to value the point of view of others. By asking the student to raise speak or calling student by randomly the teacher teaches the students that when someone else is speaking, they should let them have their say without interruption as their voices are as equal as that of anyone else.

Classroom interaction is also other method like role play, conversation, reading aloud, questions and answer. Reading aloud includes a situation whereby one person read while others listen. Role play is whereby the students take on given role and act out on scene with other. This allows students to demonstrate creativity and knowledge and help them to outside the constraints of classroom. A conversation can involve the whole class or among small groups of students in the class. In question and answer method, the teacher or student poses a question to assess the learner.

**Teaching Speaking Strategy** .The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying in high school, most of students of secondary school were not able to speak English.

As Reiser and Dick (1996) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. A various number of speaking teaching strategies are utilized and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton & Nation, 2009).

Role plays are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). Creative tasks resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

In addition, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005). Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose (Thornbury, 2005).

Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts (Brown, 2001). Besides, meaningful contexts for each activity is important to relate new material with what has been learned and experienced by students so that it can be stored in the long-term memory of students (Brown, 2001; Richards & Rodgers, 2002).

Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship (Thornbury, 2005).

**Cooperative Activities.** According to Brown (2001), cooperative activities provide the students with contextual and meaningful topics. It is important to relate new material with what has been learned and experienced by students. Hence, the more students are exposed to language item and contextually meaningful activities emphasizing on oral production, the more they are helped to speak English. In addition, the teacher prompts the students to participate in the activities, and students' speaking is emphasized. Moreover, according to Thornbury (2005), an activity involving competitive element where students work together can increase language productivity. However, According to Brown (2001), people's perception on them could influence their performance. Fortunately, the teacher could anticipate this situation by having students work in group, making dialogues, and rearranging steps of how to make something as teams. According to Nation and Newton (2009), the students deliver their work in front of the class, discuss with other groups and at the end, get feedbacks not only from the lecturer but also from other groups. Besides, constant interruption to students speaking in front of class can cause the loss of speaking fluency.

**Role Play and Simulations.** In applying role play strategy, the teacher does not focus on certain students. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. Furthermore, according to Harmer (2001), the simulation and role-play increase the students' self-confidence because the students are asked to speak with others. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they can motivate students. Second, they can increase self-confidence of timid students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

**Creative Tasks.** According to Solcova (2011), creative tasks assert that students develop their fluency best, if engages in tasks where all their concentration focuses on producing something. Instead of thinking of language, the students focus

on making the procedure of making food or drinks, so that the activity is to develop fluency. According to Brown (2001), it is based on a principle that teachers bear in mind what a student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

**Drilling.** Drilling, simply a fine-tuning for articulation. According to Thornbury (2005), drilling is a strategy to improve pronunciation. Thornbury (2005) asserted, drilling yields several benefits, allowing students to pay attention to the new materials presented by a teacher, emphasizing words, phrases, or utterances on students' mind, moving new items from working memory to long term memory, and providing a means of gaining articulator control over language.

**Discussions.** Group discussion is effective for speaking ability in large classrooms. Sometimes, the students are divided by the teacher into group work. According to Ur (1991), this increases the sheer number of learners talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of classroom. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

**Brainstorming.** Brainstorming encourages students to think creatively (out of the box), encouraging all students to share their ideas, no matter how far they may seem. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. According to Armstrong (2006), brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience.

Therefore, brainstorming sessions can be a useful strategy to encourage genuine collaboration and interaction in the classroom. Putting together a well-stated problem and careful planning strategies can lead to meaningful idea generation and

idea building which can be used in solving problems or addressing specific course-related issues.

**Storytelling.** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students' to express ideas, development, and ending, including the characters and story settings. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class. Stories can bring abstract principles to life by giving them concrete form. We cannot always give students direct experience with psychological concepts, but stories might come close. A story tends to have deeper than a simple example. A story tells about some events - some particular individuals, and something that happens to them. According to Schank (1990), stories should come after surprises, or expectation failures.

Regarding the teaching of speaking to students at secondary level, teachers should bear in mind that treating students fairly, impartially, and with respect is a must for teachers since the students need an adult in charge of the classroom could influence their performance. As a result, any small mistake can make students embarrassed so that working in group can ease their burden on a task.

Hence, the strategies of teaching speaking that the teacher used were cooperative activities, creative task, role play, and drilling. While, towards the strategies reveal positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Thus, it is suggested that teachers use strategies of and level of proficiency, and provide materials involving students to be active by using various available media for the implementation of teaching speaking.

### **Review of Related Empirical Literature**

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. Some of the scholars and

past theses have been reviewed considering them as related literature and also as evidence to the present study.

Osti (2008) conducted a research work on the title “Performance on Listening and Speaking versus Reading and Speaking”. The objective was to find out the difference in the scores of reading, writing and listening, speaking examinations. He used survey research design. The total sample population for this study fifty students and fifteen secondary level English teachers. He used questionnaire to collect the data. He found that out of hundred students only one student secured the distinction marks in reading marks in listening speaking exam.

Basyal (2010) carried out a research work on the title “Strategies of Teaching English Used by Secondary Level Teachers”. The main objective of this study was to identify the common strategies used by the secondary level English teacher for teaching English. He used survey research design. The total sample population included 10 teachers from government aided secondary school of 17 Kathmandu district. Classroom observation checklist and questionnaire were used as research tools for data collection. The findings of the study showed use of gestures, eye contact with the students, use of teaching aids and use of black board were more effective strategies. Similarly, motivation was found more effective strategies.

Karki (2011) carried out a research on “Use of Language Games on Teaching Speaking Skill”. The objective of this study was to find out the effectiveness of language games in developing grade 9 students' proficiency in speaking skill. The researcher used pre-test, interval test and post-test for primary data collection. Only 34 students of grade IX of Shree Saraswoti Secondary School, Sunsari district were taken as sample of this study. Researcher used non-random purposive sampling procedure for dividing groups for this study. Researcher found that language games were effective in teaching speaking skill than without using them.

Similarly, Ram (2014) carried out a study on “Teaching English Language Teaching”. The main objective was to identify the different teaching English strategies used by the teacher for teaching English in government aided school and private school. He used survey research design. The population for this study was all the government aided and private secondary level teacher. All together ten teacher,



five from private secondary school were selected using non-random sampling method as a sample. He used classroom observation checklist as the main tool as well as diary and questionnaire as the supportive tool. The findings of the study showed that out 3 classes, talking to students, using teaching aids, performance capacity and skills of teaching English were found more effective strategies in private school than government-aided schools.

Subedi (2015) carried out a research on “Strategies Used by Students for Promoting Communicative Competence”. The aim of this research was to find out the communicative strategies employed by the class twelve learners for promoting their communicative competence. In order to fulfill the objective of the study, forty higher secondary level students were selected through the purposive non- random sampling procedures. The researchers used questionnaire as a tool of data collection. The major findings of the research were that students use different strategies such as repetition strategy, memorization, reduction, collaborative and cooperative strategy to promote the communicative competence.

Shrestha (2016) studied on "Effectiveness of Storytelling Technique in Developing Speaking Skill of the Ninth Graders". The main aims to find out effectiveness of telling different stories such as fable, fairy tale, folk tale, personal story, religious story, traditional story and so on as a teaching material in developing speaking comprehension. The researcher collected data form the sampled population of sixty students of grade nine of a government-aided school. The total students were given a pre-test in order to test their speaking ability. Apart from the textbook Group A was taught with different stories whereas Group B was taught the materials from the textbook of grade IX. Then the result of the two groups was compared to find out the effectiveness of storytelling technique in teaching speaking comprehension. It was found that different stories as a teaching material has relatively a better impact in teaching speaking comprehension.

Aryal (2017) studied on "Classroom Activities in Teaching Speaking Skill" . The present study classroom activities in teaching speaking skill aims at findings the strategies of students` activities in teaching speaking skills. For this study, the researcher selected ten English teachers and thirty students of secondary level from Kathmandu district by applying non-random sampling procedure. A questionnaire

consisting of both closed-ended and open-ended questions were used the research tools for data collection. The major findings of this study used of gestures, facial expression, and eye contact with the students' performance capacity and skills of students in teaching speaking were found more effective strategies in private school than government-aided schools. The findings of this study teaching speaking skills were good private schools than government aided schools. Speaking skills were very good of the students because it helps the students' pronunciation, vocabulary, speech and sound. It was found that about of the classes had good teaching speaking skill.

Hussain (2018) studied on "Teaching Speaking Skills in Communication Classroom". This review article highlights how the skill of speaking is taught in communication classroom; what are the prominent beliefs about the speaking skill; what are the principles of learning and teaching speaking skills; the different activities and tasks associated to enhance the communication skill and finally, how to teach pronunciation to the learners of communication. Good pronunciation and fluency in speaking skill is the hallmark of culture and it is the duty of the teacher to accomplish this goal approximately as an Englishman does. Incessant effort is needed in this direction from the teachers and learners. The teachers should be given training in pronunciation. The syllabus should focus over the skill of speaking and pronunciation. The examinations should also tilt towards spoken abilities of the student. Then there is no reason that the students may fail to acquire good speaking skill and pronunciation.

Thapa (2018) research was "Effectiveness of Students Talk Time Enhancing Speaking Skill". The objective of this study was to find out the effectiveness of students talk time in developing students speaking skill. The study was based on research design is a plan, outline, structure, and strategy of the research to solve the research problems or questions and experimental design. The major finding of this study finds out the cause-effect relationship between the dependent and independent variables.

Dhakal (2019) was on "Activities Used in Teaching Speaking Skill in Mixed Ability Class". The main objective of this study to find out the activities used by secondary level English teachers to teach speaking skill in mixed ability classroom for this study case study to analyzed the case of managing mixed ability class, focusing

on different activity used by teachers in teaching speaking by using qualitative method. The major finding of this study showed that pair work, group work, describing pictures etc. in teaching in mix ability classes.

Bhattra (2019) studied on "Autonomous Learning Activities of IELTS Candidates for Developing Speaking Skill". The main objective to explore the autonomous learning activities of IELTS candidates for developing speaking skill. Where he chose a mix-method design to attain the objective of this research as a sample from 40 different candidates who were preparing for IELTS examination in Kathmandu valley using convenience sampling procedure by both descriptive and statically tools for data collections.

Purwaningsih, Wijayanto and Ngadiso (2019) studied on "Strategies of Teaching Speaking in English to Desa Bahasa Sragens' Students". This research aims to find out the teachers' strategies of teaching speaking. To reach the goal, a case study on two teachers is used in this research. The participants of this research are two teachers in Desa Bahasa Sragen. The researcher is interested to conduct the research there because it offers a program called ten days English acceleration program. It claims that the students will be able to speak English fluently after joining the program.. The researcher used and the teachers' interview to collect the data. The finding shows that there are three strategies are used at Desa Bahasa Sragen, they are: cooperative activities, creative task and drilling. The findings of this research are expected to be beneficial for the teachers on conducting the English teaching learning process, especially in teaching speaking in formal school.

Israr (2021) studied on "Secondary Level English Teacher`s in Teaching Speaking in Large Classes". The main objective was to find out strategies adopted by the teachers for teaching speaking in large size ELT classes. The study was carried out by using both primary and secondary sources of data. To achieve the objectives, classroom observation and in-depth interview were prepared as a tool for data collection. The data were collected from four secondary level English teachers of Banke district. From each school, one teacher was selected by using non-random sampling method. Four teachers were interviewed and four classes were observed. The data collected through interview and classroom observation were analyzed and interpreted thematically and descriptively. It was found that teachers used various

speaking strategies like simulation, picture narrating, language games, project work, drills method and presentation. The study also strip story to develop communication ability of the students. The study also recalls that there are significant differences between the strategies used by public and private teachers.

Al-Hassaani and Qaid. (2021) studied on "Challenges and Strategies in Teaching Speaking Skills to the Yemeni EFL Learners at Aden University: A Case Study". The main objective of the study was to examine the difficulties faced by the Yemeni EFL learners in English-speaking skills course at Aden University. This research used a quantitative questionnaire research method for data collection. The respondents who participated in this study were from the English Department, second year level, College of Education / Saber; Aden University. The total number of respondents was 60 students, the female respondents were 40 girls, and the male respondents were 20 boys. The researchers designed the research tool a questionnaire for the learners. Researcher concluded that the Yemeni EFL learners need enough time to practice English-speaking skills at Aden University.

Faisal, Asnawi and Dohra (2021) studied on "Teachers' Strategies in Teaching Speaking Skill to Junior High School Students". This research aimed to describe the kind of strategies as well as the obstacles. This research used observation sheet and interview guide as the instruments. The subjects of this research were two English teachers who teach the junior high school students at SMP Inshafuddin Banda Aceh. The data were collected by observing and interviewing the teachers. The result of the first research question of this research described that there are five strategies used by the teachers in teaching speaking skills, namely role play, drilling, games, picture describing, and storytelling. Meanwhile, the result of the second research question described the obstacles faced by the teachers related in applying the strategies.

Ya mur and Perihan (2022) studied on "Workshops for Improving Speaking Skills of Secondary School Fifth-Grade Students through Web-Based Games". The purpose of this study was to suggest web-based game workshops that field experts can use to improve the speaking skills of secondary school 5th-grade students. Speaking education includes the gains that students will have to use throughout their lives. The qualitative research design was preferred in the study. Qualitative research tries to

answer detailed questions, such as how and why, to understand better the event, people, or phenomenon, instead of quantitatively measurable features such as the amount and average of events, people, or facts. The activities are planned as five online workshops. A template was created in the workshop planning phase using the document analysis method, and the workshops were developed following this template. The stages of the workshops were created by taking expert opinions. The study is expected to serve to improve many skills of secondary school 5th-grade students besides speaking skills, such as problem-solving, critical thinking, creativity, and managing their own learning process, which are intrinsically included in the game.

Çi dem and skender (2022) studied on "Speaking Struggles of Young EFL Learners". The present study is an attempt to address young language learners' problems in speaking. It aimed to spot young language learners' difficulties with foreign language speaking skills which could lead to a delay in speaking. It was found that factors such as personality, practice, motivation, anxiety, attribution, foreign language environment, materials, EFL teacher and classmates

### **Implications of the Review for the Study**

To develop the theoretical back up to this study, theoretical and empirical literatures were reviewed. This is related to speaking activities, teaching speaking skill, testing and evaluation of the speaking proficiency of the students. The role of students and teacher is different in teaching language in different context. Here, language teaching is context sensitive and situation specific. The theoretical literature provided the theory to the study. Likewise, empirical literatures are reviewed for the fulfilment of the needs of background knowledge of the study. The knowledge of the previous study provides the ideas and areas to be filled up. That's why, the previous studies are reviewed to facilitate the researching process to my study.

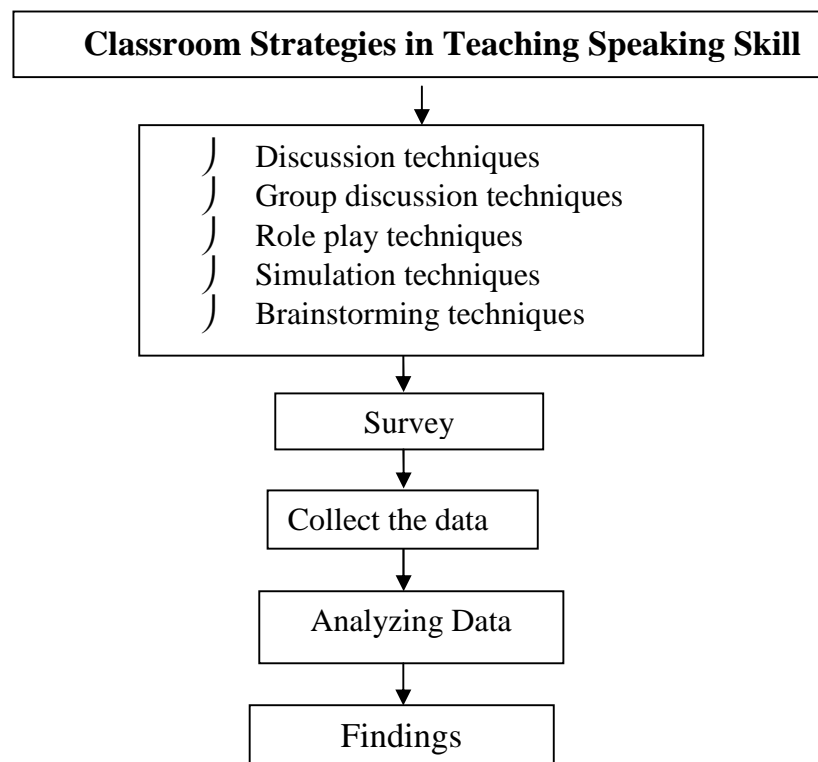
Most of the previous researches were closely related to the present study which helped the researcher to explore what has already been done and what is still remaining to be done. As a research, I reviewed some of the books and research works. These works helped me to conduct research practically. The research by Hussain (2018) and Ram's (2014) helped me give concept on my study. The research

by Basayal's (2010) provided me theoretical background of my study and also helped me to formulate objectives. Oli's (2007) research work helped me select methodology.

Timilsaina's (2008) research helped me get concrete ideas to conduct my research and it gives me more knowledge about speaking skills. Survey research helped me collect data from the public operation and the behavior and attitudes of different professionals. A study by Purwaningsih, Wijayanto and Ngadiso (2019) helped develop my research objectives and limitations. From the above thesis the researcher got lots of ideas, ways and concepts about the study after reviewing different previous research and theses. The review of these literatures also provided the researcher a clear idea about motivation, role of motivation, different techniques of motivation and different warming up activities.

### **Conceptual Framework**

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The present study has adopted the following conceptual framework.



## **Chapter 3**

### **Methods and Procedures**

Each research is carried out in a specified and systematic method and procedures. The study adopted the following procedures to meet the objectives:

#### **Design of the Study**

There are many research designs for carrying out the research. The research design was based on the topic, selected objectives to be met and problems to be addressed. This study follows survey research design. The basic purpose of survey research is to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to the education and generalize its findings on the basis of representative sample of specified target population. In survey research data are gathered from relatively large numbers of population using certain sampling procedures where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. It is also taken as the basis for decision for the improvement.

#### **Population, Sample and Sampling Strategy**

The populations of the study were the English language teachers and students who were teaching and learning at secondary level in Phalelung Rural Municipality of Panchthar district. The total populations of the study consisted of the students and teachers of secondary level community schools. Altogether there are 14 secondary school in Phalelung Rural Municipality and all of them were selected by using census sampling method. The sample population consisted of 14 teachers and 42 students. The researcher observed 3 English classes of each 14 teachers. Altogether 42 classes were observed.

#### **Research Tools**

For this study, researcher administered questionnaires and classroom observation check list. A set of questionnaires and observation checklist used as the research tool for the data collection in this study. Questionnaire was used to find out

the perception and observation had made to identify practices of using strategies in teaching speaking.

### **Sources of Data**

As sources of data, researcher used both primary and secondary sources. To fulfill the objectives of the study, researcher used following sources:

#### **Primary Sources of Data**

As a primary source researcher collected data from teachers of English, who have been teaching English at secondary level in Panchthar district by administrating questionnaires and observation checklist.

#### **Secondary Sources of Data**

Secondary sources were different research works, articles, and books, national and international journals. The secondary sources were: Solcova (2011), Brown (2001), Osti (2008), Basyal (2010), Ram (2014), Aryal (2017), Hussain (2018), Purwaningsih, Wijayanto and Ngadiso (2019) etc.

### **Process of Data Collection**

To obtain the valued and reliable data I followed the following procedures:

- ) The researcher prepared interview questionnaire and observation check list.
- ) Similarly, the researcher selected the schools and sample population.
- ) Likewise, the researcher visited the selected schools and sample population.
- ) Then, the researcher builds rapport with the selected population.
- ) After that, the researcher introduced himself tells the objectives of the study.
- ) Similarly, the researcher took permission from head teacher and authorities.
- ) After that, the researcher observed the classes of the English teachers. And recorded the information with the help of observation check list.
- ) Lastly, researcher collected all the information and data.



## **Data Analysis and Interpretation Procedures**

For the analysis and interpretation of the collected data, the collected data from the informants analyzed and interpreted both quantitatively and qualitatively. The quantitative data analyzed and interpreted descriptively with the help of simple statistical tools like tables and illustration. Similarly, qualitative data were analyzed and interpreted in the narrative and descriptive form.

## **Ethical Considerations**

Ethical consideration is important matter in the research. Every respondent has their right to privacy. It is necessary to inform the purpose of study and value of their participation in it. They must be sure that there is no any harm in their personal career and also in institutional reputation and so can provide sufficient data. So, ethical consideration is highly required.

For the ethical consideration, I built rapport with the concerned people and also provided them participant information statement to inform them about the purpose of my study. Then consent form approved from the Department of English Education, T.U. were distributed them asking to sign in order to get permission for data collection. I explained my purpose and made them know that their presence in my study would be voluntary. They were assured that all identifiable personal information was strictly kept confidential and no names were mentioned in the thesis as well as in any publications. There is no any effect in the teachers of their teaching learning activities that I selected for my sampling.

## **Chapter 4**

### **Analysis and Interpretation of Data**

This chapter deals with the analysis and interpretation of the collected data obtained from secondary level teachers and students of Panchthar district. This study primarily aimed to identify secondary level English teachers' strategies practiced in teaching speaking skills. This chapter presents the result and discussion of collected data from primary sources. The information was tabulated and discussed after classroom observation. The quantitative data were collected through questionnaire and interpreted on the basis of the objectives of this study. The details of analysis and interpretation are given in the following section:

#### **Analysis of Data and Interpretation of Results**

Researcher observed three classes of the 14 English teachers. Researcher encouraged the students to fill up the questionnaires in order to collect the authentic information. The population of the study was the English language teachers who were teaching at secondary level in Phalelung Rural Municipality of Panchthar district. The sample population is study 14 teachers and 42 students were selected. Researcher observed 3 English classes of each 14 teachers. Altogether 42 classes were selected. The researcher tabulated the information and analyzed the data systematically as follows:

#### **Analysis of the Classroom Observation**

The observation was conducted among 15 secondary level English teachers. The researcher observed three classes of each 14 teachers. Altogether, I observed 42 classes of all 14 schools. The topics included in the checklist were analyzed below simultaneously:

#### **Techniques Used by English Teacher for Speaking English**

Techniques refer to different activities conducted in the class while teaching speaking. Under this the researcher observed how often the students interacted with their teachers, how actively they involved in the interaction with their friends, what

was the duration of teacher talking, was any discussion held or not, was role play used for teaching speaking and how the pair work was.

**Table 1**  
**Techniques Used by English Teacher for Speaking English**

S. N.	Responses of the students	No. of Students	Percent
1	Discussing Technique	14	33.33
2	Group Discussion	9	21.43
3	Role Play	4	9.53
4	Brain Storming	10	23.81
5	All Techniques	5	11.90
Total		42	100

Table 1 shows the responses given by the student that 33.33 percent of them said that their teachers used the discussion techniques. Similarly, 21.43 percent student said that their teachers used group discussion and brainstorming techniques. Likewise, 9.53 percent of the student said that their teacher used role play techniques. 11.90 percent of the student said that their teacher used all kinds of techniques while teaching. One third of the teachers used discussion technique (33.33%) and only few teachers used role play (9.53%) techniques.

It was found that there was average interaction among the teacher and students in the speaking class in the selected schools. Group work was found in good uses in more schools on the other hand it was just average in practice in the few schools.

### **Speaking Activities in English Class**

There are different types of activities that teachers can organize in their classes like public speaking contest in which they can organize debate competition. They can also organize Role play and make their students to act like different professionals. Similarly they can engage their students in group discussion by giving them certain issue to discuss with their friends or they can even conduct drama for their students responses were like this. By using Speaking skill teachers can make their students speak better in classes. A skillful teacher applies the skill of speaking in ELT classes

**Table 2**  
**Speaking Activities in English Class**

<b>S. N.</b>	<b>Responses of the students</b>	<b>No. of Students</b>	<b>Percent</b>
1	Role Play	5	11.90
2	Group Discussion	15	35.71
3	Dramatization	3	7.14
4	Brain Storming	6	14.29
5	Above all	13	30.93
Total		42	100

Table 2 shows the responses given by the students that 11.90 percent of them said that their teachers used the role play activities. Similarly, 35.71 percent students said that their teacher used group discussion activities. Likewise, 7.14 percent of the students said that their teacher used dramatization activities. In the same way, 14.29 percent of the students said that their teacher used brainstorming activities while teaching. Lastly, 30.93 percent teachers used all kind of activities in speaking classroom.

More than one third of the students said group discussion used for speaking activities in English class that is 35.71 percent. Whereas dramatization technique was least used for speaking activities in English class that is 7.14 percent.

### **Motivational Activities are Conducted Before Starting the Lesson**

Motivation plays a vital role in making the teaching efficient. It helps the teachers to attract the attention of the students towards their teaching. It also helps the students learn effectively. Therefore teachers must motivate their Students before teaching the lesson :

**Table 3**  
**Motivational Activities**

<b>S. N.</b>	<b>Responses of the Students</b>	<b>No. of Students</b>	<b>Percent</b>
1	Encourage them with positive speech	19	45.24
2	Ask question on the related topic	10	23.81
3	Introduces famous personalities	2	4.76
4	Talk on some other topic	1	2.38
5	Tell stories	3	7.14
6	Show inspirational videos	2	4.76
7	Make students share their Knowledge	3	7.14
8	Seating arrangements and groupings	2	4.76
Total		42	100

Table 3 shows the responses given by the student that 45.24 percent of them said that their teachers motivated them with positive speech. Similarly, 23.81 percent student said that their teacher motivated through asking questions on the related topic. Likewise, 7.14 percent of the students said that their teachers motivated through story telling. 4.76 percent of the students said that their teachers motivated them through introducing famous personalities.

In the same way, 4.76 percent of the students said that their teacher motivated them through showing inspirational videos and seating arrangements and groupings. Similarly, 7.14 percent student said that their teacher motivated by sharing their own knowledge.

The responses of the students found that more than one third of total students said encourage them with positive speech was used as motivational activities that is 45.24 percent. Whereas talk on some other topic was least used as motivational activities that is 2.38 percent.

### **Techniques Applied by Teachers to Control Noise in the Class**

The responses about the types of techniques applied their teachers to control noise in the class were presented in the following sections:

**Table 4**  
**Techniques Applied by Teachers to Control Noise in the Class**

S. N.	Responses of the students	No. of Students	Percent
1	The teachers scold them	7	16.67
2	The teachers just tell them to be quiet	25	59.52
3	They ask questions from the book	8	19.04
4	No answer	2	4.76
Total		42	100

Table 4 shows the responses given by the students that 16.67 percent of them said that their teachers scold them to control noise in the class. Similarly, 59.52 percent students said that their teachers just tell them to be quiet. Likewise, 19.04 percent of the students said that their teachers asked questions from the book to control noise in the classroom.

Two third of the students said that the teachers just tell them to be quiet to control noise in the class that is 59.52 percent. Whereas teachers scolded them to control noise in the class that is 16.67 percent.

### **Physical Facilities of the Classroom**

Physical facilities refers to how well the class is facilitated in term of size and shape, arrangements of the student's desks and benches, teaching materials, decoration of the class room, electricity. Student's seating arrangements and condition of windows, doors, floor, and roof in classroom. Physical facilities of the classroom of selected students were presented in the table 5 :

**Table 5**  
**Physical Facilities of the Classroom**

S. N.	Responses of the students	No. of Students	Percent
1	Size and shape of the classroom	4	9.52
2	Teaching materials	9	21.43
3	Decoration of the classroom	3	7.14
4	Electricity and lightening	11	26.19
5	Condition of window, door, floor etc	6	14.29
6	Students seating arrangement	9	21.43
Total		42	100

Table 5 shows the responses given by the students that 9.52 percent of them said that the size and shape of the classroom was good. Similarly, 21.43 percent students said that their teachers used teaching materials while teaching. Likewise, 7.14 percent students agreed that their classrooms were well decorated. In the same way, 26.19 percent agreed that electricity and lightening facility was good in their classrooms. Similarly, 14.29 percent agreed that condition of window, door and floor etc were good and 21.43 percent agreed that seating arrangement was managed well.

Most of the respondents (26.19%) agreed that electricity and lightening facility was good in their classrooms and minority (7.14%) of the students agreed that their classrooms were well decorated.

### **Pre-communicative Activities**

In question no. 6 the researcher had asked the students about the pre communicative activities organized by their teachers in the class and they responded like this.

**Table 6**  
**Pre-communicative Activities**

S. N.	Responses of the students	No. of Students	Percent
1	Play cassettes and videos	3	7.14
2	Share own experiences	20	47.62
3	Make students sing songs or tell jokes	4	9.52
4	Work on vocabulary	10	23.81
5	No activities	5	11.90
	Total	42	100

Table 6 shows the responses given by the students that 7.14 percent of them said that their teachers motivated by playing cassettes and videos in the classrooms. Similarly, 47.62 percent students said that their teachers motivated by sharing own experiences. Likewise, 9.52 percent of the students said that their teachers motivated by making students sing songs in classrooms. 23.81 percent of the students said that their teachers motivated them through vocabulary practice. Lastly, 11.90 percent of the students said that their teachers didn't use pre-communicative activities

More than one third of the students (47.62%) students said that their teachers motivated them by sharing their own experiences. Similarly, minority of the students (9.52 %) said that their teachers motivated by making students sing songs in classrooms.

**Table 7**  
**Problems Faced by the Students while Speaking in the Class**

S. N.	Responses of the Students	No. of Students	Percent
1	Grammatical Error	10	23.81
2	Nervousness	5	11.90
3	Pronunciation Problems	8	19.05
4	Lack of Confidence	3	7.14
5	Teased by Friends	7	16.67
6	Problem of Appropriate Word Selection	9	21.43

Table 7 shows the responses given by the students that 23.81 percent of them said that they faced grammatical problem while speaking in English. Similarly, 11.90 percent students felt nervous. Likewise, 19.05 percent of the students faced pronunciation problems. In the same way, 7.14 percent students didn't have enough confident while speaking skills. 16.67 percent students faced that they were teased by the other friends.

Most of the students (23.81%) of them said that they faced grammatical problem while speaking in English. In the same way, minority of the students (7.14%) didn't have enough confident while speaking skills.

Similarly, in question no. 8 students were asked about the kinds of free-communicative activities organized by their teachers and they responded like these:



**Table 8**  
**Free-communicative Activities Organized by the Teachers**

S. N.	Responses of the students	No. of Students	Percent
1	Group Discussion	16	38.09
2	Presentation on different topics	8	19.05
3	Role Play	7	16.67
4	Debate	2	4.76
5	Speech	7	16.67
6	No answer	2	4.76
	Total	42	100

Table 8 shows the responses given by the students that 38.09 percent of them said that their teachers used the group discussion activities while teaching English. Similarly, 19.05 percent students said that their teachers presented on different topics. Likewise, 16.67 percent of the students said that their teachers used role play activities. In the same way, 4.76 percent of the students said that their teacher used debate as free communicative activity. Lastly, 16.67 percent teachers used speech competition in classrooms.

More than one third of the students (38.09 ) said that their teachers used the group discussion activities while teaching English. In the same way, minority of the students (4.76 %) said that their teacher used debate as free communicative activity.

### **Students Responses about Co-friendly Environment during Lesson**

The result clearly shows that 100% of the students' response was positive regarding this question that means they interact with their friends and teachers in the classroom.

**Table 9**  
**Difficulty in Interacting in English Language with your Teacher**

S. N.	Description	No. of Students	Percent
1	Yes	26	61.90
2	No	16	38.09
	Total	42	100

Table 9 shows about the difficulty in interacting in English language with their teacher. The majority of students agreed i.e. 61.90 percent and 38.09 percent disagreed.

**Table 10**  
**About English Class**

<b>S. N.</b>	<b>Description</b>	<b>No. of Students</b>	<b>Percent</b>
1	Inspiring	15	35.71
2	Good	11	26.19
3	Average	10	23.81
4	Bored	5	11.90
Total		42	100

Table 10 shows the responses given by the students that 35.71 percent of them said that they were inspired by English class. Likewise, 26.19 percent of them said that they felt good in English class. Similarly, 23.81 percent students didn't make any judgment regarding good or bad. 11.90 percent students felt bored in English class.

More than one third of the students (35.71%) said that they were inspired by English class. In the same way, minority of the students (11.90 %) students felt bored in English class.

### **Results from Observation Checklist**

The collected data from fifteen different school of Panchthar district by observing the class of each ELT teachers were the first hand information. Mainly, forty five ELT classes were observed with the help of observation checklist i.e. three classes of each teacher were observed. Among forty five classes, only the classes of community schools were selected. Similarly I administrated questionnaires to get the real views of the ELT teacher of each school regarding the teaching speaking skill and using strategies to eliminate the speaking problems of the students. All together fifteen teachers were involved in the research study. Hence, the data were analyzed and interpreted descriptively, illustratively and comparatively with the help of percentage table.

## Discussion in English Classroom

After content based lesson, a discussion can be held for various reasons such as the students may aim to arrive at a conclusion, share ideas about an event and find solutions in their discussion groups. Before the discussion it is essential that the purpose of the discussion activity should be set by the teacher. It is also one of the most common strategies used in our class as well as schools wherein the various activities were observed under discussion such as relevancy of discussion points, grouping and re-grouping of students, teacher's encouragement and pre-instruction for discussion. The finding of my observation is given below :

**Table 11**  
**Use of Discussion Strategy in Classroom**

Teaching Strategy	Teaching Activity	Excellent		Good		Average		Poor	
		No	P	No	P	No	P	No	P
Discussion	Conversation	8	19.05	20	47.61	8	19.05	6	14.29
	Talk, dialogue	11	26.19	15	35.71	13	30.95	3	7.14
	Conference	8	19.05	13	30.95	21	50	-	-
	Consultation	6	14.29	13	30.95	14	33.33	9	21.43
	Encouraging the Students	8	19.05	16	38.09	15	35.71	3	7.14
	Collaboration	9	21.43	13	30.95	19	45.24	1	2.38
	Making the Class Deal with Students Behavior	11	26.19	13	30.95	12	28.57	6	14.29

Table 11 shows that using discussion in classroom as teaching strategy, 19.05 percent of the teachers had excellent conversation with students. Likewise, 47.61 percent of the teachers had good conversation with students. Similarly, 19.05 percent had average conversation with students and 14.29 percent teachers had poor conversation with students in English class.

In the same way 26.19 percent of the teachers had excellent talk and dialogue with students. Likewise, 35.71 percent of the teachers had good talk and dialogue with

students. Similarly, 30.95 percent had average talk and dialogue with students and 7.14 percent teachers had poor talk and dialogue with students in English class.

Furthermore, 19.05 percent of the teachers used conference in excellent way.. Likewise, 30.95 percent of the teachers used conference in good way and 50 percent teachers used conference in average.

Moreover, 14.29 percent of the teachers consulted in excellent way. Likewise, 30.95 percent of the teachers consulted in good way. Likewise, 33.33 percent teachers consulted in average and 21.43 percent teachers had poor consultation.

In the way, 19.05 percent of the teachers encouraged the students in excellent way. Likewise, 38.09 percent of the teachers encouraged the students in good way. Likewise, 35.71 percent teachers encouraged the students in average and 7.14 percent teachers encouraged the students in poor way.

Similarly, 21.43percent of the teachers collaborated in excellent way. Likewise, 20.95 percent of the teachers collaborated in good way. Likewise, 45.24 percent teachers collaborated in average and 2.38 percent teachers had poor collaborated.

Moreover, 26.19 percent of the teachers dealt according to students' behavior in excellent way. Likewise, 30.95 percent of the teachers dealt according to students' behavior in good way. Likewise, 28.57 percent teachers dealt according to students' behavior in average and 14.29 percent teachers dealt according to students' behavior in poor way.

### **Simulation Strategy**

Simulations are very similar to role plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in simulation activities, they will have a different role and do not have to speak for

themselves, which means they do not have to take the same responsibility. This strategy involves the teaching activities of teacher as presented in table 12.

**Table 12**  
**Simulation Strategy**

Teaching Strategy	Teaching Activity	Excellent		Good		Average		Poor	
		No.	P	No.	P	No.	P	No.	P
Simulation	Representation of Real Life Events			2	4.76	1	2.38	39	92.86

Table 12 shows about simulation strategy used by the teacher. Among the total fifteen secondary schools, only one teacher used simulation strategy. The teacher used representation of real life events activities. 4.76 percent of the teachers used representation of real life events in good way. Likewise, 2.38 percent teachers used representation of real life events in average and 92.86 percent teacher didn't use this activity.

### **Role Play**

One other way to getting students to speak is role playing. In this strategy, students pretend that they are in various social contexts and have a variety of social roles. Especially, in role play activities, the teacher gives information to the students assigning them the various roles and makes them aware of who they are, what they think or feel and what role they actually has play. It is also one of the most common strategies used in our ELT classroom. Different activities were observed under this strategy. These various activities with their details are presented in the following table.

**Table 13**  
**Use of Role Play Strategy**

Teaching Strategy	Teaching Activity	Excellent		Good		Average		Poor	
		No.	P	No.	P	No.	P	No.	P
Role Play	Interaction	3	7.14	7	16.67	21	50	11	26.19
	Participation	3	7.14	8	19.05	20	47.62	12	28.57
	Perform roles	6	14.29	21	50	13	30.95	2	4.76
	Body movement	7	16.67	22	52.38	12	28.57	1	2.38
	Energetic	7	16.67	14	33.33	14	33.33	7	16.67

Table 13 shows about the use of role play strategy in English class.

7.14percent of the teachers interacted with students in excellent way. Similarly, 16.67 percent of the teachers interacted with students in good way. Likewise, 50 percent of the teachers interacted with students in average and 26.19 percent of the teachers had poor interaction with students.

In the same way, 7.14 percent of the teachers and students participated in excellent way. Similarly, 19.05 percent of the teachers and students participated in good way. Likewise, 47.62 percent of the teachers and students participated in average and 28.57 percent of the teachers and students participated in poor way. Likewise, 14.29 percent of the teachers performed in excellent way. Likewise, 50 percent of the teachers performed in good way. Similarly, 30.95 percent of the teachers had an average performance and 4.76 percent teachers had poor performance.

Similarly, 16.67 percent of the teachers had an excellent body movement. Likewise, 52.38 percent of teachers had good body movement. Similarly, 28.57percent of the teachers had an average body movement and 2.38 percent of the teachers had poor body movement.

Furthermore, 16.67 percent of the teachers had an excellent energy level. Likewise, 33.33 percent of the teachers had good body movement. Similarly, 33.33 percent of the teachers had an average body movement and 16.67 percent of the teachers had poor body movement.

**Table 14**  
**Group Work Strategy**

Teaching Strategy	Teaching Activity	Excellent		Good		Average		Poor	
		No..	%	No.	%	No.	%	No.	%
Group Work	Introduce a topic and prepare relevant context	9	21.43	17	40.48	13	30.95	3	7.14
	Give students time to prepare	13	30.95	21	50	6	14.29	2	4.76
	Divide students into groups or pairs	15	35.71	20	47.62	6	14.29	1	2.38
	Have one student speak for four minutes without interruption	9	21.43	19	45.24	11	26.19	3	7.14
	Students change partners or groups and give the same speech in three minutes	4	9.52	15	35.71	16	38.09	7	16.67
	Students reflect together	6	14.29	14	33.33	15	35.71	7	16.67

Table 14 shows about the use of group discussion strategy in English class. 21.43 percent of the teachers introduced a topic and prepared relevant context with students in excellent way. Similarly, 40.48 percent of the teachers introduced a topic and prepared relevant context in good way. Likewise, 30.95 percent of the teachers introduced a topic and prepared relevant context in average and 7.14 percent of the teachers introduced a topic and prepared relevant context with students in the poor way.

Similarly, 30.95 percent of the teachers gave time to prepare for students in excellent way. Similarly, 50 percent of the teachers gave time to prepare for students

in good way. Likewise, 14.29 percent of the teachers gave time to prepare for students in average and 4.76 percent of the teachers gave time to prepare for students in the poor way.

Similarly, 35.71 percent of the teachers divided students into groups or pairs in an excellent way. Similarly, 47.62 percent of the teachers divided students into groups or pairs in good way. Likewise, 14.29 percent of the teachers divided students into groups or pairs in average and 2.38 percent of the teachers divided students into groups or pairs in the poor way.

Furthermore, 21.43 percent of the teachers provided one student speaks for four minutes without interruption and students performed in an excellent way. Similarly, 45.24 percent of the teachers provided one student speaks for four minutes without interruption and students performed in good way. Likewise, 26.19 percent of the teachers provided one student speaks for four minutes without interruption and students performed in average and 7.14 percent of the teachers provided one student speaks for four minutes without interruption and students performed in poor way.

In the same way, 9.52 percent of the teachers changed students' partners or groups and asked them to give the same speech in three minutes in an excellent way. Similarly, 35.71 percent of the teachers changed students' partners or groups and asked them to give the same speech in three minutes in good way. Likewise, 38.09 percent of the teachers changed students' partners or groups and asked them to give the same speech in three minutes in average and 16.67 percent of the teachers changed students' partners or groups and asked them to give the same speech in three minutes in poor way.

In the same way, 14.29 percent of the students reflected together in an excellent way. Similarly, 33.33 percent of students reflected together in good way. Likewise, 35.71 percent of the students reflected together in average and 16.67 percent of the students reflected together in the poor way.

### **Brainstorming Strategy**

The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas. It is also most



common strategy used in our schools. In case of this study most of the teachers were found using it. Various activities were observed in brainstorming for speaking improvement in class. They were context (group/individual), teachers' assistance, time utilization and classroom management. The various activities while brainstorming in ELT class are presented below.

**Table 15**  
**Brainstorming Strategy**

Teaching Strategy	Teaching Activity	Excellent		Good		Average		Poor	
		No	P	No	P	No	P	No	P
Brainstorming	Questioning	11	26.19	22	52.38	5	11.90	4	9.52
	Test	9	21.43	24	57.14	6	14.29	3	7.14
	Game	7	16.67	26	61.90	7	16.67	2	4.76
	Whispering	10	23.80	25	59.52	4	9.52	3	7.14
	Interview	14	33.33	21	50	5	11.90	2	4.76

Table 15 shows that uses of brainstorming as teaching strategy, where 26.19 percent of the teachers had excellent in questioning. Likewise, 52.38 percent of the teachers had well in questioning. Similarly, 11.90 percent had average in questioning and 9.52 percent teachers had poor questioning with students in English class.

Similarly, 21.43 percent of the teachers had excellent in conducting test. Likewise, 57.14 percent of the teachers had good conducting test.. Similarly, 14.29 percent had average in conducting test and 7.14 percent teachers had poor in conducting test with students in English class. Similarly, 16.67 percent of the teachers conducted game in excellent way. Likewise, 61.90 percent of the teachers conducted game in good way. Similarly, 16.67 percent teachers conducted game in average and 4.76 percent in poor way.

Similarly, 23.80 percent of the teachers used whispering activity in excellent way. Likewise, 59.52 percent of the teachers used whispering activity in good way. Similarly, 9.52 percent had average in whispering and 7.14 percent teachers used it in poor way.

Similarly, 33.33 percent of the teachers interviewed in excellent way. Likewise, 50 percent of the teachers interviewed in good way. Similarly, 11.90percent teachers used interview in average and 4.76 percent teachers used it in poor way.

## Chapter 5

### Summary, Conclusion and Implications

This is the final chapter of this research report which deals with summary, conclusion and implication made by the researcher after analyzing the data. This chapter is divided into 3 parts, summary, conclusion and implications.

#### Summary

After analyzing and interpreting of the data explored through the use of questionnaire and classroom observation, the findings of the study are summarized here in this section.

- ) More than one third of the students said group discussion used for speaking activities in English class that is 35.71 percent. Whereas dramatization technique was least used for speaking activities in English class that is 7.14 percent.
- ) The responses of the students found that more than one third of students said encourage them with positive speech was used as motivational activities that is 45.24 percent. Whereas, talk on some other topic was least used as motivational activities that is 2.38 percent.
- ) Two third of the students said that the teachers just tell them to be quiet to control noise in the class that is 59.52.22 percent. Whereas teachers scolded them to control noise in the class that is 16.67 percent.
- ) Most of the respondents 26.19 percent agreed that electricity and lightening facility was good in their classrooms and minority 7.14 percent of the students agreed that their classrooms were well decorated.
- ) More than one third of the students 47.62 percent students said that their teachers motivated them by sharing their own experiences. Similarly, minority of the students 9.52 percent said that their teachers motivated by making students sing songs in classrooms.
- ) Most of the students 23.81 percent of them said that they faced grammatical problem while speaking in English. In the same way, minority of the students 7.14 percent didn't have enough confident while speaking skills.

- ) More than one third of the students 38.09 percent said that their teachers used the group discussion activities while teaching English. In the same way, minority of the students 4.76 percent said that their teacher used debate as free communicative activity.
- ) Study shows about the difficulty in interacting in English language with your teacher. The majority of students agreed i.e. 61.90 percent and 38.09 percent disagreed.
- ) More than one third of the students 35.71 percent said that they were inspired by English class. In the same way, minority of the students 11.90 percent students felt bored in English class.
- ) In the same way, 26.19 percent of the teachers had excellent talk and dialogue with students. Likewise, 35.71 percent of the teachers had good talk and dialogue with students. Similarly, 30.95 percent had average talk and dialogue with students and 7.14 percent teachers had poor talk and dialogue with students in English class.
- ) Furthermore, 19.05 percent of the teachers used conference in excellent way.. Likewise, 30.95 percent of the teachers used conference in good way and 50 percent teachers used conference in average.
- ) Moreover, 14.29 percent of the teachers consulted in excellent way.. Likewise, 30.95 percent of the teachers consulted in good way. Likewise, 33.33 percent teachers consulted in average and 21.43 percent teachers had poor consultation.
- ) In the way, 19.05 percent of the teachers encouraged the students in excellent way. Likewise, 38.09 percent of the teachers encouraged the students in good way. Likewise, 35.71 percent teachers encouraged the students in average and 7.14 percent teachers encouraged the students in poor way.
- ) Similarly, 21.43 percent of the teachers collaborated in excellent way.. Likewise, 30.95 percent of the teachers collaborated in good way. Likewise, 45.24 percent teachers collaborated in average and 2.38 percent teachers had poor collaborated.
- ) Moreover, 26.19 percent of the teachers dealt according to students' behavior in excellent way. Likewise, 30.95 percent of the teachers dealt according to students' behavior in good way. Likewise, 28.57 percent teachers dealt

according to students' behavior in average and 14.29 percent teachers dealt according to student's behavior in poor way.

- ) Study shows about the use of role play strategy in English class. 7.14 percent of the teachers interacted with students in excellent way. Similarly, 16.67 percent of the teachers interacted with students in good way. Likewise, 50 percent of the teachers interacted with students in average and 26.19 percent of the teachers had poor interaction with students.
- ) Likewise, 14.29 percent of the teachers performed in excellent way. 50 percent of the teachers performed in good way. Similarly, 30.95 percent of the teachers had an average performance and 4.76 percent teachers had poor performance.
- ) Similarly, 16.67 percent of the teachers had an excellent body movement. Likewise, 52.38 percent of teachers had good body movement. Similarly, 28.57 percent of the teachers had an average body movement and 2.38 percent of the teachers had poor body movement.
- ) Furthermore, 16.67 percent of the teachers had an excellent energy level. Likewise, 33.33 percent of the teachers had good body movement. Similarly, 33.33 percent of the teachers had an average body movement and 16.67 percent of the teachers had poor body movement.
- ) Similarly, 21.43 percent of the teachers introduced a topic and prepared relevant context in good way. Likewise, 30.95 percent of the teachers introduced a topic and prepared relevant context in average and 7.14 percent of the teachers introduced a topic and prepared relevant context with students in the poor way.
- ) In the same way, 13.33 percent of the students reflected together in an excellent way. Similarly, 53.33 percent of students reflected together in good way. Likewise, 37.78 percent of the students reflected together in average and 17.78 percent of the students reflected together in the poor way.
- ) Likewise, 52.38 percent of the teachers had well in questioning. Similarly, 11.90 percent had average in questioning and 9.52 percent teachers had poor questioning with students in English class.
- ) Similarly, 23.80 percent of the teachers used whispering activity in excellent way. Likewise, 59.52 percent of the teachers used whispering activity in good

way. Similarly, 9.52 percent had average in whispering and 7.14 percent teachers used it in poor way.

) Similarly, 33.33 percent of the teachers interviewed in excellent way. Likewise, 50 percent of the teachers interviewed in good way. Similarly, 11.90 percent teachers used interview in average and 4.76 percent teachers used it in poor way.

## **Conclusion**

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers should pay great attention to teaching speaking. The conclusion of this study showed that teachers used a wide variety of strategies. This study showed that discussion, group discussion, simulation, role play, brainstorming with the ample used of effective strategies. It was found that there was average interaction among the teacher and students in the speaking class in the selected schools. Pair or Group work was found in good uses in more schools on the other hand it was just average in practice in the few schools.

The problems that students faced while developing speaking skill were: feeling of fear and embarrassment, lack of confidence and problem in pronunciation and vocabulary problem. Mostly, problems were person-specific. Some students were introvert and others were extrovert. Therefore, from this study it can be identified that those who are extrovert can develop speaking skill faster than that of introverts.

## **Implications**

This study has some significant implications as well. The study can be exploited in the field of teaching and learning as well as policy formulation, including further research. The implications of this study have been categorized into various types, which have been mentioned in the following section.

**Implications at the Policy Level.** The study conducted on strategies employed for developing speaking skill: A case of M.Ed. students would highly helpful for the policy makers of Nepal to formulate policies related to English language teaching. The government should formulate special policies for the effective

- ) The government should make mandatory provision for the effective implementation of the curriculum.
- ) Likewise, the study will be highly beneficial to the policy makers in the field of education in general and in the field of English language education in particular for making policy related to second language acquisition (SLA).
- ) Similarly, It will be effective for Ministry of education to design educational plans and to implement them.
- ) In the same way, Curriculum development centre can take benefit from the study for designing new curriculum, revise and improve existing curriculum.
- ) Lastly, the universities can also utilize the study to make policies in the field of second language teaching and learning.

**Implications at the Practice level.** This study is related to the practical field of the English language teaching and learning. The ELT practitioners such as, curriculum developer, linguists, textbook writers, material producers, teachers, supervisors and so on can effectively utilize the study. The major implications of the study in practice level are:

- ) Textbook writers and instructional materials producers will also get feedback from it.
- ) Likewise, ELT supervisors can also take help from the findings of the study summarized in this study.
- ) Similarly, it has been found that teaching speaking in the classroom is not only depended upon textbook. So, the teacher should have sound knowledge of strategies.
- ) In the same way, teacher should use as many strategies as possible in their classroom. Speaking should be taken as prime focus but not as a exam oriented matter.
- ) Likewise, teacher should familiar with different teaching material such as microphone.

### **Implication for the Further Research**

Nothing can be absolutely perfect in this universe. This study could not cover all the areas of the study. It may have some limitations as well. However, it had pointed out some relevant areas for the further study. Such implications are presented here with:

This study can be very useful to the teachers and others who want to teaching speaking strategies to promote speaking ability of the students. Likewise, this study can also be beneficial for all who want to study in the related increase the speaking ability of the students. The further research has to focus on the communicative speaking test. Further researches have to be carried out on different aspects of testing speaking skill and problems caused by lack of sufficient testing materials while testing speaking skill. In the same way, the new researcher can be conducted on various learning strategies and procedure for teaching and learning language skill.



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**Appendix-I**  
**Questionnaire for Students**

Dear Sir/Madam,

As a master level final semester student at the department of English language education, Faculty of Education, T.U., I am working on the research project on the title **Classroom Strategies and Practices in Teaching Speaking Skill**. I hope that your kind co-operation will help me fulfill my research-work and to find-out the practical aspect of the research title. This will be useful and fruitful in ELT and especially for the concerned students. I assure that your response will be completely confidential, and it will be only for pedagogical and research-purpose.

I will be grateful to you if you could return the questionnaire here with duly filled in, at your earliest convince. Thank you for your kind co-operation!

Your Sincerely

**Rajan Sigdel**

M. Ed 4<sup>th</sup> semester

Department of English Education

Faculty of Education. T.U. Kirtipur, Kathmandu

Student's Name:

School's Name:

Class:

Address:

Date of Observation:

Closed and open ended questions for students.

- 1) What techniques are used by your English teacher for speaking English?
  - a. Discussion Technique
  - b. Group Discussion
  - c. Role Play
  - d. Brain Storming
  - e) All of the above
- 2) What type of speaking activities are organized in your English Class?
  - a) Role Play
  - b) Group Discussion
  - c) Dramatization
  - d) others

- 3) What type of motivational activities are conducted before starting a lesson?
  - a) Encourage students with positive speech
  - b) Ask question to students on the related topic
  - c) Introduces students about famous personalities
  - d) Talk on some other topic
  - e) Tell stories
  - f) Show inspirational videos
  - g) Make students share their knowledge
  - h) Student's seating arrangements and groupings
- 4) What are the techniques applied by teachers to control noise in the class?
  - a) The teachers scold students
  - b) The teachers just tell students to be quiet.
  - c) They ask questions from the book.
  - d) Others
- 5) What are the physical facilities of the classroom?
  - a) Size and shape of the classroom
  - b) Teaching materials
  - c) Decoration of the classroom
  - d) Electricity
  - e) Condition of window, door, floor etc
  - f) Students` seating arrangement
- 6) What are the pre-communicative activities for the students ?
 

a) Play cassettes	b) Share own experiences
c) Make students sing songs or tell jokes	d) Work on vocabulary
- 7) What are the problems faced by the students while speaking in the class?
 

a) Grammatical error	b) Nervousness
b) Pronunciation problem	c) Lack of confidence
c) Teased by friends	d) Other
- 8) What is the free-communicative activity organized by the teacher?
 

a) Group Discussion	b) Presentation on different
c) Role Play	d) Debate
e) Speech	f) other
- 9) How do your teacher create co-friendly environment during lesson?
 

.....

- 10) Do you feel difficulty interacting in English language with your teacher ?  
 a. Yes b. No
- 11) How did your teacher helps in improving your English?  
 .....
- 12) Was the teacher using different techniques while speaking in English class?  
 .....
- 13) What is the best thing about your English teacher while teaching?  
 .....
- 14) How do you feel in your English class?  
 a. Inspiring b. Good  
 c. Average d. Bored
- 15) Do you fall back to mother tongue when you communicate in English?  
 a. Yes b. No
- 16) Is there other technique of learning English which is more effective than the current one?  
 a. Yes b. No  
 If yes, mention them  
 .....
- 17) Do you believe that there is a direct relationship between teaching technique and learning outcome?  
 a. Yes b. No
- 18) Do you want to improve English speaking skill ?  
 a. Yes b. No  
 If yes, what are the strategies that you use to improve your English?  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

19) What are the problems that you face while developing speaking skills?

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20) What are the strategies that you apply to solve problems occurred while developing speaking skill?

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21) How do you assess yourself to know about your progress in speaking in terms of accuracy and fluency?

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.....

**Appendix – II**  
**Questionnaire for Teacher**

**Personal details:**

Name of School: .....

Name of Teacher: .....

Qualification: .....

Sex: .....

Age: .....

1) How often do you teach speaking skill separately to the students of grade X?

- |                         |            |
|-------------------------|------------|
| (a) Sometimes           | (b) Always |
| (c) Nature of the topic | (d) Never  |

2) Do you interact in English with your students in the classroom?

- |         |        |
|---------|--------|
| (a) Yes | (b) No |
|---------|--------|

3) How do you involve your shy students in communicative activity?

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

4) Which of the following techniques do you think most important to motivate the students in participating speaking skill?

- |                    |                           |
|--------------------|---------------------------|
| (a) Telling jokes  | (b) Telling short stories |
| (c) Singing a song | (d) Asking questions      |

5) What do you do when students are interacting /collaborating with their classmates on a certain task?

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

6) Do you organize extracurricular activities in your classroom that enhance students' speaking ability? If yes what are they?

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



- 7) How often do you divide your class in group and pair work for communicative language practice?
- (a) Sometime (b) Always  
(c) Nature of the topic (d) Never
- 8) Do you tell story or talk about famous people in English while teaching speaking skill? If yes how often?
- (a) Sometimes (b) Always  
(c) Nature of the topic (d) Never
- 9) How often do you use group work in your classroom while teaching speaking skill?
- (a) Sometimes (b) Always  
(c) Nature of the topic (d) Never
- 10) Do you involve your students in role play while teaching speaking skill? If yes how often?
- (a) Sometimes (b) Always  
(c) Nature of the topic (d) Never
- 11) How often do you involve your students in brainstorming while teaching speaking skill? Give reason to support your answer.
- .....  
.....  
.....  
.....
- 12) What kinds of challenges do you face while teaching speaking skill?
- .....  
.....  
.....  
.....
- 13) Do you face students' mother tongue interference in the classroom while teaching speaking skill?
- (a) Yes (b) No
- 14) Which of the following problems do you think is most common for developing speaking skill.
- (i) Mother tongue use (ii) Lack of exposure  
(iii) Feeling of fear or embarrassment (iv) Uneven

- 15) Which of the following is the challenge of teachers while teaching speaking skill?
- (a) Students' inhibition
  - (b) Students' difficulties in speaking
  - (c) Students' nature of nothing to say
  - (d) Students' poor background in English
- 16) How do you teach when you find your classroom very noisy?
- .....
- .....
- .....
- .....
- 17) How do you teach slow learners?
- .....
- .....
- .....
- .....
- 18) Accurate pronunciation makes conversation comprehensible.
- (i) Agree
  - (ii) Undecided
  - (iii) Strongly agree
  - (iv) Strongly disagree
- 19) To get ample exposure of speaking is one of the better ways to develop speaking skill.
- (i) Agree
  - (ii) Undecided
  - (iii) Strongly agree
  - (iv) Strongly disagree
- 20) Confidence level should be high, hesitation should be avoided, and risk taking ability should be increased for developing speaking skill.
- (i) Agree
  - (ii) Undecided
  - (iii) Strongly agree
  - (iv) Strongly disagree

**Appendix III**  
**Check-List for the Classroom Observation**

Teacher`s Name:

Class:

School`s Name:

S.N.	Observed Items	Responses			
		Excellent	Good	Average	Poor
1	<p style="text-align: center;"><b>Discussion</b></p> <ul style="list-style-type: none"> <li>) Conversation</li> <li>) Talk, dialogue</li> <li>) Discourse, conference, debate</li> <li>) Exchange of views, consultation</li> <li>) Deliberation to the students</li> <li>) Talking to students</li> <li>) Making the class deal with students behavior</li> </ul>				
2	<p style="text-align: center;"><b>Simulation</b></p> <ul style="list-style-type: none"> <li>) Representation of real life events</li> <li>) The students tell the drama</li> <li>) Perform the roles</li> <li>) Involve the drama</li> <li>) Memorize</li> <li>) Conservation</li> </ul>				
3	<p style="text-align: center;"><b>Role Play</b></p> <ul style="list-style-type: none"> <li>) Interaction with students</li> <li>) Participation</li> <li>) Perform roles</li> <li>) Involve the drama</li> <li>) Body movement</li> <li>) Energetic</li> </ul>				
4.	<p style="text-align: center;"><b>Group work</b></p> <ul style="list-style-type: none"> <li>) Introduce a topic and prepare relevant v</li> <li>) Give students time to prepare</li> <li>) Divide students into groups or pairs</li> <li>) Have one student speak for four minutes without interruption, the others listen</li> <li>) Give them time to rest</li> <li>) Students change partners or groups and give the same speech in three minutes</li> <li>) Students reflect together</li> </ul>				
5.	<p style="text-align: center;"><b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>) Questioning</li> <li>) Test</li> <li>) Word pass game</li> <li>) Whispering</li> <li>) Interview</li> </ul>				