

CHAPTER-ONE

INTRODUCTION

This section of the study presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of key terms used in the study.

1.1 Background of the Study

English has been a genuine lingua franca by the end of the twentieth century. English is now commonly used in exchanges between two persons having different mother tongues. Harmer (2000, p. 13) says “native speakers are increasingly out- numbered by people who have English as a Second or Third language.” Similarly, Crystal (1997) reveals that English is the language that expanded breaking the barriers of color, race and belief, and has continued to spread all over the world. As a result, it has become the language of international affairs. English has become the language that links the world all together. It is the medium through which technological, social, political and cultural information has been transmitted. In the Nepali educational system, the learning of English begins at the elementary level and it gives different functions at various organizations. In Nepalese context, it can also be said that English is found useful in the development of national commerce, communication systems, technology and education.

Despite this fact, Hailom and Woldu (1998) argue that most of Ethiopian students could not reach a reasonable level of proficiency. They added that the problem is believed to be observed even on teachers training institutes in the country. While asserting this, Hailom and Woldu (1998, p.439) put that having passed through several years of learning English beginning from primary grades up to higher levels of learning, subject teachers at the different teacher

training institutions in the country are found to be deficient in their mastery of English language. This problem applies to English language teachers too. Although the challenges are found in all language skills, the challenges in speaking skills are more serious when compared to other skills because of different challenges that influence teachers' teaching productively and the students' speaking performance such as inappropriate teaching methodology, students low motivation in learning English, classroom size, arrangement of desks and limited time of teaching learning process. Language learning mainly focuses on the mastery of the four language skills. It calls for well-designed teaching procedures and techniques to enable students at different levels to make use of the target language appropriately. Therefore, teaching speaking skills in large classes need carefully selected activities, methods and procedures at both higher and lower grades. More importantly, the teaching of speaking skills at high school level is where the base is placed and the foundation is established for higher education. Speaking is the most important skill because it is one of the abilities to carry out conversation or communication. Speaking is also an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994). Thus, student should have the ability to speak English in order that they can communicate with others.

However, there are surely various factors that affect teaching speaking skills in large classes that make students communicative competence unsatisfactory. A traditional limitation to developing students' communicative competence is the inadequate interaction between teachers and students. Teachers simply spend much time lecturing while students take notes and seldom participate in class. In other words, most of the teachers still use the traditional methods of teaching English so that teachers seldom set up interesting activities to encourage their students to have active and effective English learning.

1.2 Statement of the Problem

In English Language classroom, speaking is the most often used skill (Brown, 1994). It is recognized as critical for functioning in an English language context, both by teachers and by students. Hence, the ability of students to communicate naturally in English is one of the long-term goals that language teachers would like to achieve in class. Indeed, it is a demanding task for language teachers to provide sufficient input for students to be competent speaker of English. Usually, students feel insecure about their level of English and they face problems communicating as well as expressing themselves in English language.

As a result, they rather remain silent as they are in fear of making mistakes and do not show active participation in speaking lessons. Teaching speaking skill is one of the most important skills which should be implemented in teaching classrooms. Therefore, teachers of English language in many countries have been encouraged to implement it in language classes. It has also been given special attention in the Nepali context and English language teachers are also expected to practice it in English language classroom. In addition to this, teaching materials like student's text book, teacher's guide and other teaching materials like supplementary materials are designed based on the principles of speaking skill. However, the practice of teaching speaking skill in a large class is a great problem for many English language teachers in English language classroom contexts. Different researchers have said a lot about teaching English in large class and the problems which are seen in practicing it particularly in educational contexts where English is taught as a foreign language (Richards, 2006; Wright, 2000; Fissaha, 2001; Amare, 1998; Mekonen, 2006; Mekonnen, 1984; and Hayes, 1996) can be mentioned. For example, Hayes classifies the problems associated with teaching speaking skills in large classes into five categories: i) Discomfort caused by the physical constraints; ii) Control problems (discipline aspects); iii) Lack of individual attentions; iv) Difficulty

on evaluation; v) Problems of charging learning effectiveness. These problems can be physical, psychological but to a great extent technical.

Moreover, it is almost none or little known about the challenges of teaching speaking skills in large classroom because the focus of language teaching and learning processes was on grammar part of the language. However, it is clear that teaching speaking skill is being implemented with the intention of improving learning and guiding teaching in particular and raising the standard of language education in general. In addition to this, it is assumed that knowing how to teach speaking skill in large class creates opportunities for classroom teachers to teach their students' speaking skill in a gradual and relaxed manner. In conclusion, what makes this problem more serious is that it affects not only those grade nine students but also all the other students who come to learn English language in large classrooms. It is thus crucial to assess the real challenges of teaching speaking skills in large classes.

On the other hand, in most community based secondary schools in Nepal, large class teaching is still common practice. It is widely admitted that teaching English to a large class has disadvantage over a small class. In Nepal, large classes are still reality and continue to pose particular challenges to English language teachers in promoting students speaking performance. Different researchers have said a lot about teaching English in large class and the problems which are seen in practicing it particularly in educational contexts where English is taught as a foreign language (Richards (2006), Wright (2000), Amare (1998), Mekonnen (1984), and Hayes, (1996) can be mentioned. Wondwosen (2008, cited in Tilahun, 2013) also finds out in his study that large class has a number of problems. He indicates that classroom factors such as arrangement of desks, class size, and numbers of tables affect both teachers and students in their teaching and learning process. Although some studies that investigated the current teaching English language in large classroom in general were carried out, no attempt has been yet made to investigate the

challenges of teaching speaking skill in large classes particularly. This fact suggests a definite necessity to study and explore the existing reality about how English language teachers teach speaking skill in the community based secondary school and it is also different from the previous studies in that it focused on the challenges of teaching speaking skill in large classes. This problem, of course, is very serious to be overcome soon since the purpose of language teaching is for communication. Thus, the challenges of teaching speaking skills in large class are the main concern of this study, because among other skills speaking skills is the great problem in the given school.

1.3 Objectives of the Study

The overall objective of this study is to reveal the problems found in teaching in large classrooms and the strategies used by the teachers to cope with them. Specially, the study had the following objectives:-

- a) Assess the difficulties teachers face while teaching speaking skill in large classroom in terms of fluency, accuracy and vocabulary,
- b) Analyze how the factors affect teaching speaking skill in large classes,
- c) Assess the strategies that teachers and students employ to promote speaking skill in the context of large class size,
- d) Suggest some pedagogical implications to the policy makers, curriculum designers, textbook writers and teachers.

1.4 Research Questions

This study oriented to find out the answers of the following research questions:-

- a) What are the difficulties that English teachers face while teaching speaking skills in large classroom?
- b) In what way do the factors affect teaching speaking skill in large classes?

- c) What strategies do teachers and students employ to promote speaking skills in the context of large classroom?

1.5 Significance of the Study

The current study focuses on the challenges of teaching speaking skills in large English language classrooms in community based secondary school. Therefore, the result of this study may have the following significances. Basically, the study is expected to show the English language teachers how to implement or practice teaching speaking skill in large English language classrooms. In other words, it may help English language teachers to revise their methods of teaching English language at grade nine and make the necessary improvement in the teaching of speaking skills in community based secondary School. Moreover, the insights gained from the study are expected to provide information for those concerned with training of students or teachers, supervising teachers and writing materials. In doing so, the evidence gained through the study may bring the desirable quality in English language teaching in high schools. Moreover, the study is expected to provide possible future researchers with some insights into the area.

1.6 Delimitations of the Study

The scope of the study was limited on the following points:

- a) The study was limited within the secondary level community based schools of Nawalparasi,
- b) This study analyzed the situation only in Nawalparasi district,
- c) The study population was confined within 6 secondary level teachers and 30 students of English in Nawalparasi district,
- d) This study was limited to analyze the problems and strategies used by Secondary level English teacher in large classroom.

1.7 Operational Definition of the Key Terms

Large Classroom: In this research, large classroom refers to the class having more than 40 students.

Speaking Skill: One of the four language skills (listening, speaking, reading and writing)

Classroom Condition: In this research, classroom condition includes physical and psychological setting of the classroom.

Community based school: In this research, the school which are managed by the community and funded by the government in Nepal.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of four parts. They are: review of theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Theoretical Literature

The learning of English opens up the world for our children and youth. It gives them the ability to become active participants in the knowledge making society and raises their awareness of the multilingual and multicultural world they live in. Secondary Level Curriculum (2071) says that English is the principal international language of diplomacy, knowledge, business and tourism. Thus, it has a dominant position in international media, science, and modern technology. A high percentage of world publications in science, technology and commerce are published in English. That is why learning English as a foreign language is assuming an increasing importance worldwide as well as in Nepal both within and outside the school system. Through learning English, learners will develop the confidence to communicate effectively in speaking, listening, reading and writing English that will enable them to participate actively in a global society. Due to the belief of the importance of learning a foreign language, and the importance of English language in particular, it is being taught at all levels of the school educational system (1-12). The learning of English opens up the world for our children and youth.

It gives them the ability to become active participants in the knowledge making society and raises their awareness of the multilingual and multicultural world they live in. A curriculum that maximizes the learning of all students is one that recognizes and celebrates diversity and engages all students in intellectually challenging learning experiences. It provides students with clear guidelines on

what they are learning and how they will be assessed. It involves a range of teaching strategies to meet different learning needs and explicit teaching to scaffold students' learning so that they develop and consolidate the required knowledge and skills to meet the anticipated future demands of work and citizenship. This curriculum primarily focuses on language skills. In the revision of this curriculum, level-wise competencies have been devised for this level. These competencies relate to listening to, and reading of fiction and non-fiction texts about own and other countries, to communicate orally and in writing in English about own and other cultures, and to compare and contrast Nepali values, beliefs and customs with those of people from other countries. The linguistic competencies of studying English also begin to emerge at this stage, as learners become increasingly able to identify, understand and analyze patterns in English grammar, vocabulary and phonology. To achieve these competencies specific learning outcomes are formulated under each language skill (listening, reading, speaking and writing) with some elaboration of indicators. Furthermore, some soft skills have been integrated into the curriculum. The curriculum anticipates child-friendly learning facilitation and assessment processes.

The objectives of the curriculum about the speaking skill are mentioned below:

- a. Understand spoken English for general purpose with a good degree of precision,
- b. Use spoken English for general purposes with a good degree of fluency and accuracy,
- c. Interact, communicate and collaborate effectively with others orally in pairs, orally in pairs, groups and whole class discussion.

(Secondary Level Curriculum, 2071, p. 54)

Mathema and Bista (2006) state that the present classification grid is alright as it shows a strong linkage with most of the curriculum components. However, the weightage allotted to each, that is, listening, speaking, reading and writing needs to be re adjusted. The main objective of learning English is to be able to use it in spoken form. However, to assess their achievement, only 25 marks are allotted. Furthermore, question types listed for testing listening comprehension are appropriate but the exercises developed for speaking ability are not sufficient. The question type 'Cued Situation' needs to be specified in the sense that teachers (examiners) should be instructed to use at least 3 or 4 cued situations to assess students' achievements. To conduct this test type more than one student can be included for role playing. With these modifications the weightage given to listening and speaking skills could be increased to 30 percent out of which 10 percent should be allotted for the practical assessment to be carried out by the class teacher on a day to day basis and 20 percent for the final examination.

2.2 English Language Teaching

English is the language of international education, commerce, technology and communication. Laderer (1990, as cited in Sthapit 2000, p.4) says "one in every seven human being speaks English more than half of the world's books are written in English". Thus, English language teaching is so important. The main purpose of teaching English is to develop communicative competence in the learners and to make them enable to communicate in the English language.

As an international language, English is taught in Nepal as a foreign/ second language, and is learnt for the purpose of communication with foreigners. It is usually taught as the school subject and rarely used as a language of communication. ELT in Nepal is important because of the development in science and technology. English in Nepal was first introduced in 1910 BS. English, as a vital tool for all students to become

successful in local, national and international communication, is taught as a foreign language from Grade 1 to Grade 12 in the context of Nepal.

2.3 Large Classroom

Large is a relative word and large classes have been variously defined by teachers from different teaching learning contexts. A large class in one context or setting may not be a large one in another context. To put this idea in another way is, a large class in a western context such as the US and the UK may be considered small by both teachers and students in the teaching learning context in our country Nepal. A large class can vary from 22 in US elementary school to up to 150 students in an African classroom.

2.3.1 Definition

Ur (1996) says large is of course a relative term, and what is a “Large Class” is, will vary from place to place. In some private language schools a group of 20 students may be considered large. A study done by the team of the Lancaster-Leeds language learning in Large Classes Research Project (Project Report no 4 of Coleman et al., 1989) indicates that an average perception of the large class may be around 50 students.

Probably, however, the exact number does not really matter: what matters is how the teacher sees the class size in specific situation.

Haddad (2006) opines that actually, though, a large class has no “actual size”. Usually it is measured in terms of the number of students per teacher (Student-teacher ratio). In some countries, 25-30 students per one teacher is considered large, while in another countries this is seen to be normal or even quite small from a teacher’s perspective, though, a class is ‘large’ whenever it feels large. While a class of more than 50 students is usually considered large class, to

those who normally teach 25 or fewer students, a class of 35 can be large and overwhelming.

Thus, Coleman (1989) concludes “Teachers share no universal conception of the size of the ideal, large and small classes”. (p. 35)

Class size is often defined in numbers. However, teachers’ and learners’ perception of a large class is determined not only by number of students but by several additional factors. These include physical conditions in the classroom such as the amount of space available; teaching focus; teaching methodology; and the availability of resources. Hence, while numbers may be necessary for defining large classes, numbers alone is not sufficient to arrive at a shared definition, even within one country (Shamim, 1993, as cited in Haddad, 2006).

Large classes are also called heterogeneous classes. What a heterogeneous class is one that has different kinds of learners in it, as opposed to a ‘Homogeneous’ class, since no two learners are really similar; and therefore all classes of more than one learner are in fact heterogeneous. Thus, it could better be defined as “classes whose numbers are particularly or unusually, heterogeneous, and therefore present special problems for both learners and teachers. Sometimes, another definition is applied to such classes as “mixed-ability”. Here, the implications of the term ‘ability’ include not just the immediate observable ability to perform of the learners, but also their potential learning ability; and the former is not likely to be a simple one to one result of the latter. Learners’ present proficiency may have been influenced by various other factors such as different previous opportunities for learning, better or worse previous teaching, higher or lower motivation. Even if we rephrase the term ‘mixed-ability’ and say ‘mixed-proficiency’, this all does not cover all aspects of heterogeneity as applied to a class of language learners. Learners are different from one another in all sorts of other ways that affect how they learn and need to be taught.

Teaching large classes is a challenge not only because of the number of students but also of their heterogeneity. No student is exactly similar to any one of the rest in the class. Therefore, employing a single method, approach or strategy will not help the teacher to address all the students in the class. The box below presents the differences between learners in heterogeneous classes.

Some Differences Between Learners in Heterogeneous Classes

-) Language learning ability
-) Language knowledge
-) Cultural background
-) Learning style
-) Attitude to the language
-) Mother tongue
-) Intelligence
-) World knowledge
-) Learning experiences
-) Knowledge of the language
-) Age or maturity
-) Personality
-) Confidence
-) Motivation
-) Interests
-) Independence
-) Self-discipline
-) Educational level

(Ur, 1996, p.304)

2.3.2 The Impact of Large Classrooms on Teachers' Practices

Large classrooms can negatively affect two significant and interrelated aspects of teacher practice – instructional time and classroom management. Regarding the former, there is research to suggest that teachers in larger classrooms devote less time to math instruction and integrated reading and writing tasks (Wilson, 2006). Other research indicates teachers in smaller classes are more likely cover a range of subjects, such as current affairs, history, geography, and social studies (Holloway, 2002). Large classes take a toll on the teacher's ability to manage time, requiring more time to be devoted to instructions (i.e., how to complete an exercise rather than substantive instruction), task management and behavioral management, thus leaving less time for actual instruction (Wilson, 2006; Holloway, 2002; Ehrenberg, et al., 2001). For example, Wilson (2006) reports that larger classes are noisier and that pushing, crowding, and hitting occur more often in larger classes than smaller.

Class size may also impact teacher motivation and job satisfaction. Finn et. al. (2003, as cited in Haddad et. al.2006) constructed a conceptual model that considers the impact of class size on teachers' morale and enjoyment of their profession, which in turn impacts students' engagement. He refers to a “sense of community” that can exist within a classroom and suggests that smaller classes positively impact teacher and student motivation. Teacher motivation is further complicated in many resource-poor countries. Teachers' small class sizes use more facial expressions, more eye contact, more positive remarks, spend more time on direct instruction than on classroom management. This combination of factors creates a scenario in which teachers face enormous challenges in producing productive learning environments.

2.3.3 The Impact of Large Classrooms on Students Activities

Class size has many effects on students' engagement, behavior, and student retention. Finn (2003) reviewed studies that examined the link between student engagement and class size. He conceptualizes student engagement in two forms: social engagement and academic engagement. Social engagement refers to how a student interacts socially with other students and teachers in either pro- or anti-social ways. Academic engagement refers to a student's attitude towards schooling and the learning process. Finn (2003) concludes that when students are placed in smaller classes they become more engaged, both academically and socially. With strong social and academic engagement, he argues, academic achievement increases.

Pupil attention is an area of particular concern in that it can affect academic engagement. Also known as time-on-task, researchers have shown that students tend to spend less time on class assignments when in large classes (Blatchford and Mortimore, 1994; Cahen in Cooper, 1989; Carter in Cooper, 1989; Klein, 1985). Furthermore, it has been shown that in addition to spend more time on school work; students in smaller classes tend to participate more in school (Cahen in Cooper, 1989). While there have been few systematic observations of this interaction, some have argued that: 1) smaller classes allow teachers to engage their students in a differentiated fashion, that is, teachers can cater their instruction in ways that engage individual students; 2) with smaller numbers of students, teachers are able to pay closer attention to all students, thereby holding them accountable for participation, rather than ignoring those that are passive.

2.4 The Importance of Speaking Skill

In the traditional approaches of language learning and teaching, the Speaking Skill was neglected in many classrooms where the emphasis was mainly on

reading and writing. The Grammar-Translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say learners are supported to talk more in the classroom.

Ur (1996) declares that of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing. Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is “do you speak English?” or “do you speak French?” but not “do you write English?” We understand that most people take speaking and knowing a language as synonyms. Celce-Murcia (1991) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.”

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people.

So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003, cited in Tilahun, 2013) support that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”

2.5 Characteristics of Speaking Performance

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills. In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001, p. 157) mention that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”, and this is an obvious point since the emphasis of communicative language teaching is on the communicative process between learners or teachers-learners, rather than mastery of the language forms. Many questions have been raised about the role of accuracy in communicative language teaching theory. Hedge (2000, p. 61) makes the important point that “The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.” Learners then should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

2.5.1 Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker

performance. Hughes (2003) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Hedge (2000, p. 54) adds also that “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation.” One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly.

Hughes (2003) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence. Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury (2005, as cited in Sharma et. al, 2009) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases, Thornbury (ibid) suggests what is called “tricks” or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are “uh” and “um”, vagueness expressions such as “short of” and “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

2.5.2 Accuracy

Most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan 1996 p. 23 cited in Tilahun, 2013) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.” Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

2.5.3 Vocabulary

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary impedes successful communication. The relationship between vocabulary knowledge and language use is complimentary. Knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In the classroom, the achieving students possess the most sufficient vocabulary. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Second language learners rely heavily on vocabulary knowledge and the lack of that knowledge is the main obstacle for L2 learners to overcome. That is to say, vocabulary plays a great role in

communication in the target language which is the main aim of learning a language.

2.6 Speaking Difficulties in Foreign Language Learning

Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008, cited in Araos, 2011) supports that the difference between the knowledge of how things must be done; and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with this problem reveals more when the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (1996), there are four main problems in getting students speak in the foreign language in the classroom.

2.6.1 Inhibition

Learners try to participate in the classroom but many factors stop them to do so. Little wood (1999, p. 93) argues that “it is too easy for a foreign language classroom to create inhibition and anxiety.” Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur (1996, p.111) states that “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.” To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

2.6.2 Nothing to Say

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Moreover, the poor practice of the SL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

2.6.3 Low Uneven Participation

This problem refers to the amount of each student’s time of talking. There are some students who tend to be dominant and take almost the whole students talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2000) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities Low participation is due to the ignorance of teacher’s motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher’s responsibilities.

2.6.4 Mother Tongue Use

Second language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003, p. 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

2.7 Principles and Methods of Practicing Speaking Skill in Large Classroom

There are various principles and methods of practicing speaking skill in large classroom given by various scholar but it seems impossible to mention all of them here, in this research so the most comprehensive principle have been mentioned below:

2.7.1 Principles of Teaching Speaking Skills in Large Class

- 1) Knowing the students well (Shao Ying 2010) .e.g: collecting personal information by the use of students’ portfolio; Asking students by their names to answer questions in class;

- 2) Establishing good rapport with students (Huang Qiang 2006, Xiao Li 2005). e.g: communicating with students frequently; giving feedback in time; creating relaxed and unthreatening environment;

3) Showing concern for both strong and weaker students (Pu Xiaoyan 2008)
.e.g: providing equal chances by giving different tasks or assignments according to the students' levels;

4) Arousing the students' interests (Hui Caixia and Jiang Lan 2008, Xie Hui 2007, Xu Aijun 2007). eg: enhancing expressive capability by talking humorously or exaggerating facial expression; using different teaching means like pictures, music, movies etc; carrying out various teaching activities such as games, role plays, and contests etc; in general, in order to teach speaking skill in large English language classroom teachers are expected to follow the above principles and strategies.

2.7.2 Methods of Practicing Speaking Skill in Large Classroom

Practicing the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard. Progressively, they will come at a stage where they can speak like people around them. In the mother country, second language students need to practice the language regularly inside the classroom through performing different activities. O'Malley and Pierce (1996, p.59) assert the American Council of Teachers of Foreign Language (ACTFL) suggests that "different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency." So, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language. Practice activities may serve the learning/teaching goal of speaking proficiency. Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. The following methods are advised

to use in the teaching learning process of speaking skill in large classrooms. Some of these are:

2.7.2.1 Problem Solving Activities

Techniques of attaching problem situation to arrive at solutions, is problem solving methods of teaching. It used to enhance the understanding level and critical thinking skill of students. The technique has its own stages of problem solving. First, it can be identified, stated and dissected into smaller problems or sub problems. Second must know the problem that they are going to tackle, specify goals or missions that expected to be attained at the end of the process; distinguish key/essential points/ considerations that shall be entertained in the process; search for general and implicit information that may be represented in the form of graphs, figures, charts and the like.

2.7.2.2 Role Play

In this techniques the teacher explains the situation to be played where the behavior of different roles are described. Then, students should take time to prepare and play their roles. At the end, the players may have the possibility to explain their intention followed by the discussion about the play.

2.7.2.3 Pair Work

According to Jones, (2007) the atmosphere in a pair, tends to more protective and private than in groups. Students often feel less introverted in pairs, and they can talk about more personal feeling or experiences than they would even in small group. Pair seems to be more conducive to cooperation and collaboration. In a pair, of course, there will usually be two students, except when an odd number of students are divided into pairs and three will have to be at least one group of three. But there are situations where pairs of three are

preferable to pairs of two. In a particular class contains students who are lacking in confidence, a pair of three can often stimulate a better exchange of ideas than two students would on their own.

2.7.2.4 Group Work

Group work is learner –centered classroom. In this technique the teacher is expected to organize the group effectively. Putting students in group is not effective enough for group learning unless they are engaged in meaningful learning and using higher thinking skills. In order to make it effective, the purpose of group tasks must be clear to the learners. Students must know what they do, report orally or in written form. The group has leader so that the learners can be motivated to participate actively without girls. It means boys and girls can learn equally in the group work. Furthermore, the teacher is an active participant in facilitating the work. In order to suit students learning they can be organized in sitting near each other by ability, interest, self-selection, and randomly.

2.8 Problems of Teaching Speaking Skill in Large Class.

There are different problems which affect teaching speaking skill in large classroom. Among these the most common are the following:

2.8.1 Class Size

There is no consensus when it comes to the effects of class size on students' learning achievements, but many language teachers hold a negative view on teaching English in large classes. Often we can hear them to say such words as “out of control”, “hard to organize class activities” or “impossible to communicate”. Similar worries are also shared by many researchers. Hayes (1997) thinks the ideal size of language class is 30 at most, because only under

such a scale can offer enough chances for the students to communicate with each other. According to many teachers' views and complaints, Hayes classifies the problems associated with teaching in large classes into five categories: 1) Discomfort caused by the physical constraints; 2) Control problems (discipline aspects); 3) Lack of individual attentions; 4) Difficulty on evaluation; 5) Problems of charging learning effectiveness. These problems can be physical, psychological but to a great extent technical.

Harmer (2000) also finds out in his study that large classes bring difficulties to both teachers and students in their process of teaching and learning. It is difficult for teachers to contact with the students sitting at the back and for students to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions. Most importantly, large classes are especially daunting for inexperienced teachers. This also indicates that teachers need more technical strategies in large class. Synthesizing the earlier views, Locastro (1989) summarizes the problems of teaching large classes as pedagogical, management-related and affective. While large classes are not definitely a pedagogical disaster, the difficulties arisen from large classes raise more requirements to language teachers compared with those teaching smaller classes.

2.8.2 Classroom Condition

The classroom condition is also one of the very decisive factors that affect teaching speaking skill in large classroom. As Silberman (1996) points out that the physical environment in the classroom can make or break active and communicative learning. Squazzin and Graan (1998) confirmed that the physical environment (classroom arrangement, classroom appearance and layout) contribute a lot to promote student centered learning. If the classroom condition is favorable and motivating, it facilitates interactive learning where

as if it is not conducive, it has potential to impede the teaching learning process. Among the classroom condition: the availability, adequacy, and appropriateness of the furniture such as chairs and desks, seating arrangement and class size can be the major one. Silberman further explained that if the seats are moveable, it could be possible to create interactive classroom situation. Otherwise, it can be difficult to facilitate teaching-learning process in a way that students communicate actively in the classroom. Besides this, Squazzin and Graan (1998) state that in student centered learning, communication is especially important. Thus, learners may move around classroom and even go outside to do part of an activity. This could possibly have two important implications for the classroom arrangement:

1. The arrangements of desks and chairs should allow movement and communication.
2. The arrangement should be changed whenever necessary so that it is appropriate for learning experiences that have been planned.

On the other hand, class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher. Classroom size has its own impact in facilitating or influencing activities of teaching and learning. As Hui, (1997) explains large number of students create over-crowded classrooms which leave hardly any room for free communicative activities especially which require moving around. Thus, the idea of class size is becoming a concern and an essential point of discussion among scholars because it is assumed as the class size increases students face any or one of the following challenges as Smith (1996) has identified:

- Oral communication within classroom from pupil to pupil –to teacher is minimized

- Lack of knowledge about students' progress
- The instruction to be lectured without group participation

The above problems that emanate from large class size seem to be also common in Ethiopian context. Most teachers complain that the large class size hindered them not to know their students and their progress and to make the classroom teaching-learning process learner oriented.

In general, when there is poor classroom condition, the teaching learning process may face the above and many other constraints. Thus, the classroom condition should motivate learning and allow for problem solving, cooperative and communicative learning.

2.9 Review of Empirical Literature

Paudel (2010) carried out a research on “Teaching English in Multilingual Classroom of Higher Education: The Present Scenario” to identify the problems and challenges of multilingual classroom, to find out how the teachers behave linguistically in the classroom while teaching English and to find out the reactions or attitudes of the students towards their teachers' use of language in the classroom and out of the classroom. He concluded that even at this level, the students are deprived of the convenience to the right to get education in their own language. The teachers felt comfortable in Nepali and the students also felt comfortable in their own language but the goal of teaching is to make them competent in English. English language teaching situation seems to be affected by this situation also. The success in ELT also depends on the students' motivation towards it and the interference of learners' mother tongue seems to be one of the factors for poor performance in English. Because of the multilingual backgrounds of the

students, it is very difficult for the teachers to devise the right type of teaching methodology. The appropriate method is that method which better fits in the particular classroom of the teachers. The orientation towards multilingual teaching methods is urgent for the present time to satisfy the students' needs and to trigger the rapid growth of multilingualism in this twenty first century.

Adhikari (2010) carried out a research on “Teaching Speaking in The Nepalese Context: Problems and Ways of Overcoming Them” to explore the factors that have been the hindrance in developing speaking skill in Nepalese students. He concluded that broadly speaking, ESL/EFL students' overall English performance is rated for their ability to speak English effectively and appropriately in every context. Unfortunately, in the Nepalese context, especially in Government added schools; speaking skill is marginally developed in students. Rather than following any teaching method or technique unwisely, it is wise to take board those factors that have been a hindrance to develop speaking skill. While teaching speaking, the teacher should provide students with the ample opportunity to relate the syntax (grammar rules) and morphology (vocabulary) to semantics (meaning) and pragmatics (language use) by means of interactive activities.

Wang and Zhang (2011) carried out a research on “Teaching Large Classes in China: English as a Foreign Language” to facilitate teachers to cope with the problems arisen in large classes. They concluded that large class is a relative concept. Problems and difficulties of teaching associated with large classes can also be found in similar classes. Teachers need to view large classes from a different perspective and recognize that despite a lot of disadvantages, they can also provide many opportunities for teaching and learning. Class size is not the determining factor of teaching efficiency. Teachers need to enhance

their innovative awareness and capabilities for developing effective ways for dealing with large classes based on characteristics of large classes.

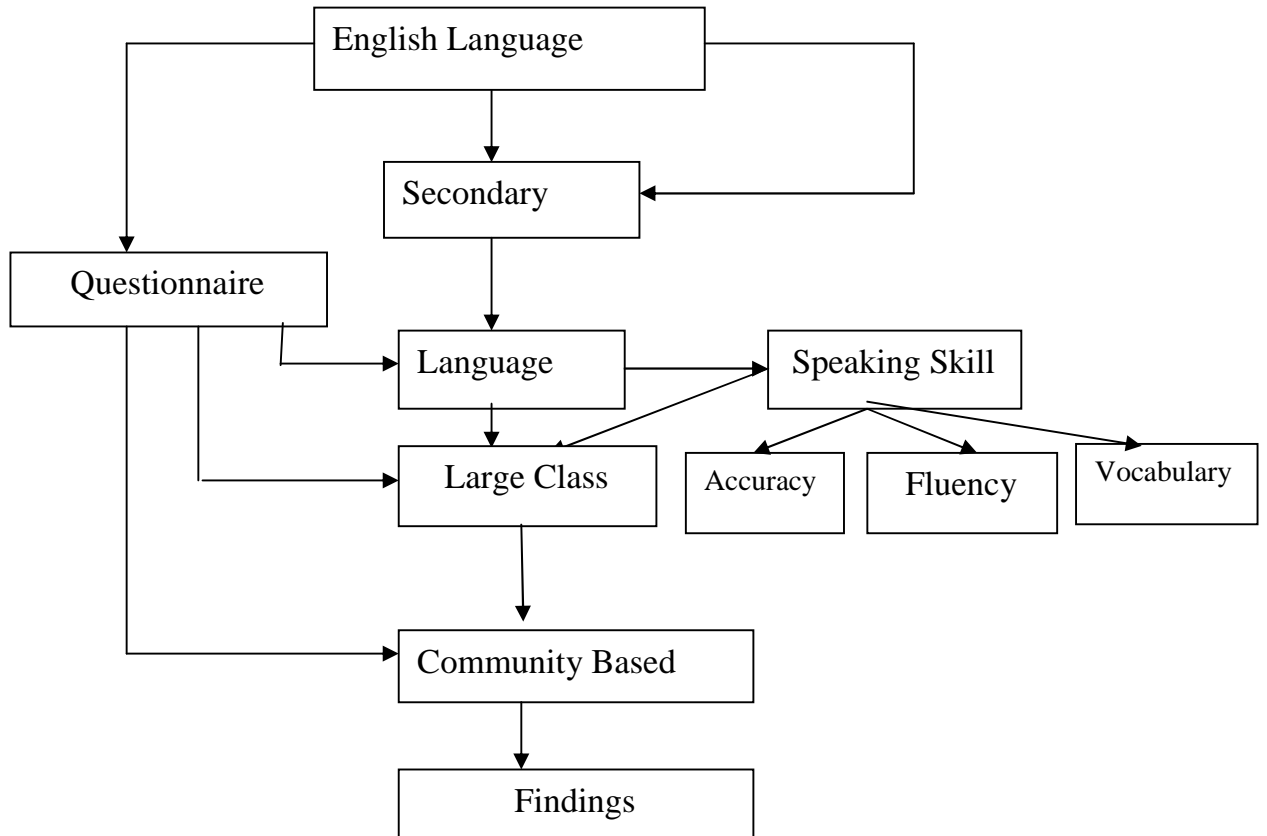
2.10 Implications of Review for the Study

The researcher has gone through various books, articles, and unpublished theses to develop the theoretical insight to this research. After reading Harmer (2000), the researcher got the ideas about large classroom, the problems of large classroom and the ways to cope with those problems while teaching. Similarly, it also gave the insight about teaching speaking skill, its problems and techniques of teaching speaking in ESL/EFL classroom. Likewise, Ur (1996) has compared the large classroom with its heterogeneity and the benefits of having large classroom in language teaching. It also discusses about the teaching of speaking skill with very effective techniques. The researcher has become able to relate the teaching of speaking skills into large classroom after reading these books.

The researcher has also gone through various articles and unpublished theses to develop the insight about research design, questions and methodology. Adhikari (2010), Khati (2010) and Paudel (2010) helped the researcher to find out how to conduct research on large classroom. The study of these articles has also supported the researcher to differentiate this research from the rest in terms of issues and areas.

2.11 Conceptual Framework

The following conceptual framework will be used in this study.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the overall plan for conducting a research work. In this chapter, the researcher had discussed the design of the study that was followed, studied population, the sampling procedures, data collection tool, process of data collection and mode of analysis and interpretation.

3.1 Design and Method of the Study

To find out the ‘The Challenges of Teaching Speaking Skill in a Large Classroom’, the researcher followed mixed research design (i.e. both qualitative and quantitative) in general and the survey research design in particular. In this type of research, researcher visited different schools to find out the practice of teachers regarding the techniques of teaching speaking skill at secondary level particularly at grade nine. Specially, survey research is carried out in a large number of populations in order to find out the public opinion in certain issues, to assess certain educational programme and to find out the behaviour of certain professionals and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. In this regard, Cohen and Manion (1985, as cited in Nunan, 2010, p.140) say, surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point of time. Similarly, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. Likewise, Nunan (2010, p. 140) states "Surveys are widely used for challenging data in most

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis and interpretation of the collected data. The data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in narrative form. The quantitative data, on the other hand, were analyzed and presented using percentile.

4.1 Factors Related to Classroom Teachers' Activities

There are various factors related to classroom teachers' activities while teaching speaking skill in a large classroom which are presented in the next page.

4.1.1 Factors Related to Classroom Teachers' Activities from Teachers' Perspective

The following table shows the factors related to classroom teachers' activities from teachers' perspective.

Table 1: The Classroom Teachers' Activities from Teachers' Perspective

SN	List of Items	Teachers' Response			
		Yes	%	No	%
1	Introduce the speaking lesson and its purpose by giving hints	6	100	-	-
2	Let/arrange students to do the speaking lessons in pairs or group	4	66.66	2	33.33
3	Moves round the classroom and encourages students while pair or group discussion are taking place	6	100	-	-
4	Allow students to come to the front and practice the speaking activities	5	83.33	1	16.66
5	Elicit correct responses from students instead of supplying answers	6	100	-	-

As mentioned in table 1, the data obtained from teachers indicated that 6 teachers that is to say 100 % teachers introduced the speaking lesson and its purpose by giving hints. Similarly, 4 teachers which was 66.66 % let/ arrange to do the speaking lesson in pairs or group. However, 2 teachers that means

33.33% teachers did not let/arrange students to do the speaking lesson in pairs or group. Moreover, for item no. 3, 6 teachers that means 100% teachers moved round the classroom and encourage the students while pair or group discussion is taking place. Likewise, for item no. 4, 5 teachers that means 83.33% teachers allowed students to come to the front and practice the speaking activities whereas 1 teacher that means 16.66% teachers did not allow the students to come front and practice the speaking activities. Similarly, for item no. 5, 6 teachers that means 100% teachers elicited correct responses from students instead of supplying answers.

So, it can be generalized that all the respondents teach speaking lesson by introducing the topic and giving hints and moved round in the classroom while teaching but 33.33% teachers do not arrange the students in pairs or groups for work. Majority of them allow the students to come to the front to practice and all of them elicit correct responses from students.

4.1.2 Factors Related to Classroom Teachers' Activities from Students' Perspective

The following table shows the factors related to classroom teachers' activities from students' perspective.

Table 2: The Classroom Teachers' Activities from Students' Perspective

SN	List of Items	Students' Response				Total
		Yes	%	No	%	
1	Introduce the speaking lesson and its purpose by giving hints	30	100	-	-	30
2	Let/arrange students to do the speaking lessons in pairs or group	29	96.66	1	3.33	30
3	Moves round the classroom and encourages students while pair or group discussion are taking place	24	80	6	20	30
4	Allow students to come to the front and practice the speaking activities	30	100	-	-	30
5	Elicit correct responses from students instead of supplying answers	22	73.33	8	26.66	30

As indicated in table 2, the data obtained from students' questionnaire indicated that 30 students that means 100% students said that their teachers introduced the speaking lesson and its purpose by giving hints. Similarly, 29 students that means 96.66% students said that their teacher let/ arrange students to do the speaking lessons in pairs or group whereas 1 student said that means

3.33% students said that their teachers did not let/ arrange students to do the speaking lessons in pairs or group. Likewise, for item no. 3, 24 students that means 80% students said that their teacher moved round the classroom and encourage students while pair or group discussion was taking place while 6 students that means 20% students said that their teachers did not move round the classroom and encourage students while pair or group discussion was taking place. Similarly, for item no. 4, 30 students that means 100% students said that their teachers allowed students to come to the front and practice the speaking activities. Similarly, for item no. 5, 22 students that means 73.33% students said that their teachers elicited responses from students instead of supplying answers whereas 8 students that means 26.66 % students said that their teachers did not elicit correct responses from students instead of supplying answers. The researcher concludes that few teachers do not move round the classroom and elicit correct responses from students instead of supplying answers.

4.2 Factors Related to Learners' Activities

There are various factors related to classroom teachers' activities while teaching speaking skill in a large classroom which are presented in the next page.

4.2.1 Factors Related to Learners' Activities from Teachers' Perspective

The following table shows the factors related to learners' activities from teachers' perspective.

Table 3: The Learners' Activities from Teachers' Perspective

SN	List if Items	Teachers' Response			
		Yes	%	No	%
1	Work individually	4	66.66	2	33.33
2	Work in small group or large groups	6	100	-	-
3	Participate in speaking activities genuinely	3	50	3	50
4	Be autonomous in your learning	2	33.33	4	66.66

As indicated in table 3, the teachers' response about the learners' activities in speaking class in a large classroom indicated that 4 teachers that means 66.66% teachers said that students worked individually while 2 teachers that means 33.33% said that students did not work individually to learn speaking skill. Likewise, 6 teachers that means 100% teachers said that students worked in small group or large groups to learn speaking skill in a large classroom. For item no. 3, 3 teachers that means 50% teachers said that students participate in speaking activities genuinely and at the same point the other 50% teachers said that students did not participate in speaking activities genuinely. For item no. 5, only 2 teachers that means 33.33% teachers agreed that students are autonomous in their learning whereas 4 teachers that means 66.66% teachers said that the students were not autonomous in their learning.

That is to say they largely depend on teachers for learning. Majority of the students work individually and only 33.33% students are autonomous in their learning.

4.2.2 Factors Related to Learners' Activities from Students' Perspective.

The following table shows the factors related to learners' activities from learners' perspective.

Table 4: The Learners' Activities from Learners' Perspective

SN	List of Items	Students' Response				Total
		Yes	%	No	%	
1	Work individually	8	26.66	22	73.33	30
2	Work in small group or large groups	29	96.66	1	3.33	30
3	Participate in speaking activities genuinely	24	80	6	20	30
4	Be autonomous in your learning	25	83.33	5	16.66	30

Table no. 4 showed the learners' activities to learn speaking skill in a large classroom from learners' perspective. The data obtained from the table indicated that 8 students that means 26.66% students worked individually while learning speaking lesson but the majority of the students i.e. 22 students that means 73.33% students said that they did not work individually for speaking lesson. Similarly, majority of the students i.e. 29 students that means 96.66%

students said that they worked in small group or large group for speaking lesson while only 1 student that means 3.33% students disagreed. For item no. 3, 24 students that means 80% students said that they participated in speaking activities genuinely while 6 students that means 20% students said that they did not participate in speaking activities genuinely. Likewise, majority of the students i.e. 25 students that means 83.33% students said that they were autonomous in their learning while 5 students that means 16.66% said that they depended on their teachers for learning.

It can be said that majority of the students want to work in pairs or groups and they are autonomous in their learning.

4.3 The Practice of Teaching and Assessing Speaking Skill in the Classroom

The table presented in the next page shows the practice of teaching and assessing speaking skill in the classroom.

Table 5: Teachers' and Students' Response on Teaching and Assessing Speaking Skill

SN	List of Items	Respondents Category	Alternatives				Total
			Yes	%	No	%	
1	Do you teach speaking lesson in the classroom?	Teacher	5	83.33	1	16.66	6
2	Do you learn speaking lesson in the classroom?	Students	29	96.66	1	3.33	30
3	Do you assess students' speaking performance?	Teacher	6	100	-	-	6
4	Does your teacher assess your speaking performance?	Students	26	86.66	4	13.33	30

The data presented in table no. 5 indicates that 5 teachers that means 83.33% said that they taught the speaking lesson in the classroom but 1 teacher i.e. 16.66% said that he did not teach the speaking lesson. He further mentioned *“We only focus on marks secured in the examination and reading and writing carry the highest portion, so speaking lesson is not taught in the classroom”*. Similarly, 6 teachers that means 100% teachers said that they assessed the student's speaking performance.

In the same way, 29 students that means 96.66% said that they learnt the speaking lesson in the classroom but 1 student i.e. 3.33% said that they did not have speaking lesson in the classroom. In terms of the assessing the speaking performance of the students, 26 students that means 86.66% said that their teacher assessed their speaking performance but 4 students that means 13.33% said that their teacher did not assess their speaking performance in the classroom.

It means the teaching of language skills is highly affected by the examination. The weightage of marks should be kept in proper balance to make the teaching more effective to all the skills in the classroom.

4.4 The Strategies Used by Teachers to Practice Speaking Skill in a Large Classroom

The table presented in the next page shows the strategies used by teachers to practice speaking skill in a large classroom.

Table 6: Teachers' and Students' Response on the Practice of Speaking Skill

SN	Practices	Respondents' Category	Levels of Responses					Total
			U	O	S	R	N	
1	Making the instructions of the speaking lessons clear	Teacher	2	2	2	-	-	6
		%	33.33	33.33	33.33	-	-	100
		Students	13	5	8	4	-	30
		%	43.33	16.66	26.66	13.33	-	100
2	Encouraging the students to practice speaking text	Teacher	5	1	-	-	-	6
		%	83.33	16.66	-	-	-	100
		Students	1	19	6	3	1	30
		%	3.33	63.33	20	10	3.33	100
3	Guiding and helping the students while they are practicing	Teacher	5	-	1	-	-	6
		%	83.33	-	16.66	-	-	100
		Students	5	8	12	5	-	30
		%	16.66	26.66	40	16.66	-	100
4	Letting students express their answers by their own language	Teacher	2	2	1	1	-	6
		%	33.33	33.33	16.66	16.66	-	100
		Students	8	5	7	7	3	30
		%	26.7	16.66	23.33	23.33	10	100
5	Encouraging students to express their experiences	Teacher	3	1	2	-	-	6
		%	50	16.66	33.33	-	-	100
		Students	6	4	12	6	2	30
		%	20	13.33	40	20	6.66	100
6	Providing students with reasonable feedback/ correction	Teacher	3	1	2	-	-	6
		%	50	16.66	33.33	-	-	100
		Students	18	9	2	1	-	30
		%	60	30	6.66	3.33	-	100

U= Usually, O= Often, S= Sometimes, R= Rarely, N= Never

As table 6 shows the data obtained from teachers and learners about how teachers practiced speaking skill in a large classroom, regarding 'making the instruction of the speaking lesson clear', the response of teachers revealed that 2 teachers i.e. 33.33% said that they practiced it 'Usually'. Other 2 teachers i.e. 33.33% said that they practiced it 'Often' and other 2 teachers i.e. 33.33% said that they practiced it 'Sometimes'. Similarly, students' response shows that 13 students i.e. 43.33% said that their teachers practiced it 'Usually', 5 students that means 16.66% said that their teachers practiced it 'Often', 8 students that means 26.66% said that their teachers practiced it 'Sometimes' and 4 students that means 13.33% said that their teachers practiced it 'Rarely'.

Regarding 'encouraging the students to practice speaking text', the response of teachers revealed that majority of them encouraged the students to practice the speaking text 'Usually' i.e. 5 teachers that means 83.33% and 1 teacher that means 16.66% said to do so 'Often'. The students' response regarding the same revealed that 1 student i.e. 3.33% said that their teachers encouraged to practice speaking text 'Usually', 19 students i.e. 63.33% said that their teachers encouraged them to practice speaking 'Often'. Similarly, 6 students i.e. 20% said that their teachers did it 'Sometimes', 3 students i.e. 10% said that their teacher did it 'Rarely' and 1 student i.e. 3.33% said that their teacher never encouraged them to practice speaking text.

Similarly, regarding 'guiding and helping the students while they are practicing', majority of the teachers i.e. 5 teachers that means 83.33% said that they guided and helped the students while they are practicing speaking in the classroom. Whereas, 1 teacher i.e. 16.66% said that they did it 'Sometimes'. Similarly, students' response regarding the same item revealed that 5 students i.e. said that their teachers guided and helped them while practicing speaking text. Other 8 students i.e. 26.66% said that their teacher guided and helped them 'Often' and other 12 students i.e. 40% said that their teacher guided and helped them 'Sometimes'. And other 5 students i.e. 16.66% students said that

their teacher 'Rarely' guided and helped them while they were practicing speaking text.

Similarly, regarding 'letting students express their answers by their own language', the teachers' responses revealed that 2 teachers i.e. 33.33% said that they 'Usually' let their students express their answers by their own language whereas 2 teachers i.e. 33.33% said that they did it 'Often'. Similarly, the equal number of teachers said that they 'Sometimes' and 'Rarely' let their students express their answers by their own language i.e. 1 that means 16.66%. The students' response in the same issue revealed that 8 students i.e. 26.66% said that their teacher 'Usually' let them express their answers by their own language. Similarly, 5 students i.e. 16.66% said that their teacher 'Often' let them express their answers by their own language. Similarly, the equal number of students said that their teachers 'Sometimes' and 'Rarely' let them express their answers by their own language i.e. 7 that means 23.33% and 3 students i.e. 10% said that their teacher 'Never' let them express their answers by their own language.

Similarly, regarding 'encouraging students to express their experiences', the responses of teachers revealed that 3 teachers that means 50% said that they encouraged students to express their experiences 'Usually' whereas 1 teacher i.e. 16.66% said that he did it 'Often' and other 2 teachers i.e. 33.33% said that they 'Sometimes' encouraged their students to express their experiences. The students' response regarding the same issue revealed that 6 students i.e. 20% said that their teachers encouraged them to express their experiences 'Usually'. Similarly, 4 students i.e. 13.33% said that their teachers encouraged them to express their experiences 'Often'. Similarly, 12 students i.e. 40% said that their teachers encouraged them to express their experiences 'Sometimes'. In the same way, 6 students i.e. 20% said that their teachers encouraged them to express their experiences 'Rarely' and other 2 students i.e. 6.66% said that their teachers 'Never' encouraged them to express their experiences.

Likewise, regarding 'providing students with reasonable feedback/ correction', the teachers' responses revealed that 3 teachers i.e. 50% said that they provided their students with reasonable feedback/ correction 'Usually'. 1 teacher i.e. 16.66% said that they provided their students with reasonable feedback/ correction 'Often' and 2 teachers i.e. 33.33% said that they provided their students with reasonable feedback/ correction 'Sometimes'. The students' responses regarding the same issue revealed that 18 students i.e. 60% students received reasonable feedback/ correction from their teachers 'Usually'. 9 students i.e. 30% students received reasonable feedback/ correction from their teachers 'Often'. 2 students i.e. 6.66% students receive reasonable feedback/ correction from their teachers 'Sometimes' and 1 student i.e. 3.33% students received reasonable feedback/ correction from their teachers 'Rarely'.

The researcher can conclude that the use of strategies should be used more frequently to help the students to promote their speaking abilities.

4.5 Techniques of Teaching Speaking Skill

The data obtained from the questionnaire about techniques of teaching speaking skill used in large classroom are presented in the next page.

4.5.1 Techniques of Teaching Speaking Skill from Teachers' Perspective

The following table shows the use techniques of teaching speaking skill in the classroom from teachers' perspective.

Table 7: Techniques of Teaching Speaking Skill from Teachers' Perspective

SN	List of Items		U	O	S	R	N	Total
1	Mechanical Drill	N	-	-	3	3	-	6
		%	-	-	50	50	-	100
2	Substitution Drill	N	-	1	4	1	-	6
		%	-	16.66	66.66	16.66	-	100
3	Transformation Drill	N	1	-	3	2	-	6
		%	16.66	-	50	33.33	-	100
4	Conversational Drill	N	2	3	1	-	-	6
		%	33.33	50	16.66	-	-	100
5	Meaningful Activities	N	-	3	3	-	-	6
		%	-	50	50	-	-	100
6	Information Gap Activities	N	-	2	1	3	-	6
		%	-	33.33	16.66	50	-	100
7	Problem solving Activities	N	2	2	2	-	-	6
		%	33.33	33.33	33.33	-	-	100
8	Games	N	-	-	6	-	-	6
		%	-	-	100	-	-	100
9	Role Plays	N	-	-	5	1	-	6
		%	-	-	83.33	16.66	-	100
10	Offer Students individual work	N	2	1	1	1	1	6
		%	33.33	16.66	16.66	16.66	16.66	100
11	Offer students pair work and group work	N	-	3	3	-	-	6
		%	-	50	50	-	-	100

U= Usually, O= Often, S= Sometimes, R= Rarely, N= Never

N= Number

Table 7 shows the data obtained from the teachers regarding the use of various techniques while teaching speaking skill in the large classroom. As the table indicated, 3 teachers i.e. 50% used the 'mechanical drill' in their classroom 'Sometimes'. Similarly, other 3 teachers that means 50% used the 'mechanical drill' in their classroom 'Rarely'.

Similarly, 1 teacher i.e. 50% used the 'substitution drill' in their classroom 'Often'. Similarly, other 1 teacher that means 50% used the 'substitution drill'

in their classroom 'Rarely'. And 4 teachers i.e. 66.66% used it 'Sometimes' in their classroom.

In the case of 'transformation drill' only 1 teacher i.e. 16.66% said that he 'Usually' used it in the classroom. Likewise, 3 teachers i.e. 50% said that they used it 'Sometimes' and other 2 teachers i.e. 33.33 said that they 'Rarely' used this technique in the classroom.

Regarding 'conversational drill', 2 teachers i.e. 33.33% said that they 'Usually' used it their classroom, 3 teachers i.e. 50% used it 'Often' and 1 teacher i.e. 16.66% said that h/she used it 'sometimes' in the classroom while teaching speaking.

In terms of 'meaningful activities', 3 teachers i.e.50% responded that they used it in their classroom 'Often' and other 3 teachers i.e.50% said that they 'Sometimes' used it. Similarly, for 'information gap activities', 2 teachers i.e. 33.33% used it 'Often', 1 teacher i.e.16.66% said to used it 'Sometimes' and other 3 teachers i.e. 50% said that they 'Rarely' used this technique in their classroom to teach speaking skill.

In the case of 'problem solving activities'; 2 teachers i.e. 33.33% said that they 'Usually' used it in their classroom. Similarly, 2 teachers i.e. 33.33% said that they 'Often' used it in their classroom. Other 2 teachers i.e. 33.33% said that they 'Sometimes' used it in their classroom.

Regarding 'games', all the teachers i.e. 6 (100%) said that they 'Sometimes' used it in their classroom to teach speaking skill.

In terms of 'role plays', 5 teachers i.e. 83.33% said that they 'Sometimes' used this technique in their class, and 1 teacher i.e. 16.66% said to used this technique 'Rarely'.

Regarding 'offering students individual work' 2 teachers i.e. 33.33% said that they used this technique 'Usually' and other equal number of teachers said that they used it 'Often', 'Sometimes' and 'Rarely' i.e. 1(16.66%). And 1 teacher i.e. 16.66% said 'Never' to used this technique in the classroom to teach speaking skill.

Regarding 'Offer students pair work and group work', 3 teachers i.e. 50% said that they used it 'Often' and other 3 teachers i.e. 50% said that they used 'Sometimes' use this technique in their classroom.

It can be concluded that all the techniques should be used more frequently specially games role plays and various drills to develop students' speaking ability.

4.5.2 Techniques of Teaching Speaking Skill from Students’

Perspective

The following table shows the use techniques of teaching speaking skill in the classroom from students' perspective.

Table 8: Techniques of Teaching Speaking Skill from Students’ Perspective

SN	List of Items		U	O	S	R	N	Total
1	Mechanical Drill	N	5	7	11	3	4	30
		%	16.66	23.33	36.66	10	13.33	100
2	Substitution Drill	N	1	3	10	8	8	30
		%	3.33	10	33.33	26.66	26.66	100
3	Transformation Drill	N	-	6	9	13	2	30
		%	-	20	30	43.33	6.66	100
4	Conversational Drill	N	11	9	8	2	-	30
		%	36.66	30	26.66	6.66	-	100
5	Meaningful Activities	N	-	4	18	8	-	30
		%	-	13.33	60	26.66	-	100
6	Information Gap Activities	N	3	6	12	8	1	30
		%	10	20	40	26.66	3.33	100
7	Problem solving Activities	N	9	15	4	2	-	30
		%	30	50	13.33	6.66	-	100
8	Games	N	-	-	2	5	23	30
		%	-	-	6.66	16.66	76.66	100
9	Role Plays	N	19	9	1	1	-	30
		%	63.33	30	3.33	3.33	-	100
10	Offer Students individual work	N	2	5	10	7	6	30
		%	6.66	16.66	33.33	23.33	20	100
11	Offer students pair work and group work	N	6	9	8	6	1	30
		%	20	30	26.66	20	3.33	100

U= Usually, O= Often, S= Sometimes, R= Rarely, N= Never

N= Number

Table 7 shows the use of techniques of teaching speaking skill from students’ perspective. The data presented in the table revealed that 5 students i.e. 16.66% students said that their teachers ‘Usually’ used ‘mechanical drill’ to practice

speaking skill in their classroom. Similarly, 7 students i.e. 23.33% students said that their teachers used this technique 'Often', 11 students i.e. 36.66% said that their teachers 'Sometimes' used this technique. Likewise, 3 students i.e. 10% said that their teachers 'Rarely' used this technique and other 4 students i.e. 13.33% said that their teachers 'Never' used this technique in their classroom to teach speaking skill.

Regarding 'substitution drill', 1 student i.e. 3.33% said that their teachers 'Usually' used 'substitution drill' to practice speaking skill in their classroom. Similarly, 3 students i.e. 10% students said that their teachers used this technique 'Often', 10 students i.e. 33.33% said that their teachers 'Sometimes' used this technique. Likewise, 8 students i.e. 26.66% said that their teachers 'Rarely' used this technique and other 8 students i.e. 26.66% said that their teachers 'Never' used this technique in their classroom to teach speaking skill.

Similarly, for 'transformation drill', 6 students i.e. 20% students said that their teachers used this technique 'Often', 9 students i.e. 30% said that their teachers 'Sometimes' used this technique. Likewise, 13 students i.e. 43.33% said that their teachers 'Rarely' used this technique and other 2 students i.e. 6.66% said that their teachers 'Never' used this technique in their classroom to teach speaking skill.

In the case of 'conversational drill', 11 students i.e. 36.33% said that their teachers 'Usually' used 'conversational drill' to practice speaking skill in their classroom. Similarly, 9 students i.e. 30% students said that their teachers used this technique 'Often', 8 students i.e. 26.66% said that their teachers 'Sometimes' used this technique. Likewise, 2 students i.e. 6.66% said that their teachers 'Rarely' used this technique in their classroom to teach speaking skill.

Similarly, for 'meaningful activities' 4 students i.e. 13.33% said that their teachers 'Often' used 'meaningful activities' to practice speaking skill in their

classroom. Similarly, 18 students i.e. 60% students said that their teachers used this technique 'Rarely' in their classroom to teach speaking skill.

In the same way, regarding 'information gap activities'; 3 students i.e. 10% said that their teachers 'Usually' used 'information gap activities' to practice speaking skill in their classroom. Similarly, 6 students i.e. 20% students said that their teachers used this technique 'Often', 12 students i.e. 40% said that their teachers 'Sometimes' used this technique. Likewise, 8 students i.e. 26.66% said that their teachers 'Rarely' used this technique and other 1 student i.e. 3.33% said that their teachers 'Never' used this technique in their classroom to teach speaking skill.

Regarding 'problem solving activities', 9 students i.e. 30% said that their teachers 'Usually' used 'problem solving activities' to practice speaking skill in their classroom. Similarly, 15 students i.e. 50% students said that their teachers used this technique 'Often', 4 students i.e. 13.33% said that their teachers 'Sometimes' use this technique. Likewise, 2 students i.e. 6.66% said that their teachers 'Rarely' used this technique in their classroom to teach speaking skill.

Regarding 'games', 2 students i.e. 6.66% said that their teachers 'Sometimes' used this technique. Likewise, 5 students i.e. 16.66% said that their teachers 'Rarely' used this technique other 23 students i.e. 76.66% said that their teachers 'Never' used this technique in their classroom to teach speaking skill.

Likewise, for 'role plays', 19 student i.e. 63.33% said that their teachers 'Usually' used 'role plays' to practice speaking skill in their classroom. Similarly, 9 students i.e. 30% students said that their teachers used this technique 'Often', 1 student i.e. 3.33% said that their teachers 'Sometimes' used this technique. Likewise, 1 student i.e. 3.33% said that their teachers 'Rarely' used this technique in their classroom to teach speaking skill.

Moreover, for 'offering students individual work', 2 students i.e. 6.66% said that their teachers 'Usually' used 'offering students individual work' to practice speaking skill in their classroom. Similarly, 5 students i.e. 16.66% students said that their teachers used this technique 'Often', 10 students i.e. 33.33% said that their teachers 'Sometimes' used this technique. Likewise, 7 students i.e. 23.33% said that their teachers 'Rarely' used this technique and other 6 students i.e. 20% said that their teachers 'Never' used this technique in their classroom to teach speaking skill.

Regarding 'Offer students pair work and group', 6 students i.e. 20% said that their teachers 'Usually' used 'offering students pair work and group work' to practice speaking skill in their classroom. Similarly, 9 students i.e. 30% said that their teachers used this technique 'Often', 8 students i.e. 26.66% said that their teachers 'Sometimes' used this technique. Likewise, 6 students i.e. 20% said that their teachers 'Rarely' used this technique and other 1 student i.e. 3.33% said that their teachers 'Never' used this technique in their classroom to teach speaking skill.

4.6 The Major Challenges of Teaching and Assessing Students' Speaking Skill

The respondents were given the open ended questionnaire too and the answers given by them are presented and analyzed qualitatively.

Regarding the major challenges of teaching and assessing speaking skill in a large classroom, the teachers gave various ideas. They are mentioned below:

- A. Lack of teaching material
- B. Shy nature of students
- C. Course of study
- D. Limited time
- E. Limited chance of exposure to the target language

The students mentioned the following points as the major challenges of learning speaking skill in a large classroom:

- A. Shy nature
- B. Hesitation
- C. Lack of vocabulary
- D. Fear of making grammatically incorrect sentences
- E. Less exposure
- F. Mother tongue influence
- G. Incorrect pronunciation of the words
- H. Lack of confidence

4.7 The Solution to the Problems of Teaching and Assessing Students' Speaking Skill

Regarding the solution to the above mentioned challenges of teaching and learning speaking skill in a large classroom, the teacher respondent gave varieties of idea which are presented below:

- A. Change in teaching methodologies.
- B. Student friendly teaching
- C. Motivate students to learn
- D. Teacher training
- E. Engage students in pair and group works
- F. Providing extra time for students to learn
- G. Use of multi medias

Similarly, the students mentioned the following ideas to solve the problems that are faced while learning speaking lesson in a large classroom:

- A. Use internet and other resources to learn
- B. Read other books out of the text books in English to build up vocabulary and refine language

- C. Teacher should cooperate the students in their difficulties
- D. Proper encouragement to the students to speak in English
- E. Continuous motivation
- F. Use of English dictionaries to learn new vocabularies and pronunciation
- G. More focus on speaking skill with other language skills such as reading and writing
- H. English environment must be created in the school

Regarding the assessment tasks that they employ to assess students' oral communication regularly, teacher respondents used oral communication and pair work. The students respondents mentioned that their teacher mainly assess their speaking performance orally and through pair and group work.

The teachers wrote that they found the students feeling encouraged and eager to speak in the target language and the students also mentioned that they feel proud and highly encouraged to speak in the target language.

4.8 The Factors Which Hinder/Impede While Teaching and Assessing Students' Speaking Skill

The teachers and students mentioned the following factors which hinder/impede while teaching and learning speaking skill:

Table 9: Factors which Hinder/Impede While Teaching and Assessing Students' Speaking Skill

SN	Areas	Teachers' responses	Students' responses
1	Problems related to the students	Less interest	Grammatical mistake
		Noisy classroom	Fear of making mistake
		Home environment of the students	Mother tongue influence
		Fear of criticism in case of error	Shy nature
		Shy nature	Lack of vocabulary
			Lack of grammatical knowledge
			Hesitation
2	Problems related to the school and classroom	Not well managed classroom	Lack of English environment
		Lack of teaching material	Lack of internet and other resources
		No volunteer to assist in a large classroom	Lack of child friendly teaching
		Lack of multimedia and other resources	Teachers using Nepali language
		Congested classroom	Teachers' negligence
		Insufficient seats	Less qualified teachers
			Lack of speaking test
3	Problems related to you	Not enough time to spend with students	Carelessness
		Usually use mother tongue	Hesitation
		Lack of training	

4.9 Summary of Findings

This research was carried out to find out the ELT teachers' challenges in teaching speaking skills in a large classroom. The researcher has elicited the different views of the respondent teachers and students of Nawalparasi district towards challenges they face while teaching and learning speaking skill in large classroom and the strategies they use to ever come those challenges. The researcher collected data using structured questionnaire. The collected data were analyzed descriptively and using statistical tool.

After analysis and interpretation of the data, the researcher found that the ELT teachers had variations in terms of practice of using various classroom problems they faced, techniques they implemented while teaching speaking skill. It was also found that all the respondent teachers (100%) teach the speaking skill less in comparison to the other language skill such as reading and writing. Similarly, it was also found that the greater number of the teachers feel comfortable to us mother tongue which impede in developing the speaking skill of the learners. Similarly, they also don't use the effective strategies such as role play, games, pair work and group work while teaching instead they prefer teacher centered classroom teaching.

From the data it was also found that the ELT teachers had various problems while teaching speaking skill in a large classroom such as students' mother tongue use, less participation in group and pair work, lack of sufficient time to manage such strategies in the large classroom, lack of trainings and resources to make them more resourceful.

It was also found that the ELT teachers were highly affected by the wash back effect of the examination of English language in the school level as the curriculum has more focus on reading and writing which consist of nearly 75% of marks in the examination and only 15% for speaking skill despite the fact

that the primary objective of learning English is to be able to communicate in the target language and for that speaking skill is a must.

The findings are summarized below in the following points:

A. Regarding the difficulties teachers face while teaching speaking skill in a large class.

- i. Only 15% marks allocated for speaking skill in the English curriculum.
- ii. Mother tongue influence.
- iii. Large classroom.
- iv. Lack of time to manage the large classroom.
- v. Lack of resources such as multimedia.
- vi. Lack of trainings focused on teaching speaking skill in a large classroom.

B. Regarding the factors affecting teaching speaking skill in a large class.

- i. Curriculum factor.
- ii. Students' unwillingness to learn speaking skill.
- iii. Students' shy nature, lack of grammatical competence, vocabulary, pronunciation.
- iv. Students' low self-esteem.
- v. Teachers' use of mother tongue while teaching.
- vi. Limited exposure in target language.

C. Regarding strategies and techniques teachers and students employ to promote speaking skill in large class.

- i. Low frequency of use of various drills, games and role plays in the classroom.
- ii. Encouragement to the students to speak in the target language was found poor.

CHAPTRE FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the data. The following conclusions and recommendations have been drawn on the basis of analyzed data:

5.1 Conclusions

The major conclusions of the study are given below:

- a) Almost all the teachers of Nawalparasi district give less emphasis on speaking skill in comparison to reading and writing skills as the curriculum has focused on the latter two skills more.
- b) The majority of the teachers use mother tongue instead of target language in the classroom so that speaking ability of both teachers and students is weaker.
- c) The ELT teachers use the techniques of teaching speaking skill rarely in the classroom and they don't assess their students' communicative competence regularly.
- d) The students feel shy, lack of vocabulary and fear of making mistakes while speaking so they speak less in the classroom.
- e) Students are not motivated regularly to speak in the target language to develop their speaking skill.
- f) Teachers do not have sufficient time, required materials and trainings to teach speaking skill in a large classroom.

- g) Teachers had several problems while teaching speaking skill such as mother tongue influence, students' shy nature, their negligence and the lack of resources to develop speaking abilities of the students.
- h) Teachers follow traditional methods of teaching instead of using games and role plays techniques which are found to be fruitful and create fun while learning.

5.2 Recommendations

On the basis of the above mentioned conclusions, the following things have been recommended:

5.2.1 Policy Related

The policy related recommendations are as follows:

- a) Teaching speaking skill is challenging than other skill of language. So, the ELT teachers should possess specific skills and knowledge regarding teaching speaking skill.
- b) There should be a provision of internal and external assessment of speaking skill of the students on a regular basis.
- c) Curriculum planner, course designer, and text-book writer should allocate higher percentage of marks for speaking skill in comparison to other skills.
- d) Training to the teachers about techniques, methods, and approaches should be organized on time to time to strengthen teachers to teach speaking skill in a large classroom.

5.2.2 Practice Related

The practice related recommendations are as follows:

- a) Priority should be given to the speaking activities such as role plays and games while teaching speaking skill in a large classroom.

- b) The teacher should encourage the students to speak in the target language keeping their shyness and fear in aside.
- c) Judicious use of target language must be done so that students get proper exposure to develop their speaking abilities.
- d) The teachers should employ various techniques such as pair and group work to incorporate many learners at once in a large classroom where individual care is not possible.
- e) Mostly students face problems with vocabulary, pronunciation and the grammatical structures in speaking so these parts must be in center while teaching.
- f) Teachers should not try to skip from the problems they encounter while teaching poems rather they should address those problems later having discussed with other ELT fellows.
- g) Teachers should be creative, imaginative, intellectual and enthusiastic for making teaching speaking skill interesting and full of fun.
- h) The teachers were found not much conscious of the strategies of teaching speaking skill.
- i) Teacher should create the learner friendly environment so that maximum students get the opportunity to participate in speaking activities.

5.2.3 Further Research Related

The further research related recommendations are as follows:

- a) This research will provide a valuable secondary source for other researchers.
- b) It will provide new research areas which are left to be investigated.
- c) It will be also equally beneficial to include the respondents from other part of the country to get more comprehensive picture of the challenges of teaching speaking in a large class in community schools.

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Appendix- A

(Questionnaires to be filled by Teachers)

Dear Teacher,

This questionnaire is designed for gathering data regarding “Challenges in Teaching Speaking Skills in Large Classrooms.” Your genuine response to the questions will have significant contribution for the success of this study. This research is conducted under the supervision of Mr. Ashok Sapkota, Teaching Asistant, Department of English Education, Kirtipur. Your response will be kept confidential and will be used only for this study.

Note: do not need to write your name on the questionnaire.

Thanks,

Dinesh Adhikari

Part one

Background information

Please give information about yourself by putting a tick () mark in the given box or write your answer the given blank spaces.

1.1 Name of the school-----

1.2 Your age: A. 18-25 B. 26-30 C. 31-40 D. 41-50 E. above 50

1.3 Qualification: A. Diploma B. Degree C. Other

1.4 Number of classes you teach: A. four B. five C. six D. above six

1.5 Number of students in your class: A. 50-60 B. 61-70 C. 71-75 D. 76-80 E. above 80

1.6 Teaching experience: A. 1-5 B. 6-10 C. 11-15 D. above 16

Part Two

Factors affecting teaching and assessing speaking skill in large EFL classroom

SN	List of Items	Yes	No	Comment
1.	The Classroom Teachers' Activities			
1.1	Introducing the speaking lesson and its purpose by giving hints			
1.2	Arrange the students to do speaking practice in pairs or groups			
1.3	Moves round the classroom and encourages students while pair or group work is taking place			
1.4	Allow students to come to the front and practice the speaking activities			
1.5	Elicit correct responses from students instead of supplying answers			
2.	Learners' Activities			
2.1	Works individually			
2.2	Works in small groups or large groups			
2.3	Participate in speaking activities genuinely			
2.4	Be autonomous in their learning			

Part three

General Information about Teaching and Assessing Speaking Skills

Instruction one: Answer the following questions by putting a tick () mark in the boxes given against the options of your responses.

1. Do you teach speaking lessons? Yes _ No _

2. Do you assess students' speaking performance? Yes _No _

3. If you say 'No' for question No 1, would you please write your reason?

Instruction two: If you say 'yes' for question No 1, to what extent do you practice the following when you teach speaking lessons?

U= usually O= often S= sometimes R= rarely N= never

Sn	Practices	U	O	S	R	N
1	Make the instructions of the speaking exercises clear					
2	Encourage students to practice the speaking text					
3	Guide or help students while they are doing or practicing					
4	Let students express their answers by their own language					
5	Encourage students to express their experiences Using the given expressions					

6	Provide students with reasonable feedback/ correction					
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Instruction three: How often do you use the following activities and techniques to practice speaking?

U= usually O= often S= sometimes R= rarely N= never

sn	Activities	U	O	S	R	N
1	Mechanical drills					
2	Substitution drills					
3	Transformation drills					
4	Conversation drills					
5	Meaningful activities					
6	Information gap activities					
7	Problem solving activities					
8	Games					
9	Role plays					
10	Offer students individual work					
11	Offer students pair work					

Open ended questionnaire

Direction one: Answer the following questionnaire

1. What do you think are the major challenges that you face while trying to teach and assess your students' speaking skills or oral communicative ability?

2. What solutions do you suggest to the problems you have mentioned above / if any?

3. What kind of assessment tasks do you use to assess your students oral performance in continuous way?

4. How do you feel about students' involvement in self and peer assessment?

5. What is the feeling of the students while they are learning speaking skill?

6. What are the factors which hinder/impede while you are teaching and assessing speaking skills? Please write your response in the space provided under I, II, III below.

I. Problems related to the students:

A.....

C.....

B..... D.....

II. Problems related to the school or classroom:

A..... C.....

B..... D.....

III. Problems related to you:

A..... C.....

B..... D.....

Appendix -B

(Questionnaire to be filled in by grade nine students)

Dear Student:

Currently, I am conducting a postgraduate research study entitled “Challenges in Teaching Speaking Skill in Large Classroom.” The purpose is to describe existing situation in the classroom with regard to the research objectives. As the findings of this questionnaire are going to be used for research, you are requested to be honest while answering each question below. You need not write your name. The information you give will be kept confidential!

Thank you in advance for your kind co-operation!

General Instruction:

You are requested to answer the questions below based on your speaking skills lessons

Part one

Factors affecting teaching and assessing speaking process in large EFL classroom

SN	List of Items	Yes	No	Comment
1.	The Classroom Teachers' Activities			
1.1	Does your teacher introduce the speaking lesson and its purpose by giving hints			
1.2	Does your teacher arrange the students to do speaking practice in pairs or groups			
1.3	Does your teacher move round the classroom and encourages students while pair or group work is taking place			
1.4	Does your teacher allow students to come to the front and practice the speaking activities			
1.5	Does your teacher elicit correct responses from students instead of supplying answers			
2.	Learners' Activities			
2.1	Do you work individually			
2.2	Do you work in small groups or large groups			
2.3	Do you participate in speaking activities genuinely			
2.4	Are you autonomous in your learning			

Part Two

The practice of speaking skill

Instruction one: Answer the following questions by putting a tick () mark in the boxes given against the options of your responses.

1. Do you learn speaking lessons? Yes _ No_

2. Does your teacher assess your speaking performance? Yes _ No _

3. If you say 'No' for question No 1, would you please write your reason?

Instruction two: If you say 'yes' for question No 1, to what extent does your teacher practice the following when he/she teaches speaking lessons?

U= usually O= often S= sometimes R= rarely N= never

Sn	Practices	U	O	S	R	N
1	Do your teacher make the instructions of the speaking exercises clear					
2	Do your teacher encourage you to practice the speaking text					
3	Do your teacher guide or help you while you are doing or practicing					
4	Do your teacher let you to express your answers by your own language					
5	Do your teacher encourage you to express your					

	experiences using the given expressions					
6	Do your teacher provide you with reasonable feedback/ correction					

Instruction three: How often does your teacher use the following activities and techniques to teach you speaking skill?

U= usually O= often S= sometimes R= rarely N= never

sn	Activities	U	O	S	R	N
1	Mechanical drills					
2	Substitution drills					
3	Transformation drills					
4	Conversation drills					
5	Meaningful activities					
6	Information gap activities					
7	Problem solving activities					
8	Games					
9	Role plays					
10	Offer students individual work					
11	Offer students pair work					

I. Problems related to the students:

A.....

B.....

C.....

D.....

II. Problems related to the school or classroom:

A..... C.....

B..... D.....

III. Problems related to you:

A..... B.....

C..... D.....

Other problems (Please state, if any)

Thank you very much for your cooperation.