

**Activities Used in Teaching English Speaking Skill in Secondary Level**

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

**Submitted By**

**Prem Kumar Dhital**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2023**

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### **Declaration**

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

Date:29/08/2023

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### **Recommendation for Acceptance**

This is to certify that **Mr. Prem Kumar Dhital** has worked and completed this thesis entitled **Activities Used in Teaching English Speaking Skill in Secondary Level Classroom** under my guidance and supervision. I recommend the thesis for acceptance.

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## **Dedication**

Dedicated

To

My parents who have devoted their life for my study and made me what I am today.

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## Abstract

The current study entitled **Activities Used in Teaching English Speaking Skill in Secondary Level** is an attempt to identify the activities used by secondary level English teachers in teaching speaking skill and to explore the teacher's views towards the activities used in teaching speaking. In order to achieve these objectives, twenty secondary level English teachers from ten community schools of Sindhupalchok district were selected using simple-random sampling procedure. Two classes of each teacher were observed. Both the observation checklist and questionnaire were used as data collection tools. The findings of the study show that teachers used interview and discussion techniques, however they made very little use of role play, picture narrating, story-telling activity, interview, story completion activity, and reporting activities. Simulation, although it is one of the effective techniques to develop speaking skill, was not found being used by any of the teachers. Similarly, the teachers argued that speaking skill can be developed by engaging them in interaction activities like picture description, storytelling, sharing experiences and drilling.

This study consists of five chapters. The first chapter encompasses introduction of the study. It incorporates the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, chapter two deals with the review of related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework. The third chapter presents the design of the study, population, sample and sampling strategy, research tools, data collection procedures, and data analysis and interpretation procedures. Similarly, chapter four consists of the analysis and

interpretation of the results and fifth chapter deals with the findings, conclusion and recommendations. The concluding chapter is followed by the references and appendices that were used in the thesis.

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### **Acronyms and Abbreviations**

ELT	: English Language Teaching
ESL	: English as a Second Language
EFL	: English as a Foreign Language
NELTA	: Nepal English Language Teachers' Association
TU	: Tribhuvan University

## **Chapter 1**

### **Introduction**

This is a study on entitled **Activities Used in Teaching English Speaking Skill in Secondary Level Classroom**. This introduction part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **Background of the Study**

Speaking skill is one of the important skills in language teaching. People judge the language competency of a person according to their speaking. Talking about our Nepalese context teaching of speaking skill in English language teaching is not satisfactory. We can easily observe that competence over speaking is not good on our Nepalese students of community school. The students feel shy and hesitate to speak with their teachers though they know little bit knowledge regarding language. So, this research focused why and how the students of community school have low command over speaking English.

Teachers create good classroom atmosphere where students can take risk and participate freely and enthusiastically in speaking activities. Teachers want to satisfy their students in the classroom. Some teachers get success while others get failure in their journey. Moreover, some students may find language lessons boring because it is too easy for them while other students think that the lessons are too demanding for them. While teaching speaking skills, teachers may face many challenges because speaking activities are probably the most demanding for students and teachers in terms of the affective factor involved in. Generally, trying to produce language in front of their classmates and teachers can generate high level of anxiety to the

students. In their connection, Hedge (2010) says:

Students may feel that they are presenting themselves as much lower level of cognitive ability that they really possess; they may have a natural anxiety about being incomprehensible about losing face, or they may simply be shy personalities who do not speak very much in their first language. (p. 292)

English is a global language as well as a lingua franca of the world. English is taught and learnt as a foreign language in Nepal. It has been included from the very beginning to the university level in the curriculum. I think most of the students find learning English as a difficult task but in reality, it depends on learning styles, strategies, attitudes, motivation and the availability of the learning materials. Moreover, it depends on techniques, methods and strategies of the teachers. If we give a short glance at the history of language teaching in general and English language teaching in particular, we find that language teaching came into its own as a profession in the twentieth century, but it has undergone several sea-changes in the last one hundred years. Regarding this, Richards and Rodgers (2005, p.1) clearly state, "Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies."

Speaking is one of the most significant skills in the acquisition of new language among four language skills. It is necessary to come out with ample practice and production of language to develop this skill. Speaking can be defined as the ability to express oneself fluently in the foreign language. So, we can guess that it is complex and complicated skill. Speaking includes thinking what is to be said in addition to the structure and vocabulary item. Communication requires more than its grammatical and semantic rules. It is through speaking; we express our emotions

opinions, desires etc. In other words, speech enables us to communicate our intentions, interact with other persons and situations. Hence, the teaching of speaking is quite demanding and challenging.

All the four language skills are equally important but when we observe the ELT practice of Nepal, we find that teaching speaking skill to some extent is neglected although there is a provision of asking questions or practical examinations separately for this skill. It may happen due to teachers' incompetence or unawareness of the importance of this skill. I still remember the days when our teachers used to teach us. Generally, as my own experience shows teachers of community school are found less concerned about teaching speaking skill. During my school days I did not find my teachers organizing group works, pair works and any special seating arrangement of the students that enhance students' communicative competence. There was a tendency to teach whole class. My teachers were found less interested to teach English language from my school level, I understood that teaching and learning English is not an easy task. So, for the successful teaching and learning activity, teachers should update themselves with the new method, techniques and classroom activities. Thus, this study attempts to find our teachers' practices of teaching English in secondary level.

### **Statement of the Problem**

It is very clear to us that at present English language has been made compulsory up to Bachelor's level in Nepal. English is being taught and learnt as an optional subject at school as well as college level. It is spoken as first, second and foreign language all over the world. Regarding secondary level English curriculum, all the four skills of language are incorporated. These skills develop competence of students over a language. They are equally important but when we observe the ELT

practices of secondary level English teachers, we find that teaching of speaking skill is to some extent neglected although there is a provision of asking questions or practical examination separately for this skill. It may happen due to teachers' incompetence or unawareness of the importance of this skill. So, the main problem raised in this study is what activities do teachers use to engage students in speaking in English and what do teachers view on the activities. Since speaking has unquestionable role in developing communicative skills, I was interested to see how teachers help students in the classroom.

### **Objectives of the Study**

The objectives of the study were as follows:

- i. To identify the activities used by secondary level English teachers in teaching speaking skill.
- ii. To explore the teachers' views towards the activities used in teaching English speaking skill, and
- iii. To suggest some pedagogical implications

### **Research Questions**

The study was guided by the following research questions:

- (i) What are the activities that teachers use to teach speaking skill?
- (ii) What are the teachers' views towards the activities used in teaching English speaking skill?

### **Significance of the Study**

New innovative ideas, findings, discoveries, thoughts, and theories are significant for related field. In the same way, the findings of this research will be beneficial to all the teachers of English language teaching (ELT). They will know different activities that are used by the secondary level English teacher of

Sindhupalchok for teaching speaking skill. At least, they can apply those activities in their real classroom. Teachers will update themselves with the new idea of teaching speaking skill in secondary level. Similarly, this study will be significant for the students who want to know about different ideas to improve their speaking. This research will equally be beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and writing textbooks conveniently. At last, this work will give valuable ideas in teaching speaking skill that will be fruitful to any ELT practitioners.

### **Delimitations of the Study**

The scope of this study was delimited on the following respects:

- i) It was confined to find out speaking activities used in the community schools of Sindhupalchok district.
- ii) The activities were observed in 20 classes of teachers.
- iii) Teachers' views were sought by using structured questionnaire.

### **Operational Definition of Key Terms**

The definitions of the specific terms used in the study for the investigation are said to be operational definitions. Some of such specific terms' definitions are as follows:

**Community schools.** In this study, community schools refer to the schools that are run and supported by the government. Such schools are under the direct supervision of the government.

**Competency.** The ability to do something successfully and efficiently.

**Lingua Franca.** A common language used by people of diverse backgrounds to communicate with one another, often a basic form of speech with simplified grammar.

**Speaking skill.** Speaking skills are the skills that give us the ability to communicate effectively.

## **Chapter 2**

### **Review of the Related Literature and Conceptual Framework**

This chapter includes four sub- sections, i.e., review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### **Review of the Related Theoretical Literature**

Review of related theoretical literature provides an insight to the researcher regarding the number of aspects that have a direct or indirect bearing on the research topic. It serves as a basis for developing a theoretical framework which helps to investigate the problem that a researcher wishes to. The theoretical literature of this study consists the discussion of an introduction, skills of language teaching, different factors affecting students' speaking ability, principles of teaching speaking skill, activities for teaching speaking, characteristics of successful speaking skill, importance of teaching speaking and the testing of speaking skill.

#### ***Language Skills***

We use language in terms of four skills; listening, speaking, reading and writing with their sub-skills. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. These skills are broadly divided into two types, i. e. receptive and productive skill, (Harmer, 2007, p.56).

Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skill is the term used for speaking and writing skills where students actually have to produce language themselves.

### *Speaking Skill*

Speaking is a productive skill of the language which is produced by the vocal organs of the human beings. It is mainly used for communicating the ideas, opinions and feelings etc. Fulcher (2003, p .23) defines Speaking as the verbal use of the language to communicate with others”. Speaking is such a productive skill, which is significant for the better communication of human beings. It is one of the four skills of language. Similarly, Brown (1994) is also giving a similar view and defines “Speaking as an interaction process of constructing meaning that involves producing, receiving and processing information. This definition shows that speaking is not only outcome but a process or means as well as that ultimately leads the students to achieve the outcomes, i.e., communication. The speaking is thought to be the most difficult skill of language development because the speaker has to actively produce the voluntary sound in meaningful way. He/she has to be able to recognize the phonemes. Produce and use conversation strategies like pause, hedges, questioning etc. Speaking is done for the successful delivery of the intended meaning. The major aim of it is to convey the meaning and communication to the next part. Nunan (2003, p.48) supports this idea and defines Speaking as a productive oral skill and it consist of producing systematic verbal utterances to convey meaning. In the other words of Mart (2012), “Speaking means being able to use language”. This definition of speaking shows that we exchange ideas, opinions with the help of particular language. By the above various definitions, we can conclude that language is the communicative process of conveying meanings, ideas and opinions. Speaking is the process of communication to share the information between the speaker and listener. The information send by speaker should be clear so that listener can understand the contents of information.

### ***Micro-skills of Speaking***

As this study only includes the speaking skill, there are some of the micro-skills involved in speaking as suggested by Kayi (2006, p. 4). The speaker has to pronounce the distinctive sounds of a language clearly enough so that, people can distinguish them. This includes making tonal distinctions. Similarly, use of stress, rhythmic patterns and intonation patterns of the language clearly enough so that, people can understand what is said. He also suggested that the use of correct form of the words is also important in speaking. As he said words should be together in correct word order while speaking. Vocabulary use is also important in this skill. While selecting it appropriacy is important. Another micro talent is the ability to use the register or linguistic variety that is appropriate for the circumstance and the relationship to the conversation partner.

### ***Different Factors Affecting Students' Speaking Ability***

There are many aspects of learning speaking that have a significant impact on how speech is processed, which can have a detrimental impact on the development of speaking ability and prevent children from speaking effectively.

Richards and Reynanda (2002, p. 205) identified four elements that influence students' oral communication skills, including:

**Age or maturational constraints.** Some experts, including Scarsella and Krashen (1990, p. 284), say that people who start learning a foreign language in an early age through much exposures will learn language more proficiency than others who start studying it later in life. This fact demonstrates how aging itself may decrease an adult learner's capacity for fluent pronunciation of the target language.

Aural medium speaking skills develop in large part through listening, which is crucial. Speaking supports listening, which comes before it. Speaking shares close

relationship to listening, which is the fundamental process by which language norms are internalized.

**Socio cultural factors** Language is a form of social action because linguistic occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus, to speak a language, one must know how language is used in a social context.

**Affective factors** One of the most significant determinants of whether a student succeeds or fails in learning a language is likely their emotive side. Emotion, self-worth, empathy, anxiety, attitudes, and motivation are the emotional variables associated with learning a foreign language.

The affective side of a learner is probably one of the most important influences on language learning success or failure. The affective factors related to foreign language learning are; emotion, self-esteem, empathy, anxiety, attitudes and motivation.

These four factors play very important role in determining the success and the failure of students in learning speaking. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Therefore, factors affecting EFL adult learners' oral communication skills need to be taken into consideration by EFL teachers in order to provide guidance in developing competent speakers of English. If the teachers are aware of these things, they will teach in a more appropriate way and it will help them to develop students' speaking skills. .

### ***Teaching Speaking***

The main objective of teaching English, or any other foreign language, is to help pupils become more proficient communicators. To improve their speaking skills, you must teach children how to speak to others. Students can build the foundation of

communicative competence when they learn to talk effectively and fluently within the context. Grammatical accuracy, sociolinguistic or pragmatic appropriateness methods, fluency, and discourse abilities are all anticipated in speakers who are considered to be communicatively competent.

When humans pronounce words, several things happen at once. For instance, there are numerous ways to pronounce the various sounds that make up an utterance, such as saying "thank you" in a loud or quiet voice, quickly or slowly, with a certain voice quality and speech melody, or by emphasizing a particular syllable. All of these factors together make up how we sound to our interlocutors and play an essential role in communicating meaning when we speak. In order for a foreign speaker or someone learning a second language to learn and be taught, pronunciation and its components are required. It has several objectives and supporting abilities. In this regard, Richards and Renandya (2002, p.51) view:

It takes a lot of skill to speak a second or foreign language well. It will be simple to educate if we make an effort to comprehend the nature of what appears to be involved in speaking. Speaking is used for a variety of things, and each one requires a different set of skills. For instance, when we engage in informal conversation, we may do so to build connection with others or to partake in the lighthearted banter that fills most of our time with friends. On the other hand, when we have a conversation with someone, the goal may be to speak or express opinions, to convince them of something, or to clarify information. We may also use speaking to describe things, to berate others for their behavior, to make polite requests, or to amuse them with jokes and anecdotes. The knowledge of the rules that explain how spoken language reflects the environment or situation in which communication happens is necessary for each of these various purposes of speaking. Participants, their particular roles, relationships,

and types of activities that the speakers are engaging in.

To me if students are to be involved in spontaneous face to face conversation outside the classroom with competent English language speakers, they probably need to be exposed to more than just the kind of questions that are commonly found in course book. Similarly, learners should be involved in conversation with classmates for different purposes.

To be specific, teaching speaking is to teach ESL learners to produce the English speech sounds and sound patterns. It is also important to use words and sentence stress, intonation patterns and the rhythm of the second language. Similarly, teaching speaking is important for ESL learners to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. It is also helpful to organize their thoughts in a meaningful and logical sequence. Teaching speaking helps the learners to use language as a means of expressing values and judgments. Moreover, it also helps the learners to use the language quickly and confidently with a few unnatural pauses, which is called fluency (Nunan, 2003).

### ***Principles of Teaching Speaking Skill***

To achieve the previous goals, teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. Nunan (2003), suggests some principles that help in teaching speaking:

- The teachers should be aware of the difference between second and foreign language.
- The teachers should give students chance to practice with fluency and accuracy.

- The teachers should provide opportunity for students to talk by using group work and pair work and limit the teachers' talk.
- The teachers should plan speaking tasks to involve negotiation of meaning.
- The teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
- The teachers should ask eliciting questions such as “what do you mean? How did you reach that conclusion?” in order to prompt students to speak more.
- The teachers should provide written feedback like “your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of voice.”
- The teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- The teachers should circulate around classroom to ensure that students are on the right track and see whether they need a help while they work in groups or pairs.
- The teachers should reduce teachers' speaking time in class while increasing students' speaking time. Step back and observe the students.

### ***Developing Speaking Skill***

Several methodologists and teaching specialists suggest and describe the development of speaking skills with different names and numbers of state. Three elementary stages have been suggested: pre-activity stage, during-activity stage and conclusion/post-stage. Harmer, (2001), theoretically describes these stages.

The first stage, pre-activity stage, includes two focus areas- ‘engage-instruct initiate sequence’ and ‘grouping students.

Firstly, engagement, according to Harmer (2001, p.59), means ‘making it clear that something ‘new’ is going to happen.’ As regards giving instructions, this involves a number of aspects that need to be considered for achieving the maximal affectivity of activities: Firstly, Ur (1996), asserts that explaining instructions in mother tongue is acceptable especially with classes whose knowledge of the target language is not on a sufficient level yet.

Secondly, there is a length of instructions. Optimal choice, according to Staiger (1994, p.59), is based on sequencing instructions in a sensible order, using short sentences and avoiding or separating instructions clearly from ‘the other chit-chat, telling off, joking, etc. Thirdly, as a part of initiation, Harmer (2001, p. 59), it is most appropriate to tell students how much time they have got and exactly when the students should start the activity.

For this purpose, students’ grouping is required. There are different ways of grouping learners, it means dividing them into pairs or groups. Harmer (2001, pp.120-122), suggests four basic ways: friendship, streaming, chance and changing groups.

During-activity stage, the focus is on ‘the roles of the teacher that he or she can take on during activities.’ Another focus area concentrates on ‘providing feedback during activities.’ and, finally, ‘the mother tongue use’.

The role of the teacher varies according to the type of interaction activity distinguishing between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager and consultant, on the other hand, the roles that the teacher carries out during accuracy activities will primarily include the roles of conductor, organizer and monitor, and the teacher should give essential feedback to the students.

Sometimes students are allowed to use their mother tongue because young learners may not have enough command over foreign or second language. Students' use of the first language often presents a difficult obstacle for many teachers; however, not in all cases, e.g., giving instructions or providing explanations. The mother tongue use may play an important role for a better communication between students and the teachers. On the other hand, where the language is the target point of learning, the mother tongue use should be avoided.

The conclusion/ post-stage will include two focus areas that several methodologists, e.g., Ur (1996), and Harmer (2001), comment on stopping an activity, giving feedback after the activity, and describing the last stage of an activity.

However, some couples or groups may conclude earlier than others before the actual process of putting the activity to a close. The assignment may be further elaborated, students may be asked to study their textbooks, or students may be told to finish their homework, among other options (Ur, 1996, p. 22 They must be available and ready at all times in order to keep the pupils occupied and away from other people. This can occasionally take a lot of time, especially for new teachers. Harmer (2001, p. 123), says, it is necessary to provide positive feedback that is likely to motivate students and bring about some kind of improvement, along with pointing out what went wrong during the activity. Furthermore, it is not important to concentrate on who made the mistakes but rather focus on the mistakes that have been frequent among the students

### ***Characteristics of Successful Speaking Skill***

Sometimes spoken language is easy to perform, but in some cases it is difficult. In order to carry out the successful speaking, they have to fulfill some characteristics of a successful speaking activity. Ur (1996, p. 120), lists some

characteristics of a successful speaking activity which can be used to assess the teaching/ learning which are given as follows:

**Learners Talk a Lot.** The majority of the time allotted for the exercise is actually used up by students talking. Although it may seem obvious, teacher discussion and pauses frequently occupy the majority of the time.

**Participant is Even.** Classroom discussion is not dominated by a small group of talkative students. Everyone has an opportunity to speak, and contributions are allocated fairly evenly.

**Motivation is High.** Learners are curious to speak because they are interested in topic and have something new to say about it.

**Language is of an acceptable level.** Learners express themselves in utterances that are relevant, easily comprehensible to each other and of acceptable level of language accuracy.

### ***Importance of Teaching Speaking***

Speaking is the ability to express oneself fluently in a language. Teaching speaking is to teach the learners to be able to communicate perfectly. Harmer (2007, p.343), states: “If the students want to be able to speak fluently, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern.”

Teaching speaking is not only pronouncing utterance correctly but also, expressing ideas and emotions contextually and appropriately. Speaking as expression is so much part of our daily life that we tend to take it for granted. However, teaching speaking involves developing detailed knowledge about why, when and how to express intentions. So, it involves complex skills of communication and interaction such as asking questions, taking turns, using gestures, having pause, making interruptions and so on.

Making the students capable of producing English speech, sounds, and sound patterns, using word and sentence emphasis, and choosing suitable words and phrases is what speaking instruction entails. Speaking includes various aspects such as pronunciation, grammar, fluency, vocabulary, comprehension, message and so on. Teaching speaking is not an easy job. There must be an appropriate balance of three elements in speaking program. At elementary level, emphasis should be given on form focused activities, at middle level, emphasis should be placed on meaning focused activities and at higher level, emphasis should be placed on meaning focused activities and at higher level, emphasis should be placed on fluency activities (Harmer, 2001, p. 145).

### ***Techniques of Teaching Speaking***

Teaching is taken as an art. So, a language teacher has to select an appropriate technique or activity of teaching speaking skill according to the needs and interests of the students. Most of the speaking activities or techniques tend to follow the same ESA sequence i.e., Engage-Study-Activate. However, Kayi, (2006), has suggested the following techniques of teaching speaking skill:

**Discussions.** After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like works on their topic for given time period, and presents their opinions to the class. It

is essential discussions; it is always better not to form large groups because the quiet students may avoid contributing in large groups.

**Role Play.** One another way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that “you are David, you go to the doctor and tell him what happened last night, and...”

**Simulations.** Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborated. In simulations, students can bring items to the class to create a realistic environment. Role plays and simulations have various benefits, such as if a student is acting as a singer, she brings a microphone to sing, and so on. First off, they inspire the pupils because they are entertaining. Second, they boost the self-assurance of students who may be apprehensive since, in role-playing and simulation activities, they will play a new character and won't be required to speak for themselves, which means they won't be held accountable for the same task.

**Story-Telling.** Students may tell their classmates their own stories or briefly recount a narrative or story they have already heard from someone. Telling stories encourages original thought. Additionally, it helps pupils' articulate concepts using the beginning, middle, and finish of a story, as well as the necessary characters and backdrop. Additionally, students can make jokes or puzzles. For instance, the teacher might ask a select group of students to share a few quick jokes or riddles at the start of each class session. In doing so, the teacher not only targets the class's attention span but also the pupils' speaking abilities.

**Interviews.** The teacher should give the students a rubric so they know what kinds of questions they can ask and what steps to take before conducting interviews with different persons on the chosen topic.

However, students should prepare their own interview questions. Students can practice speaking skills outside of the classroom by conducting interviews with others, which also helps them socialize. After the interviews, each student can present their research to the class. Additionally, students can "introduce" their partners to the class and conduct interviews with one another

**Picture Description.** Giving pupils just one image and asking them to describe what it shows is one method to incorporate images into a speaking exercise. Students can work in groups for this project, and a different picture is given to each group. Following group discussion, a representative from each group introduces the image to the class as a whole. The learners' creativity, imagination, and public speaking abilities are all fostered by this practice.

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

Various researches have been carried out on teaching speaking skills. I have made a rigorous attempt to review the relevant studies related to my topic. Thus, the previous research works have been reviewed below:

Timilsina (2005) carried out survey research entitled "Students' ability of communicative skills in English". The main objective of his study was to determine the students' ability to communicate orally in English and to compare the achievement of the students in terms of different variables. The study included both primary and secondary sources for data collection and randomly selected ninety students of Kathmandu, Lalitpur and Bhaktapur districts. The test items were based on S.L.C curriculum. He found out that although syllabus of compulsory English of Secondary

Level was communicative, students' performance was not satisfactory. There were no significant differences between male and female students' skill in communicating in English. The students of urban area produced more appropriate sentences than the students of semi-urban and rural area.

Oli (2007) studied on "The Impact of Information Gaps in Developing Speaking Skills: A Practical Study". This study's major goal was to evaluate how information gaps affected the acquisition of speaking abilities. He conducted this study using experimental research design. He conducted the study with fifty pupils of grade ten. He gathered the data using both pre- and post-tests. He discovered that information gap activities have a positive effect on the improvement of speaking abilities.

Osti (2008) studied on "Performance on listening and speaking versus reading and speaking." His goal was to determine any differences in the reading, writing, listening, and speaking test scores. He conducted research through surveys. In total, fifty students and fifteen English teachers at the secondary level made up the sample population for this study. He gathered the information via a questionnaire. He discovered one pupil out of a hundred received excellence in reading on the listening exam.

Basyal (2010) conducted research on "Strategies of teaching English used by secondary level teachers." Finding the typical methods English teachers at the secondary level employ to teach English was the major goal of this study. He conducted research through surveys. Ten secondary school teachers from the Kathmandu district's government-a Basyal (2010) carried out a research work on the title "Strategies of teaching English used by secondary level teachers." The main objective of this study was to identify the common strategies used by the secondary

level English teachers for teaching English. He used survey research design. The total sample population included ten teachers from government aided secondary school of Kathmandu district. Classroom observation checklist and questionnaire were used as research tools for data collection. The findings of the study showed use of gestures, eye contact with the students, use of teaching aids and use of black board were more effective strategies. Similarly, motivation was found effective strategies.

Dhami (2010) conducted research on “strategies used for Development Speaking Skills: A case of M.Ed. Students”. The goals of his research were to identify the methods M.Ed. students used to hone their speaking abilities and to identify the challenges they encountered. The data were collected from the forty students of M.Ed. second year majoring in English. The respondents were selected from the three different campuses in Kathmandu district. Fifteen respondents were selected from the each of the campus using quota random sampling procedures. The data were collected through survey questionnaire. The strategies were found being used in developing speaking skills: involving discussion, continuous practice in speaking, using means of communication, watching English movies, use of authentic materials, developing positive attitude and so on.

Ram (2014) conducted a study on "Teaching English language teaching," with a focus on identifying the various teaching English methodologies employed by teachers in government-aided and private schools. He conducted research through surveys. All government-aided and private secondary level teachers made up the study's population. Ten instructors in total, five from private secondary schools, were chosen as a sample utilizing a non-random sampling technique. His primary tool was a checklist for classroom observations. The study's conclusions demonstrated that private schools, as opposed to government schools, used more effective teaching

methods in their out-of-class interactions with students, the use of teaching aids, performance capability, and English language proficiency.

Likewise, Sunar (2016) carried out research entitled challenges testing ability of grade ten students. The main objective of his study was to find out the challenges faced by the English teachers while testing speaking ability of grade ten students. There were 40 English teachers from the Bajhang district present. The sample population was made up of forty English teachers from 20 different schools who were chosen at random. For the purpose of gathering data, he used a questionnaire. His finding showed that a majority the teachers were found conduct speaking in the classroom. Among them, nearly 60 percent of the teachers trained the testing of speaking ability.

Bhandari (2021) studied on “Secondary Level Students’ Performance in Speaking Skill”. The main objective of her study was to find out the performance of secondary level students’ performance in speaking. The data were collected from forty students of grade nine who were selected using purposive sample procedure. She used questionnaire as a tool for data collection. She found that the most of the students were poor in grammar and pronunciation. They were relatively poorer in vocabulary as they were repeating some of the words time and again to express themselves in the given situations.

From the empirical studies above, it can be argued that some of the studies talk about the teaching speaking skills and communicative functions. Although there are some research works have been carried on teaching English but there is not any research work which has been carried out to find out about the different activities that are used in teaching speaking school in the community school. Therefore, this study is different from above reviewed process and so on. This study talks about the different

types of activities to teach speaking skill in the community school used by secondary level English teachers.

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

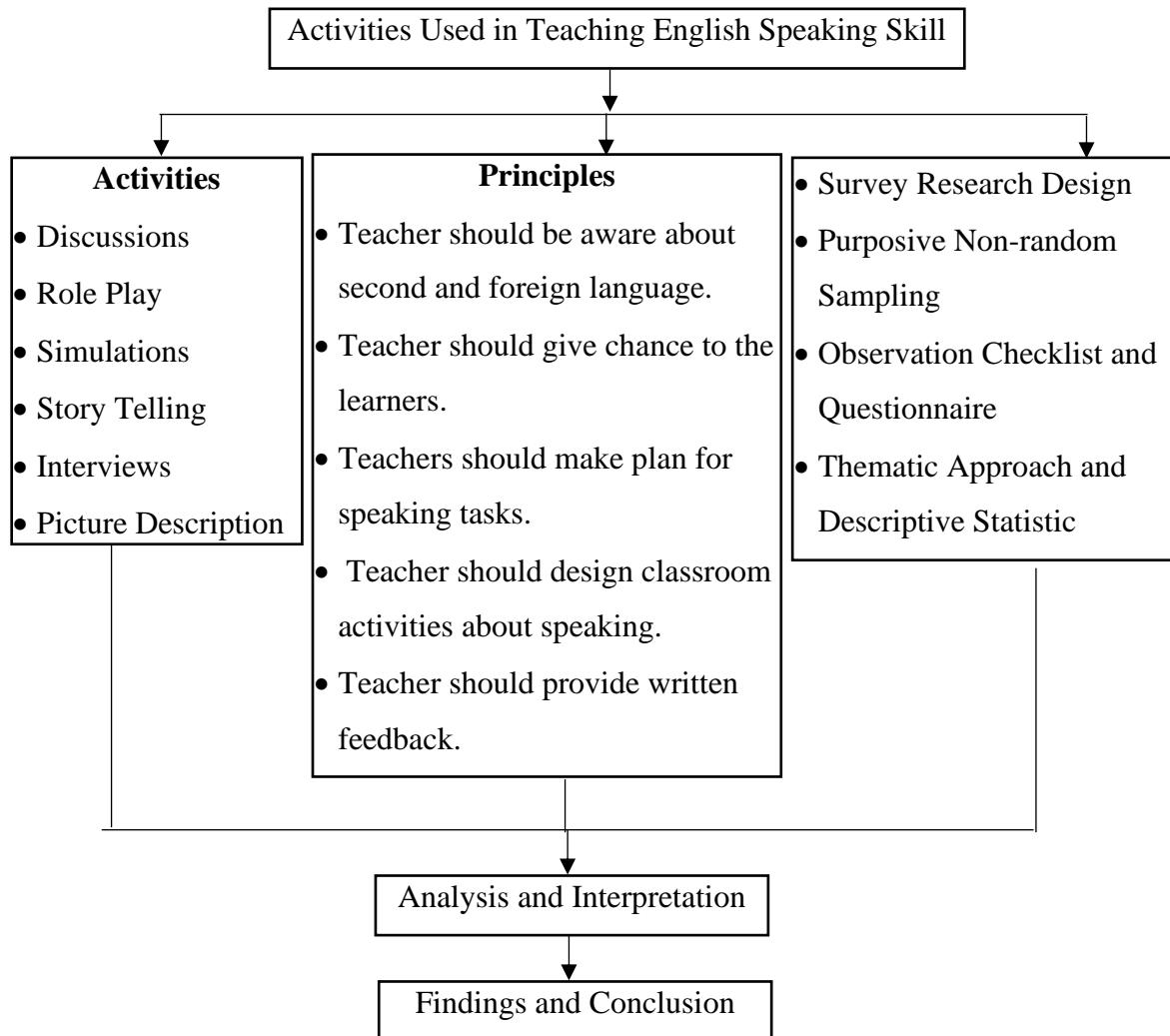
I have reviewed different previous research works which are related to my research works to some extent. Those research works have been carried out with different objectives, methodology and research question and in different situations. So, after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct those research works the researchers have used survey research design. As my study is survey research design, I got ideas on the process of it after reviewing those research works. As above researchers have used classroom observation check-list and questionnaire as tool of data collection, these works have direct implication to my research study because I will also use classroom observation check-list and diary for data collection.

In the course of reviewing the literature relating to my research topic, many books, journal articles and dissertations dealing with techniques of classroom management in ELT classes were studied. A lot of information were given in different books: Management a Basic Concept, NELTA journal, Different theories of learning, Teachers' Journals, Research Methodology, The Practices of English Language Teaching, how to Teach English, Office Management and Organization and classroom in management. All the books have discussed this study in general.

Similarly, related dissertation had selected in order to fulfill my research queries which provided some guidelines for my study. The study of Timilsina (2005) helped me to develop the questionnaire and checklist. Likewise, the study of Osti (2008) had been useful for this study to develop conceptual clarity.

## Conceptual Framework

The study's foundational blueprint or frame is known as the conceptual framework. It gives readers a broad overview of the study from which to comprehend all of the topics. The researcher has created the following conceptual framework to move this study along based on all the documents that have been evaluated.



## **Chapter 3**

### **Research Methodology**

This chapter deals with methodology that I will adopt in this study. This chapter includes design and methods of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

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

Research design is a roadmap which directs the researcher to the way s/he is heading to. Kumar (2005) states that a research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately, and economically. Therefore, a research design is a framework that helps to accomplish any forms of research that is valid, economic, and precise. To make this study systematic and achieve the objectives of the study, I will employ a survey research design.

Survey research design is a type of research design which is used to obtain a snapshot of conditions, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Survey is a research design that usually collects the views, opinions and perceptions of people about striking situation, issue, or topic.

Surveys are those that gather data at a particular point with the intention of describing the nature of existing conditions (Cohen, Manion, and Morrison, 2007). Likewise, Brown and Rodgers (2014) argue that surveys and procedures used to

gather and describe the attitudes, views, opinions, and so forth of students, teachers, administrators, or any other people who are important to study.

Hence, I posited my study on survey research design because I would like to get to know the fact on the area of my research through observation, views, and opinions of EFL teachers relating to the teaching speaking skill. I think this can be the best design for my research. Therefore, I chose this design as the design of my research study.

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

The sample of this study consists of 20 secondary level English teachers of Sindhupalchok district. Since it is a small-scale study, it is difficult to collect data from each and every member of the population. Therefore, the required sample consists of 20 secondary level English teachers. Altogether ten community secondary level schools were selected for this study and from each school two teachers were selected as sample using simple random sampling procedure. One teacher was from grade 11/12 and another from grade 9/10. As my study was about to observe teaching speaking skill, I chose the experienced teachers who could better respond me about the activities.

### **Data Collection Tools**

The major tools for data elicitation were observation checklist and questionnaire. Those tools were supposed to be effective, appropriate, and flexible for population, for the study and useful for the researcher as well to meet the objective of the study.

### **Data Collection Procedures**

First of all, I fixed the schedule of data collection procedure and then visited the study area (schools of Sindhupalchok district). I chose the schools which were close to my hometown. And I was also an English teacher of the same municipality so I chose the school of same municipality. I chose the respective community schools because the English teachers of those schools were friendly to me. All most all the teachers were already my friends so I did not have to build the rapport with them. I did not know about only few English teachers. I had to build the rapport with them so I built the rapport only with them. Then I seek the permission from the headteacher to study the teachers for my study. The schools were total ten in numbers. I could cover all the schools in five days. Firstly, I handed them questionnaire and told all of them to take the paper next week. Then I again went to the schools with observation checklist. And observed the classes of respective teachers. I had already told them to prepare their class to teach speaking skill. So, I could observe the teaching speaking class. I had two tasks in my second visit. The first one is to collect the questionnaire and the second one is to observe the English classroom of speaking activity. Finally, I collected the questionnaire and observation checklist and thanked them for their help and kind cooperation.

### **Data Analysis and Interpretation Procedures**

The collected data were analyzed and interpreted descriptively. The quantitative data were analyzed and interpreted using statistical tools which were collected from the primary sources.

### **Ethical Considerations**

Ethical consideration is one of the most valuable ornaments that I should follow while conducting a research work. To accomplish the research work, I

followed some ethical guidelines. So, I conducted the survey research design by taking permission of the principal and then I kept the responses of the respondents in a confidential way. I gave the respondents a different pseudonym to maintain ethics of the research. I kept the data confidential. I provided credibility to the respondents for their valuable ideas.

## Chapter 4

### Results of Data and Interpretation of Result

This chapter in-depth discusses the analysis and interpretation of the information gathered from the survey and class observation form.

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

The data collected from the informants were analyzed and interpreted to find out the activities used by the teachers in teaching English speaking skill at secondary level. For this, I tabulated the information and analyzed the data under two main headings:

- Activities Used in Teaching Speaking Skill
- Analysis of the Teachers' View

#### ***Activities Used in Teaching Speaking Skill***

This section deals with the classroom observation of the 20 English teachers. I prepared an observation checklist form and observed each teacher's classes. This observation checklist has been taken as a complement of questionnaire. Here, I attempted to observe how the teachers taught speaking in the classroom. I tried to analyze the activities used in teaching in general and teaching speaking in particular. I mainly focused on six activities and various sub-activities under each activity. I had made a comprehensive and detailed list of various sub-activities under each activity while observing. I concerned whether they used all the activities or not and whether they were good in conducting different activities or not. For this, I used rating scale viz. good, average, below average and poor. The six different activities used by the secondary level English teachers were analyzed under different headings here below.

**Table 1***Activities Used in the Classroom*

S.N.	Activities Used for Teaching Speaking	Activities Used by Teachers	
		Activities in number in the classroom	Percent
1	Discussion	8	40%
2	Simulation	.....	.....
3	Story Telling	4	20%
4	Role Play	5	25%
5	Interview	10	50%
6	Picture Describing	6	30%

Table 1 shows six activities of teaching speaking, mostly used activity was the interview. It was used by all the teachers (i.e. 50%). The secondly used activity was the discussion which was used by 8 teachers i.e. 40% of all the teachers. The thirdly used activity was picture describing. It was used by 6 teachers i.e., 30% of all. Similarly, the fourthly used activity was role play which was used by 5 teachers i.e., 25% of the total teachers. Likewise, the fifthly used activity was story telling which was used by 4 teachers i.e., 20% of the all and remaining activity i.e., simulation was used by none of the teachers.

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

**Table 2***Use of Discussion*

S.N.	Teaching Activity	Sub-activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No	%	No	%
1	Discussion in English Classroom	Purpose of discussion	12	60%	5	25%	-	-	-	-
2		Relevancy of discussion point	12	60%	5	25%	-	-	-	-
3		Grouping and regrouping of students	15	75%	3	15%	-	-	-	-
4		Teacher's encouragement	15	75%	3	15%	-	-	-	-
5		Pre-instruction for discussion	6	30%	10	50%	-	-	-	-

The above table shows that using discussion in classroom as a teaching activity, 60 percent of the teachers mentioned the purpose of discussion in good way while 25 percent of them mentioned it in average. As for the relevancy of discussion points, 60 percent teachers made good discussion points, while 25 percent teachers made an average discussion point. Similarly, 75 percent teachers made grouping and re-grouping of the students in good way and 15 percent of them did it in average. Next, 75 percent teachers were found to be good at encouraging the students while 15 percent of them found an average in encouraging the students for discussion. Finally, 30 percent teachers gave the pre-instruction for discussion in classroom in good way while 50 percent of them gave it in average. The majority of the teachers found using this activity well. So, they were found conducting this activity in good way.

**Story Telling.** The pupils can tell their classmates their own stories or give a brief summary of a narrative or story they have previously heard from someone. The telling of stories helps students think creatively. Additionally, it aids in the expression

of previously read stories and the writing of stories with a beginning, middle, and conclusion as well as characters and setting of the story. It is rarely used technique in our classroom. Various activities were observed under this technique such as; students' participation, attention of the class, grammatical correctness and teachers' motivation. These activities are presented in the table here below:

**Table 3**

*Use of Story Telling*

S.N.	Teaching Activity	Sub-activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No	%	No	%
1	Story Telling	Students' participation	3	15%	-	-	-	-	-	-
2		Attention of the class	3	15%	-	-	-	-	-	-
3		Grammatical correctness	-	-	3	15%	-	-	-	-
4		Teacher's motivation	3	15%	-	-	-	-	-	-

The above table displays that only 15 percent teachers of my study used story telling as a technique of teaching speaking skill and 15 percent teachers made good participation of the students in story telling activity in their class. Similarly, the same numbers of the teachers i.e., 15 percent were able to maintain good attention of the students. There were not that much good in grammatical correctness, 15 percent of them had an average grammatical correctness. As for teachers' motivation, 15 percent teachers motivated the class in good way.

**Role Play.** One another way of getting the students to speak is role playing. In this activity, students pretend that they are in various social contexts and have a variety of social roles. Especially, in role play activities, the teacher gives information to the students assigning them the various roles and makes them aware of who they

are, what they think or feel and what they actually play. It is also one of the most common activities used in our ELT classroom. Different sub-activities were observed under this activity. These various sub-activities with their details are presented in the following table:

**Table 4**

*Use of Role Play*

S.N.	Teaching Activity	Sub-activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No	%	No	%
1	Role play for using English in different situation	Teacher's information to the learner's role	8	40%	-	-	-	-	-	-
2		Selection of participants	8	40%	-	-	-	-	-	-
3		Suitability of the role	3	15%	2	10%	-	-	-	-
4		Achievement of the role	-	-	3	15%	-	-	-	-

The above table shows that while using role play as an activity of teaching speaking, 40 percent teachers provided information about learners' role in the classroom in good way. Similarly, in the activity to select the participants, 40 percent teachers chose the participants in good way. As for the suitability of the role, 15 percent teachers were good to perform suitable role while 10 percent of them performed it in average. Finally, 15 percent of the teachers got an average achievement of role play on their students.

**Interview.** The students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to the students. So that, they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with

people gives the students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

It is also one of the least used activities in our schools. Various sub-activities were observed under this activity. They were selection of topic or rubric, students' interview question, students' participation and nature of topic. These sub-activities with their detail information are shown in the table below.

**Table 5**

*Use of Interview*

S.N.	Teaching Activity	Sub-activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No	%	No	%
1		Selection of topic or rubric	3	15%	-	-	-	-	-	-
2	Interview in Teaching Speaking	Student's interview question	3	15%	-	-	-	-	-	-
3		Students' participation	3	15%	-	-	-	-	-	-
4		Nature of the topic	-	-	3	15%	-	-	-	-

The above table reveals that only 15 percent teachers of my study used this activity. Using interview as an activity of teaching speaking, 15 percent teachers selected the topic in good way.

Similarly, the same number of the teachers i.e., 15 percent provided a rubric to the students to select interview questions in good way.

As for the students' participation, 15 percent teachers made the good participation of the students.

Finally, as for the nature of topic, 15 percent teachers selected an average topic.

**Picture Description.** Another way to make use of pictures in a speaking activity is to give students just one picture and getting them to describe what is in the picture. For this activity, the students can form groups and each group is given different pictures. Then, the students also have to discuss the picture with their groups and select a spokesperson for each group to describe the picture to the whole class. The various sub-activities like teacher's rubric, nature of topic, students' attention students' grouping and vocabulary and language structure were observed which are presented in the table here below.

**Table 6**

*Picture Describing in Classroom*

S.N.	Teaching Activity	Sub-activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No	%	No	%
1		Teacher's rubric	8	40%	5	25%	-	-	-	-
2		Nature of picture	12	60%	-	-	-	-	-	-
3	Picture Describing	Student's attention	5	25%	8	40%	-	-	-	-
4		Vocabulary or Grammar	10	50%	3	15%	-	-	-	-
5		Grouping of students	8	40%	5	25%	-	-	-	-

The aforementioned table shows that only 60 percent teachers of my study used this activity in teaching speaking skill. In picture describing as an activity of teaching speaking, 66 percent teachers selected a good picture.

Next, 40 percent teachers provided good rubric while 25 percent teachers used an average rubric.

Similarly, 25 percent teachers were able to maintain good attention of the students while 40 percent of them did it in average.

As for the vocabulary or language structure they used, 50 percent teachers used the vocabulary or language structure in good way whereas, 15 percent of them used it average.

Finally, 40 percent teachers performed good in grouping students while 25 percent of them were average in grouping the students.

### ***Teachers' Views on the Activities for Teaching Speaking***

To make the finding valid and reliable, a prepared sheet of questionnaire was distributed to the language teachers who were teaching English in Secondary level. The analysis is made on the basis of the prepared set of questionnaires and the responses of the teachers on it. There were altogether 23 sets of questions provided to the teachers to extract their opinion on the techniques of teaching speaking. The 20 teachers' views are analyzed and interpreted in various sections on the basis of the responses obtained from them.

**Aspect of Teaching Speaking.** While analyzing the responses about the more important aspects of teaching speaking, it was identified that the majority of the teachers, i.e., 62% assumed that the fluency is the most important aspect of teaching speaking. Similarly, 25% of them thought that the pronunciation is more important aspect of speaking and 13% of them chose grammar as an important aspect of teaching speaking. So, from their responses, it was found that the fluency is the most important aspect of teaching speaking.

**Students' Interest in Practicing Speaking Skill.** Inquiring to pinpoint whether their students were really interested in practicing speaking skill or not, the two options either 'yes' or 'no' were given to them for choice where, 62% of them put tick on 'Yes' and rest of them i.e., 38% ticked on 'No'. From this, it was found that their students were really interested in practicing speaking skill.

**Factors of Affecting the Speaking Ability of the Students.** Regarding the affecting factors of the speaking ability of the students, there were two options i.e., ‘Yes’ or ‘No’ where, all of the teachers i.e., 100% of them ticked on ‘Yes’ option. So, from their responses, it was found that the factors like age, maturation, aural medium, affective and socio-cultural really affect the speaking ability of the students.

**Teachers’ Knowledge about Second and Foreign Language.** Concerning the question, the teachers were asked whether they should be aware of the second and foreign language or not, the majority of the teachers i.e. 90% put tick on ‘Yes’ opinion and 10% of them ticked ‘No’. From this, it was found that 18 the teachers should be aware of both the second and foreign language while teaching speaking skill.

**Way of Teaching Second and Foreign Language.** Regarding the ways of teaching second and foreign language, the 60% of the teachers responded that the second and foreign language can be taught in the same way whereas, 40% of them responded that both the second and foreign language cannot be taught in the same way. So, as the majority of the respondents ticked on ‘Yes’ option, it was found that both the second and foreign language can be taught in the same way.

**Different Eliciting Questions Asked by the Teacher.** In the 6th item of questionnaire, the teachers were asked whether the teachers should ask different eliciting questions to the students in order to promote them to speak more. Analyzing the responses, all of the teachers i.e., 100% ticked on the ‘Yes’ option. So, it was found that the teachers should ask different eliciting questions like, what do you mean, how did you reach in that conclusion, in order to promote the students to speak more.

**Teachers Written Feedback to the Students.** Concerning the question, the teachers were asked whether they should provide written feedback to the students or not where most of the teachers i.e., 62% put tick on ‘Yes’ and 38% of them ticked on ‘No’ option. Throughout this data, what can be found is that the teachers should not only provide the oral feedback but also, they should provide written feedback to the students while teaching speaking skill.

**Speaking Activities Conducted in and Out of the Classroom.** Regarding the teachers’ perception on speaking activities conducted in and out of the classroom, the teachers were given two options i.e., only in the classroom and out of the class as well for choice. Most of the teachers i.e., 62% put tick on only in 15 classroom and rest of the teachers i.e., 38% put tick on out of class as well. It shows that most of the teachers conduct speaking activities in the classroom.

**The Role of Motivation to Develop the Students’ Speaking Ability.** In the 9th item of questionnaire, the teachers were asked whether the motivation helps the students to develop their speaking ability or not. Analyzing the responses, it was found that, almost all the teachers i.e., 100% put tick on ‘Yes’. So, throughout their responses, what can be said is that the motivation plays pivotal role to develop the speaking ability of the students.

**Teachers’ Priority to Develop the Students’ Speaking Ability.** Regarding the teachers’ priority to develop the students’ speaking ability, there were two options i.e., ‘learners talk’ and ‘teacher talk’ for choice where almost, all the teachers i.e., 100% put tick on learners talk a lot. So, from this response, it was found that most of the teacher gave more priority to learners talk a lot to develop their speaking ability.

**More Important Components of Speaking Skill.** While analyzing the responses about the more important components of testing speaking skill, it was found

that most of the teachers i.e., 62% responded all the components i.e., comprehension, pronunciation, grammar, fluency, vocabulary is important and rest of the teachers i.e., 38% put tick on fluency so, from this analysis, what could be found is that the teachers should give priority to all the components of speaking skill while testing speaking skill.

**Simulation as a Technique of Teaching Speaking Skill.** Concerning the question whether simulation is an appropriate technique of teaching speaking skill or not. The majority of the teachers i.e., 87% gave positive response and 13% of them responded that the simulation is not an appropriate technique of teaching speaking. So, throughout the data obtained from the 23 questionnaires, it was found that simulation is an appropriate technique of teaching speaking skill.

**Frequency of Role Play Activity while Teaching Speaking.** It was given to the teachers to select the frequency of role play activity. They involved the students while teaching speaking counting the frequency, they make their students involved in role play activity. It was found that most of the teachers i.e., 74% make their students involved in role play activity once a week. In the same way, 13% of them make their students involved in role play activity daily and 13% of them make their students involve once a month.

**Students' Interest in Role Play Activity in the Classroom.** Inquiring to pinpoint whether their students are really interested in role play activity in the classroom or not. The two options either 'Yes' or 'No' were given to them for choice. Most of the teachers i.e., 74% put tick on 'Yes' and rest of them i.e., 26% ticked on 'No'. So, from these responses, it was found that their students were really interested in role play activity in the classroom.

**Techniques of teaching Speaking Skill.** According to the responses towards the techniques of teaching speaking skill, the majority of the teachers i.e., 50% replied that interview is an appropriate technique of teaching speaking. In the same way, 37% of them responded that the role play is an appropriate technique and rest of them i.e., 13% responded that the picture describing is an appropriate technique of teaching speaking skill.

**Use of Stress, Rhythmic, Patterns and Intonation.** In the 17th item of questionnaire, the teachers were asked to investigate whether the teachers should focus on the use of stress, rhythmic patterns and intonation patterns of language while teaching speaking or not. Where most of the teachers i.e., 87% responded that they should focus on them while teaching speaking and the rest of them i.e., 13% responded that they should not be focused while teaching speaking skill.

**Role of Other Language Skills.** Concerning the question, whether other language skills like; listening, reading and writing help in teaching speaking skill or not, most of the teachers i.e., 87% responded that they help in teaching speaking skill and rest of the teachers i.e., 13% responded that other language skills are not responsible and they don't help in teaching speaking skill. So, throughout the data obtained, what was found is that other language skills like; listening, reading and writing are responsible and helpful in teaching speaking skill.

**Materials Used in Teaching Speaking Skill.** This question is concerned with different types of materials the teachers use to teach speaking skill in the classroom. The majority of the teachers i.e., 50% replied that they used pictures, maps as the materials of teaching speaking in the classroom. In the same way, 25% of them responded that they use tape recorder or audio-materials and rest of them i.e., 25% used other materials like; sentence cards, role play cards, newspaper and so on.

**Frequency of Speaking Practice.** The 19th item was asked to the teachers to investigate how often do the teachers make the students practice speaking skill. The great numbers of the responses i.e., 62% were 53 found that they make their students practice once a week whereas, 38% of them make their students practice speaking skill daily. Among, the four alternatives (once a week, daily, twice a week, once a month), the first option i.e., once a week was found the frequent one.

**Satisfaction of the Teachers.** Concerning the question whether they were satisfied with marks allocated to speaking skill or not? All of the teachers i.e., 100% were found that they were dissatisfied with the marks allocated to speaking skill.

**Opinions Towards Speaking Test.** Regarding the speaking test, almost all the teachers i.e., 100% replied that the speaking test of secondary level helps in developing students' speaking ability.

**Problems Faced in Teaching Speaking Skill.** This question is concerned with different sorts of problems that they faced during teaching speaking skill. The majority of the teachers i.e., 60% replied that they faced lack of adequate materials whereas 20% of them responded congested classroom, lack of required equipment. Similarly, 10% of them responded that they faced the limited time, students' carelessness and rest of the teachers i.e., 10% replied other problems like; students' feeling hesitation in participating in practice, mother tongue interference etc.

**Teachers' Suggestions.** As we know that language teaching is full of activities and different skills. In order to make teaching speaking easier and effective, different teachers had given the suggestions to use adequate materials, make the teaching and learning realistic with availability of cheaply materials. The priority should be given in the classroom, sufficient time allocation, individual participation in

classroom, use native speaking voice and encourage the students to speak more and so on.

### **Findings**

On the basis of the analysis and interpretation of the data, the following findings have been extracted. The major findings of this research are as follows:

- i. Out of twelve techniques of teaching speaking skill as suggested by Kayi (2006), only five of them were found being used by the teachers and rest of them simulation was not used by any teachers in any school.
- ii. Regarding the techniques of teaching speaking skill, altogether 40 percent of them were found to be used by the teachers.
- iii. Discussion as a technique of teaching speaking was found to be used more by the teachers. Most of them used this activity and only 15 percent teachers used story telling activity, interview and picture describing activity.
- iv. The majority of the teachers were found using discussion and interview as the activities of teaching speaking.
- v. Most of the teachers encouraged the students in speaking practice in a good way, however the participation of the students in the speaking activity was not good.
- vi. Almost all the teachers were found not being satisfied with the marks allocated to speaking skill.
- vii. Regarding the aspect of teaching speaking, fluency was found to be the most important aspect of teaching speaking. However, others like; grammar, pronunciation, vocabulary were not used.
- viii. Throughout the responses of all the teachers, it was found that the speaking test of secondary level helps in developing students' speaking ability.

- ix. Almost all the teachers were found giving priority to the student/learner talk a lot to develop their speaking ability.
- x. Teaching of speaking was found problematic because of inadequate materials, passive participation of the students, limited time boundary, and fear of making mistake and so on.

## Chapter 5

### Conclusion and Recommendations

This is the final chapter of the research which deals with conclusion and recommendations made by the researcher after analyzing the data. This chapter is divided into two parts i.e., conclusion and recommendations.

#### Conclusion

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes for the success of the learners in school and success later in every phase of life. Therefore, it is essential that language teachers should pay great attention to teaching speaking. As data analysis and interpretation was done systematically, I have drawn some conclusions:

Regarding the techniques of teaching speaking skill as suggested by Kayi (2006), only five of them were found being used by the teachers and rest of them simulation was not used by any teachers in any school. All the teachers used the techniques of teaching speaking in their classroom. However, they lacked proper materials. So, they need to be equipped with sufficient ELT materials which can be applied in the classroom. Almost all the teachers used 'discussion' technique. So, we can say that this technique should be applied while teaching speaking skill. Our curriculum should also focus on teaching speaking skill and the marks allocated for this skill should be enhanced because it is the prime aim of our learning. Teachers have to focus on the use of appropriate teaching speaking activities to develop proficiency of the students. Similarly, here are many activities of teaching speaking which can be followed in our teaching. As ELT teacher lacks trainings regarding teaching speaking, they should be provided ample trainings for the sound

development of teaching and learning English. That is to say, English teaching and learning needed to be done through the group activities where the students can communicate and collaborate each other.

### **Recommendations**

On the basis of the findings of this research, the following recommendations have been made in different sections that is policy related, practice related and further research related.

#### ***Policy Related***

A policy is an action plan that has been approved or selected by a certain organization, corporation, state, etc. Every country has its unique policies in several fields. Policy serves as a stimulant for the development of the nation because it is a higher-level action. The following is a list of the research's policy-related recommendations:

- The government needs to create specific regulations for teaching speaking skills using all methods.
- Special policies should be formulated for the effective implication of the techniques of teaching speaking skill.
- Mandatory provision should be made for the effective monitoring, supervision and conduction of teaching learning activities to observe whether the speaking skill is taught in the class or not.
- The policy of giving trainings to the teachers regarding the techniques of teaching speaking skill should be formulated to develop and promote the speaking proficiency of the students.
- Textbook must be updated and speaking should be focused.

- The marks allocated for speaking skill test in school level should be made greater/enhanced.

### ***Practice Related***

Speaking skill is one of the useful skills of a language. Students cannot learn and increase their exposure to English without speaking. As a result, the students should be capable of good interaction. The study's findings demonstrated that despite the fact that teaching speaking with the use of various speaking approaches is essential for them, teachers are not motivated to do so. Many practice-level recommendations are made by this study. I have included a few of them below:

- As many strategies as they can while instructing speaking skills in the classroom should be supported by the teachers.
- It's important to expose pupils to lots of real-world speaking scenarios.
- More speaking prompts should be given to the kids.
- The main emphasis should be on speaking, not on studying for exams.
- Teachers and students should have access to enough materials
- We should give more priority for speaking skill than others.
- Teachers should undergo a variety of trainings aimed at enhancing the pupils' speaking abilities.

### ***Further Study Related***

In our world, nothing can be perfect in this world. All of the study's areas could not be covered in this one. It may have some limitations as well. However, it had pointed out some relevant areas for additional research. These recommendations are provided below:

- Other researchers who wish to investigate speaking tactics used in the classroom in order to improve students' speaking abilities will find this study to be of great use.
- This study can be better for everyone who wants to study in the correlated field and subject.
- This study can be helpful for instructors and those who want to develop the speaking skill of the pupils.

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## **Appendices**

### **Appendix- I**

#### **Questionnaire for Teachers**

Dear Sir/Madam

This questionnaire is a part of my research study entitled **Activities Used in Teaching English Speaking Skill in Secondary Level** being conducted under the supervision of Mrs. Hari Maya Sharma Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. The objective of the study is to find out the activities employed by the teachers in teaching English speaking skill at secondary level. Your kind co-operation in completion of the questionnaire will have a great value to me. Please, feel free to put your responses required in questionnaire. I assure you that the responses you make will have no harmful effects to you as well as others, and this will only be used for the research purpose.

Researcher

**Prem Kumar Dhital**

Department of English Education

T.U., Kirtipur, Kathmandu

Nepal

Name of School: .....

Name of Teacher: .....

Contact: .....

Qualification and Training: .....

Date: .....

**Choose and tick the best option.**

1. Which aspect of speaking do you think the more necessary? Give reason.

- a. Comprehension
- b. Grammar
- c. Pronunciation
- c. Fluency

.....  
.....

2. Are your students really interested in practicing speaking skill?

- a) Yes
- b) No

3. Do you think the factors like age, maturation, aural medium, affective and socio-cultural really affect the speaking ability of the students?

- a) Yes
- b) No

4. Should the teacher be aware of the second and foreign language?

- a) Yes
- b) No

5. Can the teacher teach the second and foreign language in the same way?

- a) Yes
- b) No

6. Should the teachers ask different eliciting questions such as; what do you mean, how did you reach that conclusion, in order to promote the students to speak more?

- a) Yes
- b) No

7. Should the teachers provide written feedback to the students?

- a) Yes
- b) No

8. Should the teachers always conduct speaking activities in the class or out of the class as well?

a) Only in classroom    b) Out of class as well

9. Does the motivation help the students to develop their speaking ability?

a) Yes                      b) No

10. Which of the following, should the teacher give more priority to develop students' speaking ability?

a) Learners talk            b) Teacher talk

11. Which of the following components, do you give more priority while testing speaking skill of the students?

- Comprehension      - Pronunciation
- Grammar              - Fluency
- Vocabulary            - All

12. Do you think the simulation is an appropriate technique of teaching speaking skill?

a) Yes                      b) No

13. How often do you involve the students in role play activity while teaching speaking?

a) Daily                    b) Once a week  
c) Once a month        d) Never

14. Do your students show interest to play role in the classroom?

a) Yes                      b) No

15. Which of the following activities, do you think the more appropriate to teach speaking skill?

- Story telling
- Interview
- Reporting
- Picture describing
- Role play

16. Should the teachers focus on the use of stress, rhythmic patterns, and intonation patterns of the language while teaching speaking skill?

- a) Yes
- b) No

17. Do the other language skills like; listening, reading and writing help in teaching speaking?

- a) Yes
- b) No

18. What types of teaching materials do you use to teach speaking skill in the classroom?

.....  
.....

19. How often do you make the students practice speaking skill?

- a) Daily
- b) Once a week
- c) Twice a week
- d) Once a month

20. Are you satisfied with the marks allocated to speaking skill in the examination?

- a) Yes
- b) No

21. Do you think, speaking test of secondary level helps in developing students' speaking ability?

- a) Yes
- b) No

22. What types of problem do you face during teaching of speaking skill?

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

23. What/ how do you suggest for making the teaching speaking easier/ effective?

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

Thank you for your kind, Support!

## Appendix- II

### Observation Check List

#### Activities Used in Teaching English Speaking

Name of School: ..... Date: .....

Name of Teacher: ..... Topic: .....

S.N.	Activities	Good	Average	Below Average	Poor
<b>1.</b>	<b>Discussion in English Classroom</b>				
1.1	Purpose of Discussion				
1.2	Relevancy of discussion				
1.3	Grouping and regrouping of students				
1.4	Teacher's encouragement				
1.5	Pre-instruction for discussion				
<b>2.</b>	<b>Simulation in ELT</b>				
2.1	Students' interest				
2.2	Motivation to stimulate				
2.3	Teacher's role				
2.4	Item brought by students				
<b>3</b>	<b>Story Telling</b>				
3.1	Students' participation				
3.2	Attention of the class				

3.3	Grammatical correctness				
3.4	Teacher's motivation				
<b>4</b>	<b>Role play for using English in different situation</b>				
4.1	Teacher's information to the learner's role				
4.2	Selection of participants				
4.3	Suitability of the role				
4.4	Achievement of the role				
<b>5</b>	<b>Interview in Teaching Speaking</b>				
5.1	Selection of topic or rubric				
5.2	Student's interview question				
5.3	Students' participation				
5.4	Nature of the topic				
<b>6</b>	<b>Picture Describing</b>				
6.1	Teacher's rubric				
6.2	Nature of picture				
6.3	Student's attention				
6.4	Vocabulary or Grammar				
6.5	Grouping of students				