

CHAPTER ONE

INTRODUCTION

Background of the Study

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The functions of speaking skill are to express an idea, someone's feeling, thought, and it expresses spontaneously or orally. Speaking is one of the language arts of talk as communication or interaction with someone, and it is very difficult to master it. Speaking skill has a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea orally.

According to Yule (2006), "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching (p. 3)." It means students should be able to communicate with the others to get or to share information and/or to express what they feel. The goal of communicative competence is to make the students to speak up. Because speaking is very difficult to master, so it is very important to introduce English as a second language to the students since they in kindergarten.

In teaching speaking skill, teacher is giving instruction to their students in order to communication. "Speaking is not merely speaking but it is more than talking, therefore, language learners should be able to use their thought and sensitive", (Oxford Advanced Learner's Dictionary, 2003). "The classroom activity that is suitable used in teaching speaking has to make students to talk to each other in pairs

or groups. They should more active to stimulate discussion and Information trading transaction. Such activities may include role playing, games, problem-solving, songs, and discussion (p. 414).”

The researcher is interested in this topic because the researcher knows that textbook is an important thing in the teaching and learning process. It is the main source for the students to learn the material in the classroom and it is a guide for a teacher to teach. Besides, the textbook which will be analyzed is a textbook recommended by the government and it is claimed that it is already compatible with the curriculum. Therefore, researcher wants to find out about the extent of the role of the textbooks in developing students' speaking skills. Because of all of the reasons above, the researcher intends to discuss and to observe it know more detail about the textbook under the title Speaking Activities of English Textbook for Grade six.

An Introduction to the English Textbook for Grade Six

Teaching English in schools in Nepal has two main purposes. Firstly, to enable pupils to exchange ideas with people of any nationality who speak or write English. Secondly, to expose them to the vast treasures of knowledge and pleasure available in both printed and electronic forms (CDC, 2076).

The textbook named "English for Grade 6" is written by Prof. Dr. Arun Gupto, Mr. Khagendra Prasad Nepal, Mr. Sedunath Dhakal and Mr. Shankar Paudel, has been revised by a team of experts - Dr. Gopal Prasad Pandey, Mr. Shankar Adhikari, Mr. Nabin Kumar Khadka, Mr. Nim Prakash Singh Rathaur, Mr. Parshu Ram Tiwari, Mr. Raju Shrestha, Mr. Pashupati Pandey and Mr. Ananda Dhungana. The textbook was piloted for the whole year in 2077 BS and the revision has been made on the basis of feedback and comments received from school teachers. It is

published by Government of Nepal, Ministry of Education, Curriculum Development Center Sanothimi, Bhaktapur in 2078. It has included 18 units in total and each unit are subcategorized under Reading, listening, Speaking, Writing, Time for Grammar and Language functions. Similarly, at the end of the book there is a long list of Glossary that helps learners to acquisition of new vocabulary items. It has included 191 pages in total. The price of the textbook is free for the government students. It is implementing in both private and public schools for the first time in the academic year 2078 B.

Statement of the Problem

Speaking is productive skill. Communication is the cry of the day. A person cannot remain idle. S/he most attended in the different types of social activities. Students are the key agents of the social interaction. Their role is most for developing the communication activities for this speaking is vital. When people speak at that time, they want to express their ideas, opinions, desires and establish social relationships and friendship. Communication is the cry of the day. A person cannot remain ideas' s/he must attend in the different types of social activities. Students are the key factors of the social structure. So, the statement is – “I can understand my teacher’s English but when I have to find out the speaking activities in terms of topic and language function in order to Speak to real people, I can’t understand them” (Phyak and Sharma, 2007:213). Likewise –“the students can understand their class teacher’s English but when they speak to their teacher, teacher can’t understand, today most of the students at English are weak specially at speaking” (Phyak and Sharma, 2007:214)., what may be the reasons behind them? So, I want to make this study. In this study, the attempt was made to find out

problems of speaking activities at grade six students and to types of activities included in English textbook of grade six.

Objectives of the Study

The objectives of the present study were as follows:

- I. To analyze the speaking activities included in the English textbook for Grade Six in terms of Presentation, Questioning, Prediction and Role Playing.
- II. To explore the nature of speaking exercises included in the English textbook of grade six in terms of motivational, purposefulness, suitability of tasks for pair and group works.

Research Questions

The following research questions were used in the study:

- a) What are the types of speaking exercises/activities included in the English textbook for grade six?
- b) What are the natures of teaching speaking activities included in English text book of grade six?

Significance of the Study

First, it would provide information on the analysis of the speaking activities in the existing grade six English textbook. Thus, it may raise the teacher awareness about its probable weakness and strength and to enable them to make appropriate adaptation to the materials in their future instruction. Second, the study will identify the types of several tasks and their nature. It will help syllabus designers and textbook writers in making the decisions in providing appropriate speaking activities in the textbook. On the other hand, the finding of the research will be significant for the English language teachers, evaluators, syllabus designers, textbook writers and researchers in several ways.

Thus, it could be contributing to both acquisition and pedagogical practices. Finally, researches on specific language skills in Nepalese context especially in the areas of speaking activities are limited. Therefore, the study will stimulate further investigation in related area.

Delimitations of the Study

Present study was confined particularly to the speaking activities included the English textbook for grade six. Similarly, the present study was carried only the primary source of data. Main delimitations of the study were;

- a) This study was limited to grade six English text book only.
- b) This study was dealt with speaking activities of the text book only.
- c) The primary data of this study were collected from observation tool using checklist.
- d) Observation and checklist were used to make the data reliable.

Operational Definition of the Key Terms

For the sake of clarity, the terms used in this study were defined from operational point of view as following ways:

English Textbook: Here, I have used the term "English textbook" referring to a English book for grade six, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and communicative ability.

Speaking Activities: Here, speaking activities are used in refer all the speaking activities included in the English Textbook of grade six.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

Review of Theoretical Literature

This section deals with the different theoretical perspectives related with the topic. I have discussed theoretical insights on language teaching and learning, language skills, speaking skills, teaching speaking, characteristics of teaching speaking skills, component of speaking skills, Introduction of the English textbook for grade six, objective of teaching speaking for grade six in this section.

Teaching Speaking Skill

Speaking is a productive skill like writing and very complex activity in the sense that it is difficult to describe how utterance are processed and how they come out while speaking. Phyak and Sharma (2007, p. 33) Speaking takes place in a situation where the speakers is under pressure to produce his utterance without having much time to organize what and how they want to say oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coping with the situation where he/she has to get things done orally interacting with English speaking people". Underwood (1989:6) "Speaking is the productive skill in oral mode. Learning to speak in a foreign language seems obviously the most important skill because those who can communicate in that language are obviously referred to as the speakers of that language". Speaking can be defined as the ability to express fluently in a foreign language. Speaking is especially difficult in foreign language because it requires the

ability to use the language appropriately in social interaction which is more than the grammatical and semantic rules of that particular language. Underwood (1989, p.5) "A major objective of the most language teaching programs is to prepare the learner for meaningful interaction; making them able to use and understand natural speech forms." The genuine interaction speech differs from the genuine interactional speech differs from classroom discourse in many ways. It has some characteristic some features, some activities, some problems. They are given below.

Characteristics of speaking

Learning a language is meant getting mastery over the language skills. Among the four language skills, speaking is a productive and active skill. Phyak and Sharma (2007, p. 15) "A good speaker is one who speaks a language accurately and fluently. The goal of teaching a language communicatively is meant to develop accuracy and fluency in the students and this is only possible when we give proper emphasis to speaking skill". So, speaking has more features. Among them, Cross (1992:120), pinpoints more features of natural speech;

Purpose

Speech is purposeful we have some clear intention in mind while using the language. We request people, apologize, citizen, comment and suggest or inform because we want to do that.

Unpredictability

Language consists of finite number of rules and vocabulary items which can generate infinite number of utterances. We cannot guess the exact nature of speech acts that the speakers are going to produce, nor can we predict the exact words structures.

Slips and Hesitation

Cross (1992, p.121), "We cannot edit, check and recheck our speech in the same way as we do in written work. Sometimes it is possible that we are likely to violate the grammar norms of written language". Moreover, speakers pause, repeat themselves, paraphrase, and use uhm' and er' as they organize their speech. Spontaneous speech therefore makes natural use of discourse markers and gap fillers.

Creativity

Cross (1992, p.121), "Creativity in natural speech refers to the fluent speakers who create and understand novel utterances which they have never heard before. Even children produce un- modeled language forms". We are rarely conscious of this wonderful gift. We can all string familiar words into and quite novel utterances.

Spontaneity

Speaking is a complex and complicated skill. In addition to the content of the message it involves the mental process of what is to be said. Cross (1992, p.122), "We normally plan what we say in natural speech. We compose as we talk. In the words, we do not plan and decide in advance with what to say". How, while talking.

Economy

Economy prefers shorter and more concise expressions to longer ones if they express the some meaning. We avoid redundancy and unnecessary repetition. Words are not wasted.

Intonation and Stress

We express attitudes and feelings through the music of language. We can make changes of meaning evidenced by the tone of voice. Intonation and stress reflect the speakers' emotional and attitudes.

Comprehension Checks

We look at people whom we talk, checking if they have understood. Often there is a verbal check (right? You know?)

Components of Speaking

Discussion over what constitutes the speaking ability has raised a number of debatable as well as interesting issues. Speaking ability has often compared with communicative ability and its components are considered to be components of speaking ability. There is no agreement on what exactly communicative ability consists of. Hymes (1972) assumes that learners need to know not only the linguistic knowledge but also the cultural and socially acceptable ways of interacting with other in different situations and relationship. His theory of communicative competence consists of the interaction of grammatical, psycholinguistic and sociolinguistic components. Canale and Swain (1980) states that communicative competences include grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

The ability to speak in a foreign language consists of the articulation and production of sounds and sound sequences, production of stress and intonation patterns, grammar, vocabulary, communicative competence, connected speech, phatic communication and social components.

Stages of Teaching Speaking

It is quite difficult to teach speaking in a common classroom. Speaking is a complex skill because of its vast network. So, it needs systematic progress from easy to difficult stages and aims to teach production, grammar, and so on. Generally, teaching speaking skills involves the three stages (Harmer, 1991, p. 5).

Introducing New Language

This is first stage of teaching speaking. “The introducing of new language is an activity that fails at non- communicative end of speaking continuum” (Harmer, 1991:5) Here the teacher often works with controlled techniques, asking students to repeat and perform in drills. At the same time, we will insist on accuracy, correcting where students make mistakes. Although these introducing stages should be kept short and the drilling abandoned as soon as possible, they are nevertheless important in helping the students to assimilate facts about new language and enabling them to produce the language for the first time.

Practice

Practice is the second stage of teaching speaking. “Practice activities are those activities which fall somewhere between the two extremes of our speaking continuum” (Harmer, 1991:51). While students are performing, they may have a communicative purpose, and while they may be working in pairs, there may also be a lack of language variety and the materials may determine which the students do or say. During practice stage, they may intervene slightly to help, guide and to point out inaccuracy.

Communicative Activities

Communicative Activities is the third stage of teaching speaking. “Communicative activities are those which exhibit the characteristics at the

communicative end and of speaking continuum, students are somehow involved in activities that given them both the desire to communicate and purpose which involves them in a varied use of language.” (Harmer, 1991:52). Such activities are vital in language classroom since the students can be their user to use the language as individual arriving a degree of language autonomy.

Activities for Teaching Speaking

Motivation is the most powerful tool which surely helps students take part in the speaking activities. If students are ready to share their information with other without any hesitation and fear then only real communication takes place. So, speaking activities included in the book are the tools that must motivate students to take part in speaking activities. The speaking activities that we engage out students should be interactive. “Getting a conversation going in a foreign language class is something like building a fire in a wood. First, we have to be sure the fuel is dry and where it needs to be. There is a place for the small firewood and a place for the larger sticks and place for the logs and the things won’t go very well if any of these are out of their place”. (Harmer, 1991, p.52). Similarly, we won’t ensure that the necessary word and images are available to students and are responsible for giving clear overall structure to the activity.

Students learn to speak in a second language by interacting. Communicative language teaching is based on real life situation that require communication. For this, the teacher should create a classroom environment where students have real life communication authentic activities and meaningful tasks that promote oral knowledge. According to Harmer, (1991, 55) "Some of the widely used speaking activities are drills, repetition, pair-words, role play, drama, discussion, debate, information gap, brain storming, storytelling, interview speeches, reporting,

communication games, playing cards, picture describing, guessing etc. listen and say, find the differences, describing yourself etc."

Classification of Speaking Activities/Exercises

Activities refer to the behavior that participants do with the input, which forms the point of departure for the learning task. Nunan (1989) proposes three general ways of characterizing activities: 1) rehearsal for the real world (authenticity); 2) skills use; 3) fluency and accuracy.

According to (Prabhu, 1987), the three principal types of activities are:

Information Gap Activity

This involves a transfer of given information from one person to another or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the others. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

Reasoning Gap Activity

This involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information as an

information gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

Opinion Gap Activity

This involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individual or on different occasions.

Pattison (1987) (cited by Nunan, 1989:68) also proposed seven activity types. These are as follows:

Question and Answers

These activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of a person or object). The aim is for learners to discover their classmates' secret choices. This activity can be used to practice almost any structure, function or notion.

Dialogue and role-plays

These can be wholly scripted or wholly improvised, however, if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs.

Matching activities

The task for learners is to recognize matching items, or to complete pairs or sets.

Communication strategies

These are activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback, simplifying.

Pictures and picture stories

Many communication activities can be stimulated through the use of picture (e.g. spot the difference, memory test, and sequencing pictures to tell a story).

Puzzle and problems

Once again, there are many types of puzzles and problems. These require learners to make guesses, draw on their general knowledge and personal experience, their imagination and test how their power of logical reasoning.

Discussions and decisions

These require the learners to collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island).

Features of Speaking Activities

A speaking is a kind of bridge for learners between the classroom and the world outside. According to Harmer, (1991, 58) "They must give the learners practice opportunities for purposeful communication in meaningful situation". They are:

Setting up: This introduces the learners to the topic. If topic is familiar that really encourage learners to take part in the speaking activities.

Speaking Practice: This is the main part of the activity. The learners communicate with each other in pairs or groups. They may also a role in a context or they act in a drama etc.

Feedback: The learner comes back as a whole class. A few of them report to the rest of the class on things they have talked about in their pairs or groups. The teacher gives feedback on the language practiced and deals with any problems. According to Harmer, (1991, p.60) "Teaching speaking means to make the learner able to produce English speech sounds and sound pattern, use words and sentences stress, intonation patterns and rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thought in a meaningful and logical sequence, use the language as a means of expressing values and judgments, use the language quickly and confidently with unnatural pauses".

Most of the language learners regard speaking ability as the measure of knowing language. According to Sharma and Phyak, (2007, p.18), "These learners define fluency as the ability to converse with others much more than the ability to read, write or comprehend oral language". They regard speaking as the most important skills that they can require and they assess their progress in terms of their accomplishments in spoken communication.

Problems in Teaching Speaking

Inhibition: According to Sharma and Phyak (2007, p. 21), "Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience". Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

Nothing to Say: Even if they are not inhibited, you often hear learners complain that they can't think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Low or Uneven Participation: According to Sharma and Phyak (2007, p. 22), "Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little taking time". This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Syllabus/ examination System: Our syllabus and examination system underestimate the importance of speaking skill. According to Sharma and Phyak (2007, p. 22), "Reflecting students' communicative ability through paper-pencil work is not a genuine way of testing". Testing speaking is just for formality, not for reality.

Language Function of Teaching Speaking for Grade Six

Basic level curriculum (6-8) mentioned the following objectives of teaching speaking for grade six students:

- Present clearly and effectively within the given time parameters.
- Practice and rehearse their speech prior to delivery.
- Select a topic that is appropriate to the speaker, audience, and occasion.
- Use appropriate vocal delivery.
- Use appropriate physical delivery.
- Use correct grammar and strong word choice throughout speech.
- Utilize research to inform an audience.
- Knowing audience and purpose influences the way one speaks.
- Informative speaking requires research.
- Speak with clarity and purpose to inform the class about the research mini-topic.
- Use standard language and grammar. Present information on a particular poet.

(Basic level curriculum 6-8)

To meet the above-mentioned objective of speaking skill, it is crucial to involve the students in various activities such as, cognitive, interpersonal, and creative in group, pair or individual work.

The Role of Textbook in EFL/ ESL Classroom

Of course, textbooks are potential ingredients in learning the intended curriculum. They are the medium through which teacher and learner communicate with each other in an effort to forward the teaching and learning process. The principal advantages of textbook in EFL/ESL classroom as given by Richards (2001) and Ur (2009) are:

- 1) they provide structure and syllabus for a program,
- 2) they help standardize instructions,
- 3) they provide a variety of learning resource and
- 4) they provide readymade texts and tasks.

From the above points it can be understood that textbook in language learning is taken as crucial materials, in which both teacher and learner involves communicate each other.

In most educational system, the relationship that may exist between teacher, students and textbook is extremely important. But, Ur (2009, 174) has added that every learner has their own needs; no single course book can possibly supply these satisfactorily. However, the role of textbook is to service of teachers and learners but not to be their master. The aim of the course book should seek to meet the needs of the learner to the highest degree.

Textbook is no thought has positive role in teaching and learning activities. Moreover, students are guided especially by the activities included in the text book.

What types of activities makes learners active is the most important aspects of teaching and learning activities. Creative and open-end questions make students more creative rather than multiple choice and closed-ended questions. Here I have gone through various possible aspect of textbook which made me aware for how can I move ahead to complete my research. For speaking activities especially debate, oratory, dialogue, tape record etc. make learner better in listening as well as speaking aspect of language.

Review of Empirical Literature

Every new task needs knowledge of previous background which can help and direct to reach the new target of findings or ideas. Numbers of researches have been carried out on analyzing the language skills, aspects and language function including the English textbook of various levels.

Timilsina (2005) carried out a survey research entitled “A study on students’ activities to develop Speaking skills. The objectives of the study were to compare the achievement of the students in terms of different variables. He selected ninety students of Kathmandu, Lalitpur and Bhaktapur district using random sampling procedure. He used test items as the main tool of data collection. He analyzed systematic collected data using quantitative approach. It was found that students used various speaking activities like role play, simulation, informing, group discussion and so on to develop speaking skills.

Meanwhile, Humagain (2006) carried out another research work on ‘The Effectiveness of Language Game in teaching Speaking Skills’ Main objective of his research work was to find out the effectiveness of the games in teaching speaking skills and he used the grade nine students of siddhartha secondary school Hetauda,

Makawanpur as the primary source of data. He administered pre- test and Cost-test as the research tool. Main finding of his research work was that if the students are assigned to play games inside the classroom they can perform better in speaking skills and teaching students using games is relatively more effective than teaching without using it.

Likewise, Oli (2007) conducted a research on “The impact of information gaps in developing speaking skills: A practical study” “The main objective of this study was to measure the impact of information gaps in developing speaking skills. He used experimental research. He carried out the research on fifty students of grade ten. He used both pre-test and posttest to collect the data. He found out that information gap activities have positive impact on developing speaking skills.

Similarly, Timilsaina (2008) carried out a study in the „” Strategies employed in teaching speaking skills” His main objective was to find out strategies employed in teaching speaking by teachers. He used survey research design. He selected 20 English teachers as sample. Ten from public and ten from private school. He used classroom observation checklist and questionnaire as tools to collect the data. He observed four classes of each teacher. He found out strategies used by private school teachers are better than public school.

On the other hand, Osti (2010) conducted a research work on the title “performance on listening and speaking versus reading and speaking, ” His objective was to find out the difference in the scores of reading, writing and listening, speaking examinations. He used survey research design. The total sample population for this study fifty students and fifteen secondary level English teachers. He used

questionnaire to collect the data. He found that out of hundred students only one student secured the distinction marks in reading marks in listening / speaking exam.

Likewise, Aryal (2017) conduct a research on " Classroom activities in teaching speaking skill". The aim of the study was to find out the strategies of students` activities in teaching speaking skills. For this study, she selected ten English teachers and thirty students of secondary level from Kathmandu district by applying non-random sampling procedure. A questionnaire consisting of both closed-ended and open-ended questions were used the research tools for data collection. The major findings of this study used of gestures, facial expression, and eye contact with the students` performance capacity and skills of students in teaching speaking were found more effective strategies in private school than government-aided schools.

All these researches shave been conducted in different levels and with different subject matters. In Nepal, there is not such types of students have been carried out research 'On a study on speaking activities of English text book of Grade Six' yet as it is a new text book. This study will be different from these other studies. It attempts to find out the problem of speaking activities, activities that teachers apply in teaching speaking at grade six. So, this research is the first in the department.

Implication of the Review for the Study

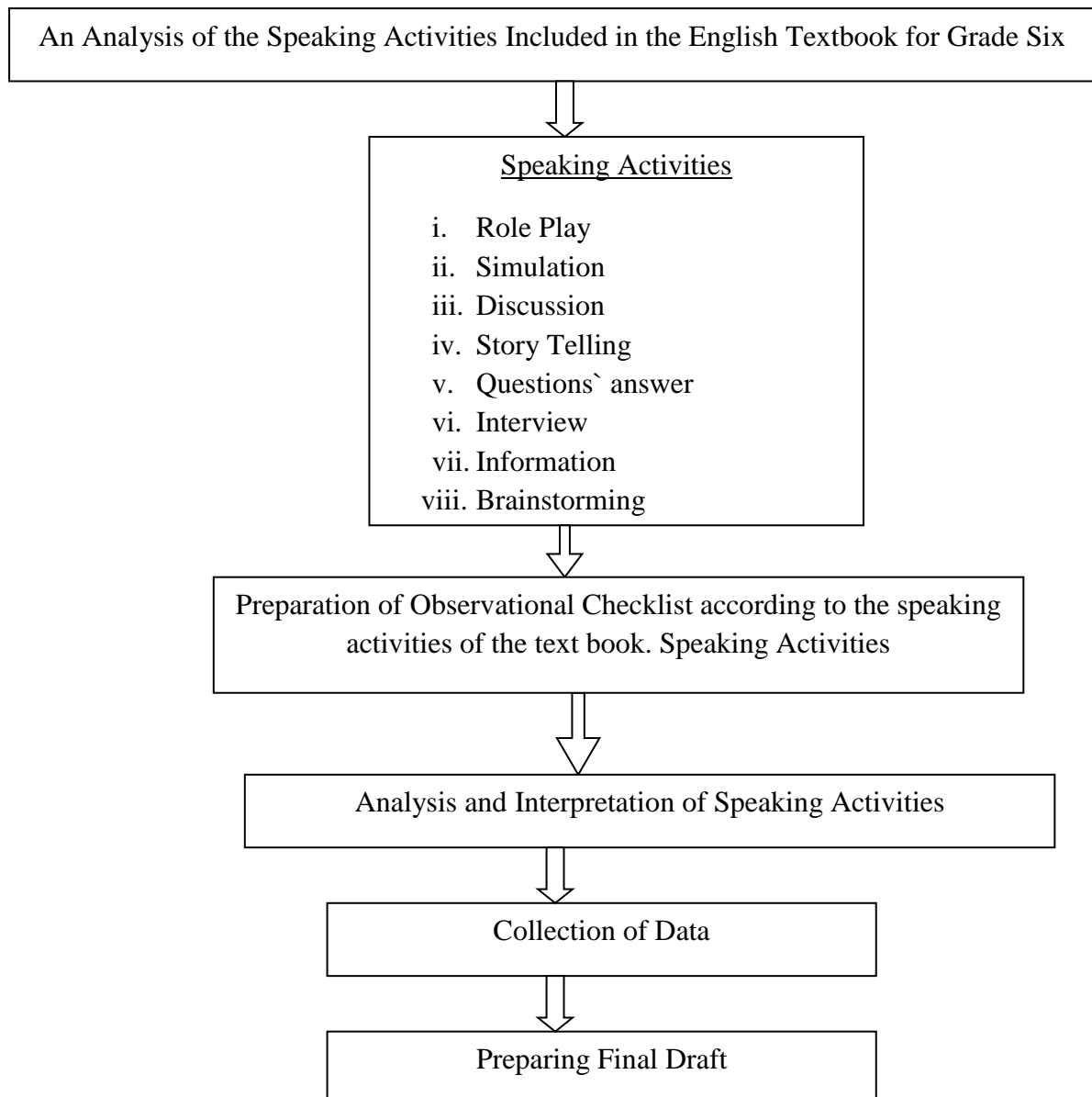
The main implication of the review literature is facilitated to do the research. I collected six research titles, out of them, two are related to speaking skill other are related to another skills development. Those all researchers are conducted in the

department of English education. These studies are to some extent related to my study. These studies helped me to get information about my study and then they helped to explore on the theoretical concepts on my study too.

These all-reviewed researches provided me various ideas about how can I proceed my research. All researchers like Timsina (2005), Humagain (2006), Osti (2010), Aryal (2017) provided various ideas while selecting topic and developing this thesis. However, Aryal supported me to design my research objectives and research questions for the research. Oli supported me to get some literature review and methodology as well. No thought other researchers included here also supported me for developing my research.

Conceptual Framework

After intensive study of a number of books, theories and researches, I have come up with the following conceptual framework which can be presented diagrammatically as below:



CHAPTER THIRD

METHODS AND PROCEDURES OF THE STUDY

Design of the Study

This is observational text analysis research. So, this is observational research, I had observed the speaking activities included in the English Text book at grade six.

Sources of Data

I have used primary sources of information for the completion of this study.

Primary Sources of Data

English Textbook for Grade Six (2021) was the major source of data. I had observed speaking activities from the Textbook as a primary source for my study.

Sample Population

The population of this study were all the speaking activities included in the English textbook for grade six published by Government of Nepal, CDC in 2021. It has been recently implemented in the school curriculum. No one else has studied this book to find out the speaking activities for their effectiveness. So that, I had taken all the speaking activities as a population.

Sampling Procedure

I had adopted purposive sampling procedures in selecting sample as sample of the study, all speaking activities from the textbook were selected using purposive sampling strategy. I had purposively selected speaking activities so that I could be able to find out the effectiveness and practicability of the speaking activities included in the grade six.

Tools for Data Collection

In order to achieve the objective of the study I had used observational check list as the major tool of data collection. It was textbook analyzed study that`s why I had

prepared check list to collect speaking activities included in the textbook and find types of speaking activities included in the textbook.

Data Collection Procedure

In order to collect the data, I had prepared checklist. To achieve the objective, I have prepared the checklist based on Nunan (1989) and River's (1978) theoretical ground. Where I got textbook of grade six and went through all the exercises and selected all the speaking activities lesson wise and tabled according to their language functions and related activities. Finally, I had studied all the data and prepared first draft and final report was prepared.

Data Analysis and Interpretation Procedure

At first, observational checklist was prepared and teaching activities were divided under various activities like presentation, questioning, discussion and so on and natures of speaking activities were also explored. Data were rigorously studied and categorized according the nature and frequency of their repetition was also explored. Finally, collecting data through checklist were analyzed and interpreted both in statistically and descriptively.

Ethical Consideration

During my study I took informed consent from the authority to maintain confidentiality regarding the information of textbook analysis. I have not used the data for the sake of other purpose without the permission of the writer except for my research. I have not made any manipulation in collected data. I have not done any harm to the creation while collecting data and have not been analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of the data

in my study. I have given the proper credit to the authors of the books, journals, articles and research works to avoid the risk of plagiarism.

CHAPTER - FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis and interpretation of the data collected from the grade six English text book. Data were collected through the use of observation check list and document analysis for the purpose of finding speaking exercises included in the text-book to develop students` communicative competency. The collected data have been analyzed and interpreted using simple statistical tools such as frequency and percentages, graphs and using charts according to the requirement. Each particular criterion has been described descriptively to draw nature of speaking exercises included in the English text book of grade six.

Results

This is text observational research design because grade six English text book was observed to find out speaking exercises included in the English text book. At first observational checklist was prepared and data were collected. Collected data were analyzed and presented through table, chart and bars in the discussion section and following results have been drawn;

- I. It was found that grade six English text book has included 44 speaking activities in 18 total units. (see table 1)
- II. It was found that 10 individual speaking activities out of 44 speaking activities were found in the text book which covered 22.72 percentage. (see table 2)
- III. Similarly, it was also found that 30 pair work speaking activities out of 44 speaking activities were found which is 68.18 percentage.
- IV. Likewise, 4 group work speaking activities were designed which is 9.09 percentage in the English text book of grade six.

- V. It was found that highest speaking activities were designed in unit 13 which had 4 i.e. 9.09 percentage speaking activities. (See table 3)
- VI. It was also found that lowest activities for speaking activities were designed in unit 15 with only 1 speaking activity which only 2.07 percentage out of 100 percentage. (See table no 3)
- VII. It was also found that 22.27 percentage activities were focused for questioning categories. It was also found that 93.18 percentage speaking activities were designed according to the nature of purposefulness. (See figure 1)
- VIII. Similarly, 13.63 percentage speaking activities were designed by focusing discussion to gather conclusion. (See figure 1)
- IX. On the other hand, 11.36 percentage speaking activities were designed by focusing to the argumentative approach. (See figure 1)
- X. Likewise, 20.45 percentage speaking activities were designed by focusing role playing approach. (See figure 1)
- XI. Its was also found that 6.18 percentage speaking activities were designed by focusing predicting nature. (See figure 1)
- XII. It was found that 79.54 percentage speaking activities includes in the text book were motivational. (See figure 2)
- XIII. Similarly, 93.13 percentage meaningful speaking activities were designed and presented in the English text book of grade six. (See figure 2)

Discussion

The population was English text-book of grade six itself. Data were collected through primary source being English text-book of grade seven. Data were collected through observational checklist. Collected data were discussed through various sub-

headings. Discussion of collected data to identify speaking exercises of English text book of grade seven is presented as below;

Speaking Activities Included in The English Textbook for grade Six

Speaking exercises are very important for the development of students` communicative competence. Nature of speaking exercises definitely affect students` interest to speak and students` motivation. If the speaking exercises are designed according to the level and interest of the students then students will easily take part in the teaching and learning activities. Finally, students` communitive competence will be enhance easily. In this section all the speaking exercises included in the text-book of grade six are described here. There were all together eighteen units in the book. Each chapter consists of various aspect of language, i.e reading, speaking, listening, grammar, writing and project work. The total numbers of speaking exercises and their nature in the textbook are presented in the following table:

Table 1

Overview of the Speaking Activities

Units	Nature of the Speaking Exercises	Speaking Exercises practiced in focused	No. of Speaking Exercises
1	Introducing others	Group Work	2
2	Asking for, giving and denying permission	Individual, Pair	3
3	Requesting and responding	Individual, Pair	3
4	Expressing good wishes	Pair,	2
5	Making suggestions	Group, Individual, Pair	3
6	Expressing intention with reasons	Pair	2
7	Predicting	Pair	2
8	Describing past habit	Individual, Pair,	3
9	Making comparison	Individual, Pair	3
10	Expressing obligations and prohibitions	Pair	2
11	Describing people, places and objects	Group, Pair Individual	3
12	Apologizing	Pair, Individual	3
13	Expressing ability	Pair, Individual	4
14	Stating units and quantities	Individual, Pair	2
15	Expressing degrees of probability	individual	1
16	Narrating a sequence of events	Pair	2
17	Expressing surprise and dismay	Pair	2
18	Asking for information and reason	Pair, Group	2
Total			44

Table no 1 shows that there are altogether 18 units in the grade six English text-book. Each unit focuses particular genre of language. This table also shows that

there are 44 speaking exercises/activities designed and included in the grade six English text-book.

Similarly, in the unit one speaking activities are designed by focusing group work. This unit motivates students to work by making groups. In this unit there are only 2 speaking activities. Likewise, unit two speaking activities designed by focusing individual as well as pair work. There are 3 speaking activities designed and presented by the writers. This unit encourage learners to be prepare individually and take part in speaking activities through pair work. Similarly, unit three also speaking activities are designed and presented by focusing individual and pair work. There are also three activities. On the other hand, units 4, 6, 7, 10, 16 and 17 units were designed by focusing only pair work. In these units 2 speaking activities for each were designed and presented in these lessons by the writer. These lessons encourage students discuss, interact, role play, question-answer, present and learn through pair work only, which will promote students` interpersonal skills.

Similarly, in units 5 and 11 speaking exercises are designed in such a way, where we find individual, pair and group activities for developing speaking activities. In these units there are 3 speaking exercises in each unit i.e. 5 and 11. Likewise, units 8, 9, 12, 13 and 14 focused individual and pair work. These we see variety of speaking activities. In units 8, 9 and 12 there are 3 speaking activities in each unit but in unit 13 there included 4 activities. In other lessons we found sometimes 2 speaking activities, sometimes 3 speaking activities but in unit 13 there are highest number of activities i. 4 activities in a single lesson. Om the other hand, unit 15 focused only individual speaking activities. There we found only 1 speaking activities. Where students are individually motivated to be ready to speak and present their thoughts by

themselves without working in a pair and group. Finally, last unit i.e. 18 unit of the book focused pair and group work for developing speaking skills. There we found only 2 speaking exercises/activities.

In a conclusion, this book of grade six is very sensitively and carefully designed by focusing various natures and language teaching on the one hand side and on the other hand side speaking activities were designed by focusing individual activities, group activities and pair activities. These individual, pair and group activities are also graded very carefully and frequency also maintained as far as possible by the writers` team. This text book seems having various qualities which are also very necessary for developing communicative competence to the students.

Focused Speaking Activities of the Text Book

Text book must be encouraging and motivational to the students. Tasks designed and included in the text determines about the students` participation in the classroom activities. Sometimes students love to work individually, some times in a pair and sometimes they love to work in the groups. If there are good number of individual, pair and group work in the text students never and ever feel monotonous and finally they will develop competency in the language skills. Major focused speaking activities included in the English text book as listed in the checklist (Appendix I) are tabulated and discussed in the following table;


Table 2

Focused Speaking Activities

Types of Speaking Exercises	Frequency	Percentage
Individual	10	22.72
Pair	30	68.18
Group	4	9.09
Total	44	100 percentage

Table 2 indicates that speaking activities of English text-book of grade six were designed by focusing individual activities, pair work activities and group work activities for developing communicative competence among the learners of class six. This table shows that in the text book there are only 10 individual speaking activities where students were guided to work individually to be prepared for speaking or presenting in the lesson. In English text book of grade six has 10 individual speaking activities out of 44 speaking activities which covers 22.72 percentage. Individual speaking activities One of the commonly designed individuals speaking activities of English text book of grade six is presented as below;

Example 1;


Speaking

A. What did the merchant's daughter say when he asked if they wanted anything from the town? Write the sentences they say from the story 'Beauty and the Beast'.

English text book 6, p.26

This example clearly shows that students are given individual task to read the story again and note down things which were interact with merchant and his daughter. This seems writing activities but actually designed for the development of the speaking skills. From this type of practice students are later asked to have pair work for request and response. So actually, this example of speaking activities is designed to observe how other request others to get something and how to give reply too.

Example 2;

C. What do you say in the following situations? Use 'used to'.

- a. John doesn't like apples now.
- b. You don't wear shorts now.
- c. Nasib doesn't like tea now.
- d. My brother doesn't throw things away.
- e. I/live in a flat when I was a child. But, now I don't.
- f. I/play football when I was at school. But, now I don't.
- g. She/be able to speak French, but she has forgotten it all.

English book 6, p. 76

This above-mentioned example is also designed for the individual activity for speaking skills. In this example we see that teacher provides chance to an individual student to express their past habits. From this example students are supposed to develop their speaking ability to express their past habits what they used to do and didn't use to do in reality.

Harmer used self-access center rather than individual learning in his book the practice of English Language Teaching. According to Harmer (2010, p.g. 403) individual work refers that "students can work on their own with a range of materials, from grammar reference and workbook-type tasks to audio and video experts." In a conclusion, we see these two examples are motivating activities for developing

speaking skills among the students because when one tells his/her past habits other will listen very carefully and think about their past habits to be shared with other friends in the absence of teachers or presence of teachers.

On the other hand, this table 2 also indicates that there were 30 pair work speaking activities out of 44 speaking activities included in the text book which is 68.18 percentage. Pair works are designed in more numbers than individual and group work speaking activities. Students can learn better in pair activities than individual activities because one but utter words to have a communication to others. When students are able to share their views in a pair then they can easily develop their communicative competence. Text book must create variety of exercises to involve students work, share and learn in pair. This text book of grade seven has given top most priority in the designing of pair speaking activities. Some commonly found pair activities for developing speaking competence to the students of grade six are presented as below;

Example 3;

B. Now, work in pairs. Talk to your friends and express good wishes on the occasion of the given festivals.		
a. Dashain	b. Udhauli	c. Chhath
d. Holi	e. Eid	f. Teej
g. Buddha Jayanti	h. Maaghi	i. Christmas
		E
English Text Book 6, p. 36		


This above-mentioned example of pair work is designed very carefully by giving value to all the cultural and religious festivals of various religions. None of the students feels monotonous while taking part in the speaking activities. We can see festivals of all the religions of Nepal followed by all the parts. This pair work

motivates students to speak as much as possible which finally develops competency to the students in speaking skills. This example is meaningful as well as purposeful because it teaches about religious tolerance among the students and finally they may express their well wishes on the occasion of others festival.

Similarly, another relevant pair work speaking activities mentioned in the English text book of grade six is presented as below;

Example 4;

C. Work in pairs. Take turns to ask and answer questions about the pictures.



English Text Book 6, p. 109

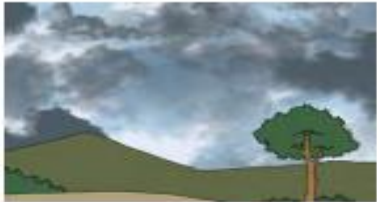

This above-mentioned example is also an example of speaking activities designed for pair work. This example motivates students to speak for a long time in a meaningful way because in the example we can see pictures of various people and environment. When students speak in a single topic time and again they may feel bore but this example presents varieties of speaking environment and subject. So this is another very suitable pair work example. All the students can make pair and start

their conversation on the variety of speaking tasks. So that, we can easily say this example is also suitable for the students of grade six.

Finally, English text book of grade six has designed least number for group works for speaking activities. We found only 4 group work speaking activities from 18 units out of 44 speaking activities designed and presented in the text book. This text book of grade seven has 9.09 percentage group work speaking activities out of 44 speaking activities. Some commonly designed group work speaking activities/exercises from the text are presented below;

Example 5;

A. Look at the pictures and guess what may/might happen. There are two examples.

	
<p>I think it may rain today.</p>	<p>The bus might hit the man.</p>

English Grade 6

151

English Text Book 6, p. 151,152

This example no 2 indicates that students are provided tasks to predict and have a conversation between friends in a group. This example motivates and makes ready to even shy students of classroom because pictures mention in the exercise itself encourage to speak without any hesitation. This example helps students to play role of various situation and act out according to the meaning of the pictures too.

Very much suitable group work is presented in the text book because students of today don't read the sentences but speak more in the picture. Such activities are to be increase to involve all the students of a large classes in the future because teacher can involve all the students either in a pair or group wok according to the need and interest of the students. As Harmer (2010, p.g. 165) suggested that "In group work we can put students in large groups, too, since this will allow them to do a range of tasks from which pair work is not sufficient or appropriate. Finally, we also can say that if a teacher wishes to involve heterogeneous learners in a same group for developing speaking activities then its better to plan for group work rather than pair work.

In a conclusion, individual and pair woks are best focused in the English textbook of grade six but we don't see many groups works speaking activities. As Harmer (2010, p.g. 165) suggests in pair work " students can practice language together, study a text, research language or take part in information-gap activities." This definition suggested that when we focused in a pair and individual work in the classroom, students don't get enough time for fully developing their interpersonal skills and social skills. So, to develop interpersonal and social skills of the students there is a need of increasing number of group work for speaking activities to the students of grade six students.

Unit Wise Speaking Exercises/Activities of the Text Book

Generally, good text book focuses equally to all the language skills in all the units presented in the book. When there is uniformity in the presentation, it will definitely develop speaking skills easily in a designed time framework. If some units included more speaking activities and in others lessons very few activities then students may not be able to develop all the sub skills of speaking skills. According to

the observational check list prepared for observing speaking activities according to unit wise following results were brought;

Table 3

Unit wise Speaking Activities

Units	Frequency of Speaking Exercises	Percentage
1	2	4.54
2	3	6.81
3	3	6.81
4	2	4.54
5	3	6.81
6	2	4.54
7	2	4.54
8	3	6.81
9	3	6.81
10	2	4.54
11	3	6.81
12	3	6.81
13	4	9.09
14	2	4.54
15	1	2.27
16	2	4.54
17	2	4.54
18	2	4.54
Total	44	100 percentage

This above-mentioned table shows that English text book of grade six has 44 speaking activities. We found total 18 units in the book. In unit 13 there are highest number of speaking activities i.e. 4 activities which is 9.09 percentage and unit 15 there is only 1 activity for speaking activities. However, in other units like units 2,3,5,8,9,11 and 12 there found having equally 3 speaking activities with 6.81 percentage in each unit and other units like; 1,4,6,7,10,14,16,17,18 I have found only 2 speaking activities in each unit with 4.54 percentage.

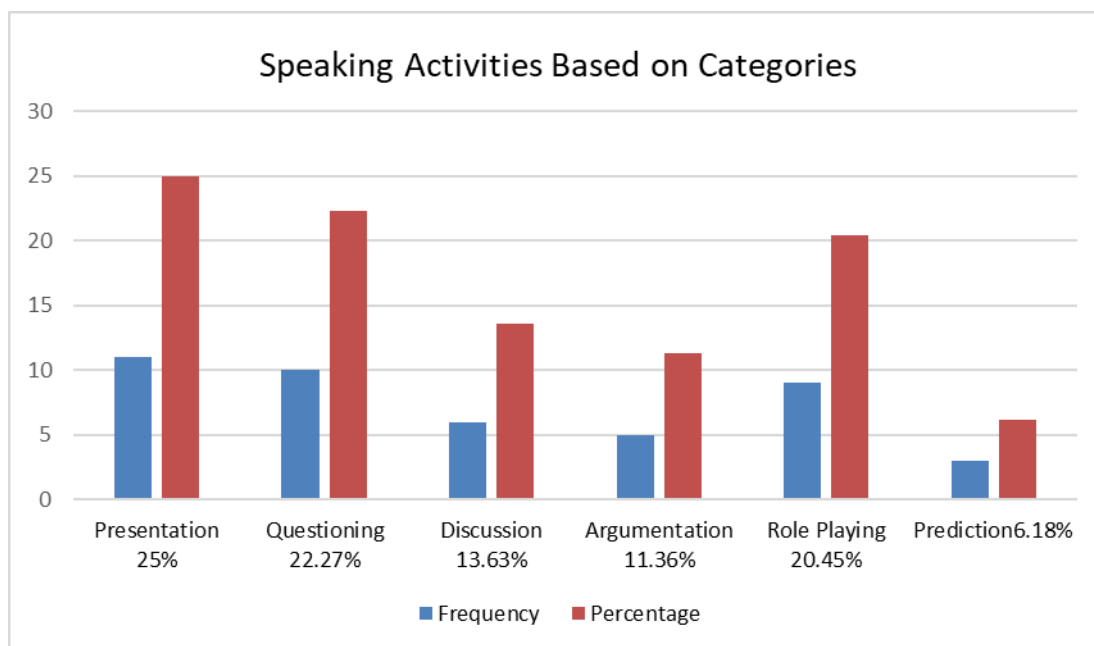
In a conclusion, we can say that, speaking activities are in good number in the English text book of grade six text book. However, in unit 15 I have found only 1

activity which is really not good. Though having only 1 speaking activity in unit 15 text has designed 44 speaking activities from various aspects of speaking skills. This text book has many positive aspects for developing speaking competence by involving students in total 44 speaking activities.

Categories of Speaking Activities Focused in the Text Book

Students are to be given favorable environment for participating in the classroom speaking activities. There will be better outcome from the students when they are provided opportunities to involving in creative activities. They need to get opportunities for presentation of various subject matter in the various classroom activities like role playing and discussing on the various subject matter and motivating them to speak as much as they can. There were eighteen categories of speaking were presented in the text but again they were combined into seven categories because of their similar nature of presentation i.e. presentation, questioning, discussion, argumentative, role playing and predicting. They are presented and discussed in the following table;

Figure 1

Categories of Speaking Activities

This figure indicates that English textbook of grade six focused various types of speaking activities. This book has focused 25percentage presentation activities where students are given chance to present their views regarding various activities. Likewise, 22.27percentage tasks are focused for questioning, 13.63percentage are based on discussion, 11.36percentage tasks are argumentative, 20.45percentage tasks are based on role playing and 6.18percentage tasks focused on prediction. These all tasks will really provide greater opportunity of developing speaking skills.

Nature of Speaking Exercises/Activities of the Text book of Grade Six

As it is portrayed by Nunan (1989), "activities" specify what learners will actually do with the input which forms the point of departure for the learning task. Due to this, balanced communicative activities play an important role in language to improve communicative skills of the learners in the classroom. On the subject of this, Richards and Rodgers (2001) reveals that learning activities are selected according to how well they engage the learner in meaningful and authentic language use rather

than mechanical practice of language patterns. Similarly, Harmer (1991: p.g.50-51) asserts, “Communicative activities are those exhibit the characteristics at the communicative end of our continuum.” Students are somehow involved in activities that give them both the desire to communicate and a purpose, which involves them in a varied use of language.

Text books are designed by giving topmost attention and priority to include various nature of Speaking qualities. However, sometimes writers may focus one nature more and other nature less while designing speaking activities but it was not done knowingly because these exercises are to be designed and presented according to the nature of subject matter focused in the units. So, some units may focus one type of nature and some other may focus to other types of nature while designing various speaking activities in the text book. Various nature of speaking activities like; motivational, meaningfulness, real worldness, authentic and so on were found the text. Those activities presented in the text book of grade six were divided into various natures of speaking activities. These natures are presented in the following graph;

Figure 2

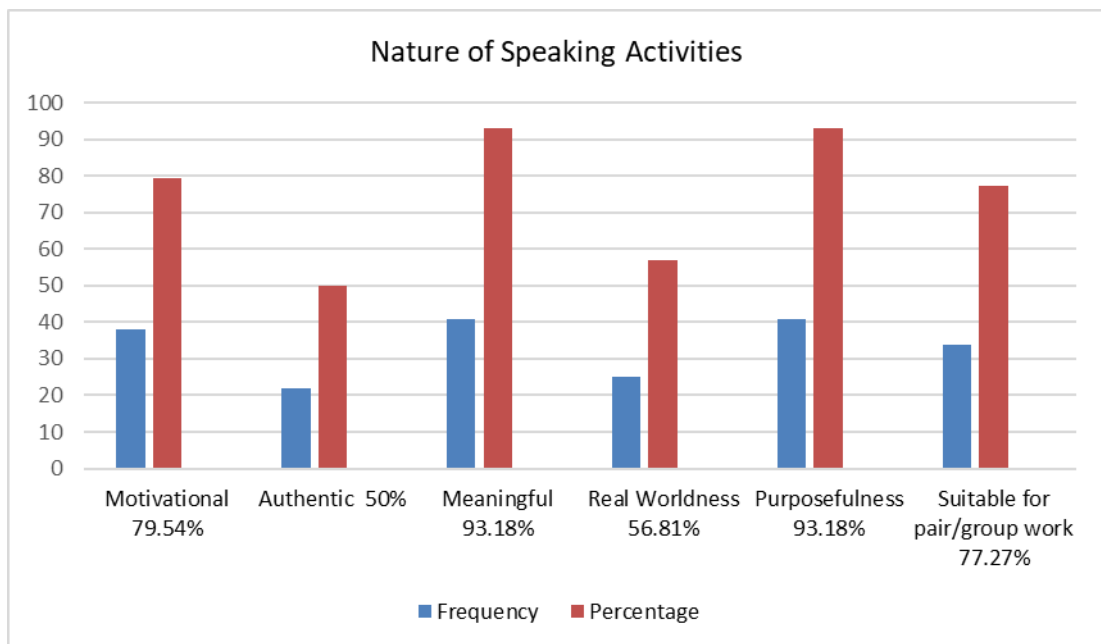
Nature of Speaking Activities

Figure 2, bar graph indicates that all 44 speaking activities were again categorized into various natures of speaking activities. This bar shows 79.54percentage speaking activities includes in the text book were found motivational. When students are motivated then they take part in the speaking activities and develop necessary skills they need to have a communication with other people in the future. One of the commonly presented motivational speaking activity is presented below;

Example 1;

B. Work in pairs. Express surprise in the following situations.

- a. Somebody told you that you have won a lottery.
- b. You heard that your name was announced as the winner in an art competition.
- c. The head teacher announced that grade six students would be taken to an exhibition.
- d. You heard that one of your relatives is taken to a hospital after a road accident.
- e. Somebody told you that there was a plane crash and 15 passengers were killed.

English Text Book 6, p. 170


Moreover, figure 2 presents that 50percentage speaking activities were found authentic activities for speaking activities. As many authentic speaking exercises included in the text book as possible that finally motivates and makes learning live and interesting. However, its not practical to design all the speaking activities authentic though we found 50percentage authentic speaking activities in the text book, its really strong point of speaking activities of the text. One commonly designed in included speaking activity is presented as below;

Example 2;

**Now, ask and answer questions with your partner.
Work in pairs. Ask and answer the questions with 'How much.... ?' or 'How many?' based on the pictures given below.**

Example:

A: How many computers do you have?
B: I have only one computer.



B. Work in pairs. Ask and answer questions about different things you have. Use 'How many...?' or 'How much...?'

English Text Book 6, p. 141

Likewise, bar graph 2 also indicated that 93.13percentage meaningful speaking activities were designed and presented in the English text book of grade six. All the activities that teacher and students must have meaning. These activities must help students to learn something new and better subject matter. According to the result almost all units focused for meaningful speaking activities. Commonly presented meaningful speaking activity of the text presented as below;

Example 3,

C. Work in pairs. Take turns to give suggestions in the following situations. Use the structures as in the example.

You should.....

Why don't you.....?

If I were you, I would.....

A: I have lost my pencil.

B: You should tell it to your class teacher.

- a. You have lost your notebook.
- b. You are feeling thirsty.
- c. You are having a stomach ache.
- d. You are not so good at English.
- e. You have made some mistakes in the story.

English Text Book 6, p, 45

Likewise, bar graph 2 indicates that 56.81percentage speaking activities were designed on the basis of real worldness nature of task designed. When exercises are designed according to the perspective of real-world nature. Students will experience reality and imagination. Real worldness tasks encourage students to work for the nature of reality and learn better within short period of time. One of the commonly designed and presented real worldness speaking activity is presented as below;

Example 4,

B. Read the statements and ask questions to your friends.


- a. Mt. Everest is the tallest mountain in the world.
- b. WHO stands for World Health Organization.
- c. I went to Kathmandu to buy a book.
- d. She didn't speak to me because she was angry.
- e. The Karnali is the longest river in Nepal.
- f. They help each other because they are very close friends.

English Text Book 6, p.180

On the other hand, bar graph 2 also shows 93.18percentage speaking activities were designed according to the nature of purposefulness. All the tasks have purposes to make learner learn some thing new in each and every activity as they do in the classroom activities. When tasks are designed according to the nature of purposefulness the really students will learn better in the favorable environment. Commonly designed speaking activity found in the text is presented as below;

Example 5,

B. Listen to the recording and write 1-6 to show the process of




C. Your brother followed the same process to prepare tea yesterday. Now, tell your friends how he prepared the tea.

English Text Book 6, p. 161

Finally, bar graph 2 indicates that 77.27percentage speaking activities were designed according to the nature group and pair work. When students start working in a pair and group tasks will be completed faster and easily. Both of the participants actively involve in the completion of the tasks. They must talk each other to draw conclusion which help students to develop interpersonal and social skills. It was found that very good number of pair and group speaking activities were designed according to the nature of suitability of tasks for the students. One of the commonly designed pair works for speaking activity is presented as below;

Example 6,

B. What can they do? Ask and answer.



Now, work in pairs. Take turns to ask and answer as in the example.

A: Can you play football?
B: Yes, I can./No, I can't.

English Text Book 6, p.132

In a conclusion, speaking activities included in the English text book of grade six were found having qualities of various nature which were very necessary to develop speaking skills. When students were provided varieties of speaking activities then they can easily develop their speaking competency as quickly as we want.

Difficulties of Teaching Speaking Exercises/Activities of the Text Book of Grade Six.

It was found that all together 44 speaking activities were included in total 18 units in the English text book of grade six. In average there were 2.4 activities in each unit of the text. Possible problems that teachers and students may face while participating in the speaking activities are listed below;

- Experience and qualified teachers are required for the proper management and presentation of all the speaking activities included in the text book. But in the context of Nepal it is too difficult to find dedicated and hard-working teacher especially in the community school.
- We need vary good classroom with enough resources for the conduction of speaking activities. But it is very difficult to find sound proof class room. Sometimes noise from next class will create problem in the speaking activities.
- Pair work and group work are really very good tools for developing speaking skills. But if teacher is not able to handle the classes then students may start talking out of the content.
- Ours is a multi-lingula country its benefit for language teacher but if teacher is not able to motivate students then they hesitate speaking in English that never help for developing speaking skills.
- Some students may create various problems in the class. If teacher does not care about those students then time will go in a vain, no achievement will be gain.
- If teacher and students understand the value of the speaking activities then they will be success in the educational goal. But some times teachers skip speaking activities feeling bore to handle to noise of the classroom then there is no meaning of preparing speaking activities form various categories and nature.

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter consists of summary, conclusion and implication of the result. Summary of the exercise included in the English text book of grade six is presented in this section.

Summary

The present study was conducted to identify and analyze speaking exercises included in the English text-book of grade six. Data was collected through observational checklist. Finally, data were calculated through statistically and described qualitatively in the discussion section of chapter four. Major summary of the research is presented in the following points;

- a) In the English text book of grade six 44 speaking activities included in 18 units.
- b) In the text 10 individual speaking activities i.e. 22.72 percentage, 30 pair work speaking activities i.e. 68.18 percentage and 4 group work speaking activities i.e.9.09 percentage were combined in the book.
- c) Highest speaking activities were designed in unit 13 which had 4 i.e. 9.09 percentage and lowest activities for speaking activities were designed in unit 15 with only 1 speaking activity i.e. 2.07 percentage.
- d) Likewise, 22.27 percentage questioning, 13.63 percentage discussion, 93.18 percentage purposefulness and 11.36 percentage. argumentative approach according task categories.
- e) Likewise, 79.54 percentage speaking activities includes in the text book were motivational.
- f) Similarly, 93.13 percentage meaningful speaking activities were designed and presented in the English text book of grade six.

Conclusions

On the basis of the findings of the study, I would like to conclude that in the text book there found enough speaking activities i.e. 44 speaking activities in 18 total units. In country, teaching speaking skills in ELT classroom is found to be in good practice because data shows that varieties of speaking activities were designed and presented in the text book. Language teachers have opportunities of developing communicative competence among the students because of the enough speaking activities.

As a whole, I would like to conclude that enough speaking activities were designed and included in the text book. All three types i.e. individual, pair and group work speaking activities were included in the text book which made speaking activities very interesting. Major conclusions are listed as below;

- Teachers must motivate students in speaking stage. To motivate students: teachers should use several funny activities. For example: telling jokes, poems, short stories, asking quiz questions etc.
- Teachers should create suitable environment for the presentation of speaking activities included in the text book.
- Teachers should prepare varieties other speaking activities other than given in the text and involve students in pair and group activities.
- Students should leave to predict on various situation and make them to speak.
- Speaking activities of grade six text book can develop community competence because of the nature of speaking activities like motivation, meaningful, authentic etc.

Implications

On the basis of findings of the research, the following recommendations of the study have been made:

Policy level

Generally, policy is made by the people's representatives according to the need and will of the people and policy will rule the particular area of the country. For the educational reformation and innovation policy makers must be very much conscious. If the policy favors then only educational outcome will be goal oriented. Following suggestions are forwarded for the policy level:

- English language teacher should be provided with different in-service training on how to manage ELT classroom while teaching speaking skill to their learner.
- Training programme organizers and teacher education should include different techniques of abilities of student in teaching speaking skills in their training package to enhance teacher's ability to teach speaking skill in meaningful way.
- The policy makers like ministry of education, district of English language teachers. They should focus on the creation of supportive environment in the school. So that teachers can teach speaking skill in better way.
- School management committee, head teacher should provide teacher with enough research and appropriate environment to implement different techniques of teaching speaking in English language

Practice Level

Real life presentation of the curriculum is made in the practice level. Teachers and schools are first agents who practice each and every time of the changed curriculum. If practice level is much conscious about the change made in curriculum and change that comes in the learner learning process then only objectives of change and innovation will get chance to bloom. So, following suggestions are forwarded from the point of practice level.

- Speaking is a complex skill since it is a network of skills including pronouncing words and utterances with proposer stress and intonation making speech as accurate and fluent as possible and so on. It means, speaking is a complex task. Therefore, teachers need to have better planning for this.
- Teachers need to make their learners involve in speaking activities such as drill, role play, group work, pair work, picture decryption, having discussion on certain topic, dramatization, and debate activities and so on.
- Teachers need to attempt their best to create a relaxed atmosphere in the classroom. So that learners do not frighten of speaking in front of the rest of the class.
- Teachers should base speaking activity on easy language. They should make a careful choice of topic and task to stimulate their learners to learn speaking skill.

Further Research

There are so many research topics which other students can conduct. Some of the relevant topics are listed as below;

- Reading Activities included in the English text book of grade six.
- Listening Activities included in the English text book of grade six.
- Writing exercises included in the English text book of grade six.

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Appendix: I Check list

The general description of the Speaking activities in the English

Textbook for Grade Six:

Units	Nature of the Speaking Exercises	Speaking Exercises practiced in focused	No. of Speaking Exercises
1	Introducing others	Group Work	2
2	Asking for, giving and denying permission	Individual, Pair	3
3	Requesting and responding	Individual, Pair	3
4	Expressing good wishes	Pair,	2
5	Making suggestions	Group, Individual, Pair	3
6	Expressing intention with reasons	Pair	2
7	Predicting	Pair	2
8	Describing past habit	Individual, Pair,	3
9	Making comparison	Individual, Pair	3
10	Expressing obligations and prohibitions	Pair	2
11	Describing people, places and objects	Group, Pair Individual	3
12	Apologizing	Pair, Individual	3
13	Expressing ability	Pair, Individual	4
14	Stating units and quantities	Individual, Pair	2
15	Expressing degrees of probability	individual	1
16	Narrating a sequence of events	Pair	2
17	Expressing surprise and dismay	Pair	2
18	Asking for information and reason	Pair, Group	2
Total			44

Appendix II

Focused Types Speaking Exercises

Types of Speaking Exercises	Frequency	Percentage
Individual	10	22.72
Pair	30	68.18
Group	4	9.09
Total	44	100%

Appendix III

Unit Wise Speaking Exercises

Units	Frequency of Speaking Exercises	Percentage
1	2	4.54
2	3	6.81
3	3	6.81
4	2	4.54
5	3	6.81
6	2	4.54
7	2	4.54
8	3	6.81
9	3	6.81
10	2	4.54
11	3	6.81
12	3	6.81
13	4	9.09
14	2	4.54
15	1	2.27
16	2	4.54
17	2	4.54
18	2	4.54
Total	44	100%

Appendix IV

Categories of Speaking Exercises

Categories of the Speaking Exercises	Frequency	Percentage
Presentation	11	25
Questioning	10	22.27
Discussion	6	13.63
Argumentation	5	11.36
Role Playing	9	20.45
Prediction	3	6.81
Total	44	100%

Nunan, D. (1989). *Designing tasks for the communicative classroom.*

Appendix V

Nature of Speaking Exercises of Grade Six English Text Book

Nature Speaking Exercises	Frequency of Activities	Percentage
Motivational Value	38	79.54%
Authenticity	22	50%
Meaningfulness	41	93.18
Real World value	25	56.81
Purposefulness	41	93.18
Suitability of tasks for pair/group work	34	77.27

Nunan, D. (1989). *Designing tasks for the communicative classroom.*