

**Strategies Used for Teaching Productive Skills in at Upper Basic  
Level of Community Schools**

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

**Submitted by  
Sammar Bahadur Khadka**

**Faculty of English Education  
Tribhuvan University  
Kirtipur, Kathmandu  
Nepal  
2022**

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**Declaration**

I hereby declare to the best of my knowledge, this thesis is original; and no part of it was submitted earlier by any researcher under any university.

Date: 09/08/2022

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This is to certify that **Mr. Sammar Bahadur Khadka** has prepared this thesis entitled **Strategies Used for Teaching Productive skills in Community Schools at Upper Basic Level** under my guidance and supervision.

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## **Dedication**

This piece of work is dedicated to my parents and teachers who have made untiring effort and guardianship to make me what I am today.

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First and foremost, I would like to express my humble gratitude to my thesis supervisor, **Mr. Khem Raj Joshi**, Teaching Assistant, Department of English Education for his significant guidance, constant supervision and constructive feedback to shape the work into this frame. He was always there for his constant support and inspiration. Therefore, without such constructive feedback of him, I would not have been able to prepare such a piece of work.

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**Sammar Bahadur Khadka**

## Abstract

The present study entitled **Strategies Used for Teaching Productive Skills in Community Schools at Upper Basic Level** aimed to explore the strategies used for teaching productive skills of English language by basic level English teachers.

Further, it also intended to explore challenges faced by both the teachers and students to teach and learn productive skills respectively. In order to analyze the data, I used qualitative and quantitative data analysis procedures. The data collected from teachers by using structured interview were analyzed qualitatively while the data collected from students were analyzed quantitatively. I used survey research design to carry out the research work. The population of the study included five English teachers from upper basic level of community schools from Siraha district. Similarly, there were forty five students from the same level and schools. The population was selected by using purposive sampling. The data collected from teachers were analyzed by using thematic approach while the data obtained from students were analyzed by tabulating and using simple percentage. After analyzing teachers' responses, it was found that teachers used different strategies for teaching productive skills i.e. for teaching speaking, they used role play, press conference technique, group work prepared talk, describing picture, graph, charts. While teaching writing, they used the strategies such as: copying, controlled writing, guided writing and free writing. Likewise, the study also found out that the teachers faced many challenges in teaching the skills. While teaching speaking, they faced some of the student related challenges and others such as: students' inhibition, nothing to say, mother tongue reduction, low and uneven participation and lack of resources, large class etc. On the other hand, while teaching writing, they faced the problems such as: lack of vocabulary, mechanics of writing, students' readiness, lack of resources and time etc. In the same way, after analyzing students' responses, it was found out that they had challenges in learning to speak because of lack of vocabulary, mother tongue interference, lack of exposure and resources. On the other hand, while learning to write, they had problems in learning grammar, sentence construction, mechanics in writing, lack of vocabulary etc.

This thesis consists of five chapters. The first is introduction which incorporates background of the study, statement of the problem, rationale of the study, objectives of the study, research questions and delimitation of the study and definition of the key terms. Similarly, second chapter includes review of related literature and

empirical literature. Likewise, third chapter includes method and procedures of the study and the fourth one is analysis and interpretation of data and result. Similarly, chapter five incorporates conclusion, recommendations. Finally, the thesis also includes references and appendices.

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## Symbols and Abbreviations

ELT	:	English Language Teaching
M.Ed.:		Master in Education
Mr.	:	Mister
No.	:	Number
P.	:	Page
Prof.	:	Professor
T.U.	:	Tribhuvan University
Dr.	:	Doctor
ICT	:	Information Communication Technology
CLT	:	Communicative Language Teaching
ESL	:	English as Second Language
EFL	:	English as Foreign Language
St.	:	Strongly

## **CHAPTER: ONE**

### **Introduction**

This study entitled **Strategies Used for Teaching Productive Skills in Community Schools at Upper Basic Level** was concerned with the investigating teachers' strategies and activities to teach productive skills. It further investigates students' achievement in the skills. This chapter includes: background of the study, statement of the problem, objectives of the study, research questions, and operational definition of key terms and delimitations of the study.

### **Background of the Study**

Twenty first century is the age of science and technology. Such miraculous development in science and technology has shrunk the world into a small global village. In such a globalized context, English has become medium for communication in every domain in both local and global contexts. Thus, teaching and learning of English language skills except native languages, is crucial for communication in the contexts. In Nepal, English language is used as foreign language which is used for academic, career advancement and travelling foreign purposes. Since the skills of the language can give tremendous opportunities for employment, a number of efforts have been made by National education policy for the acquisition of the language.

Language is the means for communication by the use of it, we share our ideas emotions thoughts, feeling, experience and information to each other. Therefore, it is very important tool for establishing social relationship. In this regard, Jespersen (1992; as cited in Mistar, 2014) states:

Language is not just end itself, just as tingle as railway tracks, it is a way of connecting among souls and means of communication. Language is most complete, the richest, the best means for communication, it bridges the physical chasm between individuals. ( p.8)

In the similar vein, language is the use of either gesture or arbitrary conventional vocal sound by means of which a human communicates his/her feelings with another. Only human can use language. While learning mother tongue, a child has to bear no pain since the child learn subconsciously from environment but while learning foreign language often learners encounter a lot of challenges, it is because the learners do not get enough exposure and the best teaching. Teaching and learning of a language includes it is integral parts of four language skills viz.- listening, speaking, reading and writing. The language learner is considered to be skilled in a language only when he/she has good command over four language skills. The four language skills can also broadly be categorized into two main parts: productive and receptive skills.

Teaching and learning of foreign language is difficult and less progressive unless we adopt appropriate strategies/techniques/activities. Productive skills of a language comprised of speaking and writing are also called active skills. Harmer (2007) states, “the productive skills are for speaking and writing, the skills where students actually have to produce language themselves.” On the other hand, receptive skills are comprised of listening and reading skills are also known as passive skills. Receptive skills are important tools for the input of the language such as understanding of contents, information etc. On the other hand, productive skills are also called output which is the production of a language in oral or written modes. The ultimate goal of language learners is to develop productive skills. Therefore, such an important skill should be developed appropriately on the part of learners from the beginning.

According to many teachers' and learners' experiences, teaching and learning of productive skills are more difficult in comparison to receptive skills. It is all because of the skills demand a lot of meaningful practices. In order to lessen those difficulties and progress in the fast manner, communication approach has suggested many strategies/methods/techniques to develop the productive skills.

In Nepal, upper basic level education should be able to give basic knowledge so that they can do better in further study. Because of the lack of enough writing knowledge, they cannot secure good marks and finally hampers in later academic life. The progress in higher education and academic career cannot be

expected unless foundation in productive skills is strong. Therefore, the study is based on the identifying strategies and their effectiveness in teaching and learning of the skills and suggests further effective strategies/techniques for teaching and learning in government schools.

### **Statement of the Problems**

The education system in Nepal has always been criticized for not being able to achieve grade wise objectives of the level and quality of the education and so is the case to English language learning in community schools. It has been often criticized that most of the students from community schools even cannot recognize alphabets of English language and cannot even utter single sentence that I have witnessed in my teaching experience.

The students from basic level should have basic knowledge in productive skills. According to many teachers and my own experience, it is found that students from community schools cannot utter even single sentence of their own in English. While teaching language, attention should be given on four skills of language. All skills are equally important however, focus should be given to productive skills. In order to see students' language competency, productive aspects of a language are mostly focused. But the teachers seem to be unaware about the importance of such skills in the level.

According to many teachers and in my own teaching experience, English language competencies of community schools have always been criticized in comparison to private schools. Students are not being able to get the competencies that have been determined by the course. The students' performance in the level is not satisfactory that for most of the students, writing single paragraph of their own is a big deal. Therefore, in order to find the main reasons of the problem, this study is going to be carried out. Further, this study is going to investigate strategies adopted by teachers and their relevancy in teaching in productive skills for the beginners.

## **Rationale of the Study**

Productive skills in language are comparatively little more important even though four language skills are important. If the students have little more capacity to speak and write in any language, they get confidence to develop other skills.

Education in Basic level is basically focused to give basic knowledge regarding contents and language. They must have basic knowledge on four language skills. Since the lower secondary level is foundation for the further study, good language skills should be developed on the part of the learners especially productive skills. Unfortunately, the teachers have failed to give Basic English knowledge to speak and write in English. Only teachers are not responsible for it but other factors too.

Therefore, this endeavor is a modest attempt in the field of teaching speaking and writing skills in English at basic level. The finding of the research will attempt to teaching and learning strategies of speaking and writing in the level in Nepal's government aided schools.

At the same time, this research is useful to develop language skills in basic level and the ELT practitioners working with lower secondary level by using appropriate strategical activities and Nepali young learners to rethink about their methods and techniques of teaching these two essential skills of English language.

## **Objectives of the Study**

The main objectives of the study were as follows:

- i. To find out the strategies that English teachers in community schools implement to teach productive skills of English at upper basic level.
- ii. To explore the teachers' opinions about the students' performance in productive skills.
- iii. To explore the challenges faced by both teachers and learners to progress in productive skills.

## Research Questions

I selected these research questions and my effort was entirely based on to answer the following questions:

- i. How is the students' performance in the productive skills at Upper basic level?
- ii. What strategies are they applying to teach the skills?
- iii. What are the challenges, the teachers and learners face during teaching and learning of the skills?

## Delimitations of the Study

This study was based on investigating strategies employed by upper basic level English teachers. For this, only Five basic level English teachers were selected. In the same way, in order to explore the challenges and achievement of students from the level, Forty-five students from upper lower secondary level were selected. The respondents were selected from Siraha district by using purposive sampling. The researcher selected questionnaire and interview were used as tools for the collection of data and collected data were analyzed by using both descriptively and quantitatively.

## Operational Definitions of the Key Terms

The key terms that the researcher has used and their definition are as follow:-

**Strategies:** The quick techniques that learners use while doing anything.

**Productive skills:** Speaking and writing skill of any language is called productive skills. It concerns with the production of a language.

**Achievement:** The benefit that one gets from something. Here, achievement refers to the language skills gained by the students of upper basic level.

**Community schools:** The governmental schools which are owned by government and give regular funds and permission.

**Upper basic level:** Former lower secondary level which is known as Upper basic level that includes from class Six to Eight.

## **CHAPTER: TWO**

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

In this chapter, I have reviewed some of the earlier research works so that I can get insight on conducting this research work. This section includes related theoretical literature reviews, empirical literature reviews, implications of reviews and conceptual framework.

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

Reviewing theory related to topic is fundamental work for the researcher. Without theoretical review, conducting research work is very hard. It provides an insight to the researcher so that he/she can see the gap in knowledge. Therefore, this topic includes: English language teaching background in Nepal, introduction to language skills, speaking skill, strategies for teaching and learning speaking skill, writing skill, approaches to teaching writing, importance of teaching writing, developing writing skill and strategies of developing writing.

**English language teaching in Nepal.** Since, the English-speaking countries colonized most of the other countries and miraculous development in the field of science, medicine, ICT, pedagogy, philosophy, education etc.; the third world countries like ours have been compelled to learn English language to get benefit from those inventions. Consequently, realizing the need of English, it was introduced in 1854 AD. Since then, English teaching and learning in Nepal is still going on.

Language is a means of sharing ideas, emotions, news, views that one feels, through any means. Language learning is learning to communicate ideas and message. Communicative language teaching approach has been modern dominant one in the field of teaching and learning language. It is believed that learning a language is not the memorization of grammatical rules all the time, but just communication of ideas.

Communicative language teaching in the world has not been so long. It came in the decades of sixties and seventies. But in our context, it is challenging to use however focus is on using communicative language teaching. It focuses on teaching of following competencies: i.e. pragmatic, functional and situational communication.

But, reality of using CLT in lower secondary level, English teachers face series of problems teaching speaking and writing. According to Awasthi (2003, p.p. 11-12), some of the major challenges of teaching speaking using CLT are as follow:

- The teachers do not have proficiency of English in lower secondary level.
- The finding of the researchers carried out by master degree students have not yet been considered for implementation.
- There is the lack of adequate funds to carry out ELT research and classroom practice.
- Availability of materials and access to electronic resources has been a luxury until now for large majority of teachers.
- There is lack of database of English teachers of all level of education.

Furthermore, Kandel (2019) presents the challenges such as: gap between theory and practices of tutor, mixed ability, overcrowded large class, poor physical facilities, treating English language as subject rather than a language and absence of social use of language. According to him, these are the major challenges that hinder in language learning.

**Introduction to language skills.** Language is composed of four skills, i.e. listening, speaking, reading and writing. Receptive and productive skills are another ways of categorizing language skills. The four language skills cannot be separated to one another because writing cannot be imagined without reading and speaking cannot be imagined without listening. Foster (2015) explains that “exposure to different reading materials can help the students to be a good writer.” It is quite true that in communicative language teaching, reading authentic and non-authentic texts and listening spoken language of teachers can help students to develop vocabulary, organize structures and imitation of pronunciation. Thus, speaking can be improved.

Similarly, receptive skills in language are: listening and reading skills. They are often silent because they are input process of language. They are passive skills of language however importance of them cannot be denied, on the other hand, productive skills are also known as active skills. Active in the sense that it is output part of language acquisition process that all learners want to achieve ultimately. Following Jaramillo and Meninda (2011) define productive skill as “an important

form of expression used to persuade or convinces other people as to share ideas and feeling.” Indeed, these skills help learners to communicate. Similarly, Harmer (2007) states, “the productive skills are the speaking and writing, the skills where students actually have to produce language themselves.”

Since, the study is based on teaching and learning of productive skills, it has been discussed about teaching and learning strategies/ procedures.

### **Techniques of Teaching Speaking and Writing**

**Speaking skill.** A large number of the world’s learners are learning English to develop fluency. “Speaking is one of the four language skills which should be mastered by students if they want to interact with people around the world and get success in later in life” (Richards & Renandya, 2001). Thus, it is one of the most important skills to be taught from elementary classes. In this regard, Spratt et al. (2005) say:

Speaking is a productive skill like writing; it involves using speech to express meaning to other people. We can develop learners speaking skills by focusing regularly on particular aspect of speaking e.g. - fluency, pronunciation, grammatical accuracy and body language. (p.34)

Speaking is an arbitrary vocal sound from which a speaker communicates message in meaningful manner. To produce such a meaningful sound, there are the greater roles of organs of speech, i.e. lungs, vocal cords, teeth, lips etc. Speaking is human, only human can communicate except some animals. They have only limited skills. They do not have capacity such as: capability using right sounds, intonation, words contextually appropriate and meaningful utterances. To quote Chastain (1998), “speaking is a productive skill that involves many components such as grammar, strategies, sociolinguistic, discourse and vocabularies.” Thus, speaking skill is not simply capable of producing utterances rather capability of speaking with sweet pronunciation and intonation and socially and contextually accepted manners.

Since, 1960 to till date, communicative approach has been all in all for language teaching that has been already mentioned. It basically focuses on to develop

communicative competency in the learners. By using the approach, foreign language is taught naturally by bringing real context in the classroom. “The approach suggests to teach language by taking the functions of a language into account, i.e. suggestion, invitation, agree, disagree, request criticize and prediction and so on”, (Richards & Rodgers, 1991).

Importance of speaking cannot be denied. The skill is the foremost part of the language teaching in primary to university level. The teacher should be attentive at primary and lower secondary level to teach learners to communicate in simple and acceptable manner. Without knowledge of speaking, students have to suffer a lot in any field. Students having ability to translate their thoughts and idea into words are found to be more successful in school. Without developing good speaking skills, students have to suffer lifelong consequences because of their inabilities (Wilson, 1997, Smith, 2003).

Speaking skill requires from formal to informal situations. Speaking skill is determined by fluency of language. Martin (2011) claims, “fluency is one of the criterions to determine how one is skilled at speaking.” In our school context, especially in lower secondary level, students of the level are too weak in speaking skill. Neither pronunciation nor vocabulary power is good. Therefore, basic communication with appropriate fluency development is a must.

**Importance of speaking.** Speaking skill is one of the important skills that have to be developed on the part of learners. Speaking is most important skill among all the four language skills in orders to communicate well in this global world. Especially as English is widely used all over the world, there is need for learners to acquire the communication skills of it to get success in their respective field.

Especially in ELT context of language teaching, students rarely get opportunities to communicate outside the classroom. Therefore, teacher is the role model to teach at least basic communication skills to lower secondary level students so that they can get the pathway to further development of speaking. As we know, speaking is the primary source of communication. Therefore, the development of the skill cannot be denied.

**Components of speaking.** The components refer to integral parts of whole. In other words, teaching speaking requires different aspects to be taught. While teaching speaking, a teacher should consider important parts of speaking. They are:

**Vocabulary.** Vocabulary is the foremost requirement for the language learners. It is like bricks for the building. Essential and common vocabularies should be taught so that they can fluently use the words- formation, word-meaning and word-usage. Vocabulary can be either active or passive. Active vocabulary should be taught to the learners. While teaching vocabulary, UR (2005) suggests the strategies such as: concise definition, detailed description, example, illustration, demonstration (acting, mime), contrast, enumeration, explanation and translation are the different ways of presenting the meaning of new vocabularies.

Similarly, Harmers (1991) suggests real object, picture, mime, action and gesture are some of the major strategies of teaching vocabularies.

**Pronunciation.** It is the way of producing clearer sound while uttering the words. Pronunciation is always in word level. It is traditional or customary utterance of sound. “It amounts to learning and practicing the specifically English way of making speaker’s thought easy to follow”, (Gilbert, 2008). Some ELT practioners and language teachers suggest different ways of teaching pronunciation such as: dictation, sentence grammar, copying/imitation and using audio- visual materials.

**Stress.** It is an emphasis given to a sentence or word. Stress is one of the supra-segmental features of a language. Sometimes, stress in a word or sentence makes difference in meaning. Therefore, teaching it, is most important. Teaching it from its rules is difficult for them therefore orally should be taught to give basic knowledge.

**Intonation.** It is the quality of sound that makes language beautiful to understand and listen. It is the rise and fall of sound in sentence level. It is also important to teach while teaching speaking because while asking question orally in speaking is different from expressing surprise. The intonation used between them is different. It also should be taught orally while communicating.

**Teaching speaking skill.** Speaking is the production of the utterance for communication by the help of sound. It is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. In this regard, Chaney (1998) states:

Speaking is the crucial part of second language acquisition, Despite its importance, for many years, it has been neglected by teachers to teach. They just use repetition drill and memorization techniques which are oldest version of teaching speaking. (p.13)

The teacher should be familiar with both the characteristics of learners and successful speaking. According to Underhill (1987, p. 120) here are some characteristics of successful speaking activities:

**Students talk a lot.** Students talk must be focused than teacher's talk. In doing so, students get tremendous opportunities to practice variety of structures and words. The role of teacher should be mandatory.

**Participation is even.** Every student should get equal opportunity for conversation.

**Motivation is high.** The teacher should be more motivator and less a teacher. It means the teacher should play the role of motivator than being simply a teacher. If motivation is high, students' learning gets its strength.

**Language of an acceptable level.** Acceptable language, correct language activities must be focused. The selection of words and contents to should be according to the interest of the learners.

**Strategies in language learning.** "Strategies in language learning are defined as continuous mental activities that containing goal or intention, an action to reach this goal and learning activities" (Cohen, 2007; as cited in Zare, 2012). Similarly, Cohen further notes that some researchers use the term self-regulation and strategy refers to the processes that learners use to exercise control over learning.

Learning strategies are specific actions taken by learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation. Learning style is different from learning strategies. Learning styles according Brown (2000; as cited in Zare, 2012) are “general characteristics that makes one individual different from another.” On the other hand, strategies are those specific attacks that we make on a given problems. They are the moment-by-moment technique that we employ to solve the problems posed by second language input and output.

Learning to speak second language or foreign language is difficult. Our teaching in the class is not enough. Therefore, teacher should be able to motivate students to adopt appropriate strategies in order to gain skill in speaking quickly. The learners should be able to produce oral thoughts, facts, feelings, emotions to other including one self. According to Nunan (2003; as cited in Mart, 2012, p. 140) points out that speaking is a productive skill which consists of constructing systematic verbal utterances to convey meaning.” In a slight different manner, Brown (2004, p. 140) states, “Speaking is an interactive process of constructing meaning that involves producing receiving and processing information.” In speaking, students learn how to organize ideas structurally with acceptable pronunciation and other supra-segmental features.

Literally, strategy means quick and special thoughts, techniques and behaviors of gaining goal. O’ Malley and Chamot (1990) state that “strategies are special thoughts or behaviors that individuals use to comprehend, learn or retain new information.” In the similar vein, oxford (1990) states that “strategies are specific actions taken by learners to help their own learning for making the learning easier, faster, more enjoyable and more transferable.” By using the right strategies, the process of learning language improves significantly. In brief, learning strategies can be seen as ways to improve learning, comprehension, retention and understanding new information.

Language learning strategies have been suggested by many researchers. The overview of them in brief is as follow:

Zare (2012) categorizes language learning strategy into three parts: Communication strategies, Social strategies, Learning strategies. Similarly, Oxford (1990, pp. 14-16) differentiates language learning strategies into six types. They include:

- Memory strategies
- Cognitive strategies
- Comprehension strategies
- Affective strategies
- Meta cognitive strategies
- Social strategies

In the same way, O' Malley and Chamot (1990) also divide language learning strategies into three types: cognitive strategies, metacognitive strategies and Social-affective strategies.

Merging afore-mentioned strategies, the brief discussion of them are as follows:

**Memory strategies.** Memory strategies are important for students. Such types of strategies enable learners to store and retrieve new information. These strategies include focusing attention, avoiding cramming, structure and organization, elaboration and rehearsal and visualizing the concepts.

**Cognitive strategies.** These are mental strategies that enable learners to understand information and produce new sentences by many means. Cognitive strategies are comprised of classification, practice, memorizing and monitoring. These strategies play vital role for language input for the beginners.

**Metacognitive strategies.** The strategies that help learners to regulate their own cognitive ability and focus plan and evaluate their progress as they focus more toward communicative competence. It includes the process like: planning, setting, goals and self-management.

**Compensation strategies.** The strategies that help learners to compensate the knowledge gap of language in communication. The learners may choose another way of sharing same idea or other way to compensate gap. They fill the gap of

communication by using different fillers such as: um, yeah, ok, that's fine etc. In doing so, it helps to continue communications. In another words, these are the strategies that learners use to compensate for limitations in their language. For example: guessing the meaning when you do not understand and using gestures to the interlocutors. The interlocutor may be the teacher or other person who can help them to gap the compensation.

**Affective strategies.** These are such strategies that help learners to boost-up self-confidence. The learners always motivate themselves which enables the learners learning. It includes the theory that low anxiety high motivation and high anxiety and low motivation in learning. High anxiety should be reduced to increase high motivation so that learning a language can be facilitated.

**Social strategies.** The strategies that enable learners increased interaction more and more. They can have constant interaction among friends.

**Communication strategies.** These strategies are developed by Selinker (1972) in his account of the processes responsible for inter language. Communication strategies are concerned with second language production. They consist of substitution of plan in communication. Corder (1978; as cited in Ellis, 1985) categorizes reduction strategies as 'risk avoiding' and achievement strategies as risk taking'. But the basic condition of communication strategies to have potential learning effect is that they belong to achievement behavior rather than reduction behavior. Achievement behavior includes overcoming problems by using compensatory and retrieval strategies. No matter whether the learners may or may not have enough knowledge, their communication should go on and on. Hatch (1978, p. 434, as cited in Ellis 1985) argues the most important thing of all has to be "do not give up". Communication strategies are one of the main ways of keeping going.

Second/foreign language learning is difficult especially learning English. The learners from elementary should be focused to use strategies, in learning such a difficult language. The good language learners possess the numbers of good learning strategies. The teacher is not the person to deliver content rather they should suggest good strategies to their students. The researchers (Rubin, 1975; Stern, 1975; Rubin &

Thompson, 1994) describe good language learners in terms of personal characteristics: they believe that good language learners are those who:

- find their own way, taking responsibility for their own learning.
- organize information about language.
- are creative and try to feel the language experimenting its grammar and words.
- create opportunity for practice in pursuing the language inside and outside the classroom.
- learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word.
- use memory strategies to bring back what has been previously learned.
- use linguistics knowledge, including knowledge of the first language, learning of second language.
- use contextual cues to help them in compensation.
- learn to make intelligent guesses.
- learn chunk of language as whole and formalize routine to help them beyond their competence.
- learn to use certain tricks to keep conversation going.
- learn certain production strategies to fill the gaps in their own competence.
- learn different style of speech and writing and learn to vary their language regarding the formality of the situation.

**Strategies for teaching speaking.** Now, many ESL teachers and linguists believe that students' communicative competence can be developed through interaction. Creating real life situation and collaboration among students- students and teacher- students is the best way to learn to speak. Bringing context in the class and practicing vocabularies can help students learn speaking and vocabulary as well. There are some strategies/ techniques which are most important for the beginners, suggested by Kayi (2006). They are as follows:

**Role play.** This is a kind of strategy that a good teacher uses to develop speaking skill to his learners. It helps learner to communicate with participants and also provides opportunity to learn from each other. Choosing role and selecting the

content accordingly, for example: choosing the role of patient and doctor. First teachers act him so that students can copy him. This strategy helps learners to experience different types of language used in the society.

**Simulation.** This is another technique which seems to be similar to role play but it is little bit different than role play. Simulation is more elaborated than role play. It is the caricature of someone for example students being a teacher can teach students like their teacher.

**Brainstorming.** This is another technique for teaching speaking to students. In this technique, Students have to collect ideas on a topic in a limited time and present in the class. This technique certainly helps students to be more creative to the students.

**Storytelling.** This is one of the interesting techniques for teaching speaking. Students can share their stories individually or in a group that they previously know or by creating their own stories.

**Interview.** It is the technique in which students have to interview on the basis of questionnaire. Involving students in interview work with friends, teacher around school in target language can help students to increase confidence level of them. In doing so, students get ample opportunities to practice real communication and can also learn to perform certain function using target language.

**Story completion.** This is entertaining technique. In this technique, teacher puts students in circle including him and he starts telling story in target language but stops narrating and then students start narrating turn by turn.

**Reporting.** Similarly, this is another communicative technique for teaching speaking. As its name suggests, students have to say or report what their friend said to them. Therefore, Asking students to report the events that they witnessed recently in front of the class can also be the best way to keep speaking them in target language.

**Picture stories.** On the other hand, this is another technique of teaching speaking. In this technique, teacher shows the series of the pictures in the class and asks to narrate the stories.

**Discussion activities.** In this technique, teacher gives a particular topic in the class and involves them in-group discussion or pair discussion. The students get ample opportunity to learn from friends while working with friends.

**Find the differences.** This kind of technique helps students to practice particular language function of language. In this technique, teacher can show two different objects and asking what differences they have found.

**Strategies for teaching productive skills at upper basic level.** The curriculum of upper basic level has prescribed its own strategies for teaching productive skills. While studying the present curriculum of the basic level, it has prescribed the different meaningful strategies to teach the productive skills. According to the curriculum of class Eight, for teaching speaking, the strategies such as: making phone call, describing pictures, maps, participating students in debate, group discussion and dialogue practice are suggested to use. In the same way, while teaching writing, the strategies such as: involving students to write a paragraph in a given topic, writing letter and other controlled and guided writing. Similarly, the curriculum of class six and seven includes different functions of language to be taught. While teaching speaking, the strategies such as: role play, involving in dialogue practice, telling the story, answering question orally are suggested. Similarly, while teaching writing, the strategies such as guided writing, project work, looking at the picture and writing its description, free writing and other are suggested as strategies to teach writing.

Further, Brown (2001) suggests the following strategies to teach speaking skill in the classroom.

**Form- focused speaking.** This technique focuses on to teach details of pronunciation, grammar and vocabularies. An effective way to start teaching foreign language is starting speaking simple and useful phrases and sentences, i.e. greeting, personal descriptions etc. repetition drill can play pivotal role for the instruction for speaking in the beginning phase in lower secondary level.

**Meaning focused speaking.** In this technique, students are given new vocabulary to practice on the basis of form focused. They practice the new vocabulary with friends in pair and individual work.

In the similar vein, Broughton (2003) divides speaking strategies as activities into the following ways:

**Controlled oral work.** Controlled work in the speaking includes dialogue. It is very useful in elementary level. The dialogue can be controlled or free.

**Guided oral work.** Teacher conducts speaking activities in the class with limited freedom. Committing mistakes in speaking is taken as natural process. Everyday useful speaking activities are conducted in the technique.

**Free oral work.** This is the last phase of teaching speaking. It is last in the sense that when students learn something from guided work, they get chance to build base for speaking. Taking advantages of it, teacher can conduct free oral work. In this technique, the teacher helps students in case of lack of knowledge. The most important role of teacher while conducting speaking classes is that the strategies regarding time, aspects of language to be taught, group and noise management. Teacher should not interrupt the speaking rather have to prompt students in the following way:

Teacher: where do you live?

Student: I Kirtipur live in.

Teacher: Oh, you live in Kirtipur.

Student: yes.

Teacher: so, where do you live in?

Student: I live in Kirtipur.

In the above-mentioned technique, students may lack vocabulary or may construct inappropriate structure. At that time, teacher can help continuing communication by compensating/correcting them. In doing so, they learn vocabularies and structure of sentences.

**Challenges of teaching speaking.** The teacher may encounter much/more challenges in teaching speaking in the class. Ur (2005) finds the following learner related challenges of speaking.

**Nothing to say.** When students feel as if they do not have the knowledge of language, they feel that they have nothing to say. It may be because of lack of knowledge of language, content or low interest or motivation. In this situation, the teacher has to help them.

**Low or uneven participation.** It is the situation where students do not participate very often. Because of lack of equal participation, they feel that they have been excluded and thus, their language skill is too poor.

**Inhibition.** This is another big challenge to be faced by the teacher while teaching in the class. Feeling shy or fear of being insulted is one of the problems in teaching speaking. Shy students rarely develop speaking skills. For such students, the opportunity to talk with their friends should be given and then with teacher.

**Mother tongue use.** One of the student related problems in the classroom is use of mother tongue in foreign language teaching. They often enjoy using mother tongue in absence of teacher. For this, policy should be prepared by teacher in the class and the role of teacher must be mandatory.

**Writing skill.** Writing is one of the productive skills of a language. Writing is the way of communicating ideas and information by using graphic symbols. The skill may include the knowledge of organizing meaningless or the graphic symbols into meaningful organization. Brown (2011) divides such organization into micro and macro. Writing skill is not only producing graphic symbols to represent the spoken sound but also arranging and re-arranging them into larger meaningful sentences and paragraph.

Similarly, mechanical part of writing is most important skill that language learners have to learn. Mechanical parts in language writing refer to coherence and cohesion. Coherence is logical arrangement of sentence to sentence and paragraph to paragraph in a writing. In the same way, cohesion is grammatical consistency. There

are many aspects of writing to be considered. If those aspects are considered carefully, the writing can be made effective. The aspects include: Vocabulary, Spelling Grammar, Punctuations, Layout Linking and style.

Though writing is secondary skill, it is very important to teach because of its permanence and standard form. According to Harmer (2001) there are the following reasons for teaching writing:

**Writing for language processing.** Writing is one of the important tools for language processing. It helps for language acquisition by encountering different structures and words. It helps to process new learned word and structures.

**Writing for learning.** It also helps for language learning. This lesson helps for language input. Harmer (2004) divides it into:

- Reinforcement writing
- Preparation writing
- Activity writing

**Writing for writing.** In this phase, students are able to study written texts to become better writers. Writing for writing includes activity such as: writing stories, poem etc. writing is taught to develop to develop writing skills on the part of learners.

Writing is another way of communication. It is different from that of speaking. Its difference makes unique nature of its own. According to Brown (1994) the following features are the reasons that make different from other skills. They are: permanence, production time of writing, style of writing, orthography, complexity, formality and vocabulary.

According to some experienced teachers, different types of writing activities can be conducted to teach writing from lower to intermediate level. The activities include: Letter writing, creative writing, discursive essay writing, instructions, dictation, description about home, family, school, Short introduction/ biography, messages to friends, daily routine writing etc.

Similarly, Harmer (2008) suggests the following activities for teaching writing:

- Instant writing
- Using music and pictures
- Using newspaper and magazine
- Brochures and guide
- Poetry
- Collaborative writing
- Writing to each-other
- Writing in other general

**Approaches to teaching writing.** There are two types of approaches of teaching writing. They are:

**Product oriented approach.** It is traditional approach in which students are asked to mime a text which is usually analyzed and presented in early stage. It believes that writing is final product. The classroom procedures of its use are:

Stage 1: Model of text is read and the features of genres are analyzed and highlighted.

Stage 2: Controlled practice of highlighted writing.

Stage 3: Organization of ideas.

Stage 4: The end result of writing process.

**A process-oriented approach.** Process approach for writing tends to focus more on the varied classroom activities which promote the development of language use. It includes: brainstorming, group discussion, rewriting. It believes that writing is a process that goes on and on. It is not an end like product. It is modern one and it is useful for younger students.

The classroom procedure as of process writing includes:

Stage 1: Generating ideas by brainstorming and discussion.

Stage 2: Students extend ideas into note form and judge quality and usefulness of ideas.

Stage 3: Students organize ideas into a mind map form.

Stage 4: Students write the first draft.

Stage 5: Draft is improved based upon peer feedback.

Stage 6: A final draft is written.

Stage 7: Students exchange each other's text.

Thus, process writing according to Richards and Rodgers, (1991) consists of four basic stages. They are:

- Planning
- Drafting
- Revising
- Editing

**Importance of teaching writing.** The ability to write meaningful sentences, lines, paragraphs which readers can easily understand is termed as excellent writing skill. Learning how to write brief paragraphs and essays is one of the terrible experiences for students in school but it is also one of the essential skills for students. If kids do not attempt to learn the skill of writing at a young age, they will face difficulties in the skill in their later academic life. The teacher should focus to develop such an important skill in school level. In this regard, Chowke (2013) states:

School plays critical role in developing students reading and writing skills. He further explains that if students' writing is not addressed adequately at school level, the higher education will always be difficult with students who are academically under prepared. Therefore, in order to be successful in formal and academic situation, writing is a must. (p.5)

**Strategies to develop writing.** Learning writing follows gradual process. Learning strategies in writing skill refers to the way how the learners can be effective writer. The learners from lower secondary level require a good guidance for learning. Self-motivation is a must on the part of learners so that their learning continues even outside of classroom. The teacher has greater role to develop self-motivation on the part of learners so that they can be a good learner.

Stern (1975) initiates that a good language learner possesses good strategies they are: planning, active, emphatic, formal, experimental, semantic practice, communication, monitoring and internalization strategies.

In Asian context, Abdullah et al. (2011) profiled writing strategies of four EFL/ESL Malay undergraduate engineering students of a local private school in writing skill. It revealed that the both skilled and unskilled students make use of the three strategies mostly. They are: Cognitive, meta-cognitive and social strategies.

Similarly, Mistar (2014) studied on “strategies of learning English skill by Indonesian seniors” and presents the following strategies of writing skills that students can use of their own such as: self- monitoring strategies, language focusing, planning strategies, metacognitive strategies, cognitive comprehension strategies, self-evaluation strategies, social process focusing strategies, vocabulary developing strategies, meta cognitive commencement strategies and mental processing strategies.

Teaching writing to the beginners is really challenging job to be tackled by a teacher. It is because of multiple areas to be considered. It involves the teaching of spelling, grammar and appropriate use of punctuation etc. Unless students are familiar to these aspects of writing, they cannot be a good writer. Developing writing on the part of learners is gradual and long term process. In order to teach writing skill systematically, a teacher can use the following strategies which follow effective stages and are the most effective strategies for the elementary learners.

**Copying.** This is the first stage of teaching writing. Students are asked to copy exactly what has been written in the text. It is used only for the recognition of the text. Giving new text to copy can help students know directly and indirectly the pattern of writing, coherence and cohesion. In the same way, they also can develop their vocabulary especially for beginners.

**Reproduction.** This is the second stage of teaching writing. In this stage, students are asked to write what they have been exposed without looking at the text. Students are asked to reproduce the similar text after reading the text.

**Recombination.** It is the third stage of developing writing skills where students are asked to reproduce the sentence with minor adaptations. Here, this stage demands little more differences than original. They have to bring changes in structures, words etc. It means, students should practice different types of grammar exercises. For example substituting table with form, sentence transformation etc.

**Guided writing.** Students are given hints, on the basis of it, they have to develop writing. At this stage, students are given freedom to write their own. In this stage, students always get some kind of clues of guidelines to develop the writing into the full text.

**Free writing.** Without any support and guide, students have to write on a given topic. It means, in this stage, students are given particular topic on which students have to think and write freely. For example- the topics such as: Education, Nationality, Democracy, Students life etc. can be given to write. This is final stage of teaching writing.

### **Empirical Literature Review**

There are some researches on teaching/ learning strategies carried out in different places including in department of English education. All of them are related to teaching and learning strategies used to teaching and learning of writing and speaking. Some of the reviews of related topics have been reviewed in this section.

Sen (2018) carried out a research on “Teachers' Strategies for Developing Writing Skill of the Students.” It was an attempt to find out the strategies used by the teachers for developing writing skill of the students. The researches selected the teachers from ten secondary schools as sample population from Kathmandu valley through random and non-random sampling. A set of questionnaire and observation check list were the tools for eliciting the data. It has been found that 100 % teachers used collaborative writing for developing writing skill. Similarly, Wulandary (2021) carried out a research on, “ Strategies in Teaching Speaking Used by Teachers of Young Junior School, High School and University Students.” This study aimed at describing strategies in teaching speaking adopted by teachers of different levels. The methods used for the study were descriptive and qualitative with thirty two participants. The instrument was interview in the form of focused group discussion.

The data were analyzed by using open coding and categorization. The result shows that the teachers of all levels tend to consider students' need, components of teaching speaking and the media. This study shows that the strategies used for teaching junior school students are: discussion, storytelling, role play, speech and guessing games. Direct speaking is suggested as additional strategy.

Aryal (2017) carried out a study on "Tasks for Teaching Writing at Secondary Level". The main objective of this study was to find out the tasks used by secondary level English teachers in teaching at secondary level. She used purposive and non-purposive random sampling procedure. The sample included twenty-five teachers from different schools of Kathmandu and Lalitpur district. Questionnaire (open ended and close indeed) was used as tools for data collection. In this study, she has followed survey research design. The finding of the study was that free writing and writing their own stories was the best tasks for teaching writing at secondary level. In the similar vein, Cer (2020) conducted a research on "The Instruction of Writing Strategies: The Effect of Pupils in Secondary Education." This study followed experimental research design in which Forty four students were selected for data collection. The researcher divided the students into control and experimental group. The control group was given traditional way of instruction to develop writing and experimental group was given metacognitive instruction. The main purpose of this study was to investigate the effect of "knowledge of cognition", which are the process of metacognitive strategy for improving learners' writing skills. The result revealed that it is necessary to use the metacognitive strategy in learning and to improve writing skills effectively.

In the similar vein, Gautam (2017) conducted research on "Strategies Used by Teachers for Teaching Speaking in Large classes." The objectives of the study were to find out the strategies used by the teachers in large classes for teaching speaking. The study was carried out by using both primary and secondary data. To achieve specified objectives, a classroom observation, interview as well as questionnaires were prepared as the tools for data collection. The Forty lower secondary and secondary teachers were selected as respondents by using purposive non- random sampling. In the same way, Oli (2019) carried out a research on "Teachers' Strategies Used in Teaching Speaking". The main aim of the study was to find out the perception of teachers on

the strategies for teaching speaking. Twenty teachers from Saptary district were selected as sample by using non- random sampling. A set of questionnaire and observation checklist were adopted as tools for data collection. On the other hand, Shrestha (2019) carried out an research on “Role of Motivational Strategies such as role play, Picture describing and Conversation in Developing Students’ Speaking”. She followed action research design. The data were collected through tests. The study found out that such motivational factors play significant roles to develop speaking.

Noviyenty (2021) carried out a research on “Strategies in Learning and Techniques in Teaching Speaking.” This research is descriptive which tried to describe and elaborate the students of SMAN 1 curup’s strategies in learning to speak English their English techniques in teaching them to speak. There were Forty Seven third year students selected as sample from class Eight and Seven English teachers. The tools used for the data collection was questionnaire which were given both to the students and teachers with different question items and also interview guidance. The finding of the study showed that the strategies used by SMAN 1 Curup’s students to learn English were classified into metacognitive, cognitive, social and affective strategies. Similarly, teachers often used the techniques such as: role play, group presentation, group discussion, speech, competition, dialogues, debate competition, games etc. In the similar manner, Azlina (2021) carried out a research on “Systematic Review: Challenges in Teaching Writing Skills for Upper Secondary in ESL Classrooms and Suggestion to Overcome them. “She followed the survey research design. The researcher selected 50 students through purposive sampling and also followed the systematic reviews and revealed that the most students encountered by students in writing are; word choice, vocabulary, grammar and poor organization of ideas. The study also shed light on the solutions to overcome the challenges from teachers' and students' perspective. The teachers should act as guider by providing sample essays, giving feedbacks and choose suitable approach by identifying students' needs. Meanwhile, the students should read more to generate ideas and improve their vocabularies.

### **Implications of the Literature Reviews**

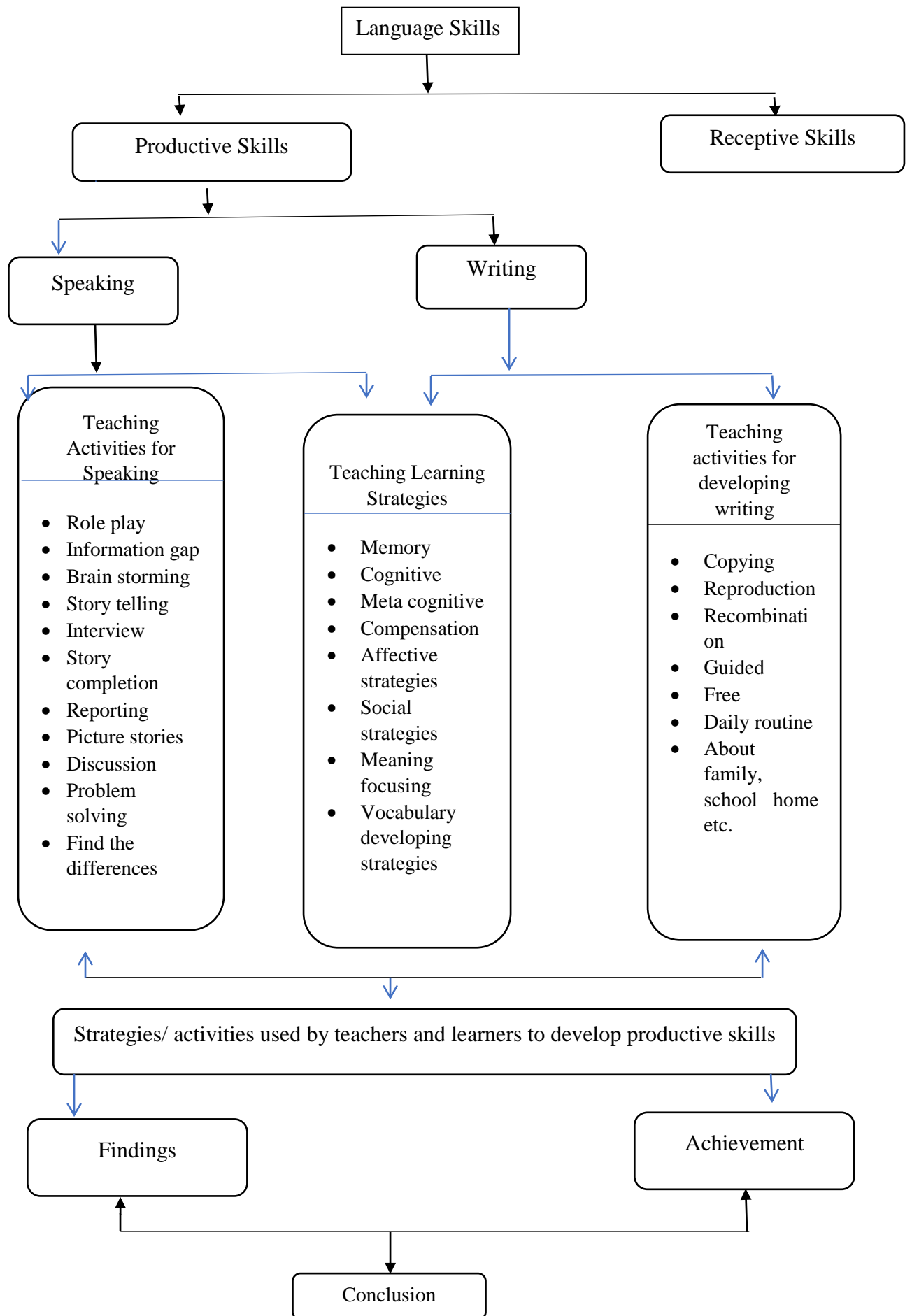
Literature review has significant role in research process. The researcher can develop important ideas on the topic of his/her interest. Thus, different previous

research works, journals, articles and books have been reviewed which led me to carry out this research work.

In this study, literature reviews have important role for selection of topic, methodology and findings of the study. My theoretical reviews are all about teaching productive skills of English language. Some of my theoretical reviews such as: Brown (1994), Ur (1996), Kayi (2006), Abdullah et al. (2011), O' Malley and Chamot (1990). These reviews have tremendously helped me to gain theoretical understanding of my topic. Similarly, Kayi (2006) helped me to understand classroom techniques of teaching speaking. In the same way, O' Malley and Chamot (1996) helped know types of strategies. In the same way, Mistar (2014) helped me understand what kind of strategies that learners adopt to develop writing skills. Similarly, I have also reviewed Empirical literature in order to see what has already been done in my topic area. Therefore, reviews helped me see the gap and what has already been found out and which one is yet to be found out. I reviewed Oli (2019), Cer (2021), Wulandary (2021), Noviyenty (2021), Gautam (2017), Aryal (2017), Sen, (2018), Azlina (2021) are some of reviews of empirical literature reviews. These reviews are equally important for my study. Their focus was only on Secondary level which I come to know after the review. Similarly, empirical literature review is equally important for me to select methodology, objectives, research questions and data collecting tools.

### **Conceptual Framework**

Conceptual framework is the representation of the understanding of the theories which helps to conceptualize different variables in the study. This study attempted to find out strategies employed by learners and teachers develop the productive skills in upper basic level and achievement on the basis of theoretical review, the whole study can be conceptualized in the following frame.



## **CHAPTER THREE**

### **Methods and Procedures of the Study**

In this section, the researcher have presented the design and method of the study, sources of data, research tools, Population sample, sampling strategies, data collection procedures, data analysis procedures and ethical considerations.

#### **Design and Method of the Study**

Research design is the method which provides a frame to carry out the research work. In another word, research design is an outline for the work in which a researcher can conduct research work being based on the outline. Therefore, In order to achieve specified objectives, the researcher used Survey research design.

Survey research design is both qualitative and quantitative in nature. Survey is more descriptive in nature which involves the collection of data from the member of specified population. Following Nunan (2010, as cited in Basyal, 2016) says:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigation through to small- scale studies carried out by single researcher. The purpose of survey research in general is to obtain a snapshot of condition, attitudes, and events at single point in time. (p. 41)

Survey research uses the following step wise procedures.

- i. Defining the problem
- ii. Formulation of objectives
- iii. Deciding the kind of survey
- iv. Defining the population
- v. Sample selection
- vi. Construction of data
- vii. Collection of data
- viii. Analysis and interpretation of data
- ix. Preparing the report

## **Sources of Data**

Primary and secondary sources had been used to collect data. Primary sources refer to the data that are collected by respondents and secondary sources were used to get further data.

## **Population, Sample and Sampling Strategies**

The population of the study was all the English language teachers of the upper basic level of Siraha district. The sample of population required for the study had been selected from different representative community schools of Siraha district by using simple non random sampling. The sample represented the whole population of the place. The sample population for the study was five upper basic level School English teachers and forty-five students from the same level and which included both males and females. The total population for the study was Fifty.

## **Research Tools and Techniques**

In order to collect required data from primary source, the study made use of the following tools and techniques.

**Semi-structured Interview:** This was for the teachers. The questionnaire for the interview was tactfully prepared. In another words, the probing questions were used.

**Questionnaire:** This tool was for students in order to find their challenges while learning the skills and achievement in the skills.

## **Data Collection Procedures**

The data were collected from government aided school of Siraha district. The researcher at first asked for permission to concerned authority of the field. Then, the questionnaire was distributed among the population. The researcher helped them in difficulty to understand questions. The researcher collected data contacting them over the phone for the interview with teachers. Finally, the researcher thanked all the helping hands including the participants.

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

The researcher used both quantitative and qualitative approach to analyze and interpret the data. Qualitative data were analyzed thematically and quantitative data was analyzed by using simple tabulation and percentage. Respondents' responses were collected and themes were drawn in order to find the results.

### **Ethical Consideration**

The respondents should not be asked the questions which are against their prestige. "It is significant to respect and value respondents' perspectives." (Cohen & Manion, 1994). Therefore, the researcher did not ask questions which were against their prestige feeling of security to subjects in terms of moral ethical and physical were given higher priority. Basically, the researcher considered the following area of respondents:

- Safeguard of the right of privacy.
- Develop confidence within respondents.
- Avoiding deception.
- Voluntary Participation.
- Taking consent.
- Protection from harm.
- Use of standard procedure.

## **CHAPTER FOUR**

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

This chapter includes the analysis and the interpretation of the data. The data which were accumulated by using questionnaire and semi structured interview have been analyzed quantitatively and qualitatively in order to drive results of this study. The study includes two types of data and their different ways of interpretations. The first is data collected from in-depth interview from five teachers which have been interpreted by using thematic approach. Similarly, other data were collected from forty-five students by using close-ended questionnaire have been analyzed quantitatively. The quantitative analysis includes simple tabulation and percentage.

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

Analysis and interpretation of data seems to be worthy in research work, through which findings are deduced. Raw data need to be analyzed so that we can convey to other what we have found. In this regard, Bodgen and Biklen (2007; as cited in, Kharel, 2017) write, "analysis involves working with data, organizing them, breaking them into manageable units, researching for patterns, discovering what is important and what is to be learnt and deciding what you will tell to others."

Since the study includes two types of data analysis. Therefore, the interpretation has also been done differently. First includes qualitative data analysis.

#### **Analysis of the Data Collected Through Interview**

This section deals with the qualitative analysis. Five teachers from government schools were interviewed in order to collect data. The questionnaire which were used have been segmented into different manageable units on the basis of their responses, the themes have been drawn.

#### **Importance of Teaching Productive Skills in Upper Basic Level**

The ability to use a language is called language skills. When we learn a language, we usually learn four language skills for effective communication in that language. These usually are, listening is being the first and speaking, reading and writing respectively. Each skill is important however, productive skills of a language seem to be more important in daily communication.

In a language, productive skills refer to actual production of the language. It includes speaking and writing. These skills are important because learners need to articulate words and write to produce language. Speaking and writing skills are crucial as they allow students to practice real life activities in the classrooms and can help with day to day communication. It also helps them for further study. In this regard, one of the respondents said:

*Umm... It is really important skills among four skills. We need to teach them speaking and writing. Teaching the skills help them to communicate in simple English with their friends. Not only that if they are not given basic knowledge in speaking and writing, they will have hard time in further study.*

The aforementioned respondent's response reveals that we cannot deny the importance of teaching speaking and writing in basic level. It helps learners for the higher education. They should have basic knowledge in the skills so that they can have basic communication with their relatives and among friends. Similarly, another participant responded:

*Yes! Productive skills include, speaking and writing. These two skills are important. Basically, we should give base in the skills for two reasons. The first is for achieving higher education and secondly, for basic communication. It helps them to share their ideas and view in simple written and spoken language.*

Almost all the extracts above show that we should teach productive skills appropriately in the level. The teachers give higher emphasis to teach the skills. It shows that there are two reasons which show its importance. They are: for the better achievement in higher education and for basic communication. Thus, we can conclude that we should teach students to speak and write in English in a simple way so that they can progress further.

### **View of Teachers on the Students' Achievement in the Skills**

The teachers were asked about student's achievement in the productive skills. Regarding the answer to the question, one of the teachers said:

*Yeah! Thank you sir for the question. Regarding the achievement of the students in speaking and writing, I'm not quite satisfied. They can't utter a word appropriately. They can't construct single sentence of their own. The main reason of this is, we do not have enough resources for teaching however we try our best.*

As we can observe that most of the government schools in Nepal are Nepali medium. There is lack of English exposure. The response shows that the students do not have even basic achievement. As the respondent said, government schools lack required resources for developing speaking and writing skills. In the similar vein, another participant had the following response regarding achievement of the students:

*I don't think that I'm satisfied with their achievement. They do not have the achievement according to the level. Only one or two students are good in writing and speaking. Most of the students have problem in writing and speaking. The school does not have any policy related to English language.*

Both the extracts above clearly show that they did not have satisfactory achievement in the skills. According to respondents, there were various reasons such as lack of exposure, and lack of required materials. This is twenty first century where we can find many tools for learning languages. The tools include T.V., internet, mobile phone, film, songs etc. The students don't have satisfactory achievement if they lack such learning tools.

### **Teaching Strategies for Speaking**

Strategy refers to quick employment of tricks to achieve any goal. Strategy helps one to reach the goal quickly. Especially in language learning and teaching, strategies refer to process of employing techniques to learn language quickly and effectively. In this regard, Rigeney (1978) defines language learning strategies as often conscious steps or behaviors used by teachers and language learners to enhance language acquisition, storage, retention, recall and use of new information.

There are several ways/techniques used to teach speaking. For teaching speaking, we can use pair work, group work, simulation, speaking drill, role play and other meaningful conversational practices.

In order to explore the teachers' strategies to teach speaking, the teachers were asked to tell about their strategies that they used for effective teaching speaking and they responded in the following ways. One of the participants responded:

*Thank you very much sir for your wonderful question. In my view, there are several strategies for teaching speaking and every teacher has their own strategies to employ. I involve them in different meaningful speaking activities while I'm being a facilitator. I always encourage them to speak in and outside the class. Similarly, I ask them to explain picture maps, charts on the other hand I use: role-play, storytelling, press conference. I sometimes use audio-visual materials to teach speaking in order to create interest in them.*

English is taught as foreign language in Nepal. The students do not have enough exposure outside the classroom. Therefore, teacher should create environment in the class and should involve students in meaningful communicative techniques. But sometimes, students require G.T. method too. Sometimes translation method should be used in the class. It doesn't mean that it is use of mother tongue but using mother tongue as tools to achieve target language. Before involving students in speaking, they should be prepared for the activities. Teacher should follow some interesting techniques to achieve the goals quickly. In the similar vein, another responded said:

*Speaking is one of the tough skills to be taught because we need to consider many sub skills to master. Therefore, I use different communicative strategies to teach speaking such as: drilling, pair work, role play, group work, picture describing. Sometimes I use grammar translation method as a technique in order to convey message and meaning.*

As above extract explains that strategy is not only the selection of a method to teaching speaking but choosing such strategy which can arouse interest on learners so that students achieve more. The teacher should not be rigid to choose particular strategy but should choose the one which can help to achieve the skill better. Applying appropriate strategy can help achieve better in language classroom. Teachers were found using different strategies for teaching speaking skill which has been divided into the following sub-themes:

**Role play.** This strategy is another one of the best communicative techniques recommended by communicative linguists. The students always want some fun in

learning. In role play, students play the role of different personalities. For example: They sometimes play the role of doctor and patients and vice-versa. Following this technique, the students enjoy and learn to speak language sub-consciously. In this regard one respondent said:

*I generally prefer using different technique but I prefer more to use role play. It arouses interest on learners to participate. It gives a chance to the learners to perceive different skills of communication. For this preparation is the most.*

Similarly another respondent stated the same thing as:

*Role play is what I found is a best technique for teaching speaking. It is especially useful for the student from basic level. Playing different roles gives different skills of communication.*

The extracts above also clearly shows that we should choose good strategy to arouse interest in learners. In fact, role play is important technique to teach language which is used in different social contexts. For example while playing the role of doctor, farmer, leader, whose language use are different. Therefore, students can experience different social use of language. This view is also supported by Kayi. It seems that the teachers are already familiar with the fact.

**Press conference.** It is another strategy for teaching speaking. Strategies need to be interesting for the students. This is a kind of strategy in which a student becomes celebrity while other as reporter. In the same way, the rest of the students play the role of audience. The reporter asks some questions and the student who is acting as celebrity responds. In the technique, students become fully conscious. In this regard, one respondent stated:

*Everyone has his own strategies. They may like one more over other. But I like press conference technique as best strategy. I found students' interest in such technique. Other students who have not been participated can also learn.*

From the above extract, it can be concluded that teacher should use such strategy which should be more interesting and learning can go for lasting. Similarly, while conducting the speaking activities, the teacher should watch as a facilitator and prompt if it requires.

**Creating atmosphere of English in the class.** Here creating atmosphere means making rules to engage students to speak English in the classroom. The students should not speak their mother-tongue in the classroom and around school compound. Making exposure of English within school compound is another best strategy to develop spoken English of students. Exposure of English gives maximum chances in developing speaking and habit of speaking. In this regard, one of the respondents said:

*I encourage my students to speak in English in the class and even outside the class. I encourage them to speak even broken English. I have made rules. I think this technique has been fruitful to develop speaking. I have found little progress in student in comparison to past.*

Exposure of English speaking gives tremendous opportunities for developing effective communication. They can enhance their habit in speaking. We can observe the scenario of private schools. Students are not allowed to speak other language than English. Therefore, they are better than students of government schools. The above response also clearly shows that creating English atmosphere plays pivotal role in development in speaking.

**Prepared talk.** This is another technique for teaching speaking. As its name suggests, students are prepared before actual involvement in speaking activities. They prepare beforehand so that they will not have any problem in speaking. For this, teacher should assist to solve possible difficulty in pronunciation and vocabulary. In this regard, one participant said:

*I generally use prepare talk for teaching speaking. The students should be ready to speak. For this they should be prepared. If students are not prepared, they hesitate to talk in front of the friends. Therefore, this is what I think is one of the best techniques to teach speaking in the level.*

The above extract clearly shows that prepared talk is necessary for the elementary students in particular for teaching speaking. It helps learner to prepare in advance so that they will not have to face the problem such as hesitation, lack of confidence etc.

Similarly, another respondent stated:

*For teaching speaking, I give students one topic and ask them to prepare. I help them to prepare them meaningfully. In doing so, they will have no hesitation.*

Most of the students do not want to speak in English class it is because they are not prepared. They often hesitate to speak. The above extracts also clearly show that the students should be prepared so that they may not have hesitation in speaking. This strategy also helps students to boost up their confidence in active participation.

**Describing picture, maps, charts.** This is another technique used by teacher. Pictures, maps, charts are orthographic text in which students have to explain by using target language. This technique assists enhancing speaking on the parts of the learners. On the other hand, this is one of the interesting techniques. The teacher can bring some interesting pictures and ask students to explain. In this regard, one participant had following response:

*I literally prefer using picture describing technique to teach speaking to my students. I found this technique, wonderful, interesting and fascinating because there are maximum chances to arouse interest. Not only has that it also helps students to develop new vocabulary.*

Similarly, another participant said:

*Umm... I use picture describing techniques to teach speaking. Before asking students to describe picture, I give them some vocabulary and chunks, expression to explain the picture. In doing so, they feel easy to explain.*

Picture describing helps students develop language power. It also helps students to enhance vocabulary knowledge. On the other hand, it is interesting technique for language development. The above response shows that teachers are using this technique as important tools for teaching speaking to their students. They believe that it is another best way to enhance speaking skill.

**Storytelling technique.** This is another technique employed by teachers. This is the technique in which students learn from the story they hear. Stories are interesting which help arouse interest in listening. But the story should be appropriate when students hear the story, they are asked to create similar types of story and share it to the class. All the teachers are using the strategies one of the respondents said:

*I also use the technique to teach speaking. This is communicative technique. First of all, I tell them a story using simple English so that they can understand. I tell it in an interesting way later I ask them to create similar type of story. After that they share it to the class.*

The extract above clearly shows that teachers were using story telling as technique to teach speaking. Small children are always fond of listening story. Therefore, it seems very appropriate strategy to teach the skill.

### **Strategies for Teaching Writing**

According to language teachers and language researchers, learning to write is never ending process. On the other hand, teaching writing is one of the difficult tasks that language teachers need to handle. In the same way, when a teacher teaches to write in foreign language, there a language teacher encounters problems. Therefore, in order to handle the problem, a teacher needs to be wise enough to select appropriate strategies so that learners progress faster.

Writing is the process of using symbols such as alphabet, punctuation and spaces to communicate thoughts and ideas in a readable form. Strategies to teach writing can vary according to level of students and teachers. For example, the strategies used for intermediate students may vary than those of the basic level students, there may be various techniques for teaching writing such as: controlled writing, guided writing, free writing etc. In this regard, one of the respondents said:

*In my opinion, there are different types of strategies to teach writing. We should determine according to the level of students. They have problem in vocabulary, spelling and some students may have problem in other aspects of writing. We should teach basic level students in different way. In my case, I use combining sentence, copying, sentence construction etc.*

The aforementioned extracts also provide the evidence that the effective strategies are required for teaching writing. The students from basic level may have very basic problem in writing. Therefore, the problem needs to be solved with appropriate selection of strategy. Similarly, another respondent said:

*As you know, students in the basic level are not performing well due to lack of basic skill in writing such as vocabulary, spelling, and punctuation. Therefore*

*teachers need to be eclectic for the selection of strategies. For such students, I use strategies such as copying which helps them to know spelling system of English language.*

It seems that all the teachers held their own belief regarding the selection of the strategies. The teachers were asked to tell their strategies to teach writing to their students. On the basis of their responses, the following themes were drawn:

**Copying.** This is the strategy to teach writing to beginners. In this technique, students are asked to copy the words and sentences from the text book. In doing so, students get ample opportunities to see spelling system and punctuation in writing. In this regard, one of the respondents had the following response:

*While teaching writing, I ask students to write two pages handwriting every day. I think it helps them to know how to use punctuation such as full stop, comma etc. On the other hand they also learn spelling of words.*

Similarly, another respondent stated:

*I give them daily writing to improve their spelling and punctuation. Similarly, I use controlled writing techniques to teach writing.*

The aforementioned two responses clearly show that they preferred using copying technique to solve spelling and punctuation problem. They believe that it tremendously improves students' basic knowledge in writing skill.

**Controlled writing.** This is another strategy used by teachers. Controlled writing is a learning model used by teachers where students are given structured prompts to help them put their writing on the page. It is first used to teach early year students. Most of the controlled writing focuses on the form and technique of writing rather than content. It is helpful tool that can be used to scaffold children's understanding of the building block of language. In this regard, one participant said:

*It is important to teach students some of the structures of English sentences. The students from beginning level have problem related to correct sentence construction. If we teach certain structure, they will have no problem in writing.*

Controlled writing can be useful for giving children a clear focus in their writing. For example, it can be used to help children with letter formation. As above extract shows teaching writing by using controlled writing technique helps students to develop basic knowledge in sentence formation and meaning. Similarly, another respondent said:

*I teach my students grammar such as tense, negative and interrogative structure. It helps them to know how affirmative, negative and interrogative sentences are formed.*

The above extracts show that it is important to teach writing in basic level. Therefore, basic knowledge of language structures is necessary for learning to write. It is found out students achieving more and progress in writing through teaching certain important structures in early phase.

**Guided writing.** Guided writing is a small approach, involving the teacher meeting with a group of students with similar writing need. It can be thought of as a group conference or small group mini lesson, undertaken strategically in response to an identified challenge faced by the selected students. In another words, it is a kind of writing task in which students are given hints/guidelines to perform writing skill. The teachers were found using the strategy.

One of the participants said:

*I sometimes give them to complete the sentence and to develop a readable story with sufficient guidelines. In doing so, students can show their creativity in writing. Similarly, it helps students to be in track. This strategy also helps to foster skills in writing and organization of idea in correct order.*

In this way, I found that teachers were using the strategy such as guided writing for teaching writing. As above extract shows, it is useful for developing creativity, and also help students to know mechanics of writing i.e. coherence and cohesion.

**Free writing.** This is another strategy for teaching writing. It is a traditional writing in which learners are given a particular topic. It has no any guidelines like guided writing. This strategy may not be fruitful for all students. However, it helps students to brainstorm on a particular topic. One of the respondents said:

*Free writing is a kind of technique in which students have to pour ideas without any clues. This strategy may not be applicable to all students because they should have basic knowledge of vocabulary, sentence construction and spelling. Therefore, I teach these aspects before free writing.*

Similarly, another respondent also stated the same thing as:

*Yes sir, I use different strategical activities to teach writing such as copying, controlled writing, guided writing and free writing. I use any among these strategies which suits student's level.*

The above extracts shows that teachers preferred using the strategies such as copying, controlled writing, guided writing and free writing. Similarly, they also use other strategies according to level and interest of learners.

### **Challenges in Teaching Speaking**

Teaching foreign language is challenging job. While teaching speaking, a teacher faces many challenges. According to Ur (2005), finds the challenges such as: nothing to say, uneven participation, inhibition etc. one of the respondents said:

*Yes sir, I have to face many challenges. You know, teaching English speaking in Maithili community has been proved to be a challenging job for me, I face problem such as lack of time and students related problems such low and uneven participation, lack of vocabulary knowledge, pronunciation problem etc. similarly, school cannot provide materials/resources to teach.*

Similarly, another participant said:

*You know, teaching job is challenging one itself. While teaching speaking I encounter a lot more problems such as: students use mother tongue, they are not regular to class. Similarly, they cannot speak single sentence. It is difficult to use English all the time because our course is exam oriented.*

The students who have different linguistics background are prone to the problems. As above extracts show that there were many challenges which need to be addressed by a teacher. Upon asking about the challenges they face while teaching speaking, they had different challenges to share. By analyzing the responses, the following themes were collected. They are explained in the following sub-headings.

**Nothing to Say.** This is one challenge that a teacher has to face while teaching speaking when students are asked to speak in English, they stand like a dumb. They have nothing to say. They do not know what and how to speak. In this regard, one participant said:

*While asking students to speak, they can't speak. It seems like they have nothing in their mind. I think this happens because they are not mentally prepared.*

From the extract above we can say that students often did not speak because they did not have knowledge to create single sentence to speak. In order to solve the problem, the teachers should prepare them before conducting speaking activities.

**Mother tongue reduction:** Students often enjoy using mother tongue in ELT class. They feel easy and enjoy using mother tongue with their friends. The biggest challenge is how to reduce use of mother tongue in the class. One participant said:

*English language is seen from Nepali language perspective because Nepali language is means language in community schools. Nepali language is second language for Maithili speakers. They are not good at even in Nepali language. Therefore, teaching speaking in English is challenging job that I faced students often use Maithili language in the class which hampers to progress in English. Because of their mother tongue interference, it's hard to teach them pronunciation and other supra-segmental features.*

Similarly, another participant said:

*Mother tongue reduction has been the biggest challenge for me. They start talking in Maithili when I go out of the class. I think, the administration should help to manage the problem.*

The students cannot progress in speaking unless they stop using their mother tongue in ELT class. For this, the school administration should help English teachers to make the language acquisition policy. Mother tongue reduction is biggest challenge. The responses above clearly show that the teachers had to face the challenges on how to lessen the use of mother tongue. In this way, we can conclude that this is one of the biggest problems for them.

**Low or uneven participation.** Low or uneven participation is another challenge. It refers to students' passiveness or not getting chance to take part in speaking activities. One of the participants said:

*I find my students' low participation, in speaking. All do not participate in the speaking.*

Similarly, another respondent said:

*Due to large number of students, we cannot participate all students in speaking and other activities. Some students do not prefer to take part in speaking activities. Thus, it is one of the main challenges for me.*

The above extracts show that the teachers also had problem regarding students' participation. There may be various reasons behind the challenge such as: large class, lack of confidence, Lack of interest and motivation etc. If students are not participated equally, they feel like excluded from the activities and consequently, there will be hardly progress in speaking. Thus, it can be concluded that this is the biggest challenge in teaching speaking.

**Hesitation.** This is another challenge of teaching speaking. Students hesitate to speak even though they know what and how to speak. This is another obstacle to hinder to progress in speaking. In this regard, one of the participants said:

*When I ask a student to speak, he/she doesn't even respond anything. This case applies to most of the students. I think they feel shy or they hesitate to speak either because of lack of knowledge or fear of making mistake.*

In this way, it is clear that hesitation is another problem that teachers were facing. As above extract says there can be various reasons behind it. Some of them are: lack of knowledge, fear of speaking or may be the lack of interest and motivation. In order to build confidence, they should be prepared. The teacher should arouse interest and motivate to overcome the challenge.

**Time constraint and large class.** As we are familiar with a quotation that practice makes a man perfect. Language learning demands considerable practices. For this, time constraint and large class affects negatively a lot for learning a language. Time constraint here refers to lack of sufficient time for students to involve in

speaking activities. According to the census (2078), as Madhesh province is more populated in comparison to other provinces, there are a large number of students are studying in government school. Consequently, there are large number of students are in the class. On the other hand, there is not enough time to involve students in different speaking activities. In this regard, one of the participants said:

*Teaching speaking demands more meaningful practices. The school where I am teaching are studying many students. There are nearly Fifty students in each class. In order to involve students in different meaningful activities, we need enough time but our expectation is just opposite.*

The above extract also clearly shows that teachers were not being able to conduct effective speaking classes due to time constraint and large number of students in the class. The teachers need enough time to involve students in different communicative activities. But they do not have enough time according to number of students. As a result, it is difficult to develop effective communication skills on the part of learners. Since the curriculum is exam oriented, teachers cannot give enough time to develop speaking. Therefore, the above extract clearly explains that time constraint and large class is major problem among others. This view is also supported by all the teachers

### **Challenges in Teaching Writing**

As we know, writing includes multiple sub skills to be covered while teaching. This is the reason why students and teachers may encounter more challenges to gain the skill. It includes the organization of ideas, i.e. coherence and cohesion punctuation etc. In EFL context, students have some more problems in learning writing skill. The possible challenges include: lack of vocabulary, poor grammar, poor spelling, students' readiness and lack of exposure to books and reading materials. In this regard, one of the participants said:

*In my teaching experience, I have faced some challenges in teaching writing which I would like to share to you. The challenges like they can't join two sentence on the other hand, most of them have basic problem like; spelling vocabulary.*

Similarly, another participant also added the same thing as:

*I encounter challenges to teach writing because they have basic problem in developing writing even a simple paragraph. They lack vocabulary. Some of them even don't know alphabet of English well. On the other hand, they don't know which is subject, verb and object of a sentence.*

Teaching writing is tough when students do not have basic knowledge in writing such as spelling, vocabulary and simple sentence construction. The above two extracts clearly show that the teachers had to face many challenges in teaching writing on the basis of their responses in interview, different themes were drawn as challenges. They have been explained in the following sub-headings.

**Lack of foremost basic knowledge.** This is the challenge in root level. Here, lack in foremost basic knowledge in writing refers to problem in vocabulary, spelling and sentence construction. It is the biggest hindrance in learning to write. In this regard, one of the participants said:

*Students do not have vocabulary knowledge. Most of the student can't spell words correctly. I can't teach writing skill further.*

Indeed, students having such problem cannot progress further, on the other hand teachers cannot teach writing. Similarly, another respondent said that most of the students did not have basic vocabulary power to fonder their ideas. Thus, it can be concluded that the teachers cannot teach writing further because of lacking basic knowledge in writing.

**Mechanics of writing.** Mechanics in writing are essential and higher skills that students should learn. Mechanics refer to the skills in writing such as coherence, cohesion and punctuation. These skills are tough one to teach to students. One of the respondents said:

*Umm... you know before teaching writing, they should have at least required vocabulary knowledge and only then we can teach mechanics of writing. This is how it has been proved to be challenging job.*

The above extract also shows that teaching writing is tough. On the other hand, teaching students to organize ideas and punctuate appropriately is another challenge in teaching writing. It seems that their primary schooling was weak. Their

problem was not addressed appropriately. Thus, we can come to the conclusion that teaching mechanics of writing is challenging to the teachers.

**Students' readiness.** Readiness refers to students' willingness in learning to write. Readiness in doing any work play vital role to be successful in that field. In the same way, unless students are ready, they cannot learn to write. Therefore, readiness plays vital role in learning to write. In this regard, one participant said:

*My students seem to be passive in the class. They can't pay proper attention while teaching writing. They seem to have lacking interest. In this way, to make them mentally ready is challenging one for teaching.*

The extract above also explains that students were not ready to learn. In order to make them ready, we need to choose some interesting strategies. Not only that the teacher also need to motivate and arouse interest in them.

### **Analysis of the Data Collected Through Questionnaire**

As two types of data were collected, this section deals with quantitative data analysis. For the collection of data, close-ended questions were designed in order to explore students' challenges in learning in the skills. The questions had four options i.e. strongly agree, agree, disagree and strongly disagree. When the respondents strongly agreed and agreed, it means they have accepted the fact and if the respondents disagreed and strongly disagreed, then it is understood that they have not accepted the statement.

The analysis procedures follow with simple tabulation and percentage. Further, it follows statement, number of students, percentage and responses in the table.

### **Aspects of Language Learning**

The aspect of language includes vocabulary, pronunciation and grammar. Learning a language in foreign context is difficult specially learning aspect of language. Therefore, this section deals with students' difficulty in learning aspects of English language.

**Table 1**  
**Challenges in Learning Aspects of Language**

<b>Statement</b>	<b>No of students</b>	<b>Percentage</b>	<b>Responses</b>
The challenge in learning pronunciation, grammar and vocabulary easily	8	17.7%	St. Agree
	5	11.11%	Agree
	15	33.3%	Disagree
	17	37.77%	St. Disagree
<b>Total</b>	<b>45</b>	<b>100%</b>	

The above table shows that out of 45 students, 17.7% and 11.11% students agreed and strongly agreed to the statements respectively. This data shows that this percentage of students did not have any problem regarding learning aspects of English language.

Similarly, 33.3% and 37.77% student disagreed and strongly disagreed with the statement. It shows that 32 students out of 45 had difficulty in learning aspects of the language. Thus, we can conclude that the majority of the students have problem in learning aspects of the language.

### **Exposure of English Language**

Exposure of a language refers to the environment in which learners have ample opportunities to practice. Having such exposure gives learners a room to practice and language learning becomes less challenging. Here exposure of language means exposure of English. When English language is not used at all in school, it is challenging to learn it. Therefore, the students were given a question whether they have exposure of English in their classroom or not.

**Table 2**  
**Exposure of English Language**

<b>Statement</b>	<b>No. of students</b>	<b>Percentage</b>	<b>Responses</b>
The lack of enough exposure of English.	20	44.4%	St. agree
	20	44.4%	Agree
	2	4.4%	Disagree
	3	6.6%	St. disagree
<b>Total</b>	<b>45</b>	<b>100%</b>	

The aforementioned table shows whether the student agreed or disagreed on the statement. More than 88.8% students accepted the fact that they do not have exposure of English in their class at all. Similarly, only 11% students disagreed on the fact. It shows that they had little exposure of English in their class. Thus, most of the students do not have exposure of English.

#### **Fear of Committing Mistake While Speaking**

Students often do not want to talk and write in another language because they fear of committing mistake. They think that they will be insulted when they commit mistake while talking and writing. It is the challenge in language learning. Therefore, this section deals with whether they have inhibition or not while talking and writing.

**Table 3**  
**Fear of Committing Mistake**

<b>Statement</b>	<b>No. of students</b>	<b>Percentage</b>	<b>Responses</b>
The fear of committing mistake while talking	19	42.22%	St. agree
	15	33.33%	Agree
	6	16.33%	Disagree
	5	11.11%	St. disagree
<b>Total</b>	<b>45</b>	<b>100%</b>	

The above table shows that 75.5% students agreed the fact that they feared of committing mistake while talking in English with friends and teachers. Similarly, 24.5% students did not fear to communicate because they did not agree with the fact. Therefore, it can be concluded that majority of students have main problem in committing mistake what we call inhibition.

### **Hesitation and Lack of Confidence While Speaking in front of the Class**

Language can be learnt through more practice. On the other hand, students need to be involved in different meaningful activities to avoid their hesitation and arouse confidence in them. Hesitation and lack of confidence is one of the biggest problems in language learning. There are several reasons behind students' hesitation and lack of confidence. Therefore, students were asked whether they have hesitation and lack of confidence or not.

**Table 4**

#### **Hesitation and Lack of Confidence**

<b>Statement</b>	<b>No. of students</b>	<b>Percentage</b>	<b>Responses</b>
The hesitation and feel lack of confidence while communicating in English	16	35.55%	St. agree
	26	57.77%	Agree
	3	6.66%	Disagree
	0	0%	St. disagree
Total	45	100%	

The above table shows that 93.4% students had agreed the fact that they hesitated and felt lack of confidence while communicating in English. This is the great number of students who have biggest challenge to overcome. On the other hand, very few number of students i.e. 6.6% students did not have such a challenge. Thus, we can conclude that only few students do not have such problem and the majority of students have problem regarding hesitation and lack of confidence.

### **Mother Tongue Interference in English Speaking**

While learning second/foreign language mother tongue interferes tremendously. Since our language faculty in the brain is full of mother tongue elements, it disturbs while learning another language. Disturbance is in learning

pronunciation, grammar and other supra segmental features of target language. Therefore, this section deals with to what extent students have anxiety while learning second language because of their mother tongue.

**Table 5**  
**Mother Tongue Interference**

Statement	No. of students	Percentage	Responses
Mother tongue disturbance while learning to speak (pronunciation)	19	42.22%	St. agree
	12	26.66%	Agree
	9	20%	Disagree
	5	11.11%	St. disagree
Total	45	100%	

The above table clearly shows that 42.22% percent students agreed that they had problem in speaking because of their mother tongue. On the other hand, 26.66% students also had problem of mother tongue interference in learning the language. On the other hand, more than 21% students did not have such problem because their mother tongue did not interfere. It means they do not have terrible disturbance. Thus, they have problem in learning pronunciation and other supra-segmental features while learning to communicate.

### **Resources for Developing Speaking**

Here resources refer to the tools that assist in language learning such as internet, newspaper, books, mobile, and television. The learners who use such resources can have no problem in language learning. These resources facilitate in language learning. These tools make language learning fun easier and quick. If students do not have such resources, they have to face more challenges and thus progress in language learning becomes less progressive. Therefore, this section tries to seek whether students have such resources or not.

**Table 6**  
**Learning Resources**

Statement	No. of students	Percentage	Responses
The lack of enough audio-visual materials such as: television, internet, mobile, speaker, projector in school and home	5	11.11%	St. agree
	10	22.22%	Agree
	20	44.44%	Disagree
	10	22.22%	St. disagree
Total	45	100%	

The above table shows that 33.33% students had access to such tools from which they can learn to speak. On the other hand, 66.66% students did not agree on the statement. It means they did not have access of such modern technological tools for developing speaking. Thus, we can conclude the fact that more students 66.66% students do not have access to these tools therefore language learning have been challenging.

### **Nothing to Say**

Nothing to say is the challenge in language learning. In this situation, they have no idea what to speak and how to speaking. In order to speak, the learners need to prepare before going to speak. Therefore, this section deals with whether they have such challenges or not.

**Table 7**  
**Nothing to Say While Communicating**

Statement	No. of students	Percentage	Responses
Feeling like nothing to say while I'm called to speak	20	44.44%	St. agree
	13	28.88%	Agree
	5	11.11%	Disagree
	7	15.55%	St. disagree
Total	45	100%	

The above table shows that 74.2% students had agreed upon the fact that they could not talk because they had nothing to say. There may be various reasons behind it. On the other hand, 25.8% students did not have such problem according to the table. Thus, it can be stated that the majority of students have challenges to speak regarding nothing to say.

### **Regularity to School**

This section deals with regularity of students to school. Students should be regular to school in order to perform better in learning. Otherwise, they cannot have satisfactory performance. The students who attend government school, they are often irregular. There may be various reasons behind it. Therefore, it has been challenging to the schools as well to students. Therefore, the question was asked to know whether they can go to school regularly or not.

**Table 8**

### **Regularity to School**

<b>Statement</b>	<b>No. of students</b>	<b>Percentage</b>	<b>Responses</b>
The regularity to school	5	11.11%	St. agree
	10	22.22%	Agree
	16	35.55%	Disagree
	14	31.11%	St. disagree
Total	45	100%	

The above table shows that 30 students nearly 66.6% students could not go to school regularly. There were many reasons behind this such as they belong to poor family and for this, they had to help their parents in the job. On the other hand, 35.33% could go to school. It shows that they did not have such challenge. Thus, we can analyze the fact that going to school regularly has been foremost basic problem to the students and that finally generates other problems.

### **Generating Own Sentence in Writing**

This section deals whether they can generate their sentence or not. The students should be able to generate sentence of their own only then they can write in English.

**Table 9**  
**Generating Sentence in Writing**

<b>Statement</b>	<b>No. of students</b>	<b>Percentage</b>	<b>Responses</b>
Do not have any problem to generating sentence of own	6	13.33%	St. agree
	7	15.55%	Agree
	15	33.33%	Disagree
	17	37.77%	St. disagree
Total	45	100%	

The students were given the aforementioned statement and such responses were found. The above table shows that 28.8% students agreed that they could generate their own sentence while writing. It means they had their creativity while writing. On the other hand, 71.1% students said that they had problem in writing because they cannot generate their own sentence while writing. Thus, it can be concluded that the most of the students have challenge regarding creativity while learning to write.

### **Coherence in Writing**

Coherence is one of the sub skills in writing. It denotes the organization of idea into meaningful order. Most students face such problems while writing. On the other hand, it is very hard for the beginners. Therefore, this section deals with the students challenges regarding maintenance of coherence in writing.

**Table 10**  
**Coherence in Writing**

<b>Statement</b>	<b>No. of students</b>	<b>Percentage</b>	<b>Responses</b>
The capacity to organize sentences meaningfully in writing	2	4.4%	St. agree
	5	11.11%	Agree
	11	24.44%	Disagree
	27	60%	St. disagree
Total	45	100%	

The above table clearly shows that 84.4% students disagreed to the statement that they could organize ideas into meaningful paragraph. It means they had challenge in learning coherence in writing. On the other hand, only few students viz.; 15% students had no challenge in learning in the skill.

### **Vocabulary Knowledge in Writing**

Vocabulary is the foremost basic knowledge in writing. The learners need to be able to select appropriate vocabulary in appropriate context. Some students suffer from this problem because they do not have idea what to write. This section seeks students' knowledge in vocabulary.

**Table 11**

#### **Vocabulary Knowledge in Writing**

<b>Statement</b>	<b>No. of students</b>	<b>Percentage</b>	<b>Responses</b>
The basic knowledge of vocabulary for writing skill	2	4.44%	St. agree
	5	11.11%	Agree
	11	24.44%	Disagree
	27	60%	St. disagree
Total	45	100%	

The above table shows that 15.55% students had basic knowledge in writing. It shows that very few numbers of students had basic vocabulary knowledge for writing. This is less challenging for them in writing. On the other hand, majority of students nearly 85% students, Out of hundred percent, 84.44% students did not have even basic knowledge according to the table. Therefore, this data clearly shows that most of the students cannot learn writing easily because they do not have basic knowledge in vocabulary. This seems to be a great challenge to students.

### **Taking Extra Classes for Learning Speaking and Writing Skills**

As we know, it is very difficult to learn the productive skills of a language. The learners need to adopt the strategies such as taking coaching or tuition classes. Our courses of English offer less time for English speaking and writing. On the other hand, government schools do not have English in exception to some. The students

cannot join such classes due to two reasons: Lack of money and teachers may not be available. The students were asked whether they join extra class or not.

**Table 12**

**Taking Extra Classes for Improving Speaking and Writing**

Statement	No. of students	Percentage	Responses
Taking extra classes such as tuition, coaching for learning writing and speaking	10	22.22%	St. agree
	9	20%	Agree
	11	24.44%	Disagree
	15	33.3%	St. disagree
Total	45	100%	

The above table shows that 19 students out of the 45 took tuition classes for learning speaking and writing. It is 42% students who joined tuition classes. They do not have any challenge to do so. On the other hand, 26 students out of 45 could not go to extra class. The number of students comprises 57% students out of 100%. This shows that the number of students who did not take such classes is more than who took such extra classes.

**Level of Difficulty in Learning Grammar**

Grammar is a science of language that brings system in organization of language. It helps to organize sentence in meaningful way. On the other hand, it is also difficult to learn. Learning grammar of a language is challenging and annoying. Therefore, this section seeks to see level of challenge in learning grammar.

**Table 13**

**Difficulty in Learning Grammar**

Statement	No. of students	Percentage	Responses
The difficulty in learning grammar	30	66.6%	St. agree
	5	11.11%	Agree
	6	13.33%	Disagree
	4	8.88%	St. disagree
Total	45	100%	

The aforementioned table shows that the number of students who felt difficulty in learning grammar and who felt easy. It has been clearly shown that 77.7% students felt difficulty and annoying to learn grammar. On the other hand, 22.2% students had no such difficulty in learning grammar. Thus, we can state that for most of the students, grammar has been proved to be challenging and annoying skill to learn.

### **Punctuation in Writing**

Punctuation is one of the sub skills of writing to be learnt by the learners. Punctuation refers to the signs and symbols that are used in writing. It includes: comma, question mark, colon, semi-colon, full-stop etc. This is also may be proved as challenging. Therefore, this section seeks whether students have challenges or not.

**Table 14**

#### **Difficulty in Use of Punctuation in Writing**

<b>Statement</b>	<b>No. of students</b>	<b>Percentage</b>	<b>Responses</b>
The difficulty in punctuation such as: comma, question marks, colon, semi-colon, full stop appropriately in writing	5	11.11%	St. agree
	5	11.11%	Agree
	4	8.88%	Disagree
	31	68.88%	St. disagree
Total	45	100%	

The students were asked of their opinion regarding the knowledge of punctuations and difficulty in learning the skills. According to the above table, it shows that 22.22% did not have basic knowledge in punctuation such as: comma, full stop and question mark. It means they could use these punctuation marks in their writing. On the other hand, 77.76% had disagreed on the statement that they did not have basic knowledge of punctuation in writing. They could not punctuate well in writing. Thus, we can conclude that majority of students had challenge in learning to write in writing due to punctuation.

## **Results and Discussion**

In this section, findings derived from analysis and interpretation of data has been presented. I had lively experience with teachers regarding their strategies and challenges while teaching productive skills to students. Similarly, according to data, students also had some challenges to learn the skills. The data gave me major insights while analyzing and interpretation, in turn helped to drive findings.

The data collected from students were analyzed quantitatively while the data which were collected from teachers were analyzed qualitatively. Since the study includes two types of data analysis, the findings had also been driven separately. Some of the notable results of the study have been separately presented as follows:

### **Results Derived from Qualitative Data**

This topic deals with the findings drawn from qualitative study. The major findings of importance of speaking, challenges of teaching speaking and writing and strategies of teaching speaking are presented as follows:

- i. Speaking and writing in English requires for basic communication in this global village. It helps students to adjust in the age of ICT and global village.
- ii. The study showed that the skills require for the students to do better in higher education. If they are not given basic knowledge, they cannot progress in later academic life and consequently drop-out rate increases.
- iii. Similarly, the study showed that productive skills are important because it is specified in our syllabus and students should also have basic knowledge for communication.
- iv. The study revealed that creating atmosphere of English is the beginning good strategy of teaching speaking.
- v. Similarly, press conference is the technique for teaching speaking to the students.
- vi. On the other hand, the study found out that teachers used another strategy 'prepared talk' for teaching speaking.
- vii. In the same way, according to the study, it is found out that teachers were using 'story telling' technique to teach speaking.

- viii. Similarly, it is found that teachers were using other techniques such as: role play, picture describing, and group work and dialogue practice as major strategies to teach speaking.
- ix. According to study, it was found out that teachers used copying technique to teach writing. It was found out that it helped students for improving spelling, punctuation and vocabularies.
- x. Similarly, teachers were found out using 'controlled writing' as another technique for teaching writing.
- xi. On the other hand, it is also found out that teachers were using guided writing, free writing as other major techniques for teaching writing to the students.
- xii. It is found out that most of the students did not have vocabulary knowledge for teaching speaking.
- xiii. Similarly, it is found out that there was tremendous interference of mother tongue in learning pronunciation.
- xiv. In the same way, the study revealed that students lack motivation and interest in learning to speak.
- xv. Similarly, it was also found that students' low or uneven participation is another major challenges faced by teachers for teaching speaking.
- xvi. In the same way, the study found out that the teachers had main problem in managing time due to the large number of students and time constraints. They could not engage students in speaking activities
- xvii. In the same way, the study found out that the teachers faced some other major problems in teaching speaking such as hesitation, nothing to say, mother tongue reduction and arouse curiosity.
- xviii. The study showed that most of the students had problems in basic knowledge of writing such as lack of vocabulary spelling. This was one of the challenges that teachers had to face.
- xix. Similarly, it is found out that teachers have problem in teaching mechanics of writing.
- xx. Similarly, it was also found out that teachers are facing challenge regarding student's readiness in learning writing.
- xxi. Likewise, it was also found out that students lack creativity in writing students cannot generate own sentence while writing.

- xxii. Most importantly, it was found out that the one of the main reasons of students' inability of doing better performance in basic level is that they had little exposure of English. It means their elementary schooling was not strong enough to for further betterment in the skills.

### **Results Derived from Quantitative Data**

This section includes the results driven from quantitative data analysis. The students were given some questions to see their challenges in learning of productive skills. On the basis of data analysis, some of the notable challenges were found. They have been presented to the points as follow:

- i. The study revealed that the majority of the students i.e. 71% students had problem in learning aspects of the language such as pronunciation, grammar, vocabulary etc.
- ii. In the same way, another great number of students (88.8%) students did not have any exposure of English language in and outside of classroom.
- iii. Similarly, it was found that out of 100%, 75% students feared of committing mistake while talking in English.
- iv. In the same way, the study showed that (93.4%) students had hesitation in speaking.
- v. In the similar vein, there were (68.8%) students had problem regarding mother tongue interference in learning to speak.
- vi. Similarly, the great number of students (67.6%) students could not go to school regularly which seems another biggest challenge of students.
- vii. In the similar vein, 84.4% students could not organize ideas into meaningful paragraph. It means they had challenges regarding coherence.
- viii. Similarly, the majority of students i.e. (64.4%) students had problem in vocabulary. They did not have basic knowledge of necessary vocabularies in writing.
- ix. In the same way, the study revealed that the majority of students (57.7%) students could not take extra classes to learn writing skill.
- x. According to the study, 78.6% students had challenges in learning grammar of English.

- xi. Similarly, the study found that majority of students couldn't punctuate well in writing. The number of students is 87.6%. It was another biggest challenge in writing skill.

## CHAPTER FIVE

### Conclusions and Implications

This chapter includes conclusions and recommendations on the basis of the study. The findings helped me to come to the conclusion and further some points of recommendation which is applicable in different level.

#### Conclusion

The present study critically examined strategies used by teachers and challenges faced by the teachers while teaching productive skills of English in government schools. In the same way, the study also found out some challenges of students while learning speaking and writing of English language. After the analysis of the data, I came to the conclusion that there are various strategies of teachers to teach the skills. While teaching speaking, the teachers were found using the major strategies such as press conference, role play, dialogue practice, prepared talk, describing pictures, table, charts, storytelling technique etc. These are meaningful techniques to teach the skills in upper basic level. Similarly, prepared talk is also important technique which is applicable for the students. Similarly, while teaching writing, we need to choose level specific strategies copying, reproduction, controlled writing, guided writing and free writing are some of the major techniques for teaching writing. These are successive strategies to teach writing. Therefore, one should follow accordingly.

Similarly, the study also found some challenges of teaching speaking and writing. In teaching speaking to the students, there were many challenges such as low and uneven participation, hesitation, nothing to say, mother tongue interference, large class and time constraint and reduction and so on. Thus, we can conclude that these challenges were main hindrance for students' progression in the skills. On the other hand, there were also challenges in teaching writing such as students lack basic knowledge in writing, i.e. vocabulary spelling etc. Beside this, other challenges such as mechanics in writing, students readiness and other. Thus, it can be concluded that it is very difficult to teach in multilingual students for whom English is third/fourth language to learn. In the same way, it can be

concluded that the students' primary schooling was too weak to do better performance in the skills.

Students have their own challenges in learning to write and speaking. After analyzing data quantitatively, different results were found. On the basis of results derived from the study, I came to conclusion that there were many challenges due to which students were not performing well. It means it was not the teachers' strategies which are responsible for the students' achievement. The teachers were found to be using the good communicative strategies in teaching the skills. Some of the major challenges of the students were: students did not have enough vocabulary knowledge in speaking and writing. Beside this, there were mother tongue interference, hesitation, nothing to say and their irregularity to school. Similarly, they could not join extra tuition classes due to either economic problem or time constraint. On the other hand, students could not organize ideas into meaningful paragraph. Similarly, they had challenges in learning punctuation, grammar in writing. The skills are essential ones while learning writing. Unless students have basic knowledge, the students cannot communicate with other people. The teacher should identify all the students' related problems including teaching and learning to overcome such challenges.

### **Recommendations**

Based on the findings and conclusion of the study, the following recommendations have been made which are applicable to policy and practice levels.

**Policy level.** After drawing conclusion and findings of the study, I have made of some recommended some policy which will support to policy makers and to draw their attention. The recommendations have been made in the following points:

- i. The study found that knowledge in productive skills is a most for further study. Therefore, school should manage time accordingly.
- ii. The school administration should help teachers regarding implementation of English Environment.
- iii. The administration should provide required resources for teaching and learning the productive skills.

- iv. The school administration and teacher should identify students' problems by interacting with their parents and themselves so that problems can be solved.
- v. Similarly, strategies to teach speaking and writing should be appropriate in terms of students' level, interest and need.
- vi. Teaching and learning should not be exam oriented. Rather, it should focus on students' performance. So that they can avoid their hesitation.
- vii. There should be the good relationship between the guardians and school administration so that the problems of the students can be discussed. The parents should create the good atmosphere for studying. For this school can play important role to convince the guardians.

**Practice level.** I have believed that the findings of the research will be play vital role as guideline and supportive to the ELT practioners like teachers, educations and curriculum designers. Based on the findings and conclusions, the following recommendations have been made that are applicable to the practice level.

- i. The teachers should use what they know and say. It means they should apply in their behavior what they know.
- ii. The teachers should use English in maximum amount. In doing so, students get opportunity to hear and imitate. It helps to give exposure to some extent.
- iii. Likewise, the teachers should address students' problems according to their level.
- iv. Learning is a never ending process. It takes time to learn.
- v. The teacher should build support with students in order to achieve good result.
- vi. The teachers should adopt interesting strategies such as group work, pair work and group discussion to arouse interest on learners. And further, student oriented activities should be designed so that they can learn by doing. It further helps them to learn from peers.

**Further research related.** The present study is unable to cover all areas. Therefore, it cannot be generalized in all areas. I believe that no researches are complete in themselves. It means every research has its own limitations. So is the case to this research work. While carrying out the research work, I came across with some of the areas which could have been covered by the work. Therefore, in this sector, I

have mentioned some of the most relevant topics which can be studied by a prospective researcher. They are mentioned as follow:

- i. A prospective researcher could selected more population from different districts. The study could be generalized more.
- ii. Similarly, it would have been better if it was all schools levels i.e. primary, lower secondary and secondary level. It includes only upper basic level i.e. (6, 7, 8) classes and its teachers.
- iii. Likewise, if students had been interviewed, it would have been easy to see more challenges and also would have helped to know reasons of challenges.
- iv. Similarly, the study did not focus on the comparison of challenges faced by teachers and students.

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## APPENDICES

### Appendix- I

Dear informants,

I would like to request you to take part as respondents in my research work on strategies used in teaching productive skills in upper basic level in community schools under supervision of Mr. Khem Raj Joshi , Assistant lecture , Department of English Education, TU, Kirtipur, Kathmandu. The main objective of my study is to explore strategies used by the teachers to teach productive skills of English language and challenges faced by teachers during teaching the skills. It won't take more than an hour. Your participation to help my work will be greatly appreciated.

Please let me know your leisure time and hope we will see soon.

#### **Researcher**

Sammar Bahadur Khadka

Tribhuvan University,

Kirtipur, Kathmandu

Nepal.

#### **Note.**

- There won't be any discomfort regarding the research work.
- You will be interviewed over phone.
- Information you have provided will be confidential.

Sign.....

Name.....

Date.....

## **Appendix- II**

### **Teachers' guidelines**

#### **Objectives of the study**

- i. To find out strategies used by teachers to teach productive skills in upper basic level in community schools.
- ii. To explore challenges faced by teachers and learners to progress in the skills
- iii. To explore teachers opinions about students performance in the skills.

#### **Research Questions**

- i. How is the student performance in the skills?
- ii. What strategies are they applying to teach the skills?
- iii. What are the challenges that the learners and teachers face during teaching and learning of the skills
- iv. Which techniques can be effective to teach in our context?

#### **Teacher guidelines**

The following questionnaire was used as teacher guidelines based on the above research questions and objectives.

- Let me start with your short introduction.
- How beneficial is it to teach productive skills at lower secondary level ? give your opinion.
- What do you mean by strategies? What are the strategies that you implement while teaching productive skills?
- What is your opinion about students' performance in the skills?
- Do you use English inside classroom? If yes what challenges do you face?
- Please share us the challenges you have encountered while teaching productive skills of English language.
- Do you think it is necessary to adopt innovative strategies to teach the skills?
- How do you make sure that your strategies to teach the skills are appropriate and beneficial?

## Appendix- III

### Transcription- 1

**Interviewer:** Namastey sir

**Interviewee:** Namaskar sir

**Interviewer:** would you please give your short introduction?

**Interviewee :** yes sir. My name is Sanjay Kumar Ram. I'm lower secondary level English teacher in Ram Janaki technical higher secondary school Chhajana , Siraha.

**Interviewer:** whatare productive skills? How beneficial do you think to teach writing and speaking of English language at lower secondary level? Give your opinion.

**Interviewee:** thank you sir for the question. Productive skills as its name suggest , it is production aspect of language in which learners have to produce language. The skills are most important among others. Student from the level at least should be able to communicate in speaking and writing in simple way. When we talk about its importance, we cannot deny its importance. Knowing simple communication helps them to communicate with outside world. Similarly it is also helpful for their further study otherwise they will have hard time in further study.

**Interviewer:** How is your students' performance in the skills?

**Interviewee:** yeah. Regarding the performance of the students in the skills, I'm not quite satisfied. Even though we are trying our best for making better learning environment, students are not being able to perform better in the skills. The cant utter and write a word of their own except some students. There are several factors behind this such as school management, teaching materials, students and even teachers.

**Interviewer:** what do you mean by strategies? What are the strategies that you implement while teaching productive skills of the language?

**Interviewee:** um... strategies refer to short and sweet techniques to achieve any goal. While relating it to teaching field, strategies refer to process of adopting short techniques to achieve the linguistic goals. Now, I'm coming to your next question. While teaching speaking, I use different strategies to my students. In my view there are several strategies for teaching speaking and every teacher has their own ways of teaching. I involve them in different meaningful activities while I'm being a facilitator. I always encourage them to speak English in and outside of the class. Similarly, I ask them tp describe map chart pictures etc. I also involve them in the activities such as role play, storytelling, press conference and other meaningful communicative games. On the other hand while teaching writing, we should adopt the techniques according to the level of the students. They may have problem in vocabulary, spelling, punctuation or coherence and cohesion. Therefore, I use combining sentence, copying, reproduction, recombination, guided writing etc.

**Interviewer:** Do you use English inside the classroom?

**Interviewee:** yes I try to use English inside the classroom. I use more than Eighty percent English inside the classroom but they hardly understand. We should consider time and course so it is hard to use English all the time.

**Interviewer:** Please share your challenges while teaching productive skills in the level.

**Interviewee:** yes sir teaching productive skills itself is challenging job. On the other hand, teaching speaking and writing in foreign context is challenging one. You know, teaching English in Maithili community is more challenging because the students have to think about English from the perspective of Nepali language. I face problem such as lack of vocabulary knowledge. Pronunciation problem and low participation in speaking activities. Similarly, schools don't have required resources and modern technologies to facilitate learning. In the same way while teaching writing, they lack vocabulary knowledge, punctuation problem and even can't join two sentences in proper way.

**Interviewer:** you know that we have many challenges while teaching English language in our context. In this situation, how can we progress in the teaching of the students?

**Interviewee:** Thank you sir for the wonderful question. As we know, Nepal is multilingual country. Naturally it is difficult to teach foreign language. As we know, we are in the age of ICT. Students have access of smart mobile phones, television and other connection with social network. Therefore teacher should be less teacher and more motivator in this situation. The teacher should not leave any possible materials that he can use such as newspaper, mobile, and other locally available materials to teach them. The teacher should be the role model for the students and should be able to motivate them because students spend most of the time out of school. The students should be enough motivated to keep learning even outside the class. The teacher should teach them use social media creatively.

**Interviewer:** how do you make sure that your strategies to teach the skills are appropriate enough to improve students' performance?

**Interviewee:** yes I'm quite sure that my strategies are working well because we can observe their performance is better in comparison to past. Using short and sweet strategies can help students to be more motivated. Similarly I conduct weekly and monthly tests to see their progress. Thus I can say that my strategies seem appropriate.

## Transcription- 2

Interviewer: Namastey sir.

Interviewee: Namastey sir.

Interviewer: Let me start with your short introduction.

Interviewee: ok sir. My name is Ashok Kumar Yadav. Im teaching in La. La. Ku. higher secondary school Lahan Siraha.

**Interviewer:** what are productive skills? How beneficial do you think to teach writing and speaking of English language at lower secondary level? Give your opinion.

**Interviewee:** There are two major types of language skills. They are productive and receptive skills. In productive skill, the learners have to produce language through writing and speaking. Yes. Productive skills are important to teach because by means of productive skills, one can communicate ideas with others. These two skills include speaking and writing. Basically we should give base to the learners in the level for two reasons: the first is for achieving higher education and second is for basic communication. It helps them to share their ideas and views in simple and spoken language.

**Interviewer:** How is your students' performance in the skills?

**Interviewee:** In the beginning, I am not quite satisfied with their performance in the skills. They do not have achievement according to the level. Only one or two students are good in writing and speaking. Otherwise most of the students have problem in the skills. The schools do not have any policy related to English language.

**Interviewer:** what do you mean by strategies? What are the strategies that you implement while teaching productive skills of the language?

**Interviewee:** I think strategy is a technique. You know it helps to achieve the goals quickly. Every individual has their own strategy to employ. While teaching productive skills we should adopt appropriate strategies otherwise it is difficult to impart communication knowledge in writing and speaking. Speaking is one of the tough skills to be taught because we need to consider many sub skills to master. Therefore I use communicative strategies to teach speaking such as: drilling, pair work, role play, group work, picture describing etc. sometimes I use grammar translation method as technique in order to convey message and meaning. Now I'm coming to your next question about strategies to teach writing. As you know, students in upper basic level are not performing well due to lack of basic skills in writing such as vocabulary, spelling, punctuation. Therefore teachers need to be eclectic for the selection of the strategies. For such students, I teach them some basics such as copying which helps them to see punctuation and spelling system and I teach them vocabulary.

**Interviewer:** Do you use English inside the classroom?

**Interviewee:** I want to use English inside the class room but I can't use because of some of the restrictions. Our course is exam oriented we have to finish our course on time. However I engage them in speaking activities.

**Interviewer:** Please share your challenges while teaching productive skills in the level.

**Interviewee:** you know that teaching is challenging job. While teaching speaking I have to face some of the problems such as students use mother tongue all the time. They are not regular to class. Similarly they can't speak single sentence. There is different level of students etc. similarly, while teaching writing, I face basic problem such as: some of them are not even confident on alphabets of English language. Some of them have vocabulary problem. So in this situation I feel great challenge in teaching writing.

**Interviewer:** you know that we have many challenges while teaching English language in our context. In this situation, how can we progress in the teaching of the students?

**Interviewee:** you are right sir. There are many challenges in teaching English language in our context. Students do not have exposure outside of the classroom. Our course is exam oriented than developing the communicative skills. Government schools do not have enough resources for teaching language. In this situation, the teacher needs to be active. He should use locally available and cheap materials to teach language. The teacher should provide tremendous exposure inside the classroom. The teacher should be himself a resource.

**Interviewer:** How do you make sure that your strategies to teach the skills are appropriate enough to improve students' performance?

**Interviewee:** yes I'm sure that it is working because the improvement can be seen on learners. In order to check whether my strategies are working or not give test of speaking and writing. The students are interested and they are learning well.

### Transcription- 3

Interviewer: Namastey sir.

Interviewee: Namastey sir.

Interviewer: Let me start with your short introduction.

Interviewee: okay sir. My name is Shiva kumar Shah. Im from Kharchiya, Siraha Im teaching in Mohan Higher Secondary School Mirchaiya.

**Interviewer:** what are productive skills? How beneficial do you think to teach writing and speaking of English language at lower secondary level? Give your opinion.

**Interviewee:** Productive skills are writing and speaking. Yes sir it is important to teach to the students. It makes students confident in speaking and writing and also makes them brave strong and more.

**Interviewer:** How is your students' performance in the skills?

**Interviewee:** In my school more than fifty percent students are good at the skills. I mean more than half of the total students are doing well in my school.

**Interviewer:** what do you mean by strategies? What are the strategies that you implement while teaching productive skills of the language?

**Interviewee:** yes sir. Thank you sir for the question. Strategy is a kind of trick which is used in any work. So in teaching we use trick to teach the students. While teaching speaking to the students I use the strategies such as storytelling. Which gives a good amount of exposure to the students and it is also a interesting, similarly I involve them in role playing which gives them an opportunity to feel different types of language used according to social roles. Similarly I also use drilling picture describing etc. similarly, while teaching writing, I use strategies according to level of the students. I use combining, controlled writing, guided writing and free writing. I follow the stepwise procedures and more.

**Interviewer:** Do you use English inside the classroom?

**Interviewee:** yes sir. Of course. I use English inside the class but not all the time

**Interviewer:** Please share your challenges while teaching productive skills in the level.

**Interviewee:** while involving students in speaking activities. I face different types of challenges such as students seem uninterested in participation. Most of them are shy and they fear of making mistake. Similarly it is hard to teach supra segmental features like: pronunciation, stress and intonation etc. similarly due to exam oriented nature of syllabus, I cannot participate students speaking activities often due to time constraint. while teaching writing, there is challenges because students lack basic knowledge such as punctuation, spelling and vocabulary problem and more.

**Interviewer:** you know that we have many challenges while teaching English language in our context. In this situation, how can we progress in the teaching of the students?

**Interviewee:** yes. Sir it is difficult in our situation. We don't have enough resources to teach so students should be motivated to use mobile and other social media creatively. Similarly, teacher should teach creatively by using available resources.

**Interviewer:** How do you make sure that your strategies to teach the skills are appropriate enough to improve students' performance?

**Interviewee:** I conduct test in speaking and writing in every week. I find students are progressing well in comparison to past. In this way I make sure that my strategies are working well.

### Transcription- 4

**Interviewer:** Good morning sir

**Interviewee:** good morning sir.

**Interviewer:** Let me start with your short introduction.

**Interviewee:** My name is Bhulendra Ram from Bastipur, Siraha. Im teaching in Janata Basic school Dhangadhi, Siraha.

**Interviewer:** what are productive skills? How beneficial do you think to teach writing and speaking of English language at lower secondary level? Give your opinion.

**Interviewee:** productive skills is speaking and writing. In the skills, learners have to produce through speaking and writing. These skills help learners to express their ideas, emotions, feelings with other. Unless students have knowledge, they can't communicate with other. Similarly, they can't perform better in further study when they have not basic knowledge of the skills. So, these two are the main reasons that it is beneficial to teach the skills in the upper basic level. Another reason to give basic knowledge in the skills is that we can decrease the dropout rate in higher education.

**Interviewer:** How is your students' performance in the skills?

**Interviewee:** I'm not more satisfied with their performance according to the level. It is challenging to teach English. There is only one English subject which is in English medium. So, students get less opportunity to practice.

**Interviewer:** what do you mean by strategies? What are the strategies that you implement while teaching productive skills of the language?

**Interviewee:** ummm... strategy refers to technique which helps us to achieve specified goal quickly even in difficult situation. While teaching speaking I use different strategies, for example: rehearsal, asking about them, giving lexical chunks everyday to learn, role playing etc. doing a lot of practice before actual involvement helps learners to boost up their confidence level. Similarly, asking question about themselves give everyday practice. On the other hand while teaching writing I give different strategical activities such as writing about daily routine, combining. Free writing and guided writing. Before giving writing task, they are given chance to see the writing procedures rehearsal.

**Interviewer:** Please share your challenges while teaching productive skills in the level.

**Interviewee:** In my teaching experience, I have faced many challenges, the challenges are related to students and administration. The students have foremost basic knowledge such as problem in pronunciation, fluency in speaking. It has been very difficult in teaching pronunciation and fluency. Similarly, students seem not interested in speaking activities. On the other hand school administration can't manage teaching materials for teaching speaking and writing. On the other hand lack of time

and big size of the class are other challenges to face. Similarly in writing, I face the problem such as students do not practice enough. They do not give enough time at home. So practicing only in school is not enough. In order to progress, we should consider these factors.

**Interviewer:** you know that we have many challenges while teaching English language in our context. In this situation, how can we progress in the teaching of the students?

**Interviewee:** yes sir. As I have already mentioned the problems, we are not away from the challenges such as students irregularity to school lack of exposure and practice and foreign context of teaching lack of audio visual materials and other are the challenges that the teachers and students have to face. So in this situation the teacher as English teacher should adopt apt. strategies to see students' better performance in the skills. The teacher should make intellectual use of low and less economical materials. The students should be motivated enough to practice more and at least the school administration should assist teacher to make English exposure inside the class room.

**Interviewer:** How do you make sure that your strategies to teach the skills are appropriate enough to improve students' performance?

**Interviewee:** yes. I'm sure that my strategies are appropriate. Students seem interested and doing better in the skills.

**Interviewer:** Thank you so much sir your valuable time.

**Interviewee:** Thank you so much to you too. You gave chance to share my opinion and experience.

### **Transcription- 5**

**Interviewer:** Good afternoon sir.

**Interviewee:** Good afternoon sir.

**Interviewer:** Let me start with your short introduction.

**Interviewee:** This is Binod Kumar Ram from Siraha. I'm teaching in Shree Janata Basic school Lagdigadyani, Siraha.

**Interviewer:** what are productive skills? How beneficial do you think to teach writing and speaking of English language at lower secondary level? Give your opinion.

**Interviewee:** writing and speaking are productive skills of a language. They are important and active skills of English language. The mostly used skills of any language are these skills so we should teach at least basics in the level. These skills better helps to develop mental flexibility and vocabulary knowledge. In writing, they should at least be able to write in simple language to communicate the ideas. There is no doubt that it's important to teach the skills.

**Interviewer:** How is your students' performance in the skills?

**Interviewee:** I'm not satisfied with their performance in the skills at all. In upper basic level, students should be able to communicate in simple written and spoken English but they are not. Only teachers are not responsible for this but whole school administration government students and guardians. All should be equally responsible for the issues. So, in my view, if we work for together collaboratively we can do better but this seems challenging.

**Interviewer:** what do you mean by strategies? What are the strategies that you implement while teaching productive skills of the language?

**Interviewee:** I think strategies are activities but they are more tricky ones. It is in the sense that it is the short way of achieving the objectives of our lesson. In another word, it is economic and easy way of doing any work using easily available materials. While teaching speaking, I use different types of communicative strategies such as language games and other communicative activities: role play, simulation, drilling, role play and other such as prepared talk. Before actual involvement in speaking, I let them practice a lot so that may not have any kind of problem. Similarly, while teaching writing, I use strategy as per individual students need. Different students may have different problems. Some students may require to teach vocabulary other may need spelling and punctuation. Most of the time, I encourage them to write daily routine, diary writing and writing about their future plan.

**Interviewer:** Please share your challenges while teaching productive skills in the level.

**Interviewee:** Teaching speaking demands more practice , you know we need more practices. There are many students in the class which is difficult to involve all the students in speaking activities because of lack of time. There are a lot more challenges in teaching speaking and writing. While teaching and speaking, there are common problems such as heterogeneous and large class. Similarly, while teaching speaking, there is pronunciation problem because they often tend to use Maithili tone due to heterogeneous class and large class it is hard give attention to every individual. Similarly there are not required resources for teaching and speaking. On the other hand while talking about teaching writing; they are not ready for learning to write. They cannot give enough time at home for practice.

**Interviewer:** you know that we have many challenges while teaching English language in our context. In this situation, how can we progress in the teaching of the students?

**Interviewee:** yes. We know that there are many challenges however we should try to solve the problems collaboratively. We should make optimum use of available resources for this school administration and guardians should help teachers. Similarly, the school administration should help to make English Environment within four wall of the school compound. Similarly, school should cooperate to conduct speech competition. In doing so, we can see considerable progress in students.

Interviewer: How do you make sure that your strategies to teach the skills are appropriate enough to improve students' performance?

Interviewee: I see relevancy of my strategies by testing students in the skills. If they are doing well, then I make sure that my strategies are relevant.

### **Appendix- IV**

Dear respondents,

As a part of my master of education in English, I am carrying out a research work entitled '**Strategies Used for Teaching Productive Skills in Community Schools at Upper Basic Level**' under the guidance and supervision of **Khem Raj Joshi**, teaching assistant at department of English Education, T.U., Kirtipur, Kathmandu. I have prepared these questions in order to explore students' challenges and problems to learn productive skills of English. Therefore, I request all the students to answer the question sincerely. At the same time, I assure you that your responses will be kept in confidential and only be used for research purpose.

Thank you for your participation and co-operation.

**Researcher**

**Sammar Bahadur Khadka**  
**Department of**  
**English Education T.U., Kirtipur,**  
**Kathmandu**

**Name of the students:**

**Class:**

**Roll No.:**

**School's name:**

*Go through the following statements carefully and give your reaction with tick (✓) sign out of five options.*

1. I always speak English with my friends and English teacher in the class.
  - a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree

2. I can talk in simple English with my friends.
  - a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
3. I think I can learn pronunciation, vocabulary and grammar easily.
  - a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
4. I don't have enough exposure of English in my school.
  - a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
5. Our teacher often encourages us to speak English in the class.
  - a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
6. I fear of committing mistake while talking in English.
  - a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
7. I hesitate and feel lack of confidence while talking in English.
  - a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
8. I feel like nothing to say while Im asked for speaking.
  - a. Agree
  - b. Strongly agree
  - c. Disagree

- d. Strongly disagree
9. I can go to school regularly.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
- I can understand spoken English but cannot talk.
- e. Agree
  - f. Strongly agree
  - g. Disagree
  - h. Strongly disagree
10. I have enough resources such as: computer, television, mobile phone, internet inside and outside of my school to develop my speaking and writing.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
11. I do not have any problem to generate simple sentences of my own while writing.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
12. My family members support me to develop English speaking.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
13. My mother tongue interferes while learning to speak
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
14. Our teacher gives us daily creative writing as homework/classwork.

- a. Agree
  - b. Strongly agree
  - a. Disagree
  - b. Strongly disagree
15. I don't have any problem to generate simple and meaningful sentence of my own.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
16. Our teacher motivates us to learn writing skills.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
17. I am always ready to learn writing.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
18. I feel difficult to learn on how to use full stop, comma, colon, semi colon and question mark in writing.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
19. I have enough vocabulary knowledge for basic writing skill in English.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree
20. I feel grammar is difficult to learn.
- a. Agree
  - b. Strongly agree
  - c. Disagree
  - d. Strongly disagree

21. I take extra classes such as: coaching, tuition for learning writing and speaking skills.
- Agree
  - Strongly agree
  - Disagree
  - Strongly disagree
22. I have basic vocabulary knowledge for writing skills.
- Agree
  - Strongly agree
  - Disagree
  - Strongly disagree
23. I can organize sentence meaningfully in writing.
- Agree
  - Strongly agree
  - Disagree
  - Strongly disagree
24. I often ask to my seniors and teacher whenever I don't know words of English.
- Agree
  - Strongly agree
  - Disagree
  - Strongly disagree

**Appendix iv**

Dear respondents,

As a part of my master of education in English, I am carrying out a research work entitled '**Strategies Used for Teaching Productive Skills in Community Schools at Upper Basic Level**' under the guidance and supervision of **Khem Raj Joshi**, teaching assistant at department of English Education, T.U., Kirtipur, Kathmandu. I have prepared these questions in order to explore students' challenges and problems to learn productive skills of English. Therefore, I request all the students to answer the question sincerely. At the same time, I assure you that your responses will be kept in confidential and only be used for research purpose.

Thank you for your participation and co-operation.

**Researcher**

**Sammar Bahadur Khadka** Department of  
**English Education T.U., Kirtipur,**  
**Kathmandu**

**Name of the students:** *Achok Shah*

**Class:** *7*

**Roll No.:** *2*

**School's name:** *Shree ram janaki technical higher school*

*Go through the following statements carefully and give your reaction with tick (✓) sign out of five options.*

1. I always speak English with my friends and English teacher in the class.
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  - d. Strongly disagree
8. I feel like nothing to say while Im asked for speaking.

- a.  Agree
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