

CHAPTER ONE

INTRODUCTION

This is a study entitled "Strategies and Challenges in Teaching Speaking at Secondary Level." This chapter consists of the background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

As we know that almost all the countries of the world use English language either for communication or medium of language teaching. In Nepal also, English is taught and learnt as a foreign language. English is being taught in Nepal from class one to bachelor as a compulsory subject. Students feel difficult to speak in English because of less exposure. Agrawal (2021). Only one period is allocated for each class due to which students don't try to speak. Moreover, it depends on techniques, methods and strategies of the teachers to make students to involve in speaking activities. According to Ur (2005, p. 120) "All of the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included other kinds of knowledge; and may if not most foreign language learners are primarily interested in learning to speak." The main aim of English language teaching in Nepal is to enable the learners to interact with others fluently and correctly. Language is a means of communication; main purpose of language is to convey the message either through oral and written medium of communication. Teaching English means teaching different skills and aspects of language. Teaching is a very challenging profession. Only a few people can teach successfully because teachers need many qualities for successful teaching. Teaching profession is an art and teacher is an artist. Only standing in front of the classroom and

reading books or giving lecturer what s/he knows about the contents and subject matter is not sufficient to be a professional teacher. To be a successful teacher he/she should have professional, personal and social qualities too. To teach English language teachers have to face many difficulties for example, participation of students, managing classes, controlling students' bad behaviors. Teacher should have the knowledge of modern teaching ideas and teaching strategies. This is the period of the 21st century of scientific era. Teachers are able to experience the use of modern teaching technologies recently in Nepal also such as PowerPoint, video and audio, Google meet, Google classroom, zoom after Covid 19 influence. Therefore, teacher may use various strategies to make their teaching more effective. Teacher should have broader and more extensive knowledge at teaching strategies. If the language teacher does not know about the teaching strategies there is no successful and effective teaching. Cretz (2021)

According to Brown (1983, p. 51) "Strategies are those specific presentation which include all activities done in the classroom." So, we can say that strategies will guide a teacher to reach in his or her destiny. There is an old proverb which states "Give a man a fish and he eats for a day, teach him how to catch fish and he eats for a lifetime" This proverb is very close to the term strategy. Strategies refer to how to do something. "Strategies are the tools for active self-directed involvement needed for developing second language communicative ability". O Malley and Chamot, (1990, P.30). Thus, for effective and successful language teaching teachers should follow specific strategies which enhance and promote the communicative abilities at the students.

Statement of the Problem

Speaking is one of the basic skills of language. If we listen then only, we can make comprehension. Among the four skills of languages, speaking skill is a must to handle the language. According to Ur (2005, p. 120) "Classroom activities that develop learners'

ability to express themselves through speech would seem an important component of a language course." It means learners get more exposure from the classroom discussion. According to Chaney, (1998, p. 13) "Speaking simply refers to the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts". Among all the skills of language, speaking skill is very important skill of language. Despite its importance, teaching speaking has not given attention by English language teachers as it should have given and continued teaching speaking just as a repetition of drills or memorization at dialogues. However, at present government as well as teachers has been giving position in language teaching. We want teaching speaking should improve students' communicative and students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Why students are not interested to speak in English has so many criticisms. Teachers are using modern technologies in the field of language teaching or not. Students can understand their class teacher's English but when they speak to their teacher, teacher can't understand, today most of the students at English are weak specially at speaking", what may be the reasons behind them? So, I want to make this study. In this study, the attempt will be made to find out teachers' strategies for speaking skills and find out the activities used by the teachers to teach speaking at grade Nine. This study will also try to find out teachers' perceptions of regarding use of strategies to teach speaking skills.

Objectives of the Study

The objectives of this study are as follows:

1. To find out the strategies of the teachers in teaching speaking.
2. To assess the challenges faced by teachers while speaking English language.

Research Questions

The following research questions are used in the study:

1. What strategies do teachers of English use?
2. What are the specific challenges encountered by teachers when instructing students in English speaking skills?

Significance of the Study

This study has useful for novice teachers who have been teaching languageskills including speaking. Students also get various ideas to learn to speakEnglish language at school and outside of the school environment. It is also besignificant for the teacher trainer and curriculum experts to identify the teachingstrategies that are being used by the teachers who are teaching speaking skills.Similarly, curriculum designers, textbook writers, programme evaluation, policymaker, it also provides valuable information about strategies used in teachingspeaking.

This study is equally important for the teacher that they will get the knowledgeof strategy. They areteaching learners easily by using different strategy. It alsohelps the novice researchers to gain an insight into the area who want to hold theirresearches in this field ahead. Finally, it is beneficial for all those who aredirectly or indirectly involved and interested to know more about teaching strategies used for teaching speaking.

Delimitations of the Study

This research has been based on the following delimitation:

1. This study is specific for finding out teaching speaking strategies used by English teachers.
2. Ten English teachers have been selected as the sample for data collection.
3. This study has been limited in Sunsari district only.
4. This study has been limited in tencommunity basedschools only.

5. The information for this study has been elicited through interview, questionnaire and observation checklist.

Operational Definition of the Key Terms

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

Fluency: In my study, the term fluency refers to the use of language quickly and confidently with few unnatural pauses.

Strategies: In my study, the term 'strategy' refers to the plan, actions, tasks used by the teachers and students in teaching and learning speaking.

Teaching speaking: In my study, the term 'teaching speaking' refers to teach EFL learners to use language as a means of expressing value and judgments.

Teaching strategies: In my study, the term 'teaching strategies' refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction.

These are the plans of actions that the teacher employs to assist students' learning.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

The researcher needs to draw knowledge from the previous studies. Since, they provide foundation to the present studies. This section is all about the review of the theoretical literature related to the strategies used in teaching speaking as well as other variables of teaching speaking.

Introduction of Strategies

Brown (1994, p.14) define "Strategy is a high-level plan to achieve one or more goals under condition of uncertainty. In the use of the 'art of the general' which included several subsets of skills including 'tactic', siege craft, & Logistics etc." Strategy generally involves setting goals determining action to achieve the goals and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be generally tasked with determining strategy Brown, (1994, p.15).

"Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes." This includes things like coming up with plans and thinking strategically. According to Brown (1994, p.16) "Strategies are specific method of approaching a problem or task, mode operation for achieving a particular end, planned design for controlling and manipulating certain information." On the basis of the specific principles and method, a teacher applies certain strategies in the classroom. The effectiveness of teaching learning process depends on based on the sorts strategy that are used in the classroom. In this regard Brown (1994, p. 102) says:

"Strategies are specific methods of approaching problem or task, modes

of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized 'battle plans' that might vary from moment to moment, or day to day, or year to year. Strategies vary intra-individually: each of us has a whole host of possible ways to solve a particular problem and we choose once or several of those in sequence for being a given problem."

Teaching Strategies

A teacher can start his job in a way he prefers but the most crucial thing is that this way must be student centered. Wright (1997, p 68) says that "teaching strategy is a complex amalgam of belief, attitudes, techniques, motivation, personality, and control they would employ and encourage students to work in pairs and groups ." It is the teacher's ability to what extent he can engage students in variety of activities and enable them to be more imaginative, creative and communicative what activities the teacher does to present his class all come under strategies. Now, we can say that teaching strategies are tools, steps, techniques or activities to make learners active and self-directed are those activities that a teacher conducts in the classroom systematically or in an organized way. To quote Stressor, "Teacher strategy is a generalized plan for a lesson which includes structures, desired learner behavior in terms of the goals of instruction and an outline of tactics necessary to implement the strategy" as cited in Sharma and Phyak, (2006, p. 199). Strategy simply refers to the plan that is intended to achieve a particular purpose. In the field of pedagogy, teaching strategy refers to the pattern of teaching acts that serves to attain certain outcomes and to guard against others. To say it in another way, teaching strategy is a purposefully conceived and determined plan of action. Teaching is not an easy job. It is an integrated form of science and art. As a teacher she/he is responsible for the all-round development of the learner. And learners, for the sake of overall development of

the learners, she/he has to adopt different activities techniques ways and tasks such tasks; activities way adopted by teachers on course of teaching are known as teaching strategies.

Teaching Speaking

Simply speaking, teaching speaking is to teach the learners to use word and sentence, stress, intonation, patterns and the rhythm at the language. Chaney, (1998, p. 13) says speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts". Speaking is crucial part of second language learning and teaching. Despite its importance for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogue. However, today's world requires that the goal of teaching speaking should improve students communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance in order to teach second language learners how to speak in the best way possible, some speaking activities are provided below that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

Speaking Situations

There are three kinds of speaking situations according to Chaney (1998, p.15) in which students are involved in speaking. They are as follows:

- Interactive
- Partially interactive and
- Non-interactive

Interactive Speaking Situations

It is face to face conversation and telephone calls in which we are alternately listening and speaking and in which we have a chance to ask for

clarification, repetition, or slower speech from our conversation partner.

Partially Interactive Speaking Situations

It is partial speaking situations such as when giving a speech to a live audience, where the conversation is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Non-Interactive Situations

Non interactive situation is the kind of speaking situation in which recorded speeches, recorded lecture, etc. are broadcasted on a radio.

Strategies for Teaching Speaking Skill

The teacher has to use different strategies for developing speaking skills. He/she has to give opportunities to talk through role-play. Therefore, the teacher should create classroom environment where students have real life communicating authentic communication and meaningful task that promote oral language. Same strategies for teaching speaking skill are discussed as follows:

Discussion

After content-based lessons a discussion can be held for various reasons. The students may aim to arrive at a conclusion share ideas about an event or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher in this way, the discussion points are relevant to this purpose, so that the students do not spend their time chatting with each other about irrelevant things. "For example, students can be involved in agree/disagree discussion in this type of discussion, the teacher can form groups of students, preferably 4 to 5 in each group and provide controversial sentences like people learn best when they read Vs people learn best when they travel. Then each group works on their topic for a given time period

and present their opinion to the class. It is essential that the speaking should be equally divided among group members" Oli, (2007).

Role Play

One other way of getting students to speak is role playing. Students pretend that they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the students that "you are David. You go to the doctor and tell him what happened last night, and" Harmer, (1984).

Simulations

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

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other part of their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language Oli, (2007).

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas Oli, (2007).

Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development and ending including the characters and setting a story has to have Oli, (2007).

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions conducting interviews with people and gives students a chance to practise their speaking ability not only in class but also outside and helps them becoming socialized. After interview, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class Oli, (2007).

Story Completion

This is a very enjoyable, whole class, free speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences Oli, (2007).

Reporting

Before coming to class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class Oli, (2007).

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criterion provided by the teachers as a rubric Oli, (2007).

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example: picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and differences in the pictures Oli, (2007). After the discussion of above-mentioned strategies different scholars have suggested different types of strategies as follows: The strategy attaching has its aims and objectives. It develops clear thinking on the part of the students towards learning and creates their interest in the subject matter to be learnt. Different scholars have mentioned different prominent strategies. Some scholars' strategies are as follows: Killen (2013) has presented some more prominent strategies. They are;

1. Lecture
2. Case method
3. Discussion
4. Cooperating
5. Active learning
6. Integrating technology and distance learning

It means the teacher can use lecture, case method, discussion, co-operation and integration of technology of the strategies. Similarly, Killen's (2013) presents following teaching strategies:

1. Direct instruction
2. Discussion
3. Small group work
4. Cooperative learning
5. Problem solving
6. Students research
7. Role play
8. Case study
9. Students writing

Here Killen (2013) mentions something different than Marin that teacher can teach the students with the help of strategies. Similarly, Kayi (2006) has presented some speaking strategies. They include discussion, role play, simulation, information gap, brain storming, storytelling, interview, story completion, reporting, language game, picture narrating, picture describing and find the difference.

Principles for Teaching Speaking

Teaching speaking itself is a very challenging job. It demands a lot of things in teacher such as, knowledge of subject, matter, strategies, principle, and theory and so on. As we know that nothing can run smoothly without principle. In the same way teaching speaking is also complicated. To teach the speaking skills one should have the consideration of principles for teaching speaking skills. According to Brown (2006), following are some principles for teaching speaking:

1. Focus on both fluency and accuracy

2. Provides intrinsically motivating techniques
3. Encourage the use of authentic language
4. Provides appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies

It means one should have fully consideration towards the principles to teach speaking skills because principle shows the real path of its route.

Review of Empirical Literature

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

Rimal (2004) carried out a study on 'The Effectiveness of Groupwork in Development of writing skill in English'. The objective of his study was to find out the effectiveness of group work in teaching writing skill. To complete his study, he followed experimental research where he divided the whole class into two groups as control group and experimental group. He took 80 students as a sample population and divided 40/40 students for two groups. He found that a groupwork technique was very useful in teaching writing skill.

Likewise, Adhikari (2005) conducted research entitled 'The Effectiveness of strip story in Developing writing skill; A practical study' the objective of his study was to find the effectiveness strip story in developing writing skill and to suggest some pedagogical implications on the basis findings. In the study he found that the use of strip story has relatively a better impact in developing writing skill. The results of the study

showed that using strip story for the purpose of developing writing skill is more effective than teaching with usual classroom techniques.

Oli (2007) conducted research on "The impact of information gaps in developing speaking skill: A practical study". The main objective of this study was to measure the impact of information gaps in developing speaking skill. It was experimental research. He selected fifty students of grade ten as a sample population. He used both pre-test and post-test to collect the data. He found out that information gap activities have positive impact on developing speaking skill.

Similarly, Pandey (2008) carried out research on "Strategies used in teaching of writing essays". The main objective of her research was to find out the strategies employed by the researcher in teaching writing essay. Ten secondary level English teachers of government aided schools of Rupandehi district were selected purposively. She used observation checklist and interview as tools of data collection. Ten major findings of her research were that 87.5% teachers motivated the students towards writing but 12.5 % teachers did not motivate them.

Likewise, Dhital (2010) carried out research on "Teaching Strategies employed by Secondary level Teacher". Her main objective was to find out the extent to which the secondary level English teachers use different teaching strategies employed by Killen (2013). Ten secondary level English teachers of Kathmandu district were selected through purposive non-random sampling procedure. She used two types of tools for collecting primary data. They were observation checklist and questionnaire. The main findings of her research was that all nine strategies stated by Killen (2013) were good, average and below average in most of the cases i.e. only by about 80 to 85 %.

In the same way, Sapkota (2011) carried out a research on "Strategies adopted by higher secondary English teachers in teaching language items". The main purpose of his

research was to find out the strategies adopted by higher secondary English teachers in teaching language items. As stated in "Meaning into words". Fifteen higher secondary level English teachers of Sindhupalchowk district were selected through purposive non random sampling procedure. He used both observation checklist and questionnaire as tools of data collection from the research. It was found that the high majority of teachers (i.e. 80%) introduced language items as stated in meaning into words effectively and in a better way. However, students' motivation to the subject matter was not properly managed and relating lesson to the previous one was not done effectively as they could.

On the other hand, Dhakal (2012) conducted a research entitled "communication strategies adopted by teachers and students at B. Ed. Level". The main objective of her study was to investigate the types of communication strategies adopted by B. Ed level teacher and students to fulfill her objective she selected all the teacher and students of B. Ed level of Madan Bhandari Memorial College, Anamnagar. In her study, she used questionnaire as the tools for data collection. The major findings of her study was that twenty two communication strategies used by the teachers and students in the classroom activities. i.e. asking, guessing, simplification, synonym.

Similarly, Subedi (2017) carried out a research entitled "Status and challenges of learning and teaching speaking at higher secondary level". This study was an attempt to find out status of speaking ability of higher secondary level students and find out the challenges faced by teachers and students on teaching and learning speaking skills. In order to find out the status and challenges of speaking skill the data were collected by using both open and closed ended questions as a set of questionnaires. Forty students and five English teachers of Nawalparasi District were selected through non-random sampling procedure for the study. To meet the objectives of the study, the data were analyzed using simple statistical tools like tables and charts. The study has found that higher secondary

level students and teachers are facing many challenges while learning and teaching speaking skill. Teachers are facing challenges due to limited time exposure, not having sufficient materials, low participation of students, large number and mixed ability students. Likewise, students also face challenges due to mother tongue influence, not provided well-trained teachers, imperfectly learned pronunciation and intonation, examination system, large classroom inadequate opportunity to speak in and out of classroom. Similarly, Sing (2019) carried out research on "The role of English medium schools to Enhance speaking proficiency." This research has been carried out in order to find out the role of English Medium Schools to enhance students' speaking proficiency of private schools. It was a case study. In order to carry out the study, I chose four grade nine students of a private school, Creative English School, Chabahil, Kathmandu. The main tool of my study was observation, checklist and tape recording. I observed students for thirty days. Students were observed in both formal and informal situations. They were found confident, fluent and committing less grammatical errors in formal situation whereas they were found to mix codes while speaking. All these researches have been conducted in different levels and with different subject matters.

In Nepal, there is not such types of students have been carried out a research. This study will be different from these other studies. It attempts to find out the problem of speaking activities, activities that teachers apply in teaching speaking at secondary level. So, this research is the first in the department.

Implication of the Review for the Study

From the discussion mentioned above I have got some insightful ideas related to my topic. Most of them are related to different teaching strategies of speaking which are closely associated with the present study. Different tools like Concept Mapping, Citation,

Management Software, Systematic Review Software, Reference Management, and Note-Taking Apps have been used in those studies. Lots of insights have been received regarding the formulation of research tools, adoption of methodology, analysis and so forth. Therefore, the review of the aforementioned studies have great relevancy to this study. After reviewing all those research works, I updated myself with research process and methodological tools which proved very beneficial to my research work. In order to conduct those research works the researchers have used survey research design.

As my study, I got ideas on the process of it after reviewing those research works. As above researchers used classroom observation checklist and questionnaire as tool of data collection. Those works have direct implication to my research study because I also used classroom observation checklist and diary for data collection. Therefore, after reviewing those research works, I updated myself with research process design and methodological tools which were very beneficial to my research work. From the review, some of the implications of the study are as below:

1. At first, from the review of Oli (2007), I got the ideas regarding the impact of information gaps in developing speaking skill. So, it helps me that how information gaps develop the speaking skill.
2. Similarly, from the review of Pandey (2008), I got the knowledge about the strategies used in teaching writing essays. It helped me to discuss the different strategies.
3. In the same way, from the review of Dhital (2010) I got the knowledge of nine strategies stated by Killen (2013). It helped me to discuss about nine strategies stated by Killen.
4. Likewise, from the review of Pangeni (2012), I found that picture description, reading aloud oral interview, telling stories were the strategies used in testing

speaking. So, it helped me to discuss the strategies.

5. Finally, from the review of Dhakal (2012), I got the knowledge of types of communication strategies which help me to understand about different types of communication strategies.

Conceptual Framework

Carrying out research needs some framework as the research is carried in order to derive the findings. The researchers need to be familiar with the variables that determine the success of the study. Therefore, the researcher needs to develop a conceptual framework before the actual analysis of the study.

A conceptual framework is a very important component of a research. Kumar (2009) views conceptual framework as the representation of the understanding of theories by the researcher and his conceptualization of the relationship between different variables. After intensive study of a number of books, theories and researches, I have come up with the following conceptual framework which can be represented diagrammatically as below:

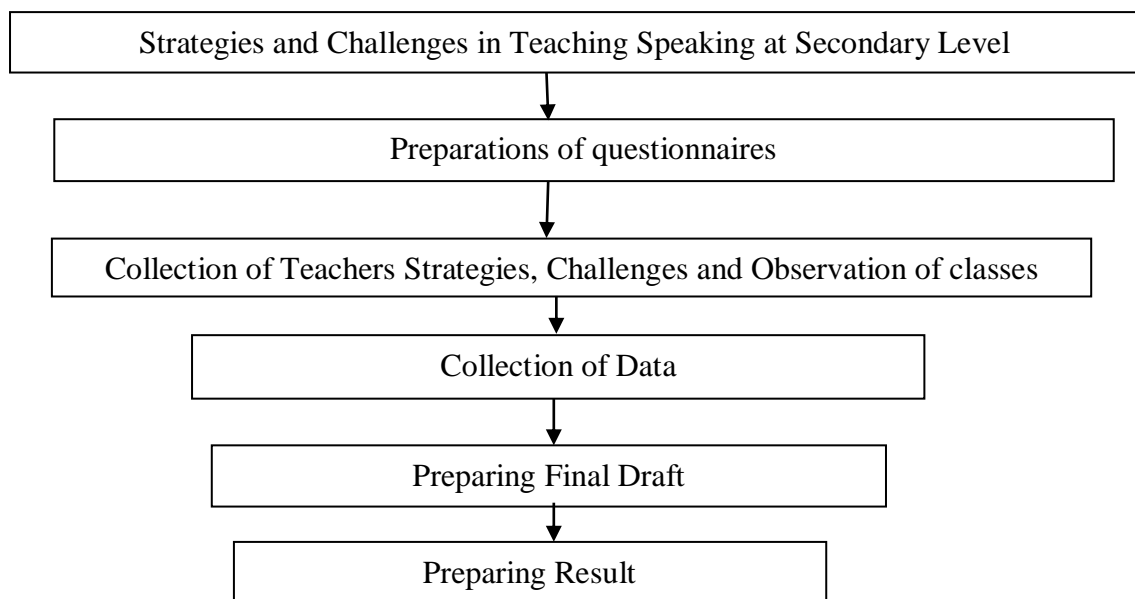


Figure 1

Conceptual framework

The chart you've provided outlines the conceptual framework for a study related to "Teachers' Strategies Used in Teaching Speaking." This framework involves several stages, from initial preparations to final results. Let's break down each step:

Preparations of Questionnaires: This stage involves creating structured questionnaires that are designed to gather information from teachers about their strategies for teaching speaking skills. These questionnaires could include inquiries about teaching methods, materials used, classroom activities, and other factors relevant to the speaking skill instruction.

Collection of Teachers' Strategies and Observation of Classes: In this step, the researchers interact with teachers to collect their perceptions, opinions, and insights related to teaching speaking. This could involve interviews, surveys, or other forms of direct communication. Additionally, researchers may observe actual classroom sessions to get a better understanding of how teachers apply their strategies in practice.

Collection of Data: Building upon the information obtained from questionnaires, interviews, and classroom observations, researchers gather and compile the data. This data could include both quantitative (e.g., survey responses) and qualitative (e.g., teacher comments) information.

Preparing Final Draft: Researchers analyzed and synthesize the collected data to form a coherent narrative. This could involve categorizing strategies, identifying patterns, and organizing the information into a comprehensive draft.

Preparing Result: In this stage, the findings and results of the study are compiled into a formal report. This report could include detailed descriptions of the strategies used by teachers to teach speaking skills, along with any patterns, trends, or insights that were discovered through the data analysis.

It's important to note that the conceptual framework you've outlined is a high-level overview of the research process. Each stage involves specific tasks, such as designing effective questionnaires, conducting thorough interviews, employing reliable observation methods, analyzing data rigorously, and presenting results in a clear and informative manner.

Throughout this process, the goal is to gain a deeper understanding of the strategies teachers employ when teaching speaking skills, allowing for potential improvements in language instruction and curriculum development.

CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

Design of the Study

This research is survey research design. For the completion of this research work I observed the speaking activities of English teachers and collected teachers' perception regarding the strategies for teaching speaking.

Sources of Data

For the completion of this research, I used only primary sources of data.

Primary Sources of Data

Ten Teachers who have been teaching English at secondary level were my primary sources. One teacher was selected from each of ten community based schools. Finally, collected data described through qualitatively.

Secondary Sources of Data

I used different books, articles, journals like Brown, G. & Yule, G. (1983), Harmer, J. (1984), Brown, H.D. (1994), Chaney, A. L. (1998), Nunan, D (2005), Ur, P. (2005). I have used.

Sample Population

The sample of this study consisted of ten English language teachers teaching at secondary level in different ten community based schools in Sunsari District.

Sampling Procedure

I adopted judgmental sampling procedures in selecting sample as sample of the study. I had selected ten different community-based schools and established contact for the collection of data.

Tools for Data Collection

In order to achieve the objective of the study I used questionnaire and observational check list, as the major tools of data collection.

Data Collection Procedure

- a. In order to collect the data, I observed different thesis from library related to the topic.
- b. Thought about the topic and got approval from the college administration. Prepared questionnaires for teachers.
- c. After that, I visited community-based schools of Sunsari District.
- d. I had obtained permission from the relevant schools.
- e. Then, I distributed the questionnaires to the teachers.
- f. I requested them to answer those questions on the basis of their knowledge and experience of teaching speaking.
- g. I also observed their live classes and filled the checklist.
- h. I collected all the responses, viewed, analyzed, edited selected and collected the information.
- i. Finally, the data collected and they will be presented statistically and descriptively.

Data Analysis and Interpretation Procedure

After collecting the data through questionnaire, interview and checklist, I analyzed and interpret both in statistically and descriptively.

CHAPTER - FOUR

RESULTS AND DISCUSSIONS

Results

The result derived from both qualitative and quantitative analyses of the data. The result has enlisted below:

- In Table 1, Role Play was the favored strategy for enhancing speaking skills, followed by Discussion, Picture Narrating, and Information Gap, each offering unique benefits.
- Table 2 shows overwhelmingly positive responses from teachers regarding the effectiveness of teaching strategies, with most agreeing on their value.
- Table 3 reveals mixed perceptions among teachers about the effectiveness of language games, simulations, and interviews, warranting further exploration.
- Table 4 highlights varying views on the ease of implementing teaching strategies, with Role Play and Reporting considered easy, and Storytelling and Picture Narrating perceived similarly manageable.
- In Table 5, there's a strong consensus that discussed strategies primarily benefit teachers, with no disagreement among respondents.
- Table 6 reflects a collective consensus among teachers on the essential role of specific strategies in teaching speaking skills, with no disagreement.

Analysis from Close ended Questions about teaching strategies

Close-ended questions in the context of gathering information about teaching strategies typically elicit concise, specific, and limited responses. These questions are designed to generate quantitative data or straightforward answers, making them useful for collecting factual information and statistics. When analyzing the results from closed-ended questions about teaching strategies, several key points should be considered:

Strategies used by secondary level English teachers while teaching speaking.

Teaching strategy involves students taking on specific roles and engaging in simulated conversations or scenarios. This strategy is particularly effective for teaching speaking skills because it encourages students to use language in meaningful contexts, promotes creativity, and allows for the practice of real-life communication situations.

Table 1

Strategies used by secondary level English teachers while teaching speaking

Particulars	Role play	Discussion	Picture narrating	Information gap
No of teachers	4	2	2	2

Source: Appendix A

Table No 1 indicates the preferences of respondents for various teaching strategies aimed at enhancing speaking skills. Among the surveyed participants, 4 individuals expressed a preference for the "Role Play" strategy, 2 favored "Discussion," 2 opted for "Picture Narrating," and 2 selected "Information Gap" as their preferred teaching approach.

a. Role Play Strategy:

Preference: Preferred by the majority of teachers.

Reasons: Favored for promoting creativity, empathy, and critical thinking through simulated conversations, fostering authentic language use.

b. Discussion Strategy:

Preference: Chosen by 2 teachers.

Reasons: Appeals due to its open nature, enhancing speaking fluency and argumentation skills by encouraging opinion-sharing and conversations.

c. Picture Narrating Strategy:

Preference: Preferred by 2 teachers.

Reasons: Utilizes visual aids to develop descriptive language skills and encourage

clear expression of thoughts.

d. Information Gap Strategy:

Preference: Also chosen by 2 teachers.

Reasons: Attracts teachers due to its interactive nature and emphasis on accurate and clear communication while exchanging information.

The survey results indicate a diverse range of preferences among teachers for teaching speaking strategies, with each strategy's popularity reflecting the perceived benefits of authenticity, engagement, and skill development.

Strategy makes the teaching speaking easy.

One strategy that can make teaching speaking easier and more effective is the "Structured Conversation" strategy. This approach provides a framework that guides students through meaningful conversations while offering support and organization. Here's how the Structured Conversation strategy works and why it can simplify the process of teaching speaking:

Table 2

Strategy makes the teaching speaking easy

Particulars	Agree	Disagree	Strongly agree	Strongly disagree
No of teachers	8	1	1	0

Source: Appendix A

Table No 2 indicates the responses of teachers regarding the effectiveness of a specific strategy in making teaching speaking easier. Among the respondents, 8 teachers expressed agreement, 1 disagreed, and 1 strongly agreed with the notion that the strategy makes teaching speaking easier, while no teachers strongly disagreed.

- a. Positive Responses: Overwhelmingly positive responses suggest the strategy has promise in simplifying teaching speaking skills.

- b. Agreement: Agreement among many teachers indicates recognition of the strategy's potential to enhance speaking instruction.
- c. Strong Agreement: Strong agreement further strengthens the argument for the strategy's effectiveness.
- d. Disagreement: The lone disagreement should be explored to understand potential concerns or perspectives requiring further investigation.

Table 2 reflects a generally positive perception of the strategy's impact on teaching speaking, with most respondents either agreeing or strongly agreeing. Further analysis may uncover reasons behind the disagreement and areas for improvement.

The differences are not used by the school teachers in some of the strategies.

School teachers have implemented strategies such as language games, simulations, interviews, and "find the differences" in their teaching approaches. These interactive and engaging methods offer unique benefits. Language games make learning enjoyable, simulations immerse students in practical scenarios, interviews enhance communication skills, and "find the differences" sharpens observation. The absence of these strategies might limit diverse and active learning experiences for students, potentially overlooking opportunities to foster creativity, critical thinking, and real-world application of language skills in the classroom.

Table 3

Teachers' opinion about strategies like language game, simulation, interview

Particulars	Agree	Disagree	Strongly agree	Strongly disagree
No of teachers	5	3	1	1

Source: Appendix A

Table No 3 indicates the opinions of teachers regarding the utilization of strategies such as language games, simulations, and interviews in their teaching practices. Out of the 10 teachers, 5 individuals expressed agreement, 3 disagreed, 1 strongly agreed, and 1

strongly disagreed with the effectiveness of these strategies.

- a. **Mixed Perception:** The data reveals a mixed perception among respondents regarding the effectiveness of strategies like language games, simulations, and interviews in teaching.
- b. **Agreement:** Five teachers agreed on the value of these strategies for teaching.
- c. **Disagreement:** Three teachers disagreed, indicating a divergence of opinions.
- d. **Diverse Opinions:** Diverse opinions underscore the need for further investigation into the reasons behind agreement and disagreement. Insights could reveal barriers, benefits, or misconceptions influencing decisions about strategy integration.

Table 3 shows varying teacher opinions on the effectiveness of language games, simulations, and interviews. It serves as a reference for more in-depth exploration to uncover factors shaping these differing viewpoints.

Strategies easy to conduct

The strategy is selected easy to conduct, requiring minimal complexity and resources. Its straightforward implementation makes it accessible to educators without extensive preparation or specialized materials. This simplicity facilitates seamless integration into various teaching environments, promoting active student engagement and effective learning outcomes.

Table 4

Teachers' opinion about strategy which is easy to conduct

Particulars	Role play	Reporting	Story telling	Picture narrating
No of teachers	3	3	2	2

Source: Appendix A

Table No 4 indicates the opinions of teachers regarding the ease of conducting specific teaching strategies. Among the respondents, 3 individuals each expressed that

both "Role Play" and "Reporting" are easy to conduct, while 2 respondents found "Story telling" and "Picture Narrating" to be manageable. The source of this data is attributed to Appendix A.

- a. The data reflects diverse perceptions regarding the ease of implementing teaching strategies.
- b. An equal number of teachers find "Role Play" and "Reporting" easy to conduct, indicating a favorable view of these methods.
- c. "Similar counts for "Storytelling" and "Picture Narrating" suggest a perceived comparable level of ease in their execution.
- d. While many teachers find these strategies manageable, investigating the reasons behind these opinions is valuable. This insight can reveal factors contributing to perceived ease or challenges in strategy implementation.
- e. Table 4 presents teachers' opinions on the ease of conducting various teaching strategies. Varying levels of perceived ease warrant deeper exploration to understand the influencing factors

Strategies are beneficial only for teachers.

Strategies that are exclusively beneficial for teachers encompass approaches aimed at simplifying and enhancing the teaching process, rather than directly impacting student learning. These strategies streamline administrative tasks, improve classroom management, and foster professional growth. For instance, utilizing technology for attendance tracking, grading, and lesson planning reduces administrative burdens, allowing educators to focus more on instruction. Professional development workshops, peer collaboration, and reflective practices empower teachers to refine their teaching methods and stay updated with educational trends.

Table 5

Teachers' opinions about Strategies are beneficial only for teachers

Particulars	Agree	Disagree	Strongly agree	Strongly disagree
No of teachers	8	0	2	0

Source: Appendix A

Table No 5 indicates r teachers ' views on the exclusivity of certain strategies benefiting only teachers. Among the 10 teachers, 8 individuals expressed agreement, while 2 strongly agreed, that such strategies offer advantages primarily to educators. No teachers disagreed or strongly disagreed. The data's source is attributed to Appendix A.

- a. The data indicates a strong consensus among respondents regarding the benefits of the discussed strategies for teachers.
- b. Notable absence of disagreement or strong disagreement implies a unanimous perspective that these strategies have limited direct impact on student outcomes.
- c. Ten combined agreement responses underscore the perceived validity of this viewpoint.
- d. The alignment between agreement and strong agreement highlights the participants' conviction about the unique advantages these strategies offer to educators.
- e. It's pertinent to explore the factors influencing these opinions and to understand if there are nuances to the benefits perceived by teachers.

Table 5 displays teachers' shared viewpoint on strategies that primarily benefit teachers. The overwhelmingly positive response suggests consensus on limited impact on students and recognition of support for teachers' professional growth and classroom management.

Strategies are compulsory to teach speaking skill

Strategies that are considered compulsory for teaching speaking skills are those

that are essential for fostering effective communication abilities among learners. These strategies are deemed necessary due to their direct impact on enhancing speaking proficiency and promoting successful interactions. Here are some reasons why certain strategies are often considered mandatory for teaching speaking skills:

Table 6

Teachers' opinions about Strategies are compulsory to teach speaking skill

Particulars	Agree	Disagree	Strongly agree	Strongly disagree
No of teachers	7	0	3	0

Source: Appendix A

Table No. 6 indicates the viewpoints of teachers concerning the necessity of specific strategies for teaching speaking skills. Among the 10 teachers, 7 teachers' expressed agree, while 3 teachers' expressed strongly agreed that these strategies are essential. No teachers' expressed disagreed or strongly disagreed. The data's origin is cited as Appendix A.

- a. The data reflects a collective consensus among participants regarding the vital role of the highlighted strategies in teaching speaking skills.
- b. The absence of disagreement or strong disagreement underscores the unanimity in recognizing the importance of these strategies.
- c. The combined agreement and strong agreement responses highlight the perceived necessity of these strategies.
- d. The alignment between these response categories indicates a firm conviction among teachers about the imperative role of these strategies in effective speaking skill instruction.
- e. The data reinforces unanimous recognition; further exploration is prudent to understand the reasons behind these opinions and to discern potential nuances in

their perceptions.

Results from Open ended Questions about teaching strategies

The results from open-ended questions about teaching strategies reveal a diverse range of insights. Educators emphasize the effectiveness of student-centered approaches such as project-based learning and collaborative activities. Many stress the importance of adapting strategies to individual learning styles and needs. Classroom management techniques and technology integration also emerged as key points. Several respondents highlighted the significance of ongoing professional development to refine and innovates teaching methods. Overall, the open-ended responses underscore the dynamic nature of teaching strategies, focusing on engagement, personalization, technology, and continuous improvement to optimize student learning experiences.

Challenges in Teaching Speaking

Teaching speaking skills in Nepal poses various challenges due to a confluence of factors affecting the education landscape. Here are ten opinions from teachers regarding why teaching speaking is not easy for them:

Teaching speaking is a multifaceted challenge requiring the creation of a supportive environment for student expression, addressing individual needs, and overcoming fear of mistakes. Accurate progress assessment is hindered by the subjectivity of verbal communication skills, complicating effective feedback. The complexity deepens as teaching speaking involves not only language skills but also cultural nuances, demanding contextual adaptation. The gradual nature of skill improvement and the potential for student frustration pose additional hurdles. Diverse language proficiency levels in one class necessitate adapting the curriculum, a demanding task. The scarcity of authentic language scenarios within the classroom intensifies the challenge. Balancing accuracy and fluency adds to the complexity, requiring skillful

guidance. Overcoming the reluctance of shy students further complicates the teaching landscape, demanding time and patience. Creativity is essential for engaging lessons, yet consistently generating innovative speaking activities proves challenging. Assessing both content and delivery, including pronunciation and intonation, underscores the holistic nature of feedback, requiring a keen ear and phonetic expertise. Teaching speaking is a multifaceted challenge requiring the creation of a supportive environment for student expression, addressing individual needs, and overcoming fear of mistakes. Accurate progress assessment is hindered by the subjectivity of verbal communication skills, complicating effective feedback. The complexity deepens as teaching speaking involves not only language skills but also cultural nuances, demanding contextual adaptation. The gradual nature of skill improvement and the potential for student frustration pose additional hurdles. Diverse language proficiency levels in one class necessitate adapting the curriculum, a demanding task. The scarcity of authentic language scenarios within the classroom intensifies the challenge. Balancing accuracy and fluency adds to the complexity, requiring skillful guidance. Overcoming the reluctance of shy students further complicates the teaching landscape, demanding time and patience. Creativity is essential for engaging lessons, yet consistently generating innovative speaking activities proves challenging. Assessing both content and delivery, including pronunciation and intonation, underscores the holistic nature of feedback, requiring a keen ear and phonetic expertise.

Frequency of Speaking Activities in a Weekly Period

Here are detailed opinions from ten teachers regarding the frequency of conducting speaking activities in a week:

In language education, I've noticed a spectrum of beliefs regarding the frequency of speaking activities in the classroom. Personally, I firmly advocate for consistent

speaking practice, incorporating activities at least three times a week. This routine aims to build confidence and fluency progressively, striking a balance that fosters skill development without overwhelming students. Speaking isn't just a skill in my approach; it's a daily habit seamlessly integrated into every lesson, emphasizing its importance in communication and proficiency. Acknowledging the need for balance, some teachers opt for twice-a-week speaking activities, covering various language aspects while ensuring substantial practice. Others introduce a designated day once a week, providing equal opportunities for all students to engage and receive feedback. Meanwhile, a more intensive approach involves speaking activities four times a week, emphasizing the significance of daily practice for fluency and confidence. Some prefer daily speaking activities, making them a natural part of the learning journey.

These diverse approaches showcase the adaptability of language teaching strategies. Teachers navigate the delicate balance between regular practice, skill variety, and avoiding burnout, each frequency chosen with a purpose to optimize student learning.

Utilizing Strategies for Teaching Speaking in ELT Classes

Here are detailed opinions from ten teachers regarding how they use strategies in teaching speaking at their English Language Teaching (ELT) classes:

ELT teachers employ a myriad of strategies to elevate speaking skills in their classrooms. Commencing with icebreakers and role-play scenarios, some focus on creating a comfortable atmosphere, while others emphasize real-life situations like ordering food or making travel plans. Storytelling takes center stage in some classes, leveraging personal experiences or fictional tales. Blending approaches, some integrate vocabulary building with information gap activities, promoting effective communication. Practical conversations, debates on current issues, and cultural immersion also play pivotal roles. Technology finds its place, utilizing video clips and virtual conversations

for exposure to diverse accents. Personalized learning experiences, creative writing prompts, and idiomatic expressions foster individual growth. Peer assessments and self-evaluations encourage reflection and improvement. Despite varied methods, the common thread lies in prioritizing active participation, real-life contexts, and authentic communication to enrich English-speaking skills.

Effective Strategies or Activities for Encouraging Student Participation in Class

Speaking

Here are detailed opinions from ten teachers regarding their most effective strategies or activities to encourage students to speak in the class:

Absolutely, the variety of strategies you use for encouraging speaking in the classroom is fantastic. It's clear you understand the importance of creating engaging and relatable scenarios for students. Role-playing not only builds confidence but also immerses them in practical language use. Pair and group discussions offer a dynamic platform for sharing thoughts and fostering meaningful interactions. Storytelling adds a touch of creativity, stimulating imagination along with speaking skills. Debates enhance critical thinking, while information-gap activities promote collaboration and effective communication. Your incorporation of virtual conversations and cultural immersion showcases a commitment to providing authentic contexts for language use. The use of technology for virtual interactions broadens students' exposure to diverse accents and real-world conversations. Peer teaching not only promotes speaking but also reinforces understanding, creating a supportive learning community. It's evident that your approach is well-rounded, considering linguistic and cultural aspects, and it's great to see the positive impact these strategies have on your students' speaking skills.

Effective Strategies for Teaching Speaking

Here are detailed opinions from ten teachers regarding what they believe are the

most effective strategies for teaching speaking:

"Role-play" is a highly effective strategy. It places students in real-life scenarios, Absolutely, your emphasis on "Discussion," "Picture Narrating," "Information Gap" activities, and "Role-play" showcases a well-rounded set of strategies for teaching speaking. "Discussion" stands out for its power in encouraging expression, building confidence, and fostering critical thinking. It creates an environment where students actively share their opinions and broaden their perspectives. "Picture Narrating" and its ability to stimulate imagination and clarity in expression are commendable. Visual prompts indeed offer a dynamic avenue for developing descriptive language skills and creativity. Meanwhile, "Information Gap" activities not only engage learners interactively but also emphasize the importance of accurate and clear communication. "Role-play" emerges as a standout strategy, immersing students in authentic communication scenarios and fostering creativity and empathy. It's a dynamic approach that goes beyond mere language skills, contributing to overall language proficiency. The diversity of these strategies reflects a nuanced understanding of language teaching, acknowledging that adaptation to students' needs is crucial. Your recognition of the unique strengths in each strategy aligns with the idea that tailoring approaches enhance the effectiveness of language learning.

All Teachers Use Strategies in Teaching Speaking

Here are detailed opinions from ten teachers regarding whether they all use various strategies in teaching speaking: Absolutely, your preference for "role-play" as a primary strategy aligns with its effectiveness in fostering authentic language use and building confidence in students' speaking abilities. It's clear that you recognize the value of variety, incorporating elements of "discussion" and "picture narrating" when relevant to enrich the learning experience.

Other teachers also showcase their distinct preferences, whether it's "pair and group discussions," "storytelling," "information gap" activities, or a blend of "discussion" and "role-play." Each teacher tailors their approach to suit their teaching style and the unique needs of their students. The diversity in preferred strategies reflects the richness of teaching practices, emphasizing that there isn't a one-size-fits-all method for teaching speaking. Instead, educators draw from a toolkit of strategies to create a well-rounded and engaging learning environment for their students. It's this adaptability and responsiveness to context that contribute to the effectiveness of language teaching.

Equally Addressing the Real Problem of Teaching Speaking with Strategies

The effectiveness of strategies in addressing the challenges of teaching speaking varies, and it's not always the case that all strategies equally tackle the underlying issues. Different strategies have distinct strengths and limitations, and their effectiveness depends on the specific goals, classroom dynamics, and student needs. Here are detailed opinions from ten teachers regarding whether all the strategies equally address the real problem of teaching speaking:

It's interesting to see the nuanced perspectives on the effectiveness of different strategies in addressing the core challenge of teaching speaking. The consensus among teachers appears to be that strategies like "discussion" and "role-play" tend to excel in promoting authentic communication and fluency development. These methods immerse students deeply in real-life language scenarios, directly addressing the challenge of speaking fluently.

On the other hand, strategies like "picture narrating" and "information gap" may not provide the same level of authenticity and depth in language use. This suggests recognition that certain strategies might be more effective in specific contexts or for particular learning objectives. The acknowledgement that the choice of strategy depends

on the specific goals of the lesson and desired outcomes reflects a thoughtful and adaptable approach to teaching. It highlights the importance of tailoring strategies to the unique needs and objectives of each lesson and group of students.

Picture Narrating and Reporting as Underutilized Teaching Strategies for Speaking

Here are detailed opinions from ten teachers regarding the observation that "picture narrating" and "reporting" are some of the least used strategies:

It's interesting to see the nuanced perspectives on the effectiveness of different strategies in addressing the core challenge of teaching speaking. The consensus among teachers appears to be that strategies like "discussion" and "role-play" tend to excel in promoting authentic communication and fluency development. These methods immerse students deeply in real-life language scenarios, directly addressing the challenge of speaking fluently.

On the other hand, strategies like "picture narrating" and "information gap" may not provide the same level of authenticity and depth in language use. This suggests recognition that certain strategies might be more effective in specific contexts or for particular learning objectives. The acknowledgement that the choice of strategy depends on the specific goals of the lesson and desired outcomes reflects a thoughtful and adaptable approach to teaching. It highlights the importance of tailoring strategies to the unique needs and objectives of each lesson and group of students.

Single Strategy for All Contexts

The question of whether a single strategy can fit all teaching contexts prompts a crucial discussion about the nuanced nature of education. While there are universally effective pedagogical principles, the diverse spectrum of classrooms, students, subjects, and goals makes it unlikely for a single strategy to be universally applicable. here are

opinions from ten teachers regarding whether a single strategy fits in all teaching contexts:

Teachers unanimously recognize that a one-size-fits-all approach to teaching strategies is inadequate. The consensus emphasizes the uniqueness of each teaching context, necessitating flexibility and adaptability. Acknowledging that different strategies suit diverse classroom settings and student needs, educators prioritize tailoring their methods to specific goals, student profiles, and learning environments. Effective teaching, as articulated by these perspectives, involves deploying a variety of strategies that may excel in certain situations but may not universally apply. The emphasis on versatility and the understanding that context significantly influences teaching underscore the dynamic nature of effective pedagogy. Teachers assert that a comprehensive toolbox of adaptable strategies is essential, ensuring optimal outcomes by aligning with the distinct needs, objectives, and circumstances of each class and group of students.

Effective Strategies for Teaching Speaking

Identifying the most effective strategies for teaching speaking involves recognizing the intricate balance between engaging students, fostering authentic communication, and building their confidence in using the target language. From my perspective as an educator, several strategies stand out as particularly impactful: here are opinions from ten teachers regarding what they believe are the most effective strategies for teaching speaking:

Teachers consistently praise "role-play" as a highly effective strategy for teaching speaking. This method immerses students in real-life scenarios, fostering authentic language use and boosting confidence in effective communication. "Pair and group discussions" are also lauded for actively engaging students, encouraging expression of opinions, and enhancing critical thinking and communication skills. The effectiveness of

"debates" is emphasized for requiring research, articulation of viewpoints, persuasive communication, and promoting critical thinking and argumentation. "Information gap" activities are recognized for their effectiveness in compelling clear communication and interactive learning, bridging knowledge gaps. Additionally, "discussion" and "picture narrating" are acknowledged for enhancing fluency, creativity, and descriptive language skills. Overall, teachers stress the importance of selecting strategies based on individual teaching styles, classroom dynamics, and specific learning objectives. The diversity in preferences reflects the adaptability required for effective language teaching.

Discussion

Discussion from Closed ended Questions about teaching strategies

- a) **Diverse Strategy Preferences:** Among the surveyed participants, a diverse range of teaching strategies was preferred for enhancing speaking skills. "Role Play" was the most preferred strategy with 4 respondents, followed by "Discussion," "Picture Narrating," and "Information Gap," each preferred by 2 participants. This diversity indicates a need for adaptable teaching approaches.
- b) **Effectiveness of "Structured Conversation" Strategy:** The overwhelmingly positive responses in Table 2 highlight the potential effectiveness of the "Structured Conversation" strategy in making teaching speaking easier. This approach offers a framework for guided conversations, enhancing support and organization. Most respondents recognized its promise in simplifying the teaching process.
- c) **Usage of Interactive Strategies by School Teachers:** Table 3 reveals that school teachers have implemented various interactive strategies, such as language games, simulations, interviews, and "find the differences," in their teaching practices.

These methods offer unique advantages, from making learning enjoyable through games to sharpening observation skills with "find the differences."

- d) **Perceptions of Strategies' Effectiveness:** Opinions on the effectiveness of certain strategies like language games, simulations, and interviews in teaching were mixed, as shown in Table 3. While some respondents agreed with their value, others expressed disagreement. The divergent viewpoints suggest a need for deeper exploration into these strategies' impact.
- e) **Ease of Conducting Strategies:** Respondents' opinions on the ease of conducting various teaching strategies were showcased in Table 4. "Role Play" and "Reporting" were considered easy by 3 respondents each, while "Storytelling" and "Picture Narrating" were deemed manageable by 2 participants. These perceptions could offer insights into selecting appropriate strategies for implementation.
- f) **Teacher-Centric Benefits:** Table 5 underscores the perception that certain strategies primarily benefit teachers by simplifying administrative tasks, improving classroom management, and supporting professional growth. The strong agreement among respondents suggests widespread recognition of these teacher-oriented advantages.
- g) **Compulsory Strategies for Effective Speaking:** According to Table 6, a significant majority of respondents agreed that specific strategies are essential for teaching speaking skills. The absence of disagreement indicates a unanimous consensus on the necessity of these strategies for fostering effective communication abilities among learners. The alignment between agreement and strong agreement further solidifies this belief.

These major findings highlight the diversity of strategy preferences, the potential of certain strategies to simplify teaching, the implementation of interactive methods by

school teachers, mixed perceptions about the effectiveness of specific strategies, the ease of conducting various teaching approaches, teacher-centric benefits of certain strategies, and the widespread acknowledgment of the indispensability of key strategies for teaching effective speaking skills.

Discussion from close ended questions about teaching strategies

- a. Table 1 presents the strategies that secondary teachers prefer when teaching speaking skills. Among the strategies listed, role play appears to be the most favored choice, with 4 out of 10 teachers preferring it. Discussion, picture narrating, and information gap strategies each have 2 teachers who prefer them. This indicates that role play is the most commonly selected method for teaching speaking skills among the surveyed secondary teachers.
- b. Table 2 assesses the perception of teachers regarding which strategies make teaching speaking easy. The majority of teachers (8 out of 10) agree that these strategies are effective in facilitating the teaching of speaking skills. Only 1 teacher disagrees with this notion, while another teacher strongly agrees. The absence of strong disagreement suggests that the surveyed teachers generally find these strategies helpful in making the teaching of speaking skills easier.
- c. Table 3 delves into teachers' opinions on specific strategies like language games, simulations, and interviews. A majority of teachers (5 out of 10) agree that these strategies are effective for teaching speaking skills. However, 3 teachers disagree, and 1 teacher strongly disagrees with this idea. This indicates some variation in teachers' perceptions of the effectiveness of these specific strategies, with a slight leaning toward agreement.
- d. Table 4 provides insights into teachers' opinions on the ease of conducting different strategies. The data suggests that teachers find role play and reporting

equally easy to conduct, with 3 teachers selecting each option. Storytelling and picture narrating are considered easy to conduct by 2 teachers each. This data highlights that there is no clear consensus on which strategy is the easiest to conduct among the surveyed teachers.

- e. Table 5 explores teachers' opinions about whether these strategies are beneficial solely for teachers or if they benefit students as well. The majority of teachers (8 out of 10) agree that these strategies are primarily beneficial for teachers. Notably, 2 teachers strongly agree with this statement, while none strongly disagree. This suggests that most teachers perceive these strategies as advantageous for their role in teaching.
- f. Table 6 examines teachers' opinions on whether these strategies are essential for teaching speaking skills. The majority of teachers (7 out of 10) agree that these strategies are compulsory for teaching speaking skills, while 3 teachers strongly agree with this statement. Importantly, none of the surveyed teachers express disagreement or strong disagreement with the idea that these strategies are necessary for teaching speaking skills. This indicates a consensus among the teachers that these strategies play a vital role in the development of speaking skills.

CHAPTER - FIVE

SUMMARY AND CONCLUSION

Summary

The background of the study delves into the global prevalence of English language usage, including Nepal, where English is taught as a foreign language. Despite its importance, students often struggle to speak English due to limited exposure and inadequate teaching strategies. The study acknowledges that while English is taught from an early age in Nepal, students face challenges in speaking due to factors like lack of practice time and teacher's teaching methods. The main objective of English language teaching in Nepal is to enable fluent and correct interactions, making speaking skills a central focus.

Teaching English involves various challenges, including classroom management, student engagement, and adopting modern teaching techniques. The 21st century has introduced digital tools, such as PowerPoint, video and audio resources, and online platforms, transforming teaching. However, for successful teaching, educators must possess a comprehensive understanding of modern teaching strategies. The term "strategy" is emphasized, as it refers to the "how" of teaching, highlighting the importance of effective methods.

The study's objectives are twofold: to explore teachers' perceptions of strategies for teaching speaking and to understand the strategies teachers use to teach speaking to grade nine students. The research questions center on how teachers are using strategies to teach speaking and the effectiveness of these strategies.

The study's methodology is a survey research design that combines primary and secondary sources. Primary sources involve ten English teachers teaching grade nine, while secondary sources include books, articles, and online materials. The data collection

process involves observing teachers' speaking activities, conducting interviews, and distributing questionnaires. The data is then analyzed quantitatively and descriptively.

The discussion of findings from closed-ended questions reveals the diversity of strategy preferences among teachers, with strategies like "Role Play" being the most preferred. The "Structured Conversation" strategy is recognized as effective in simplifying teaching, and teachers utilize interactive strategies such as language games and simulations. Mixed perceptions are observed regarding the effectiveness of certain strategies, and strategies like "Role Play" and "Reporting" are considered relatively easy to conduct.

Findings from open-ended questions shed light on various aspects of teaching strategies. Teachers face challenges due to linguistic diversity, limited resources, and cultural norms that prioritize rote memorization. The frequency of speaking activities varies based on subject focus and teaching approach. Strategies like role plays, discussions, and technology integration are employed to enhance speaking skills. Effective strategies include role plays, interactive discussions, debates, and authentic materials. However, not all teachers use these strategies uniformly due to factors like subject matter and classroom dynamics.

The study provides valuable insights into the challenges and strategies associated with teaching speaking in Nepal. It highlights the need for a diverse range of effective strategies to cater to different contexts, subjects, and student needs. While certain strategies are preferred and recognized as effective, the study emphasizes the importance of customization, adaptability, and ongoing professional development to address the multifaceted task of teaching speaking skills.

Conclusion

The study's analysis of closed-ended questions provided valuable insights into the

preferences and perceptions of English language teachers regarding various teaching strategies for enhancing speaking skills. The findings revealed a diverse range of strategy preferences among the surveyed participants. "Role Play" emerged as the most favored strategy, indicating its popularity among teachers. However, the presence of other preferred strategies like "Discussion," "Picture Narrating," and "Information Gap" suggests the importance of employing adaptable teaching approaches that cater to the diverse needs of students. This underscores the necessity of having a repertoire of strategies to effectively teach speaking skills to a wide range of learners.

One notable highlight was the positive reception of the "Structured Conversation" strategy. Teachers overwhelmingly recognized its potential to simplify the teaching process by providing a guided framework for conversations. This strategy's effectiveness could stem from its ability to offer structure and support, making it easier for both teachers and students to engage in meaningful spoken interactions.

The usage of interactive strategies by school teachers was another key finding. The incorporation of language games, simulations, interviews, and activities like "find the differences" showcased the commitment of educators to creating engaging and enjoyable learning experiences. These interactive methods not only enhance students' language proficiency but also contribute to skills like observation and critical thinking. Interestingly, perceptions regarding the effectiveness of certain strategies like language games, simulations, and interviews were mixed. While some teachers agreed on their value, others expressed disagreement. This divergence highlights the need for deeper investigation into the impact of these strategies on enhancing speaking skills. Such insights are crucial for refining teaching approaches and identifying strategies that resonate more effectively with students.

The ease of conducting various teaching strategies was also discussed. Strategies

like "Role Play" and "Reporting" were deemed relatively easy, as indicated by the responses of multiple participants. This perception of ease could influence teachers' choices when selecting strategies for their lessons.

The study also shed light on teacher-centric benefits derived from certain strategies. These benefits included simplifying administrative tasks, improving classroom management, and supporting professional growth. The strong agreement among respondents underscores the widespread recognition of these advantages, emphasizing the importance of strategies that not only benefit students but also enhance the teaching experience for educators.

Moreover, the consensus among participants regarding the necessity of specific strategies for teaching speaking skills was striking. The absence of disagreement indicates a unanimous belief in the indispensability of these strategies for fostering effective communication abilities among learners. This alignment reinforces the significance of employing key strategies to address the core objective of enhancing speaking skills. Conversely, the analysis of open-ended questions delved deeper into the challenges and intricacies of teaching strategies, offering qualitative insights from teachers themselves. The challenges faced in teaching speaking in Nepal were multifaceted, including linguistic diversity, limited resources, large class sizes, cultural norms favoring rote memorization, inadequate teacher training, and more. The responses underscored the need for a comprehensive approach involving teacher training, curriculum reform, technology integration, and a cultural shift towards valuing spoken language proficiency. Teachers' reflections on their teaching practices and strategies shed light on various aspects. The frequency of conducting speaking activities varied based on subjects and teaching approaches. The responses emphasized the importance of aligning speaking activities with learning objectives and adapting them to suit the unique requirements of

each subject.

In English Language Teaching (ELT) classes, teachers embraced a multifaceted approach to teaching speaking skills. Strategies like role plays, discussions, and technology integration were blended to create dynamic and interactive lessons. The emphasis on a balanced blend of methods aimed to foster not only speaking proficiency but also critical thinking and collaboration skills.

Teachers' perspectives on effective strategies resonated with the findings from closed-ended questions. Strategies like role plays, interactive discussions, debates, and authentic materials were recognized as effective tools for fostering speaking skills. The adaptation of these strategies to meet students' needs was emphasized, highlighting the importance of tailoring strategies to individual contexts.

The study's findings from both closed-ended and open-ended questions converged to highlight the importance of diverse and adaptable teaching strategies for enhancing speaking skills. While the closed-ended questions provided quantitative insights into strategy preferences and perceptions, the open-ended questions offered qualitative reflections from teachers, revealing the intricate challenges and thoughtful strategies employed in the real-world teaching context. This dual perspective underscores the significance of a holistic approach to teaching speaking skills that takes into account both the preferences of educators and the unique needs of students.

Implication

The implications drawn from the study's findings have far-reaching significance for both English language educators and education policymakers. The insights obtained from the analysis of closed-ended and open-ended questions provide actionable recommendations to enhance the effectiveness of teaching strategies for speaking skills.

Firstly, the identification of diverse strategy preferences among educators emphasizes the importance of offering a variety of teaching approaches. English language teachers can benefit from understanding the popularity of strategies like "Role Play," "Discussion," "Picture Narrating," and "Information Gap." This suggests that teacher training programs and professional development initiatives should focus on equipping teachers with a comprehensive toolkit of strategies to cater to the diverse learning styles of students. Adaptable teaching methods can better engage students and improve their speaking abilities.

The positive reception of the "Structured Conversation" strategy underscores its potential to simplify teaching processes. Educators can leverage this strategy's benefits to create a scaffolded approach to spoken interactions. Workshops and training sessions could be organized to familiarize teachers with the implementation and benefits of such structured techniques, allowing them to confidently guide students through effective conversations.

The incorporation of interactive strategies, such as language games, simulations, and interviews, by school teachers points towards the importance of fostering an engaging learning environment. Schools and educational institutions can encourage the integration of such activities in classrooms to enhance not only language skills but also critical thinking and observation abilities. Providing resources, training, and support for educators to effectively utilize these interactive methods could contribute to more dynamic language classrooms.

The varied perceptions regarding the effectiveness of certain strategies indicate the need for targeted research and professional development. Education authorities and institutions can invest in research initiatives to thoroughly assess the impact of strategies like language games and simulations on speaking skill enhancement. Evidence-based

insights can then guide the development of comprehensive teaching guidelines and resources that align with the diverse needs of learners.

Moreover, recognizing the teacher-centric benefits derived from certain strategies highlights the reciprocal relationship between effective teaching practices and a positive teaching experience. Institutions should encourage the adoption of strategies that not only benefit students' learning outcomes but also support teachers in managing their classrooms more efficiently. This could lead to higher teacher satisfaction and retention rates.

The study's findings also underscore the need for a holistic approach to addressing the challenges of teaching speaking skills, as highlighted in the open-ended responses. Education policymakers should consider implementing multi-pronged strategies, including comprehensive teacher training programs, curriculum reforms that prioritize spoken language proficiency, integration of technology for interactive learning, and a cultural shift towards valuing communication skills.

The implications drawn from this study advocate for a balanced and adaptable approach to teaching strategies for speaking skills. By addressing the diverse preferences of educators, recognizing effective methodologies, and embracing a holistic approach to challenges, the education sector can better equip English language teachers to foster strong speaking skills in students, ultimately contributing to more proficient and confident communicators.

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Appendix I

Questionnaire for the Teacher

Dear informants,

This is a questionnaire as a part of my research study entitled "Teacher's Strategies for and used in Teaching Speaking" under the supervision of Mr. Tirtha Raj Acharya for the partial fulfillment of Master's Degree in English Education at Tribhuvan University. I would be grateful to you if you could cooperatively fill the questionnaire in with true information. All the information collected will be used confidentially only for present research. Please, feel free to put your true responses required by the questions.

Thank you

Researcher

Ashok Raut

A) Closed Ended Questions

Choose the best option for the given statements:

- 1) Which strategy do you prefer mostly while teaching speaking?
 - a) Role play b) Discussion c) Picture narrating d) Information gap
- 2) Strategy makes the teaching speaking easy.
 - a) Agree b) Disagree c) Strongly agree d) Strongly disagree
- 3) It is said that some of the strategies like language game, simulation, interview, find the differences are used by none of the school teacher.
 - a) Agree b) Disagree c) Strongly agree d) Strongly disagree
- 4) Which strategy is easy to conduct?
 - a) Role play b) Reporting c) Story telling d) Picture narrating
- 5) Strategies are beneficial only for teachers.
 - a) Agree b) Disagree c) Strongly agree d) Strongly disagree
- 6) Strategies are compulsory to teach speaking skill.
 - a) Agree b) Disagree c) Strongly agree d) Strongly disagree

B) Open Ended Questions

Please give your own opinion on the basis of your practice, experience and understanding to the following questions.

- 1) Why is teaching speaking not easy in Nepal? Give your opinion.

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- 2) How often do you conduct speaking activities in a week period? And why?

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- 3) How do you use strategies in teaching speaking at your ELT classes?

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- 4) What are your most effective strategies or activities to get students to speak in the class?

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- 5) What do you think are the most effective strategies for teaching speaking? List them please.

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6) Do all the teachers use the strategies in teaching speaking? What do you think? Give your opinion.

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7) Do all the strategies equally address the real problem of teaching speaking? Give Your opinion.

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8) Picture narrating and reporting are some of the least used strategies, what do you think?

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9) Does a single strategy fit in all context?

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10) What do you think are the most effective strategies for teaching speaking? List them please.

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