

Activities Used for Teaching Speaking at Basic Level Classes

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for Master of Education in English

Submitted by

Arjun Shahi

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

Nepal

2024

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DECLARATION

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

Date: 30/03/2024

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Arjun Shahi** has prepared this thesis entitled **Activities Used for Teaching Speaking at Basic Level Classes** under my guidance and supervision. I recommend this thesis for acceptance.

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ABSTRACT

This research entitled Activities used for Teaching Speaking at Basic Level Classes was an attempt to find out activities used for teaching speaking at basic level by English teacher. This study was carried out using both primary and secondary sources of data. For primary sources of data, Ten teachers were selected non- randomly from different school at Madhuban area of Bardiya District. Observation checklist was used as a research tool to collect the required information and dairy keeping was also maintained; the finding of the study showed that almost all the teachers were below the average in Basic level Classroom. This means 6 teachers (60%) were found below the average and 4 teachers (40%) were found in average at activities used for teaching speaking at Basic Level'

This study has been divided in to five chapters. **Chapter one** includes the background of the study, statement of the problem, objectives of the study, research questions, significance Of the study, delimitations of the study and operational definitions of key terms. **Chapter two** includes review of related theoretical literature, review of the empirical literature and implications of the review for the Study, Chapter Three deals with method and procedures of the study, population, sample and sampling strategy, research tools sources of data, data collections procedures, data analysis and interpretation procedures. Chapter Four present analysis and interpretation of results, finally, Chapter Five present the finding where based on analysis and interpretation, Conclusion and recommendations are include under chapter five, References and appendices are attached at the end of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
e.g.	-	Example
i.e.	-	That is to say
T.U.	-	Tribhuvan University

Chapter- One: Introduction

The present study is on the **Activities used for teaching Speaking at Basic level Classes**. This section consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

English has become a lingua franca, a language which is internationally used by people with different first language background (Harmer, 2001), and which is used for communication by more than one billion people around the world (see Johnson, 2001). This makes English an important tool that everyone should master; making it one important school subjects in most schools in the world. In Nepal, English has been taught and received serious attention in all levels of study, i.e. Elementary School, Junior High School, and Senior high school and secondary level.

Language Learning is one of the most essential aspects of human existence. It is a most effective and reliable means of human communication, in our case, it is taught from grade one to bachelor level as a compulsory subject. Language is very useful for many situations for example is entertainment, technology, law, business, mass communication, education context etc in international arena.

Generally, in Nepal, English is a foreign Language that is taught in every school from elementary to the university level. Junior High school to the Master level should four skills namely speaking, reading, writing and listening. Speaking becomes one of the most important aspects in learning and getting information. Brown (2001) state that speaking is an inter active process of constructing meaning that involves producing, receiving and processing

information. Based on the definition, it can be said that the people can give the ideas and exchange the information with others through interactive process.

Language acquisition is contrasted with language learning which is used with reference to a second language which a person learns deliberately; particularly in formal settings like school etc. The researchers like Little fair (1991) Dockrell and Widdowson, (1978) distinguished language acquisition from language learning and used the expression of first language acquisition in contrast with second language learning but many researchers and theorists do not distinguish between the two. Farzan (2000) for instance, treated language acquisition as a purely stylistic alternate to language learning.

The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991). Caron (2007) reveals reading is an individual's control and awareness about his competence in monitoring, arranging and interpreting cognitive activities with an aim to understand a text.

Reading and writing are mutually supportive and interactive processes. Good readers tend to be good writers, and good writers tend to do well in reading (Strickland, 1991; Teale & Sulzby, 1989). Both reading and writing require that the beginning reader focused on and think about print. Both reading and writing introduced children to the elements that are parts of stories (e.g., characters, settings, conflicts, and resolutions). Familiarity with story elements contributes to the understanding of stories and to reading achievement.

Speaking skills is the art of communicate and one of the skills of language. A good speaking skill is the act of generating words that can be understood by listeners. According to Cameron (2001, p.40), "Speaking is the active skill of language which is used to express the meaning in order to get the response from listeners." the skills that give us the ability to communicate effectively. Pronunciation, Clarity, Expressions are some speaking skills. It helps to the speaker to convey their message in passionate, thoughtful and in convincing manners. It is the main skills in communication. So, it is important skills from four language skills so that speaking should be a priority in language learning.

In this regard, Richards and Renandya (2002, p.1) view that a large percentage of the world's language learners study English in order to develop proficiency in speaking.

According to them speaking is used for many different purpose and each purpose involves different skills. The purpose should be to make social contact with people, to establish rapport or to engage harmless chitchat with friends. English has been made compulsory subject from very grade nursery and large numbers of graduates complete their academic courses, however the level of English specially in speaking seems very poor. In comparison to speaking they are relatively better in other language skill, like reading and writing. Their speaking skill is affected by the various factors such as lack of vocabulary, lack of grammar, pronunciation skill and lack of motivation, confidence, materials and environment. There are other

Hidden factors also which contribute for the effective speaking performance of the students inside and outside the class.

Developing teaching activities refers to the way to make students confident and easy to interact in front of the classroom. Regarding teaching speaking activities, Richards and Rodgers (2001) says, "Our classroom conditions do not favor oral activities as well as the problem occurs during teaching speaking activities because of teachers limited English proficiency.

Statement of the Problem

In the context of Nepal, English is learnt as a foreign language. English is taken as compulsory subject according to curriculum of Nepal. Students are compelled to learn and do not know how to construct the sentences and weave them into paragraph for smooth and fluent writing. Most of the students commit errors and mistakes in writing English. The teachers do not emphasize writing. Teaching of writing is not seriously taken by the teacher to decide what to emphasize in the daily, weekly teaching schedule.

The problem of poor spoken English language among Form four graduates has led to a general feeling that there is a need to re-examine the teaching of English language in

Secondary Schools in Bardiya. According to many researchers, the reasons for poor speaking skills could emanate from lack of emphasis on speaking skills in the curriculum since it is not examined in national examinations, teachers' own limited English proficiency, class conditions that do not favor oral activities and limited opportunities outside class for practicing using English language. Some others responsible factors like large size class, student level of proficiency and time constraints. If teachers only focus on theory and don't practice any kind of teaching activities in the class it creates problem to them. Every teacher should practice different speaking activities in the class. The goal of teaching speaking activities should improve the students speaking skill. Without the practice speaking activities learner cannot improve their speaking ability and hence teaching speaking without activities will be meaningless.

Objectives of the Study

The objectives of the study were as follows:

- i To find out activities used by teachers while teaching speaking classes.
- ii To suggest some pedagogical implications.

Research Questions

The research questions are as follows:

- i. How do basic level teacher practice speaking skill in the classroom?
- ii. What activities do they use while teaching speaking?
- iii. Do they face any problems while using different activities?

Significance of the Study

This study was benefited to all those who are interested in comprehending the text and more particularly to the teachers, text book writers, curriculum expert, researchers, teacher trainers, syllabus designers and methodologists. This means the ultimate goal of learning English as a second or foreign language is it improve speaking ability. Most of the ELT

programs aim of making students able to communicate in English accurately, fluently and appropriately. Due to insufficient knowledge of grammar, vocabulary and pronunciation, they feel speaking as the most difficult part of learning English likewise, school environment, inhibition, low interaction opportunities, large class size, teaching learning materials etc. This research will be fully centered to find out the basic level students. This study will give the clear idea to the teachers to promote their students speaking skill.

Delimitations of the Study

This study was limited to the following points;

- i. This research carried out only in Madhuban area of Bardiya district.
- ii. The study delimited to the causes of the students low English speaking performance.
- iii. The data collection delimited to observation checklist and dairy keeping.
- iv. The data collected from 40 English teachers and 3 classes of each teacher.

Operational Definitions of Key Terms

The key terms used in this study have been listed and defined as follows:

Pronunciation: Pronunciation is very important in speaking. If students do not pronounce the word appropriately it can influence meaning of word.

Activities: It refers to the practice of speaking activities by teachers at Basic level.

Factors: Agents and representatives of the elements, circumstance, or influence, which contribute to the Basic level students.

Teaching Speaking: Teaching speaking activities that are practiced by teachers to promote their student's speaking.

Speaking: Speaking is important because people use their speaking skill to communicate with each other. According to harmer (2007:343) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension.

Attitude: An inevitable psychological construct which can manifest itself in relation to relevant belief of English language students of secondary level students and often determines the value of speaking in English.

Value: The basic worth-attribution given to speaking in English by the students

Fluency: The ability to speak or write a language easily, well and quickly. It means to express oral language freely without interruption. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise will break down because the listeners will lose their interest.

Comprehension: In speaking comprehension requires a subject to respond to the speech as well as to initiate it.

Chapter - Two: Review of Related Literature and Conceptual Framework

Literature review is a summary and critique of research related to a particular issues or problems. It is a preliminary task that the researcher has to go through existing literature in order to acquaint with the available body of knowledge in the area of research. This chapter consists of the details reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also are included under this study.

Review of Related Theoretical Literature

Theoretical background plays vital role in any research. This chapter includes the theoretical background of teaching speaking activities at lower secondary level, specially comprising, definition, purpose, principles, characteristics, problem, and affecting factors in speaking. This section is all about the review of theoretical literature related to teaching speaking activities and other variables of teaching speaking activities. Review of empirical literature, implication of the review for the study and conceptual framework are included under the same section.

Teaching Speaking

Speaking is an important part of learning and teaching process of English as a foreign language. According to Hornby (1995, p.37) "Teaching means giving the instruction to a person. Meanwhile it is use of words in an ordinary voice. So, speaking is giving instruction to a person in order to communicate with each other. "It is the way for student to express their emotions, thought and interact to other person in any situation. Speaking is the productive skill of the language which is produced by the vocal organs of the human beings.

Fulcher (2003, P.23) defines speaking as the verbal use of the language to communicate with others. Speaking is such a productive skill, which is significant for the better communication of human beings. According to Burnkart (1998), Language learners need to recognize that teaching speaking related three area of knowledge:

Mechanics: Using the right word in the right order with correct pronunciation. For example: pronunciation, grammar, vocabulary.

Function: Understanding how to take into account who is speaking to whom for what purpose. For example: turn taking, rate of speech, length of pauses between speakers.

Social and Cultural Norms: Who is speaking to whom for what reason it is important to understand. For example: turn taking, rate of speech, length of pauses between speakers.

Component of Teaching Speaking

According to Longman Dictionary, Speaking is the utterance of intelligible speech or seeming to be capable of speech. Learners should be able to make themselves understood, using their current proficiency to the fullest. To help students develop communicative efficiency in speaking, Instructors can use a balanced activities approach that combines language input structured output and communicative output. There are some components of teaching speaking introduced by Harris (1974, p. 18).

Pronunciation: Pronunciation is very important in speaking. If students do not pronounce the word appropriately it can influence meaning of word. According to Hornby (1995, p.928), “pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the word of a language.

Grammar: It is used to learn language in the right way to improve skills in a language both in spoken and written form. According to Heaton (1978, p.5) defines grammar as the students ability to manipulates structure and to distinguish appropriate grammatical from in appropriate ones.

Vocabulary: Vocabulary is a set of familiar words within a person’s language. It is very important part of language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Students cannot

communicate effectively or express ideas in oral form if they do not have sufficient vocabulary knowledge.

Fluency: The ability to speak or write a language easily, well and quickly. It means to express oral language freely without interruption. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise will break down because the listeners will lose their interest.

Comprehension: In speaking comprehension requires a subject to respond to the speech as well as to initiate it.

Principles of Teaching Speaking

Human communication can take place between the speaker and the listener if only they understand each other. Speaking is one of the important skills which are considered as productive skill. Hornby (1995, p. 826) says, "speaking is making use of word in an ordinary voice, offering words, knowing and being able to use a language expressing oneself in words, and making speech." Speaking skills should be taught and practiced in the classroom. In our daily life most of the speaks more than using other skills. So, speaking skills need special treatment. There are some principles of teaching speaking as suggested by Nunan (2003)

Give Students practice with both Fluency and Accuracy: At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Fluency means using language quickly and confidently and accuracy is using the target language correctly. The teacher should not emphasize on any one aspect of speaking.

Use Group Work and Pair Work: To give enough opportunity to the students to improve speaking in the class. So teacher talk time should be less and student time should be more. Teachers do not take up all the time, It is important that the language teachers.

According to Nunan (2003) "Pair work and group work can be used to increase the amount of time that learner gets to speak in the target language during lesson. "This method

way the learner gets chance to interact and practice the language to their friends. Speaker and listener in exchanging ideas work as their wishes can be successful communication. Between speaker and listener will help to manage the mutual understanding.

Strategies for Developing Teaching Speaking. Speaking is a crucial part of language learning and teaching. Students often think that the ability to speak a language is the product of language learning, but speaking should improve students' communicative skills. Students often think that the ability to speak a language is the product of language learning. A good speaking skills is the act of generating words that can be understand by listeners. Some strategies for developing teaching speaking.

Using Minimal Response. Language learners who lack confidence in their ability to participate successfully in oral interaction often listen to other in silence while others do the talking. One way to encourage such learners to begin participate is to help them build up stock of minimum responses that can be use in different types of exchanges. Minimal responses are predictable, often phrase that interlocutors use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a Stock of such responses enables a learner to focus on what the other participant is saying , without having to simultaneously plan a response.

Recognizing Script: Some communication exchanges are associated with a predictable set of spoken exchange- a script. Greetings, apologies, compliments, invitations and other functions that are influence by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In this case instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they

can hear and they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Using Language to Talk about Language: Language learners are often shy to say anything when they do not understand the other speaker. When they realize that a conversation partner has not understood another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this problem by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. An effective communicator chooses the words they use, and the way in which they speak to different situations, whether that is ordering a sandwich at a snack bar or giving a keynote speech at an academic event. As they develop control over various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Goals and Techniques of Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Language Input: Language input refers to the form of teacher talk, listening activities, reading passages and the language heard and read outside of the class. It gives learners the materials they need to be producing language themselves. Language input may be content oriented or form oriented.

Content Oriented: Content- oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. It includes description of learning strategies and example of their use.

Form Oriented: Form-oriented input focuses on ways of using the language: Guidance from the teacher or another source on vocabulary, pronunciation, and grammar. It also specific contexts, expectations for rate of speech, pause length, turn-taking, and other social aspects of language use.

Structured Output: Structured output focuses on correct form. In structure output, students may have options for responses but all of the options require them to use the specific language items recently introduced, sometimes in many combination with previously learned items. Structured output is designed to make learners comfortable producing specific language items.

Communicative Output: In communicative output learners main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. Learners must use the language that instructor has just presented. Accuracy is not consideration unless the lack of it interferes with the messages in communicative output.

Problem of Teaching Speaking

Problem in teaching speaking is complex. It is not only related with the student's factor but also about context outside. There are some problems in teaching speaking. Teaching speaking needs to know about the obstacles that occur in the learning process. Some problems of teaching speaking as posted by Prayudha Magriby.

Internal Problems: The internal problems are said to be the obstacles in teaching speaking and those problems are native language, age, exposure and so on.

Native Language: They revealed that the challenges they encountered most in teaching speaking are students' lack of vocabulary, pronunciation problems, nothing to say,

lack of motivation and the use of interferences of the mother tongue. According to Brown (2000, p. 284) states, “if teacher are familiar with the sound system of learners native language he or she will be better able to diagnose student difficulties.

Age: The age of the students that affects the characteristics of students itself. In teaching speaking really related with the age. There is some uniqueness that can support the teaching process and it also can be the hard for teaching speaking. Brown (2000, p. 90) says that adults usually have acquired a self-confidence that cannot be fine in children.

Exposure: The teacher should know the condition of his or her students in order to be able to give suitable exposure. Brown (2000, p. 285) says if the class time spent focusing on speaking demand the full attention and interest of the students.

Motivation and Concern for Good Speaking:For good speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context then performed. Some learners are not particularly concerned about their speaking. If the teachers do not focus on the content of speaking it may hamper the class and students may feel bore? Brown (2000, p. 285) says that the motivation and concern are high and the necessary effort will be expanded in pursuit of goals.

External Problems: The teacher should know the complete understanding of problem in teaching speaking. Teaching speaking does not only come from internal aspects of the students but also influenced by external factor. The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context in which the language is learnt is still considerable relevance to kind of English a nation will want and need to study, and the skills they will need to acquire. So the teacher should choose the most suitable method in teaching speaking. According to Brown (2001, p.

1180), The use of language may seem far from removed from their own circumstances, and classroom hours may be the only part of the day when they are exposed to English.

(Source: gosrok.blogspot.com/2012/04/problem-of-teaching-speaking-in-english.html)

Teaching Speaking Activities: Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Teaching speaking is a very important part of second language learning. Chaney (1998, p. 13) states, “Teaching speaking activities is the way to make learners confident and convenient to interact in front of the classroom. The teachers can use various numbers of speaking activities in the classroom.

Role play

Story telling

Conversation cards

Debates

Information

Interviews

Games

Picture Describing

Problems of Teaching Speaking Activities

Brown and Yule (1983) describe that teaching speaking is often considered as one of the most difficult aspects of language learning. According to Ur (1996, p. 121) there are basically five problems occurred while teaching speaking activities. They are:

Inhibition: Inhibition is condition which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction. Learners are often inhibited about trying to say thing in foreign language in the classroom. Inhibition affect to students language learning specifically in performing their language comprehension.

Nothing to Say: Students sometimes think that they have nothing to say on a particular topic. They often lack of confidence in their speaking ability and feel they have insufficient language skill to express exactly what they want to say.

Low Participation: Only one participant can talk at a time if he or she is to be heard: and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not all.

Use of Mother Tongue: All students share same mother tongue because they feel easy to talk to one another. The term mother tongue, first language and native language are essentially all the same though there are some instances when they mean different things. To conclude with Pokhrel (2001) first language mother tongue and native from using mother tongue in the classroom but they cannot prevent students from using L1 in their brains. According to Harmer (1991), “If students are asked to have discussion about topic that they are incapable of, if they want to say anything about the topic, they used their own mother language.

Classroom Dynamic Observation Checklist

Observation No _____ **Date** _____

Criteria	Yes	No	Remarks
1. Does the class exhibit a friendly and comfortable for For learners?			
2. Does the sitting arrangement of the class favor effective Oral communication skills?			
3. Do students work in pairs or groups?			

4. Is the students-talking time sufficient enough as to allow interactive communication?			
5. Are students given the opportunity to assess their own Progress?			
6. Do activities and classroom dynamics promote Co-operation?			
7. Do learners appear interested in the topics being discussed?			

Activities for Teaching Speaking

Regarding Teaching Speaking to the students of Basic level, teachers should bear in mind that treating students fairly, impartially, and with respect is a most important for teacher because primary education is typically the first stage of compulsory education teacher should not stop students many times while the students are speaking in the class. Teachers agree on that students learn to speak in the second language by interacting. Communicative language teaching and collaborative learning serve best for this aim. Teacher should create a classroom environment where students have real life communication, authentic activities, and meaningful tasks that promote oral language. It is essential that language teachers pay attention to teach speaking. Similarly, Hornby (1995, p. 37) says that teaching speaking activities means giving instruction to a person in order to communicate. There are various types of teaching speaking activities that can be practiced at lower Secondary level.

According to kayi (2006) the activities of teaching speaking are:

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. These types of 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. Swan (1985, p. 94) defines information gaps as “a basic concept in contemporary methodology.” Information Gap Activities require students to communicate with each other in order to find all the necessary information to complete the activity. It is very important everybody has the opportunity to talk extensively in the target language.

Discussion

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. It is one of the activities for teaching speaking in the classroom. The purpose of the discussion activity is set the teacher. In this way the discussion points are relevant to this purpose so that students do not spend their time chatting with each other about irrelevant things. For efficient discussion it is always better not to form large group because quiet students may avoid contributing in large group. Killen (2003, P. 91) defines discussion is an orderly process of face-to-face group interaction in which people exchange ideas. The group members can be either assigned by the teacher or the students may determine it by themselves. Students can work with various people and learn to be open to different ideas.

1. to share ideas for an event,
2. to find solution of a problem in the group,
3. to arrive at a conclusion

Simulations

Students can bring items to the class to create a realistic environment. In simulation 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. According to Harmer

(1984), “simulation increases the self confidence of hesitant students because in role play and simulation activities they will have a different role and do not have to take the same responsibility.

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. In this activity of teaching speaking students can briefly summarize a tale or story they heard from somebody. It also helps students express ideas in the format of beginning, development and ending including the characters and setting of the story. In this way, not only will the teacher address students speaking ability, but also get the attention of class.

Role Play

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

Interview

Generally, 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 types of questions they can ask or what path to follow, but students should prepare their own interview questions. But students should prepare their own interview questions. Students can interview each other and introduce his or her partner in the class.

Group Work

In group work students are involved to work collaboratively on set task in or out of the class. Working in-group is often pretended as a good way of dividing work and increasing

productivity. Students formally working together on project or assignment. It can be useful to consider students availability, resource necessary and expected outcomes.

Picture Describing

Another way to makes use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. Students discuss the picture with their group, and then one of the members of each group describe the picture to the whole class.

Reporting

Before coming to class, students are asked to read a short story or child story and in class, they report their friends what they find as the most interesting. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Characteristics of Teaching Speaking Activities

To support the teaching learning process of speaking skill, the teachers must know about the characteristics of students and also the characteristics of successful speaking activity. If the teacher knows about the characteristics of each student, the teacher can easily give the material to students. Richards (1990) defines, “teacher and textbooks make use of variety of approaches ranging from direct to indirect approach which creates condition for speaking activities. Regarding the characteristics of teaching speaking activities Underhil (1987, p. 120) explains some characteristics of successful speaking activities and they are explained as follows.

Students Talk a Lot: As much as possible period of time allotted to the activity occupied by students talk. This is obvious, but often most time is taken up with teacher talks or pauses. It is very clear that the students are very busy, but they seldom spent their time to talk with their teacher.

Participation is Even: Classroom discussion is not dominated by a minority of talkative participants. It means that all students get a chance to speak.

Motivation is High: Students are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an objective task.

Language is of an Acceptable Level: The components of speaking which are relevant with the acceptable level of language such as pronunciation, grammar, fluency and comprehensible. So the students often try to speaking English correctly in real communication.

Review of Related Empirical Literature

There are many researches done related to the teaching speaking activities, strategies and activities under the Department of English education focusing on the way of promoting speaking abilities in the students. For this study some of the related studies are presented below:

Dhital (2010) carried out a research on “Teaching Strategies Employed by Secondary level Teachers.” Her main objective was to find out the extent to which the Secondary Level English teachers use different teaching strategies employed by Killen (2003). 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 (2003) were used, average in most of the cases i.e. only by about 80-85%.

Pandey (2007) carried out the research on ‘teaching of speaking at the Secondary level, An Analysis of classroom activities. She conducted that group work, pair work, and discussion are commonly used in speaking activities. Her objectives of the study were to

investigate the activities used for teaching speaking and find out practical constraint in conducting speaking activities. Her finding showed that teaching speaking was more problematic because of less time allotment, large number of students and inhibition in them. Her study could not address what stages they followed while teaching speaking. What evaluation activities they do to judge performance of the students.

Timilsena (2008) carried out an research on Strategies implied in teaching speaking skills. His main objectives were to find out strategies employed in teaching speaking by teacher of private school and compare those strategies with that of public school teachers. His primary sources of data were English teachers at lower secondary level of public and private schools. Secondary source of data were both books and journals thesis etc. He used non random sampling procedure where the researchers, judgement and accessibility play major role. He used questionnaire and class observation tools for data collection. His study was only limited to find out teachers used strategies in teaching speaking. This study mainly focused on class observation how and how many strategies used by teachers in teaching speaking. His finding was discussion, role play, strip story, group work strategies were found using to increase students participation in different classroom activities.

Basnet (2009) carried out research on 'Teaching of Teaching Speaking Adopted in Language Institutes.' His main objective was to find out the techniques of teaching speaking adopted in language training institute. His primary sources of data for research were language teachers who taught in language institutes in the Kathmandu valley. His study was conducted on 20 English Teachers from 20 language institutes. He used class observation and questionnaire for data collection. His study focused on techniques used by English Teacher while teaching speaking in language institute. He also focuses on teaching materials used by teachers in class room to motivate student to participate in speaking skill. He found that teachers used different techniques teach speaking in language classroom. Among them discussion, role play, pair work, and dialogue are common techniques. Question answer method is major used to test speaking skill.

Prasain (2014) carried out research on “Strategies Used in Teaching Speaking.” The major objectives of her study were to find out the extent to which the secondary level English Teachers use different teaching speaking strategies employed by Kayi (2006). She compares the use of those strategies between community and private schools. She selected only ten teachers from Kathmandu valley for her study. Among ten teachers she selected five students from public school and five teachers from private school. She observed 4 classes of each teacher. Observation checklist was used to collect the data. She found that 60% teachers were not using teaching strategies while teaching speaking in the class. She found that teachers were good at using only information gap but they did not use brainstorming during teaching speaking. She did not find the vast difference between private and public school on using strategies of teaching speaking because both type of schools used teaching strategies in the same ratio.

Pangeni (2012) studied a survey research entitled ‘Techniques Adopted by English Teachers for Testing Speaking Skills.’ Her main objective was to find out the technique adopted and analyse the opinion of the teachers toward the technique used in testing speaking skill. Her study was limited on the English teacher teaching in the selected schools, Palpa district. She used questionnaire and observation technique for data collection tool. Her main focus was to find out how much technique used by English teachers to test speaking skills. She came to the conclusion that teacher description, reading aloud, oral interview are common techniques used by teacher for testing speaking.

Gudu (2022) studied on "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya". The study adopted mixed methods design and simple random sampling to select schools, students and English language teachers from National, Provincial and District schools. In certain cases, purposive sampling technique was also used. Data on classroom activities used to teach speaking skills were collected using Questionnaires administered to teachers and students, direct observation during speaking skills lessons in Form three classrooms. The data collected

was analyzed using descriptive statistics. The study found out that: there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context.

Similar observation was made by Alharbi (2023) in Saudi Arabia where learners have low oral skills due to absence of authentic language learning situations outside and inside classroom. According to the author, there are several factors that influence learning of speaking skills for instance use of mother tongue outside and inside classroom environment, low status of English in a country, learners' negative attitude towards English.

Implications of the Review for the Study

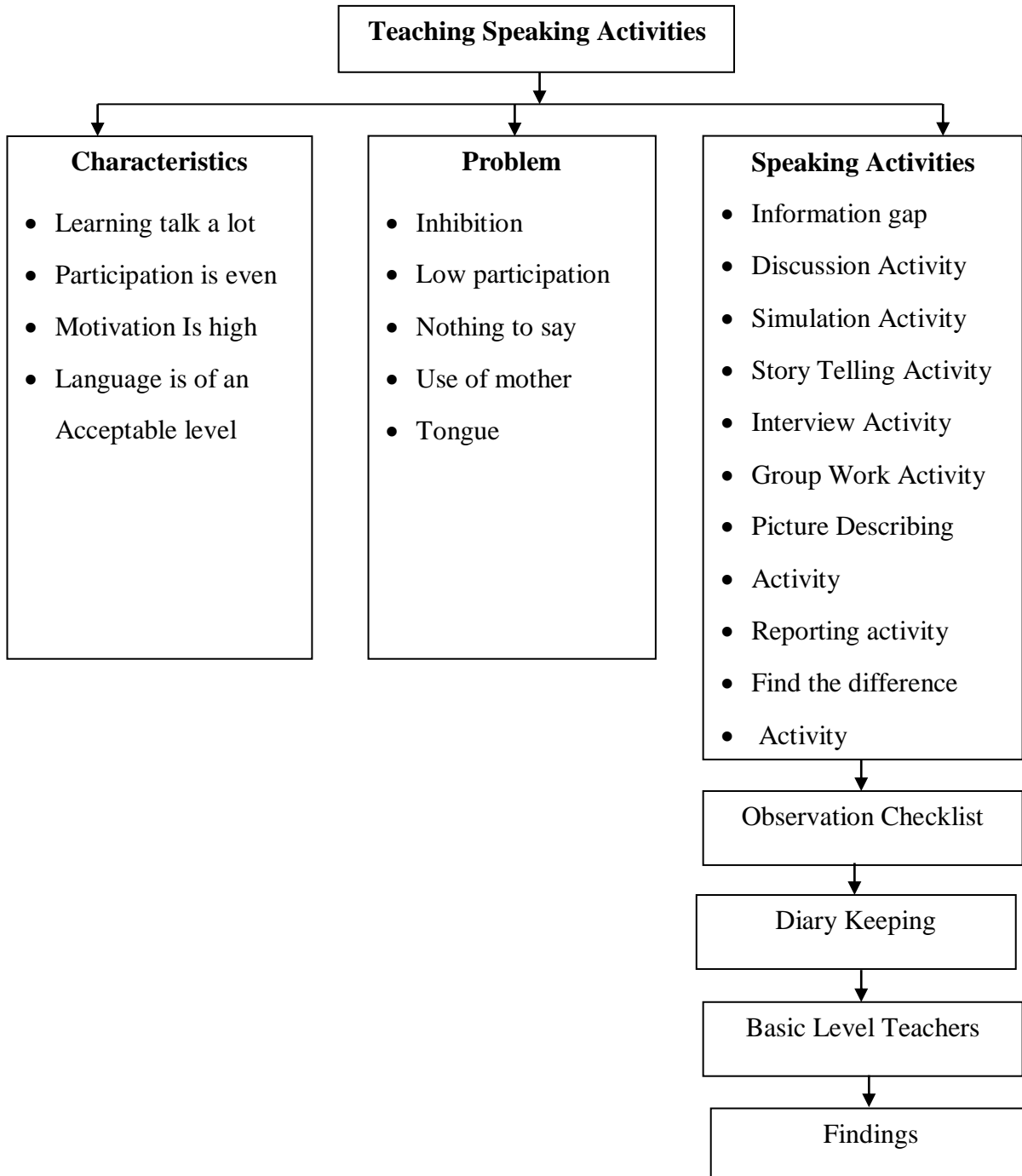
Review of the literature provides the guidelines to carry out a research in a better way, In order to carry out this research in a proper way, The researcher has reviewed different researchers which were related to speaking skills. The researcher collected the researches carried by different researches. The review of empirical literature has helped me to develop the conceptual framework and to bring clarity and to focus to the research problems. It has also helped me to improve the methodology of the studies and contextualize the finding. This review of the study may obtain from the variety of sources including books, journals, articles, reports. This entire source helps bring the clarity and focus on the research problem.

In fact Dhital (2010) analyzed that teaching speaking strategies employed in Secondary level were almost good or in average i.e. 80-85% teachers used teaching strategies at Secondary level. Similarly, Pandey (2007) in his study teaching speaking was more problematic because of less time allotment, large number of students and inhibition in them. Her study could not address what stages they followed while teaching speaking. All the research works, articles, journals, books, unpublished theses and online researches have discussed different roles and responsibilities in relation to other fields with different

objectives, methodologies and in different situations. But no researches have yet been carried out on practice of teaching speaking activities in the field of English language and learning.

Conceptual Framework

The following conceptual framework was used to complete this study.



Chapter Three: Method and Procedure of the Study

This chapter deals with the methodology adopt to fulfill the objectives of the study.

The following methodologies adopted to fulfillment the objectives:

Design and Method of the Study

Research design is a fixed set of procedures of conducting a research. There are several designs in practice. This study followed the survey research designs. It is a type of research which tries to study both large and small population. We can use survey research design to get factual information regarding various subjects. Survey research is most popular design, usually used in social science and in the field of education. It is non-manipulative study in the sense that the researcher does not control the situation.

According to Nunan (1992, p. 140) “The main purpose of survey research is to obtain a snapshot of condition, attitudes and events a single point of time.” Survey research focus on collect the data only at a single point of time aiming to obtain on overview of a phenomenon, event, issue or situation, which is called as cross sectional study, Belief and predictions behavior and experience both past and present.

Nunan (1992, p. 141) suggests some stepwise procedure of survey research and they are:

Step -1: Define objectives

Step -2: Identifying target population

Step -3: Literature review

Step -4: Determine sampling

Step -5: Identify survey procedure

Step -6: Design survey procedure

Step 7: Identify analytical procedure

Step -8: Determine reporting procedure

This research design enabled me to find out necessary information (data) required to finalize the study. The study was descriptive and qualitative in nature that was used to analyze and interpret the data. The present study is about practice of teaching speaking activities at Basic level. For this study, observation checklist was used as the main tool for data collection. Moreover, purposive non-random sampling procedure was used to sample the population of the study.

Population, Sampling and Sampling Strategy

All the Basic Level English teachers constituted the population of my study. In this study, I selected 40 English language teachers from Basic level schools using purposive non-random sampling procedure and 120 classes, 3 classes of each teacher.

Research Tools

To fulfill the objectives of the study, I used observation and open ended questionnaire.

Observation Checklist: An observation checklist is a set of questions that assist an observer in evaluating the performance and behavior of an individual. This list may have been prepared by the observer or the teacher or both. There can be different techniques for preparing the observation checklist according to the requirement of the topic and the perception of the observer.

Questionnaire: The researchers prepared two different sets of questionnaire. They were for both the teachers and the students. The first question was used for the teacher which questions were set consisting of both types of item i.e. open-ended and closed-ended. The questions for the teachers aimed at bringing the information related to the problems in the teaching skill and the existing situations.

Source of Data (Primary and Secondary)

In my study, both primary and secondary source used.

Primary Source of Data

The primary sources were the 40 Basic level English teacher and 3 classes were presented.

Secondary Sources of Data

I used the related books, theses, articles, and journals and so on to carry out this study. Some of them were Brown (2009), Harmer (2007), Killen (2003), NCLRC (2003, 2004), and so on.

Data Collection Procedures

Data collection is the systematic process of gathering observations or measurements in research. It can be qualitative or quantitative. At the very beginning I prepared an observation checklist form and visited the private schools located at Basic level schools situated at Madhuban area of Bardiya district. I visited the authorities and asked for the permission to observe the Basic level class. Then I establish harmonious relationship with the teachers and students of Basic level. After that, I start observe the class and fill the observation checklist form. I also keep a Diary during the class. Finally, I thanked the teachers and the students.

Data Analysis and Interpretation Procedures

Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate condense and recap, and evaluate data. Systematically collected data analyzed, interpreted and presented descriptively with the help of tools, tables charts etc.

There are ten different teaching speaking activities and each activity was accompanied by four points – Likert-scale, i.e. “Excellent”, “Average”, “Below the Average”, and “Poor”. These were ranging from high to low.

For this study, I observed the teachers, classes and maintained a diary which I have analyzed separately.

Ethical Considerations

Ethical considerations in research are a set of principle that guided your research designs and practices. Scientists and researchers must always to a certain code of conduct when collecting data from people. Therefore, the researcher had maintained the ethic in the following steps of a research. Taking permission selected schools and the teachers, and giving due respect selected site without thinking the short-term benefits of the study. Selecting a problem that as much as practicable to the teachers.

Collecting the necessary information from the English teacher and the collected information used for other purpose rather it used for this proposed study only. Reporting the information based on logical evidence and facts including authentic citation in a research.

Chapter Four : Results and Discussion

The process of uncovering patterns, trends and the process of assigning the data. The main concern of the present research work was to find out the practice of teaching speaking activities at basic level by teachers. After collecting data, analysis carried out both qualitatively and quantitatively.

Analysis of Data and Interpretation of Results

This section concerns with analysis of classes which I observed from 40 teachers. I observed the teachers classes and maintained diary which I have analyzed separately

Analysis of Observation Checklist

This section deals with analysis of the activities the teachers adopted while teaching. There were 10 activities of teaching speaking and each activity was accompanied by 4- point Likert-scale, i.e. “Excellent”, “Average”, “below the Average”, and “Poor”.

Information Gap Activity

This chapter concerns with analysis of teachers’ roles, pair selection by teachers, students participations and opportunity for students talking. For this activity the teachers’ rating presented in the given table.

Table 1*Practice of Information Gap Activity of Speaking in the Classroom*

S. N	Teaching Speaking Activities	Rating							
		Excellent		Average		Below The Average		Poor	
		No.	%	No.	%	No.	%	No.	%
1	Information Gap Activity								
1.1	Teachers' roles	-	-	12	30	20	50	8	20
1.2	Pair selection by Teacher	-	-	-	-	3	7.5	37	92.5
1.3	Students' participation	-	-	12	30	4	20	24	60
1.4	Opportunity for students talking	-	-	8	20	20	50	12	30

Above the information gap activity, the teachers showed their role in average i.e. 12 teachers (30%) were found speaking activities in average. 20 teachers (50%) were found below the average while practicing this activity in the classroom and 8 teachers (20%) poorly showed their role to execute this activity in the classroom.

For this activity of speaking the teachers were found disinterested to select the pairs from the student's i. e. 3 teachers (7.5%) were found below the average for pair selection to practice information gap activity and 37 teachers (92.5%) were found poor to select the pairs from their students.

Regarding this activity 12 teachers (30%) were found in average, similarly 4 teachers (20%) found below the average and 24 teachers (60%) were found poor to make their students participate to execute teaching speaking activities at basic level.

The teachers were found in average i.e. 8 teachers (20%) were found in average. Similarly 20 teachers (50%) were found below and 12 teacher (30%) was found poor to allow the opportunity to talk their students for practicing information gap activity.

Discussion Activity

This section of activity deals with the analysis of purpose of discussion, grouping of students and subject knowledge of the teachers. The teachers ratings for this activity have been showed in the given table.

Table 2

Practice of Discussion Activity of Speaking in the Classroom

S. N	Teaching Speaking Activities	Rating							
		Excellent		Average		Below the average		Poor	
2	Discussion Activities	No.	%	No.	%	No.	%	No.	%
2.1	Purpose of Discussion	8	20	8	20	24	60	-	-
2.2	Grouping of students	12	30	8	20	12	30	8	20
2.3	Subject knowledge		10	12	30	24	60	-	-

Reading discussion activity, 8 teachers (20%) were found excellent and 8 teachers (20%) were found in average while activities used for teaching speaking at basic level classes. But 24 teachers (60%) mention the purpose of discussion below the average on this activity.

For this activity, the teacher organized group of the students in average i.e. 12 teachers (30%) were found excellent in creating in group of the students to practice. Similarly, 8 teachers (20%) created a group of the students to practice discussion activity in average. As well as 12 teachers (30%) were found below the average. Finally, 8 teachers (20%) were found poor to arrange the group of the students to practice this activity.

Regarding the subject knowledge for discussion activity 4 teachers (10%) were found in excellent. 12 teachers (30%) were found in average and 24 teachers (60%) were found in below the average about the subject knowledge for executing discussion activity in the classroom.

From the above analysis, it has been conclude that most of the teachers were found below the average in activities used for teaching activities at basic level classroom. This means. 24 teachers (60%) were found below the average and 16 teachers (40%) were found in average to activities used for teaching speaking at basic level classes.

Simulations Activity

This chapter deals with the analysis of students' interest, teacher's role and item bought by students. But, none of the teachers were interested in adopting simulations activity at basic level classroom, Therefore, no analysis is given for the table.

Table 3

Practice of Simulations Activity of Activity Used for Teaching Speaking in the Classroom

S. N	Teaching Speaking Activities	Rating							
		Excellent		Average		Below the Average		Poor	
		No.	%	No.	%	No.	%	No	%
3	Simulation Activity								
	Students' interest	-	-	-	-	-	-	-	-
3.2	Teacher's role	-	-	-	-	-	-	-	-
3.3	Item brought by students	-	-	-	-	-	-	-	-

Story Telling Activity

This section deals with the analysis of students' participations, environment of the class and teacher's motivation. The teachers' ratings for the table have been presented on the next page.

Table 4

Practice of Story Telling Activity Used for Teaching Speaking in the Classroom

S. N	Teaching Speaking Activities	Rating							
		Excellent		Average		Below the Average		Poor	
		No.	%	No.	%	No.	%	No.	%
4	Story Telling Activity								
4.1	Students' Participation	16	40	20	50	4	10	-	-
4.2	Environment of the class	20	50	12	30	8	20	-	-
4.3	Teacher's Motivation	8	20	12	40	16	40	-	-

For story telling activity, 16 teachers (40%) were able to make their students in excellent way. 20 teachers (50%) were found average and 4 teacher (10%) was found the below the average to make their students participate in this activity at basis level classroom.

Regarding this activity, the teachers managed their classroom environment in excellent way i.e. 20 teachers (50%) were found at managing their classroom environment excellent. 12 teachers (30%) were found average and 8 teachers (20%) were found to below the average to motivate their students to execute this activity.

From the above analysis it has been conclude that most of the teachers were found interested in practicing story telling activity in the classroom. The teachers showed their interest in executing story telling activities in average.

Role Play Activity

This chapter concerns with the analysis of selection of participation, teacher’s encouragement and students’ interests. The teachers’ rating have been presented below.

Table 5

Practice of Role Play Activity of Speaking in the Classroom

S, N	Teaching Speaking Activities	Rating							
		Excellence		Average		Below the Average		Poor	
		No.	%	No.	%	No.	%	No.	%
5.1	Selection of Participation	-	-	12	30	8	20	20	50
5.2	Teacher’s encouragement	-	-	-	-	28	70	12	30
5.3	Students’ interest	-	-	12	30	20	50	8	20

To practice role play activity, the teachers selected the participants in average i.e. 12 teachers (30%) were found in average at selecting participants to practice speaking activities. Whereas, 8 teachers (20%) were found below the average for selection the participants for practicing role play activity. But 20 teachers (50%) selected the participants poorly in practicing this activity in the classroom.

In the teachers encouragement 28 teachers (70%) encouraged their students below the average and 12 teachers (30%) were found poor at encouraging their students for role play activity.

Regarding this activity 12 teachers (30%) attracted their students' interest in average. Whereas 20 teachers (50%) were found below the average and 8 teachers (20%) were found poor in executing teaching speaking activities.

From the above analysis, it has been concluded that almost all teachers were found below the average in practicing role play activity at basic level classes. This means 20 teachers (50%) were found below the average to execute teaching speaking activities. And 12 (30%) were poorly showed their interest on practicing role play activity in the classroom.

Interview Activity

This section of activity deals with the analysis of selection of participations, selection of topic for interview and students' interview questions. The teachers' rating for this activity have been presented in the following table.

Table 6

Practice of Interview Activities used for Teaching Speaking in the Classroom

S. N	Teaching Speaking Activities	Rating							
		Excellent		Average		Below the average		Poor	
		No.	%	No.	%	No.	%	No.	%
6.1	Selection of participants	-	-	-	-	12	30	28	70
6.2	Selection of topic for interview	-	-	-	-	16	40	24	60

6.3	Students, interview questions	-	-	-	-	-	-	40	100
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Regarding the selection of participants to practice interview activity 12 teachers (30%) were found below the average. But 28 teachers (70%) were found poor at selecting the participants to practice interview activity.

Selections of topic for interview 16 teachers (40%) were found below the average. Similarly, 24 teachers (60%) were found poor at selecting the topic for interview activity.

Finally, the teachers were found poor at mentioning the interview questions from interview questions from students i.e. 40 teachers (100%) were found to poor collect the questions from students.

From the above analysis, the teachers poorly showed their interest on practicing interview activity.

Group Work Activity

This activity concerns with the analysis of selection of group, teachers' encouragements and nature of topic. The rating for teachers' for this activity have been presented in table given below.

Table 7

Practice of Group Work Activity of Speaking in the Classroom

S. N	Teaching Speaking Activities	Rating							
		Excellent		Average		Below the average		Poor	
		No.	%	No.	%	No.	%	No.	%
7	Group Work Activity								
	Selection of group	12	30	12	30	16	40	-	-

7.1									
7.2	Teachers' encouragement	-	-	24	60	12	30	1	10
7.3	Nature of topic	-	-	28	70	12	30	-	-

Selection a group work activity, 12 teachers (30%) were found excellent. 12 Teachers (30%) were found in average. As well as 12 teachers (40%) were found below the average to select a group work activity Of speaking.

The teachers encouraged the students for group work in average i.e. 24 teachers (60%) were found average to encourage their students to practice group work activities. As well as 12 teachers (30%) were found at encouraging their below the average. And 4 teacher (10%) were poor at encouraging the students in executing group work activity.

For selecting the topic for group work the teachers selected the topic in average i.e. 28 teachers (70%) were found in average in selecting the nature of topic for group work. Similarly, 12 teachers (30%) were found in selecting the topic for practicing group work activity below the average.

From the above analysis, it has been concluded that most of the teachers were found interested on executing group work activity in the class. That means 28 teachers (70%) were found average. And 12 teachers (30%) were found below the average in practicing group work activity in the classroom.

Picture Describing Activity

This part deals with the analysis of teachers' motivations, nature of picture and students' interests. For this activity the teachers' ratings have been presented in the following table.

Table 8

Practice of Picture Describing Activity in the Classroom

S. N	Teaching Speaking Activity	Rating							
		Excellent		Average		Below the Average		Poor	
8	Picture Describing Activity	No.	%	No.	%	No.	%	No.	%
8.1	Teachers motivation	8	20	20	50	12	30	-	-
8.2	Nature of picture	12	30	20	50	8	20	-	-
8.3	Students' interest	20	50	12	30	8	20	-	-

For picture describing activity, 8 teachers (20%) were found excellent at motivating their learners to practice speaking activity. 20 teachers (50%) were found to motivate the learners for picture describing activity in average. 12 teachers (30%) were found below the average at motivating the learners to practice these activities.

Similarly, for nature of picture 12 teachers (30%) were found excellent. 20 teachers (50%) were found in average. And 8 teachers (20%) were found below the average.

Finally, % teachers (50%) were found excellent to make their students interested for picture describing activities. 12 teachers (30%) were found in average. And 8 teachers (20%) were found below the average in this activity.

From the above analysis, it has been concluded that most of the teachers were interested at conducting picture describing activity in the classroom. It means 12 teachers (30%) were found below the average in practicing picture describing activity of speaking in the classroom. 28 teachers (70%) were found to practice picture describing activity in excellent

Reporting Activity

This chapter deals with the analysis of nature of topic, students' attentions and enjoyment by students. But, none of the teachers were interested in adopting reporting activity at basic level classroom. Teachers did not perform their role to execute this activity in the classroom. They did not manage their class to practice this activity. Therefore, no analysis is given for the reporting activity of speaking.

Table 9

Practice of Reporting Activity of Speaking in the Classroom

S. N	Teaching Speaking Activities	Rating							
		Excellent		Average		Below the Average		Poor	
		No.	%	No.	%	No.	%	No.	%
9	Reporting Activity								
9.1	Nature of topic	-	-	-	-	-	-	-	-
9.2	Students' attention	-	-	-	-	-	-	-	-
9.3	Enjoyment by students	-	-	-	-	-	-	-	-

Find the Difference Activity

This section concerns with the analysis of teacher's role, student's success and nature of picture. The teachers' rating for this activity have been presented in the table given below.

Table 10

Practice of Find the Differences Activity of Speaking in the Classroom

S. N	Teaching Speaking Activities	Rating							
		Excellent		Average		Below the Average		Poor	
		No.	%	No.	%	No.	%	No.	%
10.1	Find the differences Activity								
	Teacher's role	8	20	16	40	12	30	4	10
10.2	Students' success	-	-	20	50	12	30	8	20
10.3	Nature of picture	12	30	20	50	8	20	-	-

For practicing find the differences activity, 8 teachers(20%) were showed excellent. 16 teachers (40%) were found at average. As well as 12 teachers (30%) were found below the average and 4 teacher (10%) was poor to show the role to practice find the difference activity.

Similarly, 20 teachers (50%) were found below the average. 12 teachers (30%) were found below the average. And 8 teachers did not play any type of role for their students' success.

Regarding this activity, 12 teachers (30%) were selected the nature of picture. 5 teachers (50%) were found in selecting the nature of picture to practice this activity in average. But 8 teachers (20%) were found at selecting the nature of picture in executing this activity below the average.

From the above analysis, it has been concluded that most of the teachers were found interested in practicing find the difference activity of speaking at basic level classroom. The teachers were found in average for practicing this activity, This means, 32 teachers (80%) were found in average in executing find the differences activity of speaking.

Analysis of Diary

Speaking is important of English Language and it provides growth in reading, writing and listening abilities. There are many teaching speaking activities that can be practiced at basic level.

Teachers' belief practices and attitudes are important for understanding and improving educational processes. Teachers do not act only in the classroom where they instruct students more or less in isolation from other classes and teachers.

In this study, entitled, "Activities used for teaching speaking at basic level classes" I observed the classes of basic level English teachers to fulfill the purpose of this study. I also keep the dairy while observing the classes. I found that some of the teachers were just in

average but most of the teachers were below the average or poor to activities used for teaching speaking in the classroom. The teachers did not practice simulations and reporting activity of teaching speaking in the classroom. Some of the teachers were poor to manage the class to practice teaching activities in the classroom. Some of the teachers were poor to manage the class to activities used for teaching speaking.

I observed two classes of one teacher. First day almost all the teachers were found not good at practicing speaking activities. Teachers did not encourage their their students to read or they made correction on the fault of their students. Teachers ran the class only by reading the text themselves. They did not ask one of the students to read the text at the first day of my observation. But the teachers asked students to say spelling of some words for i.e. Festival, Dashain and Tihar and so on. At the end of the class the researcher asked for the permission to observe the second class of those teachers and left the class.

I asked for permission to observe second class and I found most of the teachers were conscious about their teaching. They allocated more time to the students and let them to do the task given in the book. I found that most of the teachers were good at executing activities used for teaching speaking at basic level classroom. They managed their classroom environment and some teachers were excellent at creating a group of the students to practice speaking activities. But, none of the teachers were found interested to practice simulations and reporting activity in the classroom.

Simulations activities is similar to the role play activity so teachers practiced role play activity. Reporting activity was not executed by any of the teacher at Basic Level classroom. They did not select the topic for reporting activity neither they manage the class to execute this activity.

Finally, I thanked the teachers, students and authorities for their help and co-operation in the process of data collection to fulfill the purpose of my study and left the class.

Chapter Five: Summary, Conclusion and Implications

This chapter concerns with the major summary, conclusion and recommendations and these are derived on the basic of analysis and interpretation of data.

Summary

The present study was carried out to find out the activities use for teaching speaking at basic level classroom. To accomplish the objectives, a survey study was done and for that I visited 10 different schools and 10 classes of different basic level English teachers. I observed 2 classes of each teacher. And collected the data observation checklist form was made and I kept diary as well as while observing the class. Finally, on the basic of the analysis of the data and interpretation of the results, the finding of the study, Conclusion of the study and some recommendations can be listed on the sub-heading given below.

1. The teachers showed their role in average i.e. 12 teachers (30%) were found speaking activities in average. 20 teachers (50%) were found below the average while practicing this activity in the classroom and 8 teachers (20%) poorly showed their role to execute this activity in the classroom.
2. For this activity of speaking the teachers were found disinterested to select the pairs from the students i. e. 3 teachers (7.5%) were found below the average for pair selection to practice information gap activity and 37 teachers (92.5%) were found poor to select the pairs from their students. Regarding this activity 12 teachers (30%) were found in average, similarly 4 teachers (20%) found below the average and 24 teachers (60%) were found poor to make their students participate to execute teaching speaking activities at basic level.
3. The teachers were found in average i.e. 8 teachers (20%) were found in average. Similarly 20 teachers (50%) were found below and 12 teacher (30%) was found poor to allow the opportunity to talk their students for practicing information gap activity.

Reading discussion activity, 8 teachers (20%) were found excellent and 8 teachers (20%) were found in average while activities used for teaching speaking at basic level classes. But 24 teachers (60%) mention the purpose of discussion below the average on this activity.

4. For this activity, the teacher organized group of the students in average i.e. 12 teachers (30%) were found excellent in creating in group of the students to practice. Similarly, 8 teachers (20%) created a group of the students to practice discussion activity in average. As well as 12 teachers (30%) were found below the average. Finally, 8 teachers (20%) were found poor to arrange the group of the students to practice this activity.
5. Regarding the subject knowledge for discussion activity 4 teacher (10%) were found in excellent. 12 teachers (30%) were found in average and 24 teachers (60%) were found in below the average about the subject knowledge for executing discussion activity in the classroom.
6. From the above analysis, it has been conclude that most of the teachers were found below the average in activities used for teaching activities at basic level classroom. This means. 24 teachers (60%) were found below the average and 16 teachers (40%) were found in average to activities used for teaching speaking at basic level classes.
7. Regarding this activity, the teachers managed their classroom environment in excellent way i.e. 20 teachers (50%) were found at managing their classroom environment excellent. 12 teachers (30%) were found average and 8 teachers (20%) were found to below the average to motivate their students to execute this activity.
8. From the above analysis it has been conclude that most of the teachers were found interested in practicing story telling activity in the classroom. The teachers showed their interest in executing story telling activities in average.

9. From the above analysis, it has been concluded that almost all teachers were found below the average in practicing role play activity at basic level classes. This means 20 teachers (50%) were found below the average to execute teaching speaking activities. And 12 (30%) were poorly showed their interest on practicing role play activity in the classroom.
10. Regarding the selection of participants to practice interview activity 12 teachers (30%) were found below the average. But 28 teachers (70%) were found poor at selecting the participants to practice interview activity.
11. Selections of topic for interview 16 teachers (40%) were found below the average. Similarly, 24 teachers (60%) were found poor at selecting the topic for interview activity.
12. Finally, the teachers were found poor at mentioning the interview questions from interview questions from students i.e. 40 teachers (100%) were found to poor collect the questions from students. From the above analysis, the teachers poorly showed their interest on practicing interview activity.
13. Most of the teachers were found interested on executing group work activity in the class. That means 28 teachers (70%) were found average. And 12 teachers (30%) were found below the average in practicing group work activity in the classroom.
14. Most of the teachers were interested at conducting picture describing activity in the classroom. It means 12 teachers (30%) were found below the average in practicing picture describing activity of speaking in the classroom. 28 teachers (70%) were found to practice picture describing activity in excellent
15. Most of the teachers were found interested in practicing find the difference activity of speaking at basic level classroom. The teachers were found in average for practicing this

activity, This means, 32 teachers (80%) were found in average in executing find the differences activity of speaking.

Conclusion

This research was conducted to find out the practice of teaching activities used for teaching speaking at basic level by the teachers of private schools. On the basis of findings from the analysis and interpretation the researcher has made the clear conclusions which are concerned with the summary of each 5 chapters.

The topic of my study is “Activities used for teaching speaking at basic level classes’. The first part includes background of the study that describes about the research topic and each and every detail related to the main heading. The objective of the study is to find out the practice of activities used for teaching speaking at basic level classes and to suggest some pedagogical implications. This research was limited to 10 basic level English teachers of different schools situated at Madhuban at Bardiya District. I observed 5 different schools and 10 classes of different teachers, 2 classes of each teacher. Observation checklist was used as a tool for data collection and I also kept a diary while observing the class. This study also contains the operational definition of key terms and the researchers used ‘Activities’, ‘teaching speaking’ as a term of operational definition. Conceptual framework was also made in this research which helped to discuss the theory.

Survey research design was used to find out the practice of activities used for teaching speaking by the teachers. The populations of the study were 10 basic level English Teachers from Madhuban area of Bardiya District. The systematically collected data have been analyzed on the basic of observation checklist from as a research tool. From the collected data, it was found that some of the teachers were in average and many of the teachers were found below the average to practice the activities used for teaching speaking at basic level classroom.

Recommendations

This study has its implications in different levels. On the basis of finding and conclusion of the study, Recommendations have been made under the related three levels (policy, Practice and further Research level).

Policy Related

For the improvement of quality of education in different level of English language government should be aware of the practices needs and importance of strategies for students study. My study encompasses all the following things which are quite beneficial for policy makers.

- (i) Policy makers should formulate policy regarding the activities of teaching speaking through different category.
- (ii) Government should formulate rules and regulations for those activities used for teaching speaking by teachers.
- (iii) The private school schools generate different rules and regulations for activities used for speaking at primary level and teachers should follow the rules and regulation for schools.
- (iv) Teachers should give the way of practicing activities used for teaching speaking primary based level class but teacher should be given training time and again by the concerned authority on how to activities used for teaching speaking class.
- (v) The syllabus designers, testing exports, and teachers themselves should be conscious on practicing of speaking activities.
- (vi) Authority persons should provide the theoretical inputs to the teachers, so that teachers can apply the knowledge practically in the classroom that can help students to get idea about speaking activities.

Practice Related

My research is equally beneficial for those who are at the beginning level of teaching. Therefore, I can confidently assert that my research is very much significant for the English teachers, especially the teachers of primary level. The study has following implications at practice level:

- (i) The teachers should be given intensive training on teaching speaking activities than they can practice those activities in the class.
- (ii) Teachers must given the chance to speak to the student s in the classroom.
- (iii) Teachers should practice as many speaking activities possible in their classroom.
- (iv) Some of the teachers did not show there interest in practicing speaking activities in the classroom. So, sufficiently materials should be provided to the teachers while practicing speaking activities.
- (v) The teachers should involve the students in various works of teaching speaking that can help to improve the speaking ability of students.
- (vi) The teachers should use new and modern technology in the class. By using new technology they become able to compete with others.

Further Research Related

Further research students are to be carried out in this field. That will contribute to the improvement of the present situation in practicing of teaching speaking activitie by the teachers. This study can scaffold importantly to other further researches, which are as follow:

- (i) The activities that are related to the teacher speaking can be practiced at the basic level.
- (ii) This study can be very useful to the teachers and other who want to increase the speaking ability of students.
- (iii) It should be more relevant to carry out researches separately for the in-depth study of practicing activities used for teaching speaking at basic level by teachings.

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Appendix I

Dear informants,

This is Arjun Shahi an M.Ed student of English Education, Tribhuvan University, Kirtipur, Kathmandu. This observation checklist has been prepared to draw for the research on the **Activities Used for Teaching Speaking Activities at Basic level Classes**. This research work is being carried out under the supervision of Dr. **Gopal Prasad Pandey**. The researcher hopes that the supervisor will give reliable and authentic information to co-operate her and that will be valuable contribution to complete the research work. As well as your co-operation will have great value in accomplishing my research.

Researcher

Arjun Shahi

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Appendix II

Model Format of Observation Checklist

A teacher observation checklist will be used to evaluate the overall performance and teaching. An observation checklist is a list of questions that an observer will be looking to answer when they are doing a specific observation of a classroom. This checklist will be used by teachers to conduct an individual assessment of the student's behavior and interaction inside the class.

This checklist will be given to the teacher to ensure that there is clear communication between the teacher, the students and the observer of the classroom. The observation checklist and below one of the models of observation checklist has been presented.

Classroom Dynamic Observation Checklist

Observation No _____ Date _____

Criteria	Yes	No	Remarks
1. Does the class exhibit a friendly and comfortable for For learners?			
2. Does the sitting arrangement of the class favor effective Oral communication skills?			
3. Do students work in pairs or groups?			
4. Is the students-talking time sufficient enough as to allow interactive communication?			
5. Are students given the opportunity to assess their own Progress?			
6. Do activities and classroom dynamics promote Co-operation?			
7. Do learners appear interested in the topics being discussed?			

Questionnaire

- a) How do you teach speaking to the basic level students?
- b) Which techniques or activities do you prefer?
- c) Have you focused any problems in using those techniques?
- d) How do you engage the students in speaking tasks?