

**Teachers' Techniques for Developing English Speaking Skill Among Basic Level
Students**

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

**Submitted by
ArunaAryal**

**Faculty of English Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2024**

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Recommendation for Acceptance

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Declaration

I hereby declare that this thesis, is original and no any part of it has been submitted before for the candidature of research degree to any university.

Date:07/08/2024

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Aruna Aryal

Dedication

Dedicated

to

My beloved family and esteemed teachers, whose unwavering support and guidance have been my constant companions on the journey of education and career development.

With heartfelt gratitude, I thank each one of you.

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Abstract

The present study entitled **Teachers' Techniques for Developing English Speaking Skill Among Basic Level Students** was carried out to find out the techniques used by English teachers in teaching speaking. This study also aimed at investing challenges in teaching, speaking at community-based schools. It was conducted in two community schools of Dhading district. Narrative inquiry under qualitative research was applied to collect the data. Five English teachers were purposefully taken as participants for this study. Likewise, interview guidelines and observation checklist were used as research tools. The data was gathered from teachers' narration and observation which were interpreted thematically in detail. The findings of the study showed that question-answer, picture description, dialogues, conversations, group discussion and summarization were the techniques used by teachers in teaching speaking. Mostly pictures description and question-answer technique were used by the teachers to promote the students' spoken ability. However, the number of the students, language variety, learners' L1, hesitation, teachers' proximity, students' vocabulary and fluency, grammar mistakes, teachers' time allocation, time for English speaking practice have been found as the problem in enhancing students' speaking skill.

This study consists of five different chapters including references and appendices. The beginning chapter is about introductory part. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter contains of review of related literature, review of related empirical literature and conceptual framework. Likewise, the third chapter covers the study's methodology, including research design, data sources, sampling, research tools, data collection, analysis procedures, and ethical considerations. Similarly, the fourth chapter is about analysis and interpretation of the findings. Finally, the fifth chapter is all about conclusions and recommendations.

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Acronyms and Abbreviations

EFL	:	English as a Foreign Language
ELL	:	English Language Learning
ELT	:	English Language Teaching
FL	:	Foreign Language
I	:	Interviewer
ICT	:	Information and Communication Technology
L1	:	First Language, Mother Tongue
L2	:	A Second Language
SL	:	Second Language
SLL	:	Second Language Learning
T	:	Teacher

Chapter I

Introduction

This is a study on **Teachers' Techniques for developing English Speaking Skill Among Basic Level Students**. This part consists of background of the study, statement of problems, objectives of the study, research questions, significance of the study, delimitations of study and operational definitions of the key terms.

Background of the Study

English language teaching and learning is one of the pivotal parts of today's world. English is known as international language which is also Lingua- Franca. It is used by many people of the world in their diverse purpose.

Four skills of language: listening, speaking, reading and writing are vital to make the learners active and capable to deal with the linguistic problems. All of these four skills are important. However, among them, speaking is mostly important (Ur,1996). In other words, we use those skills to understand our world through listening and reading and to communicate our feelings, needs and desires through speaking and writing. Richards &Renandya (2002) view that a large percentage of the world's language learners study English in order to develop proficiency in speaking. That means learning second language is associated with speaking comprehension and effective communication. Speaking is oral communication. It is a two-way process between speakers and listener and involves productive and reactive skill(Byrne,1984). Speaking skills are influenced by various factors such as limited vocabulary, grammatical errors, pronunciation challenges, and a lack of motivation and confidence. Therefore, improving learners' speaking abilities in a more developed and refined manner is a critical concern in today's global context. Given the significance of speaking English in the field of language teaching, it is essential to focus on building learners' confidence by addressing real-life situations within the actual pedagogical context of community-based schools.

Speaking allows us to communicate with other and share feelings. It enables us to speak fluently, correctly and interact properly. To foster the skill of speaking in English, teacher should adopt many techniques and ways targeting the students' level and interest. For that, oral game and group discussion with focusing the students' role in classroom are the main ways. For confident and effective communication in later period, students need to speak

and involve in different oral activities since school life. Language games and group discussion play key role for the enhancement of students' ability and make teaching interesting as well. Teaching English can be meaningful only via unique techniques used by the teachers and students' curiosity. There are lots of activities which can be implied at basic level to make them active and motivating towards it. Some of these techniques include: Drawing and describing pictures, short speech, Story -telling, language games, question-answer, introducing picture and topic, group division, finding and singing rhyming words and so on. Basically, teachers can follow the students focused method to foster their speaking proficiency, though the teachers use teacher centric method most of the time, while teaching speaking they should use these techniques which enable the students to develop oral competency.

Statement of the Problem

In today's globalized world, English has become the primary language for international communication, often referred to as the lingua franca (Crystal, 2003). Proficiency in English, especially in speaking, is essential not only for academic success but also for broader socio-economic opportunities. However, in many countries, including Nepal, the teaching and learning of English speaking skills face significant challenges.

In Nepal, English is generally taught as a second or foreign language, with a strong focus on grammar and writing rather than speaking (Giri, 2014). This approach has created a gap where students, despite having some understanding of English, struggle with oral communication. The problem is compounded by limited exposure to spoken English outside the classroom, insufficient teacher training in effective speaking instruction, and inadequate resources that prioritize speaking practice (Bhattarai & Gautam, 2008). Moreover, traditional teaching methodologies in Nepalese schools are typically teacher-centered, offering minimal opportunities for students to engage in speaking activities (Phyak, 2011). This conventional approach fails to address the diverse learning needs of students, particularly at the basic level, where foundational language skills are developed.

Students who perform well in writing often lack the confidence and ability to speak English fluently. This is particularly true in large classroom settings where students may feel hesitant to speak (Bhattarai & Gautam, 2008). The reality in many classrooms is that teaching English focuses on the teacher translating content into Nepali, leaving students with little

exposure to spoken English and limited opportunities to expand their vocabulary (Phyak, 2011).

The importance of improving and developing speaking skills at the basic level cannot be overstated, as the students' current proficiency is crucial for their future ability to communicate effectively in English. One of the key reasons behind the low performance in English speaking is the impact of the students' first language (L1). Students in government schools are particularly disadvantaged, often performing worse in English speaking compared to their peers in private institutions (Bhattara & Gautam, 2008).

Teaching English in Nepal remains challenging, as it is traditionally focused on reading, writing, and achieving grades. This approach overlooks the critical need for communication skills in a second language like English, thereby depriving students of many future opportunities (Phyak, 2011). Despite extensive research into speaking skills, the role of teachers, the influence of learners' mother tongues, and the differences in students' performance between public and private schools, there remains a lack of integration among the four language skills—listening, speaking, reading, and writing—making each skill less effective (Adhikari, 2011; Richards, 2004; Parajuli, 2009; Prasain, 2014; Nadia, 2013).

To address these challenges, it is crucial to reassess the teaching techniques used in Nepalese schools, particularly at the basic level. Incorporating student-centered approaches such as group discussions, language games, and other interactive methods can significantly enhance students' English speaking skills (Richards & Rodgers, 2014). Although teaching speaking is often neglected, it is key to communication. The role of the teacher is vital in activating students' interest in learning by promoting language games, brainstorming sessions, and student-centered techniques that encourage active participation and speaking practice.

Objectives of the Study

The main objectives of this study were as follows:

- a. To find out the different techniques used by teachers to develop skill of English speaking.
- b. To find out the challenging factors for developing English speaking skill among basic level students.

Research Questions

The study addressed the following research questions:

- a. What different techniques do the teachers use for developing speaking skill among basic level students?
- b. What are the challenging factors that create difficulties to the English teachers of basic level while teaching speaking?

Significance of the Study

To overcome with the problems of teaching speaking English, articles, journals, and researches help a lot. Teaching speaking is related with diverse elements, where teachers' friendly behavior, encouragement, unique techniques and oral games play vital role more than the teachers' knowledge about the content. So, this study tries to uncover the factors about teachers' techniques, students' performance, teachers' experiences and ways to overcome challenges based on multilingual classroom while teaching second language.

Thus, this study can add a great attribution in the field of English language teaching. This study can be an important step to discover more about current situation of English-speaking level of students and pedagogical implication to eradicate the problems related to teaching speaking skill. Speaking is one of the productive skills which requires proper level of vocabularies, grammar knowledge and confidence. In order to develop speaking skill among the basic level students, the teachers can adopt numerous ways such as: focus on use of second language, increase vocabulary, follow students centered techniques and minimize the habit of grammar translation method. Regarding such scenario most of English teachers intend to implement and practice based on target language. For that, first of all, students need to be motivated and teachers should facilitate them properly. So, this study

is fully based on techniques, challenges, solutions and influencing factors to develop speaking skill. Hence, the findings after the completion of this study are supposed to be beneficial to English Language Teaching (ELT) personals.

Therefore, my present study explores techniques used by English teachers to enhance the learners' proficiency to English and the challenges faced by teachers regarding making their students able to speak in English.

Delimitations of the Study

Firstly, it was confined to the matter of finding the techniques used by English teachers and the challenges faced by them in order to make the students curious towards speaking. Likewise, it was limited within two community schools of Dhading district namely, Thakre rural municipality. Narrative Inquiry under the qualitative method was adopted to collect data. Classroom observation and in-depth interview following the interview guidelines were also done to grasp more information. Thus, this study does not claim the result of the finding is same to everywhere.

Operational Definitions of the Key Terms

Some major words which are used in the study can be defined under the sub- heading operational definition of the key terms. Some of the words which are mostly used in this paper are given as:

Basic Level: A school providing the level of education from kindergarten up to the junior high school level.

Challenges: The situation that is faced with something which needs great mental or physical effort or a stimulating task.

Influencing factors: Those factors which can affect or impact some features or target object.

Participants: Individuals involved in the research such as parents, teachers, locals, education officers and selected representatives.

Performance: The effective accomplishment of tasks leading to the achievement of specific goals and objectives.

Productive skills: Speaking and writing are known as the productive skills which require some form of language output because learners need to produce language.

Skill: The ability to search for, organise, evaluate and use or present information that is relevant to a particular topic.

Speaking: An interactive process of creating meaning that covers producing, receiving and processing information.

Technique: A way of carrying out a particular task or a method of doing some task or performing something.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter consists of review of the theoretical literature, review of empirical literature, implication of the reviewed study and conceptual framework. The literature related to the proposed study is reviewed under subheadings.

Review of Related Theoretical Literature

This chapter includes theoretical review of literature which contains review of theoretical and empirical literature, implication of review for the study and conceptual framework of the study. Similarly, it also includes implication of the review and conceptual framework. Speaking and writing are two productive skills among four skills of English, where listening and reading are receptive skills. Here, speaking is one of the four major skills to be developed as a means of effective communication in both first and second language learning contexts(Boonkit, 2010).

Teaching English in English

Speaking is a fundamental skill for effective communication, allowing individuals to share their feelings and opinions (Nunan, 2003). In the context of Nepal, where English is often learned as a second language, developing learners' speaking skills and confidence requires a teaching approach centered on the principle of "Teach English in English," rather than relying heavily on the grammar-translation method (Bhandari, 2014). To foster motivation and engagement, it is essential for students to become familiar with English vocabulary, and teachers should employ diverse and innovative instructional methods (Koirala, 2016).

In Nepalese classrooms, the form-function relationship, appropriate teaching methods, and the enhancement of interpersonal communication play crucial roles in making English language learning engaging and effective. These elements contribute significantly to improving the practical use of English both for students and teachers (Giri, 2018). Speaking, considered a complex skill that involves various sub-skills, benefits from an approach where teachers act as initiators and role models. Moving beyond monotonous lecturing to include group discussions and idea-sharing in English can significantly improve students' oral proficiency (Nepal Ministry of Education, 2020).

Main sub-skills of speaking include the following as:

- Vocabulary
- Pronunciation
- Fluency
- Grammar and so on.

Thus, including all these sub- skills and student-centered approach, teachers can teach English in English medium minimizing the trend of grammar translation method and excessive use of learners' native tongue.

Speaking in English

First and foremost, having confidence and eagerness to learn and speak the target language significantly enhances communication skills, leading to improved overall speaking proficiency, deeper vocabulary knowledge, and enriched grammatical accuracy. Safa and Afzalimir (2021) echo this sentiment in their article, *The Comparative Effects of Cooperative and Competitive Learning on Speaking Ability and Self-Confidence of EFL Learners*, where they cite Celce-Murcia (2001), stating that for many, the ability to speak a language is synonymous with knowing that language. Speech is the most distinctive aspect of human communication, making the teaching of speaking skills in second or foreign language pedagogy particularly challenging. This difficulty arises from the multidimensional nature of speaking and the numerous factors influencing its development and production.

In addition to these challenges, barriers such as the dominance of the mother tongue and limited time for practice further hinder learners' speaking development. For instance, in the context of Nepal, students in community schools typically study only one subject in English—compulsory English. However, the unfortunate reality is that, in many cases, this subject is also taught in Nepali or another first language, reflecting the teachers' and students' habitual use of their native language.

Techniques and Activities to Increase Speaking Performance

One significant challenge hindering learners from fully grasping the nuances of a second language (L2) in English Language Teaching (ELT) classrooms is the limited exposure to practical language use. Gondova (2021) emphasizes that effective communicative competence heavily depends on using appropriate techniques and activities that actively engage learners. Practical application often yields better results than theoretical instruction alone.

For instance, teaching English through English, while providing ample opportunities for student participation rather than relying solely on lecture-based methods, can significantly improve both proficiency and confidence in speaking. Good readers often excel in speaking skills, provided that certain activities and techniques are implemented to enhance speaking comprehension.

According to Kayi (2006) and Harmer (2008), several techniques for teaching speaking include the following:

Discussion. This activity fosters critical thinking and quick decision making, and students can learn how to express and justify themselves in polite ways while disagreeing with others' ideas. Preferably four of five students in each group can be formed and allow them for giving their opinion about debatable statement like "money is greater than educational degree".

Role Play. In role activities, the teacher gives information to the learners such as who they are and what they think of feel. By role playing the teacher can guide the students to perform on certain characters upon a situation.

Simulations. In simulations, students can bring items to the class to create a realistic environment. It is similar to the role play but more complex.

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. Information gap activities serve many purposes such as solving a problem or collecting information.

Brainstorming. In brainstorming students can produce ideas in a limited time depending on the context. The main quality of brainstorming is that students are not criticized for their ideas so that they are open to share new information.

Storytelling. Story telling fosters creative thinking by helping students to express ideas in the format of beginning, development, and ending. For instance, at the very beginning of each class session, the teacher may ask a few students to tell story.

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 ask.

Story completion. This is a very interesting free speaking activity for which students sits 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 previous points.

Picture Description. For this activity students can form groups and each is given a different picture. Students discuss the picture with their group and share to the whole class.

Speaking is necessary and very prominent skill. Out of all these four language skills, which is challenging in itself. While teaching English as a second language mostly teachers have to face the problem of the use of mother tongue, shyness of the students, inactive participation and insufficient time boundary to practice English as a mandatory necessity to communicate. Because of time limitation, teachers should focus more on reading and writing task, as in the end of the academic year they would be evaluated on the basis of their reading and writing performance. Speaking task needs more time and appropriate environment with the students' eagerness. So, in case of students' shy nature to speak and teachers' proper facilitation, speaking activities can be remained on shadow. Thus, it is still challenging to cover all the students on speaking part and make them confident to speak in English from basic level.

Challenges in Speaking in English

Though the teacher can foster numerous techniques to develop speaking skill, there are also some problems related to oral performance. According to Nakhalah, (2016) problems of speaking are:

Grammar Mistakes. Students tend to commit common grammatical mistakes while speaking especially in tense, voice, speech, and concord. Due to grammatical imperfection students feel hesitate to speak but the teacher should encourage them to speak up.

Lack of Confidence. Many students feel resistance in speaking English in group because of less confidence. So, the level of confidence and willingness play vital role to develop and increase speaking pattern of the students.

Shyness. Shyness is one of the barriers which affect to express the students' opinion. Introvert nature and shyness of the students make them uncomfortable in front of people.

Fear of Making Mistake. Fear is the biggest problem for everything to show the real ability of an individual. In writing activity students can freely express their ideas but in speaking they feel fear.

Lack of Motivation. Due to insufficient motivation students cannot speak English actively. Motivation can be driven by the teachers, other students and also from parents which can help to minimize such problem.

Thus, such problems of speaking skill can be solved by following activities as mentioned by Nakhalah, (2016).

Emotional Rapport. The word rapport refers the good relationship between the students and teachers. The encouraging and friendly behavior provide the pupil to feel secure and help them in developing speaking skill. Psychological factor also affects greatly to impact positively in the learners' confidence level. So, emotional rapport building play positive role to make the learners interested to learn and speak.

Friendly and Cooperative Environment. Friendly and supportive environment always add positive vibes to learn and interact comfortably. First of all, to make the learners interested to speak the environment must be maintained in friendly and flexible manner.

Self- Confidence. In order to reduce learners' anxiety, teacher needs to boost their self –confidence. Motivational feedback stimulates students' confidence to extend their area of speaking and dealing with people.

Authentic Activities and Materials for Teaching Speaking

By authentic materials and proper materials related to the field language can be learnt in better ways. It motivates to perform oral performance lively and closely. For instance, oral games can be best medium to increase the habit of fluency and broaden vocabularies. Moreover, oral games provide enjoyable atmosphere for meaningful learning via fun and communicative mode-based activities. It helps to widen diction and make them able to use the learnt words in appropriate situation, for that teachers can set up the speaking environment without interference but with ample motivating feedbacks.

Proficiency and Accuracy in English

Adhikari (2011) discusses the importance of fluency, accuracy, and clear guidelines for effective English speaking tasks. Although there is an emphasis on developing English language proficiency, there is often inadequate attention given to addressing and correcting existing problems. Ur (2002) highlights that speaking is intuitively considered the most important aspect of language learning, noting that many foreign language learners are primarily interested in speaking skills. In alignment with this, Richards and Renandya (2004) indicate that a significant portion of English learners aim to develop speaking proficiency.

English serves multiple purposes and requires an understanding of its communicative functions and competencies. Problems in learners' speaking comprehension often stem from inadequate teaching techniques and activities. Key factors affecting effectiveness include the need for diverse and innovative approaches, attention to student diversity and interests, effective classroom management, and access to modern materials. Curiosity, motivation, and feedback are also critical to enhance teaching effectiveness. Allocating appropriate time for project work and additional activities beyond traditional textbook learning can also contribute to improvements in learners' speaking skills.

To enhance speaking skills among basic-level students, techniques such as picture description and other language games are recommended. These methods motivate students to explore new vocabulary and engage in learning through enjoyable activities. For basic-level

students, who often respond well to play and interactive methods, these techniques can be particularly effective. Teachers should act as facilitators and motivators, offering support without excessive correction, which can otherwise hinder student participation and engagement.

Influence of Mother Tongue

English is taught as compulsory subject from class one to bachelor level and it is a second language. Learning second language apart from mother tongue is difficult as it requires more practice and formal criteria. However, we call English as second language but for most of multi-lingual community it is third language. For example, learners from Terai region having Tharu language. On the name of adopting English medium in community school, they face the reality that the learners neither fully know and speak English nor correctly read and write Nepali. So, in such case mother tongue's role seems vital to establish the sustain concept towards the learners.

Impact of mother tongue directly affects the learning pace of the students and it also matters about teachers' performance. Most frequently faced problems by the EFL teachers are: the use of mother tongue, learners' hesitation, method and so on. Learners have to learn English as according to their routine for daily classes, but all the remaining subjects apart from English is taught in Nepali language and only a subject: English is taught in English. They feel more comfort and develop enough word power as well as sentence formation in Nepali but they cannot get the equal range of achievement on English. Only the use of textbook and paper-based examinations cannot determine and uplift the students' capacity in broadening the speaking skill. Our current scenario cannot solve all these problems immediately. So, in such case of maximum use of mother tongue and uneven participation on speaking on the target language, such obstacles may occur repeatedly in ELT classroom.

Review of Related Empirical Literature

There are numerous researches done about the language skills and strategies to promote the learners' abilities on each skill. Maximum research related to ELT field is found done by foreigners and in the context of foreign countries too. However, there are very few articles and journals about the existing circumstances of students' ability in English and current situation how they deal about the classroom. An empirical literature review is one of the most required parts of doing any systematic research. It is also known as a systematic

literature review. Mainly, it analyzes previous researchers' idea based on relevant topic. It also relies on observation and measurement to arrive at conclusion (Google Scholars). Some of the researches related to English speaking skill development can be presented as:

Parajuli (2009) conducted a study titled *Teaching of Speaking at Lower Secondary Level: An Analysis of Classroom Activities*, which focused on identifying techniques and activities used for teaching speaking at the basic level. The study utilized questionnaires, checklists, and observations as data collection tools, incorporating both primary and secondary data. Parajuli's research, based on a sample from the Parbat district, found that common classroom activities included pair work, group work, role play, and picture-description games, all of which were employed to engage learners in speaking activities. The study also noted that teachers primarily concentrated on developing writing and reading skills, with less emphasis and uneven participation in listening and speaking activities.

Nadia (2013) conducted a thesis titled *The Use of Students' Oral Presentation in Enhancing Speaking Skills in the English Classroom: A Case Study of Second-Year Students at the Department of English, Biskra University*. This research underscores the significance of promoting students' speaking skills as fundamental to their language acquisition progress. Nadia posits that insufficient practice in English within the classroom can lead to persistent hesitation, which hinders the development of speaking proficiency and oral comprehension.

The study aimed to address two primary research questions: (a) To what extent does the use of oral presentations enhance students' speaking skills? (b) Do learners possess the ability to perform oral presentations effectively? The objective was to evaluate how incorporating oral presentations into the curriculum could provide students with ample opportunities to practice speaking English. The hypothesis proposed that frequent practice through oral presentations would lead to significant improvements in students' speaking abilities.

The research employed a descriptive methodology, involving a sample of forty second-year students and five English teachers from the Department of English at Biskra University. Data were collected through teacher interviews, classroom observations, and student questionnaires. The findings revealed that oral presentations were an effective pedagogical activity, with students demonstrating a positive attitude towards using oral performance as a learning tool. The majority of students showed considerable interest in

learning English through oral presentations. The study concluded that reducing students' fear of speaking and fostering their active engagement and confidence are essential for enhancing and broadening their speaking skills.

Prasain (2014) research entitled *Strategies Used in Teaching Speaking* mentions the objective to explore the extent to which the secondary level English teachers use different teaching speaking strategies. In this study it is compared the differences between the strategies of community schools and private institutions. Study area of this research was Kathmandu valley and respondents were teachers from both government and private schools. Observation, checklist along with interview were used to collect required data. After observing four classes of each teacher, she finds teachers not focusing brainstorming technique during speaking classes. Likewise, another finding about the strategies about teaching speaking is that: there is not so vast differences between private and community-based school's strategy.

Similarly, Aryal (2017) conducted the thesis keeping the title, 'Classroom Activities in Teaching Speaking Skill'. The objective of the study was to explore the activities about teaching speaking skills. For the study the researcher had selected ten English teachers and thirty students of secondary level from Kathmandu district using non- random sampling techniques. Set of questionnaires consisting of both close ended and open type of questions were used as research tools for generating data. The result of the study was found better speaking skill developed by private school students than those of government aided students. Strategies and techniques were better in use in private school which help the learners to build up efficient quality in speaking.

Likewise, Thapa (2018) done his research on the topic *Effectiveness of Students Talk Time Enhancing Speaking Skill*. The objective of this paper was to address the effectiveness of students' talk time in developing their speaking skill. The research was based on experimental design. Major finding of the study was to analyze cause and effect relationship between the dependent and independent variables about the topic.

Rao (2019) studied on the importance of speaking in English as a foreign language between skillful and thoughtful competencies: studying sociolinguistics perspectives mentioned speaking activities as inseparable part of daily life and cannot be ignored in ELT classes also. Speaking skill in this era is required for academic, communicative, business and

many more purposes. Method of the study was done by reviewing fifty publication topics about speaking through searching in the google scholar's database from 2010 to 2020 A.D. The study was done during the pandemic period of corona virus so, mostly secondary sources of data were gathered. The study followed descriptive, qualitative research design. As findings of the study, it was noted the use of online media, film, magazine, discourse activities, students' relational abilities and so on play direct role to improve and update one's speaking habit. So, speaking with thought and skill in the context of work, education, social relation can impact greatly in sociolinguistic environment.

Sigdel (2023) conducted a study titled Classroom Strategies Practiced in Teaching Speaking Skill. The objective of the study was to identify effective strategies for teaching speaking skills. Utilizing a survey design, the researcher gathered data from government-aided schools in eastern Nepal. The data were analyzed using percentiles and numerical tabulation. The findings indicated that motivation, encouragement, and communicative techniques are crucial for enhancing the effectiveness of English language teaching.

Implications of the Review for the Study

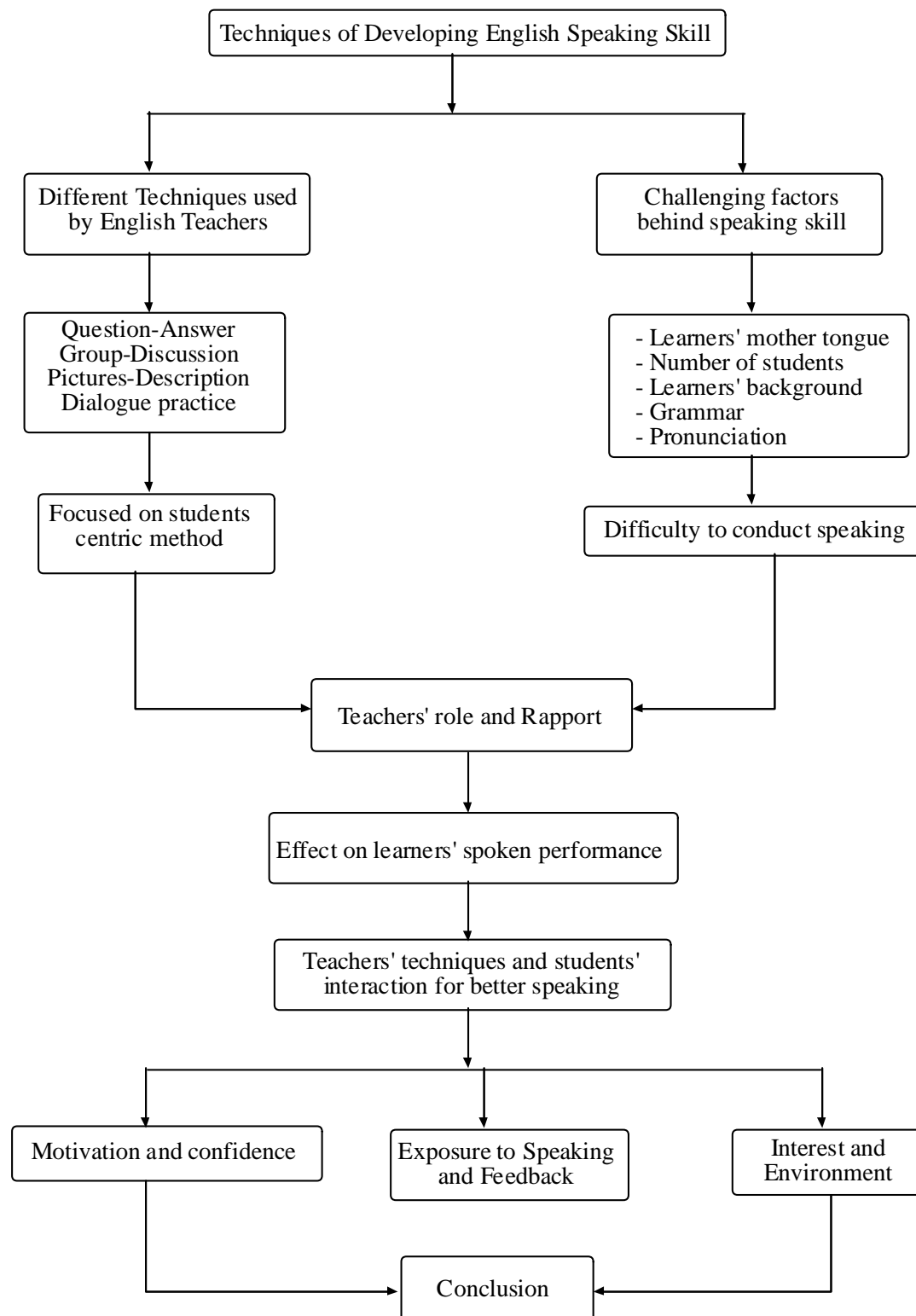
The review of related literature and empirical literature play crucial role in any research to make it more clear and add theories related to particular study area. It is no doubt that, previous studies based on in-depth analysis provide accurate and gist information for the upcoming findings of the study which also help to fulfill the gap between previous research and current research. By reviewing the previously done research articles, journals, and dissertation, the researchers get chance to be familiar with the recent trends and practices about corresponding study area. Moreover, searching, analyzing and summarizing academic contents allow the researchers like we, in the field of ELT give more opportunities to develop the critical thinking and deep analytical perspective via the complete, thorough and rigorous study. From the above mentioned theoretical and empirical review of literature, as a researcher, I had got chance to develop some ideas regarding conducting systematic study.

Thus, the empirical literature reviewed in this study gave essential ideas at different levels through its various steps. For example, from the review of Parajuli (2009) M.Ed. thesis, I got some techniques and strategies about speaking skill development related activities discovery by pair work and group work. Similarly, Nadia (2013) her thesis gave the practical and theoretical insight about oral communicative presentation and its positive effect.

By his study I found maximum positive and practical based knowledge about how to develop the students' speaking and why it is more crucial. Likewise, Prasain (2014) in her thesis provided comparative analysis of private and government sector schools' strategy to speaking skill development. And at last, but not the least, Rao (2019) article provided techniques how to get secondary data and organize it to the related topic. Thus, without those studies, I would not be able to develop such writing in this way about ELT classroom and development of speaking skill entitled Teachers' Techniques for Developing English Speaking Skill Among Basic Level Students.

Conceptual Framework

In research a conceptual framework includes one or more formal theories as well as other concepts and empirical findings from the literature (Google Scholars). A conceptual framework illustrates the expected relationship between variables. Actually, it defines the relevant objectives for research process and maps out how they come together to draw coherent conclusions. A conceptual framework is a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). Likewise, according to Peshkin(1993) conceptual framework is linked with the concepts, empirical research and important theories used in promoting and systemizing the knowledge espoused by the researchers. The present study on Teachers' Techniques for Developing English Speaking Skill Among Basic Level Students can be presented in a diagram as mentioned below under the sub title conceptual framework.

Figure 1*Conceptual Framework*

Chapter III

Methods and Procedures of the Study

Methodology and procedures in research provide clear guideline to conduct any study systematically. Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis. According to Dawson (2019) a research methodology is the primary principle that will guide research. In fact, it can be defined as a systematic way to solve a research problem by collecting data using precise technique and ways. Likewise, research procedures are steps that researchers should take to increase the reliability and validity of their research (Google Scholars). This chapter includes of design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures, data analysis and interpretation procedures, and also ethical considerations.

Research Design

I used a qualitative research method following a narrative inquiry research design. Narrative inquiry was chosen to discover the objectives of the study. Teachers at the basic level were selected as respondents to explore their experiences and perceptions of English speaking. My study aimed to reach a deeper understanding of the area by inquiring and incorporating the researcher's own perspectives chronologically within the natural environment. I adopted a narrative inquiry-based research design because it closely aligned with people's life stories and experiences. By applying this design, I sought to uncover the real situation, context, and experiences of English teachers regarding their teaching of English, particularly focusing on speaking skills at the basic level. According to Clandinin & Connelly (2000) narrative design seeks the most direct way of understanding and studying human experiences. Similarly, narrative inquiry is associated with the ideas of individuals' attribution to shape their experiences in relation to their specific contexts and situations. Likewise, individuals' stories and experiences were taken as important sources of information to reach the objective of the study.

In the same way according to Pandey (2022, p. 25-37) mentions the major steps of narrative design. According to him, I followed the procedures to gather the information from the participants. These steps of narrative design were:

- i. Identify the purpose of the research study
- ii. Identify an individual
- iii. Develop initial narrative research questions
- iv. Consider the researcher's role
- v. Identify research design and develop data collection methods
- vi. Collaborate with the research participants
- vii. Write the narrative account.

Thus, following these steps, I tried to collect the required data for my study from the English teachers of basic level.

Population, Sample and Sampling Strategy

In this study, population were five English teachers of basic level from Dhading district. Similarly, they were in depth interview questions about their techniques used for teaching speaking English. These five teachers were from two different schools, among them three were male and two were female. By asking them in depth questions related to their teaching experiences as an English teacher and challenges faced during English teaching data were analyzed accordingly in qualitative way. Overall sampling was focused on finding teachers' techniques and strategies in making the students able to speak English during English classroom.

Participations' Profile

English teachers of basic level having more than five years of experiences were asked several questions about their qualification and teaching duration. According to them, their profile is mentioned as:

Table 1*Profile of the teachers*

Teachers (Pseudonym)	Teaching classes	Post	Teaching years	Educational Qualification
Aman	6(A, B), 7, 8(A, B)	Permanent Basic Level	7	B.Ed.
Dip	6(A, B), 7, 8(A, B)	Permanent Basic Level	9	M.Ed.
Harish	4,5,6,7,8	Rural Municipality Quota Basic Level	5	M.A.
Binu	4,5,6 (A,B) 7	Rural Municipality Quota Basic Level	6	B.Ed.
Diya	5, 6(A,B),7(A,B)	Province Quota Basic Level	5	M.A.

Research Tools

Research tools are also essential part of completely trustworthy study. For this study, I used interview guidelines and classroom observations to gather information. In-depth interviews were conducted with teachers to explore the techniques they used to encourage students to speak in English and the challenges they faced in developing speaking skills. Observations were performed to incorporate personal insights gathered during the field visits. Data were generated in a natural environment, respecting each respondent's opinion without bias. Therefore, in-depth interviews, observations, and the respondents' personal stories were employed as data collection tools for the study.

Sources of Data

To ensure a comprehensive study on the topic, I utilized both primary and secondary sources of data. The given sources of data have included for the generation of necessary information regarding the topic.

Primary Sources of Data

Primary sources of data refer the first-hand information which is generated by the researcher themselves. So, five English teachers of community school in Thakre rural municipality were the sources of collecting primary data as I could grasp first- hand information with them.

Secondary Sources of Data

Secondary sources of data refer the data which someone does not experience it by participating self in the events but take information from any other media, journals and documentary sites. Thus, previously conducted empirical researches, theoretical researches, articles, journals, magazines, thesis and other various sources of academic ideas published on internet were also taken as secondary sources of data for this research.

Data Collection Procedures

To generate primary data, I first obtained approval from the relevant school's administrative staff and head teacher. I then identified the respondents for the study after confirming the target school in Thakre Rural Municipality, Dhading District. Following this, I collected primary data through a series of steps. I conducted interviews with teachers using the prepared interview guidelines, aiming to build rapport and persuade them to allocate their time for my study. Additionally, I observed English classrooms as part of the field observations included in my research tools. In-depth narrative interviews, face-to-face conversations, and classrooms observations were conducted to achieve the research objectives. After completing these tasks, I thanked the participants for their cooperation and support.

Data Analysis and Interpretation Procedures

I analyzed the obtained information using a qualitative research design, focusing on narrating each teacher's experiences. I presented the data from classroom observations descriptively and examined the teachers' techniques through a logical linguistic approach. Additionally, I transcribed the interviews with English teachers and interpreted them descriptively.

Ethical Considerations

Ethical consideration in any research is a set of principles that guide our research designs and practices. Justice, privacy, human right, and individual differences in terms of opinion sharing: all these terms should be carefully maintained in any research. Research participants should not be addressed to the negative influence and researchers should also handle the matter of respect and confidentiality. The data collected from the respondents during the study were kept confidential, and no personal biases influenced the analysis. Information and findings from the field were used solely for the intended study and not for any other purposes. The rights of individuals while responding to the researcher were fully respected. Data were gathered systematically and without coercion, with proper citations and references provided. In summary, I conducted the narrative inquiry-based study with permission from relevant academic authorities, ensuring that records were accurate and privacy was maintained.

Chapter IV

Data Analysis and Interpretation

This chapter mainly deals with analysis and interpretation of collected data. In this study, classroom observation and in-depth interview were used as tools to gather the information. Thus, responses got from primary sources of data had been analyzed and interpreted descriptively. First of all, when I purposefully selected the respondents for data, I had set some interview guidelines questions and took semi- structured interviews with five teachers. The data which I got from both observation and conversation, later on I transcribed and interpreted it by giving separate theme and sub- topic for the analysis of the available data.

Analysis and Interpretation of Results

This section deals with the analysis and interpretation of collected data through classroom observation and in-depth interview with English teachers of basic level. The data has been analyzed and interpreted linguistically and descriptively. Thus, analysis and interpretation of data which is found during the field visit have presented under the given headings:

Techniques Used in the Classroom for Developing Speaking

After going to the different schools to seek information regarding the teachers' technique while teaching Speaking, I got chance to observe different criteria and techniques to make the ELT classroom better zone for learning. Different teachers had used different techniques according to class size, students' interest and their own method. The findings are written under the following headings.

Use of Pictures

Pictures play vital role to shape the ideas better and make it sustain. The pictures which are given in the text before the actual lesson play effective role to make the students speak something about those pictures and activities. Teachers seemed energetic and motivated to discuss and describe about the given pictures in order to make them active in speaking. But this seemed effective only in small class size where teacher can control the class easily by involving them on various tasks as: reading, finding vocabulary, describing

the picture, predicting about the topic and so on. In case of large class size and teacher of having teacher centric ideas, it seemed less effective to describe about each and every pictures. They only focused on main lesson and exercise.

Teachers used pictures as striking medium of knowledge delivery. The high number of pictures were shown and taught through the text book. As I observed five teachers' five classes for a week, I saw that Aman, Dip and Diya used pictures to warm up and facilitate the learners to speak something about the topic. Some other teachers also used pictures to deliver their ideas thoroughly. In comparison to book's pictures, very a smaller number of teachers used internet-based pictures. In case of well -equipped ICT based classroom, by using smart board in class eight, teachers followed the practice of video showing and different pictures to make the students aware about speaking. Proper use of ICT in English also results positively to shape the students' learning horizon. Showing varieties of pictures on wide screen on smart board played interactive role for increasing the students' interest towards learning. Similarly, pictures, cartoons, and troll printed on newspaper also played meaningful role to give diverse ideas about any current issues and make them speak.

Group Discussion

Teachers' role and technique differ with each other to arise the interest of their students on learning. As I observed the situation of English teachers' techniques about the topic discussion and group interaction, at first while teaching for eight grade's Students teachers (Harish and Diya) gave time for discussion about the topic and made them conscious. They arouse questions and participated students for exchanging their opinion about the topic. Whence, other teachers also showed their effective technique to start the lesson by making the students speak something about their lesson. However, not everyone gave time for pre- discussion and getting ideas from the class. Likewise, during the class most of them always gave time for students' question raise and brief explanation of the content by students too. But a few teachers seemed just giving the chance occasionally to the students to speak. Obviously, at last every teacher asked questions to the students and made them speak up though they commit several mistakes. The teachers seemed positive feedback oriented and guided towards them, but they didnot always allocate their time for guessing and group discussion. From my observation, I got the reason behind not giving regular time for students centered techniques are because of time boundary and lack of classroom management including group division.

Friday special-speaking contest

Extracurricular activities are the great part of enabling the students' capacity and potential rightly. Shy students can participate and develop the confidence power to stand around the mass. Friday special extracurricular activities include various forms of art and activities, where they can utilize their intelligence. Hence, quiz, debate, speech, drawing, dancing, singing, sport and many more activities cover the diverse range of students' capacity. Among them, oral activity-based programs like speech contest and debate play crucial role to determine the ability of students. Every Friday the English teacher can manage time in his/her period during own class and prepare the students to speak on certain topics.

When the teachers conducted speech and debate contest to promote the students' spoken ability in English, the rate of hesitation reduced slowly. Even shy students showed eagerness towards such oral performances when the teacher played friendly role. As it was noticed during the observation, frequently conducted speaking contest allowed the students to think creatively, speak confidently and overcome the fear of making mistakes.

Teachers' Preferred Techniques for Teaching Speaking

Different teachers have different techniques and method to teach. They can imply and adopt various techniques according to the nature of course and students' level. Basic level students can learn to speak by using different prompt and cards as available in their library or in their books. Techniques which the teachers used at basic level include: question-answer, group- discussion, picture description, dialogue practice, story- telling and so on.

Lecture Method

Lecture method is one of the teacher centric methods used in teaching but according to the nature of the course, it also results positively. After the use of lecture method, the teachers can make their students speak and share their understanding. This practice can help to combine both: student centered and teacher centered techniques. When the teacher delivers ideas on certain topics and ask the students to present their views in short, it can greatly help to foster the oral performance of the students. Though, lecture is teacher dominant approach, the right use of different ways along with lecture can give positive impact on the learners.

During the data collection procedure about different techniques of teaching speaking Aman said:

...I usually start my class with questions revising about the previous lesson. When, I got their opinion about the topic, I move towards the lesson, where, at first, I ask them to find out the difficult words and pronounce them. After then, they read the lesson and I briefly mention about the text asking several questions frequently. But my role at first is to encourage them to predict. Only after then, I follow its brief explanation with adding their understanding too. So, my technique is mix up with lecture and discussion as I give time for both teachers' talk as well students' talk.

From the teacher's experience, it seemed that lecture method isn't totally wrong on itself. If the teacher uses different techniques according to the nature of the course with combining students centered techniques, it obviously gives positive result. Making the students conscious by asking them to guess and repeat about the lesson can add benefit for speaking skill development. So, appropriate time allocation and question answer for each lesson can enhance the students' oral ability in progressive form.

Similarly, another teacher Dip added;

...I cannot totally ignore lecture method and teach focusing about students. As it is traditional method of teaching its uses cannot be replaced all of sudden. In myteaching career I have felt numerous experiences and techniques. We focus on both techniques according to the nature of the students and their number. However, I have not given whole time period for students' discussion and presentation. In this sense, it may seem I am dominantly using teacher centric strategy but, according to the content and curiosity of the students, I usually allocate time for their views sharing. I mean, I am following lecture method as well as student focus method to interact and give them explicit ideas but in most of the cases I start the lesson by giving general introduction about the topic.

From his view, it is cleared that he seems familiar about other techniques apart from lecture. But mostly he applies the lecture method to give information about the content and move towards further ideas from the students. Thus, it is not true to blame about the techniques only. Sometimes, the nature of the content and the interest of the students affect greatly to choose various strategies. It is true that lecture method cannot be replaced totally

but can be incorporated with another method giving enough emphasis on both based on the course and ELT participations.

Rapport Building

Teaching is psychological matter, where students' various background and mood affect a lot. Before teaching the actual content, teachers and students interaction and good rapport help to develop the habit of question raising and self- confidence. Teaching doesn't deal with the single phenomenon, but it is concerned with multiple factors. In this regard teaching isn't only about content of the book but also about understanding the students' psychology, behavior, rapport and proximity and so on. If we only focus on single aspect and autocratic role instead of understanding their readiness and actual ability, we ourselves fail to uncover the depth of content nature. Thus, teaching speaking in English classroom is also connected with the relation and role of the teachers with their students, especially in speaking class the teachers' role and rapport with the students affect mostly the mood and activeness of the students whether to answer or not.

Likewise, another teacher, Harish focused more on rapport and proximity with the students. As he mentioned good rapport is first step to make effective speaking, in his words it means;

...Teaching is not always teaching content; in many cases it is about building good connection with the students that they can feel free to share their ideas and ask questions about the content. In English classes, students feel uneasy to speak as they are habituated to speak in Nepali and feared about the teachers' correction about their mistakes. At this time, if we manage good rapport and guide them to improve without excessive correction on grammatical aspect, they feel fear free to speak. In speaking, I encounter that many of them who have fluency, often commit grammatical mistake and most of others who somehow corrects grammatical mistakes, do not own the quality of fluency. I believe that speaking is more connected with the features of fluency than accuracy.

So, creating suitable environment and close rapport with the students make comfort zone for speaking skill development. The more the students feel close with their teachers, the more they generate ideas and get platform to learn further. Good proximity and motivation with them provide sign of eagerness, where the students can fearlessly speak up. At basic

level, if the teachers expect highly structured sentences and grammatical correctness from diverse lingual group's students, he/she may feel the smaller number of students' activeness in speaking and interaction. Sometimes expectation of excessive explicitness from the students diminishes their interest on sharing. So, in this situation according to the students' level fluency matter instead of accuracy in communication, which comes from the teachers' rapport with their pupils.

In the same way, another teacher Binu had a little bit different thought about rapport and proximity. According to her,

...Teaching learning involves psychological matter. In this field one should be prepared to handle the situation of the classroom and understand about child psychology. In speaking it is more connected with confidence and content knowledge too. However only rapport and closeness of the teachers with their students cannot add the required excellence and vocabulary level. Yes, obviously, I agree that for comfort and positive feedback teachers should try to avoid shy nature of the students but it is not sure that frank students who have no fear to talk with the teachers can perform well. I mean, they need necessary level of diction, pronunciation, fluency and basic grammatical ideas which can make them more comfort and free to speak during the teaching.

Hence, from her expression, it is obvious that only the role of teachers and speaking nature of the students cannot determine the actual ability of English speaking. That means, for effective learning of language, specially about speaking, basic required skills and word level should be met. Then, teachers' role and proximity can help to uplift once ability otherwise, it cannot be said that the teachers' role and friendly behavior can drastically change the overall performance of any learner.

Question-Answer

Question answer, picture describing, story – telling, pair work, group work and so on, can create the atmosphere of speaking. Before starting the lesson, the teachers can ask at least four or five questions relating to the context and make their students to create some ideas on such questions. It also builds up the habit of instant replying and fluency in speaking. Several questions asked during and after the lesson, warm up activities including guessing about the topic and background of the text play effective role to make teaching speaking enjoyable. Thus, several questions related to the text apart from exercise can help more on share their

ideas and speak confidently. It also helps to find out their comprehensive understanding about the related task and provides further information for better ideas.

Likewise, in another school, Aman mentioned that focusing on group discussion and presentation play crucial role to make them confident and commanding over spoken English. According to him;

...I usually follow the technique of oral comprehensions before and after the lesson. Use of frequent questions about the lesson and about their personal lives and other things relating to the topic help greatly to connect the ideas into simple form. I usually provide them short questions to express about very common topic including describing about things. For that they engage in group and share the ideas at last. As I experienced students of class eight easily answered the questions, though they commit several mistakes, but the students of class six and seven do not answer freely as they are not fully habituated on speaking and instant question- answering method. I also feel the way of presentation is also suitable for class seven and eight but the students of class six feel hesitated. In our school, it is difficult to run turn wise presentation in class six because of huge number of the students.

In fact, discussion and presentation focusing more on students can lead towards their activeness. Presentation and opinion sharing based interactive classes also boost up the students' ability minimizing shyness to speak. So, by following the teachers' ideas and different views on topic students can strengthen their oral comprehension in English.

In the same manner, Dip shared his opinion about question-answer technique as:

...In my experience, the more we ask questions to the students the more they show their eagerness to learn and collaborate. If I end up, the lesson, just by teaching about the content without asking their understanding on the topic, it is neither teaching nor learning. I mean, just one way delivery of the content without knowing their perception is a passive way learning. Question answer, sketch the character of the story, tell the theme of a poem, discussion on certain question can be held during and after the end of lesson. I usually, follow these activities and check about their speaking way then if I feel the need of written answer I also, ask them to write what they have just shared. This is greatly meaningful to develop their spoken and written skill but my focus is mostly based on answering in the group.

From the above extract it can be concluded that whenever the teachers use group-oriented answer sharing techniques these all work better for making the students interested. Question-answer techniques in a group to allow the students speak freely about their perception on certain topic can increase the potential of idea sharing, giving appropriate chances to build up interact habit.

Dialogue Practice

Many of the students feel easy to write and uneasy to speak. Dialogue, conversation, role-play and group-based project work with the help of teachers' feedback also impact greatly on the students' performance. Dialogue and conversation done in act form or pair form also develop speaking skill. By the medium of dialogue, learning can be enjoyable and interesting which increases the learners' active participation. Thus, prompt, cards, and dialogue can enhance spoken ability with the teachers' role as guiding person.

Likely, Binu from next school had a little bit different technique to teach speaking from the rest of others. She usually allocates her time on speaking focusing dialogue. Her story about teaching speaking in her words is here as;

...I am teaching English for basic level from the year 2075 B.S. I have both type of experiences of teaching the old course and currently revised course. All four skills are considered equally important in today's time but in reality maximum time allocation is given on writing and reading. I also focus more on reading then doing exercises including written comprehensive items. Once, in 2078, when the course of sixth grade revised, accordingly I tried my best to incorporate the four skills. However, I didn't notice drastic change on students. The time which was spent on doing speaking does not seem in result. Our evaluation criteria also include the dominant role of reading and writing skills but not about speaking and listening.

Many teachers seem more concerned about reading and writing skill. Our evaluation criteria also focus more on written comprehension, teachers also allocate most of their time for making the students prepared on written task and grammatical items. However, all the teachers do not give enough time for dialogue and conversation in a group, but whoever allocate their time for dialogue can get improved way of speaking on their students.

In the same way, another teacher Diya, adds her views on dialogue practice for enhancing the students' oral performance.

.... I personally feel that communicative mode and interaction with the students play vital role to shape their way of presenting on oral activities. Dialogue, conversation, pair talk, role play, drama and language game can greatly benefit the students to explore their hidden talent and fluency. As they have to act become person A and B then have to quickly respond the answer while practicing the dialogue. It helps to strength their fluency on speaking, which is also connected with their confidence. I believe that those who can perform well in written can also do best in spoken task but not always I see such result among all the students.

From the above view of Ms. Diya, it is understood that oral activities greatly support to broaden the performing way of the students. Dialogue and conversation are often related with fluency and enriching their confidence level. It also helps to avoid shyness and promote the trend of pair work as well. However not all the talented students who perform well in written task speak accordingly. That means, in order to make them active in oral activities, such as dialogue and pair work should be continuity.

Summarizing

After the completion of the lesson, the teachers shouldn't rush for exercise. Before moving towards the written activities given in the book, they should recap the previous ideas which the students had just read and completed. For that, they should be asked to summarize and conclude the main ideas of any story, article, letter, poem or any topic in short either individually or in group. It also demonstrates the students' cognitive as well as verbal comprehensive level. Turn by turn sharing understanding after the teachers taught support them to make careful listener, fluent speaker, intensive reader and always creates curiosity by brainstorming. So, summarizing the ideas of the lesson from their own words and understanding give meaningful impact to the ELT classroom.

In the same manner, Diya had also unique technique to develop English speaking. According to her prediction, brain storming and story-telling play vital role to determine the activeness of the group. Her opinion is that;

Personally, I believe on students' creation and brainstorming. It is because the ideas which the students hear from the teachers may not be perceived totally. But if they are given opportunity to create ideas from their discussion and cross questioning, their own words remain long lasting. Prediction about the topic, describing things, character sketch, summarizing the ideas after lesson completion, story- telling, cracking joke, Pronunciation and so on can be part of effective learning. At first, I share some stories and ask them to listen carefully, then I ask them to chronologically order the event of the story. Then they show their participation about telling what they have understood and listened. The students who grasp overall ideas and re-tell them are applauded in mass for encouragement.

In overall, teaching is not always about giving information from the teachers' side at first. It is also about gaining ideas from various students and adding more relevant content on their views. Story can be the best part of enhancing their vocabulary, grammar, and fluency of speaking. Thus, it can be conduct to make the learning interesting.

Secondly, another teacher Harish shared his beliefs about summarizing the ideas of the lesson from the students' group as

... Revising the ideas of previous lesson and at the last summarizing about the discussed topic work greatly to give combined knowledge of both precious and present lessons. If I leave the class just by asking them to read the lines of the test without its adequate interpretation with overall summary, they may not get the depth of the contents. So, it is my regular habit to give the chance to share their ideas usually at ending lesson. First, I ask them to tell about what they have understood and later on I briefly explain. I fell that sometimes this hesitate to share their ideas at first, it is because of their fear to speak.

From his experience summary explanation and teachers' method to give time for the students talk play important role to decide the students' understanding level. Teachers should not leave the class just by asking to read the lines of the text but should manage the class to give extra information adding the students' opinion and creativity too.

After the observation of the classroom and interview from the teachers, it is found that some common techniques used by English teachers for promoting their students' speaking are picture description, question-answer, summarizing the ideas and group discussion. As it is

found that during the classroom observation most of the teachers used pictures and warm up activities to arise the interest of the students, from the interview the teachers expressed that mostly used techniques are question answer techniques and also picture description including summarization of the text. That is why it seems that there is balanced between the techniques used by the teachers in the classroom and their expressions while responding during the interview.

Challenging Factors

There are lots of factors which effect on learning speaking. It is determined by how much one practices speaking rather than learning. Learners' mother tongue and habit of speaking in English impact the learners' performance. If the learners are from diverse background, at that situation also teaching English speaking becomes difficult. For Tamang, Newar, and Magar lingual group, English is not second but third language. In this case, the proper understanding and perception of content can be hindered. So excessive use of mother tongue, less interaction with the students, teachers' techniques, students' background etc. play important role to determine the level of spoken performance of basic level students in English. Teaching language is not just about teaching the content, it is all about teaching and knowing of diverse culture, rite, geography, custom and lives. So, these factors directly and indirectly impact on learning of English speaking.

Learners' Mother Tongue

Learner's mother tongue and habit of speaking in English affect the learners' performance. If the learners are from diverse background at the situation also teaching English speaking becomes difficult. From Tamang, Newar, Magar, Lingual group, English is not second but third language, in this case, the proper understanding and perception of content in English can be hindered. Teachers' techniques, learners' speaking habit and use of mother tongue are challenges behind making basic level students able to speak in English. In this context teacher Dip added, learners' L1 greatly affect to perceive L2. In context of their mother tongue, teachers have to face problems about their speaking performance.

Time Allocation

Time allocation and concentration matter the most in teaching learning. Learners' interest, teachers' role, time allocation for practice, classroom environment, class size,

learners' grammatical knowledge and confidence are linked with practice of English speaking. Speaking in English can be done inside and outside of the class, before starting the lesson, sharing ideas, taking participation in speech contest, creating English speaking zone etc. can manage time for more interaction and use of English. But only one period allocation of forty-five minutes a day cannot fully develop the learners' proficiency level. That is, less time allocation for English speaking is another problem behind the weak verbal performance of the students. As I observed in the classroom 45 minutes' time for teaching and inclusion of all activities within a period isn't sufficient for their evaluation.

Ways to Address the Challenges

How one can minimize the pedagogical problems related to teaching learning is related with appropriate techniques and strategies. First of all, the key of successful interaction and learning is based on the teachers' method then with the students. For making the students of basic level prepare and eager towards speaking there should be combination of some factors such as: vocabulary, pronunciation, reading, grammar, avoiding shyness, making the good rapport with the students, use of pictures, follow up of students' centric techniques, proper use of teaching aid, discussion etc. only after having the necessary skills and ways fulfillment, students can show their readiness to learn. So, from the real situation of teachers' experience some challenging factors of teaching, speaking can be addressed by using teachers' appropriate strategies and focusing the students' basic ideas for making them curious. Therefore, making classroom as a suitable learning zone, creating readiness on students and right use of necessary techniques from the teachers' side understanding the child psychology play positive role to minimize the current problems of speaking on English.

Discussion of the Findings

By the obtained data information, it is clear that speaking skill is given less priority and place in teaching. Still, most of the teachers are following the trend of teacher centric method, where the dominant role of the teachers makes the environment of teaching as like lecture. Two-way interaction and group discussion along with use of other extra materials can add effectiveness to the teaching, but our bitter reality is that, there is also lack of proper use of teaching materials, which make the learners curious to learn and speak. Through the classroom observation, teachers' talk and the students' performance during the period, I have made conclusion that there is still something to be improved from the teachers' side. Not only

students' effort and curiosity can deal with other aspects apart from reading. Teachers' notion, concept, motivation, strategy, rapport building, environment and many more factors play significant role to shape their habit of speaking. For such habit formation, the teachers should always keep in mind that, starting the lesson with revising the previous chapter including picture description greatly work out for determining the students' performances in progressive form. Thus, use of the concept 'students' talk' 'teachers' talk' and 'interaction' should be in lead position in order to get changed results of the students' oral practices. So, speaking skill deals with two ways interactive, feedback-oriented mode of learning.

As it is mentioned in the previous sub-headings, there are also number of teachers who do not follow the innovative techniques and do not give time for students talk. Time limitation and course design also affect these activities which the teachers can conduct in the classroom. According to the revised course of basic level, there is given right place for each four skills, but still listening and speaking are given less focus. However, proper speaking is possible through intensive listening and loud reading, we tend to focus on more about the students' confident level. Before the expectation of good speaking from the students, the teachers should create prerequisite criteria for better understanding of vocabulary, pronunciation, use of pictures, drill and language games. Proper time allocation and managed classroom create comfort situation for teaching learning. Teachers should present themselves as coordinating medium to explore their students' capacity. They should also remember that teaching is not only about instructing, it is also about sharing ideas in pairs.

It was expected that, as it is time of technology and teachers use updated version of learning assistance to facilitate the students for effective and collaborative learning. When, I went to the different schools to observe the scenario and teachers' techniques to teach the students of basic level, I got a little bit difference there. First of all, I was thinking, the students of basic level can speak in English and teachers use English more instead of Nepali. However, that imagination seems opposite in reality. Due to diversity in the classroom in terms of language, caste, and culture, English became uneasy to understand. Impact of first language and the content of the course also cause the more use of Nepali language. Students' numbers also do not favor handle speaking regularly. Even though, these shortcomings, teachers seem ready to attempt these practices and make the learning friendly. Some teachers seemed to utilize time and apply head techniques, some seemed content oriented. Anyway, they express positive responses and eagerness to bring changes in their techniques, but this is

not the case of hundred percent teachers' opinion. Many are still resistant on their own ways instead of newness.

Chapter V

Conclusions and Recommendations

This chapter consists of conclusion and recommendations. Conclusions are formulated from the findings of the study. The information which are obtained by interpreting and discussing on the basis of the result while doing research are kept in concluding part. Likewise, the recommendations are suggested based on the findings and conclusions done after the research.

Conclusions

In teaching speaking skill, the teachers expected to be able to promote students' speaking skill by using several techniques, for instance, discussion, speech, drilling, role plays, dialogue and picture describing. These strategies are expected to explore and increase the students' speaking performances. Warm up activities before the class, frequent questions asked during the class, and summarizing the ideas of presented topic also play crucial role to shape the students' speaking habit. The teachers can do various languages function related tasks and extra comprehensive items in order to explore their vocabulary, pronunciation, and reading pattern as well answering style. Question and answer technique can be frequently implied to cross check their overall understanding, difficult word pronunciation, grammatical structure, vocabulary related task and content knowledge. The teachers can ask just simple questions like: Which topic did we study today? Who are the main characters of this story? Did you enjoy the lesson? Can you pronounce the given words? Such questions add more space to speak and express about the content and they forget that they are answering about the question but feel as they are having the conversation and discussion with friends and teachers. Teachers should not put the pile of difficult contents and queries for them but simplify the ideas and have to try to generate more ideas from more involvement.

Discussion about the content, roleplay, question answer, oral performance, language game, teachers' proximity and rapport, warmup activities, dialogue practice, character sketch, prediction about the topic and the pictures, creating good zone for speaking, enhancing group work, summarization of the ideas along with teachers' positive role play crucial role to shape the potential of the learners' spoken habit. However, the problems of language variety, shy nature, lack of confidence, unavailability of proper teaching materials hinder for meaningful

interaction. But teachers' continuous focused on students-oriented techniques can help to develop the improved form of speaking in students of basic level.

In a nutshell, it is proven that, there are both possibilities and challenges behind teaching and speaking English but teachers should consider about appropriate techniques and methods to arise hunger of learning. Thus, teachers' effort plays crucial role to shape the performance of the students in oral activities.

Recommendations

This study has the following recommendations:

Policy Related

- By the finding of the study, it shows lack of necessary teaching learning materials, so school administration and related stake holders should manage the proper teaching learning materials including ICT based equipment
- Course design focuses on the evaluation of writing and reading skill but speaking is also necessary for communication, thus, while designing the course, evaluation of four skills and the matter of speaking on practically should be allocated properly.
- Teachers training and ICT based practice seem less in practical usage, that is why teachers' training and updated information about English should be conducted in local level.
- There is no evaluation of speaking skill in examination but from national level examination to school level examination, there should be evaluation of real speaking test as like written test.
- Separate time period for learning English speaking and evaluation of the students' performance should be done to promote English language proficiency.

Practice Related

- Teachers usually give focus on reading and writing skill but speaking is taken as neglected skill. In order to make them active on speaking teachers should give enough emphasis on oral activities too.
- Vocabulary and pronunciation are the most prerequisite aspects for speaking, thus building proper rapport with the students, the teachers should create friendly environment for speaking.
- Along with teacher centric methods student centered techniques like: discussion, question answer, dialogue and teachers' role to motivate should be incorporated.
- Asking questions only cannot be interactive approach to make the students active. Feedback and proper guidance with enough exposure to speaking should be promoted.
- Focusing students-oriented techniques giving time for two-way interaction should be well managed in ELT classroom.

Further Research Related

On the basis of findings of this study, the researcher has recommended the following subject areas for further study, which are mentioned as:

- Similar types of study can be carried out choosing about other skills and techniques of teaching.
- Comparison of spoken and written language on the basis of the learners' linguistic background.
- Case of speaking ability comparing between the performance of government schools' students and private boarding schools' students
- Teachers' perception and students' perception regarding speaking skills and its difficulties.

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Appendix I

Interview Guidelines for the Teachers

Dear sir/madam,

This interview guideline has been conducted to carry out the research entitled **'Teachers' Techniques to Develop English Speaking Skill Among Basic Level Students'**. This research is carried out under the supervision of **Dr. Gopal Prasad Pandey**, Head and Reader of T.U. Central Department of English Education, Kirtipur, Kathmandu. The researcher expects kind and factual information from you, which is promised not to use this information besides than doing this research purpose.

Researcher

Name of the teacher (optional) -

Qualification-

School's name-

Teaching years -

Teaching grade-

Please, I would like to request you to be real and practical during interview and

Provide true data.

- i. Understanding about different techniques
- ii. Importance of techniques for better achievement
- iii. Role of the teachers to make students active
- iv. Importance of language skills and need of speaking
- v. Effect of students' first language.
- vi. Impact of classroom management and teaching aids
- vii. Challenges faced by English teachers in ELT classroom.
- viii. Pedagogical suggestion about improving speaking skill.
- ix. Interconnection and balance between different four skills in English.
- x. Rapport building and question answering techniques and its role on shaping the students' speaking habit.
 - a. Teachers' role
 - b. Students' progress and improvement
 - c. Pictures and communication

- d. Other extra activities
- e. Time allocation.

Appendix II

Observation Checklist

Teacher's Name:

Class:

School's Name:

S.N.	Observed Items	Responses			
		Excellent	Good	Average	Poor
1	Discussion and Speech J Conversation J Dialogue J Group division and exchanging opinion J Debate and speech				
2	Topics and Pictures J Books J Newspaper J Internet based pictures J Guessing about the topic J Describing the pictures.				
3	Group work J Introduce topic and guessing about the content J Sketch the character J Question-answering J Presentation and views sharing J Time for reflection, summary				
4	Warmup and Evaluation J Questioning J Language Game				

	<input type="checkbox"/> Oral Activities <input type="checkbox"/> Test Item <input type="checkbox"/> Guessing				
5	Question-Answer <input type="checkbox"/> Before the lesson <input type="checkbox"/> While teaching <input type="checkbox"/> Question about the topic and pictures relation <input type="checkbox"/> After the lesson <input type="checkbox"/> About short views				

Appendix III

Sample Interview Transcription

The purpose of this interview is to get necessary understanding for the research titled as "Teachers' Techniques for Developing English Speaking Skill Among Basic Level Students" under the supervision of Dr. Gopal Prasad Pandey, Reader and Head of Department of English Education, TU, Kiritipur, Kathmandu. It is supposed to be useful for this study to gather precious ideas about this study.

In this interview the interviewer is represented as I and teachers are represented as R1 and R2 in data collection procedure. Short excerpt of their interview is given as:

I: Good morning, Sir and Ma'am.

R1 & R2: Good morning.

I: I'm ArunaAryal. I'm here to take a bit of your time for my research on "Teachers' Techniques for Developing English Speaking Skills." I hope you can share your real-life experiences. I assure you that this information will only be used for this study.

R1 & R2: Sure, that's fine. We'll share our experiences.

I: Could you tell me about some techniques that teachers can use in an English Language Teaching (ELT) classroom?

R1: Sure. There are lots of strategies like discussions, question-answer sessions, lectures, role play, and pair work.

R2: Mmm... Yes, different techniques can be used, but student-centered ones like discussions, question-answer sessions, and picture descriptions are usually the most effective.

I: Okay. Aman Sir, what are your thoughts on teaching English speaking skills at the basic level?

R1: Umm... Well, teaching English isn't easy, especially where the learners' first language is dominant, and there are many different language groups. Speaking is particularly tough for students, and I feel our techniques sometimes don't engage them enough.

R2: As Aman Sir said, many factors like the learners' background and psychology impact learning. In our school, where English is often the third language, students find it even harder to learn and perform in English.

I: (Pause) Dip Sir, what do you think teachers can do to get students more active in speaking English?

R2: Well... Teachers should focus on student-centered methods rather than teacher-centered ones. Speaking isn't just about teaching content; it's about building a good relationship with students and creating confidence so they feel comfortable speaking. Even if they make mistakes, teachers shouldn't interrupt them. Teachers should motivate, facilitate, and give positive feedback to help students share their ideas.

I: That sounds good. Do you really focus on student-centered methods? This is for both of you.

R1: Yes, I try to interact with students as much as possible, but it's not always easy. We're often in a rush to finish the course, so giving more time to speaking can make it harder to cover everything. That's why I use both student-centered and teacher-centered techniques depending on the content.

R2: Yes, I agree with Aman Sir. I can't say my technique is 100% student-centered or teacher-centered. I use different methods, but for speaking, student-centered techniques are a must, and I follow those. However, when teaching other skills, one method isn't enough. It's important to focus on vocabulary, fluency, and pronunciation when teaching speaking.

I: Are there any challenges in teaching English speaking? What difficulties do you face in your classes?

R1: Definitely. There are challenges in handling speaking classes effectively, especially since most students here are from the Tamang and Magar communities. With a multilingual group, it's hard to manage teaching and learning well. Things like the number of students, their first language, available ICT tools, teaching materials, time, and student interest all affect how interactive the teaching can be.

I: Thank you both for your time and for sharing your experiences.

R1: You're welcome.

R2: You're welcome.

Appendix IV
Consent Form for Participation in Research

Title of the Study: Teachers' Techniques to Develop English Speaking Skill Among Basic Level Students

Researcher's Information:

-) **Researcher:** Aruna Aryal
-) **Affiliation:** Tribhuvan University, Kirtipur, Kathmandu
-) **Contact Information:** 9843630610, arylaruna2054@gmail.com

Purpose of the Study: I am conducting this study as part of my thesis to find out the various techniques used by English teachers for developing English speaking skill among basic level students.

Procedures: Participations' classroom observation and in-depth interview will be taken.

Duration: Participation is expected to take approximately one hour.

Voluntary Participation: Your participation in this study is voluntary. You have the right to refuse to participate or to withdraw from the study at any time without penalty or impact on your current or future relationship with Tribhuvan University, Kathmandu.

Risks and Discomforts: There is not any risk associated with participating in this study.

Benefits: By participating, you may contribute valuable ideas and suggestions on techniques to develop English speaking skills, which will help to adopt effective strategies to enhance students' spoken performance and clarify the teachers' role.

Confidentiality: All information collected during the study will be kept strictly confidential. Your identity will be protected by assigning a unique identifier to your data, and only the researcher and authorized personnel will have access to the data.

Data Use: Data collected will be used solely for the purposes of this study. It may be analyzed and possibly shared in academic presentations, publications, or presentations, but your identity will remain confidential.

Right to Withdraw: You have the right to withdraw from the study at any time without providing a reason. Your decision will not affect your relationship with Tribhuvan University, Kathmandu.

Contact Information for Questions: If you have any questions or concerns about the study, please feel free to contact:

) **Researcher:** Aruna Aryal

) **Supervisor:**Dr. Gopal Prasad Pandey

Statement of Consent: I have read the above information and voluntarily agree to participate in this study. I understand that I can withdraw from the study at any time without penalty.

Participant's Signature: _____ **Date:** _____