

**Classroom Activities for Teaching Speaking Skills**

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

**Submitted by  
Shailendra Kumar Dubey**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2023**

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## Declaration

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

Date: 05-04-2023

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### **Recommendation for Acceptance**

This is to certify that **Mr.Shailendra Kumar Dubey** has presented this thesis entitled **Classroom Activities for Teaching Speaking Skills** under my guidance and supervision.

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## **Dedication**

This thesis is dedicated to my parents **Mr. Jagdamba Prasad Dubey and Mrs. Urmila Dubey** for the great source of support and encouragement, who have devoted their lives making me what I am today.

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## Abstract

The present research work entitled **Classroom Activities for Teaching Speaking Skills** was an attempt to find out the teachers practice of teaching speaking in secondary level. The aims of this study were to find out the classroom activities for teaching speaking skills at secondary level and to explore the challenges in implementing those activities. I adopted quantitative research approach and carried out under survey research design. The sample consisted of ten English teachers and thirty students of different secondary level schools of Kapilvastu district. The sampling procedure was non-random sampling strategy; under this I adopted convenience sampling procedure. I applied a set of questionnaire containing both closed ended and open-ended questions and classroom observation checklist as tools for data collection. The major findings of this study showed that the teacher used various speaking strategies like gestures, facial expression, eye contact, simulation, picture narratin, language games, drills method and presentation. Finally, this study showed the various different techniques are used between the community based and institutional schools. I saw some challenges in order to implementing these techniques to develop speaking skills among learners. Firstly, while conducting the class I found the students who came from different social background, economic status, multilingual and multicultural societies. And they had their own interests and pace of learning. So, in this regard it is not an easy job for the teachers to teach speaking skills effectively.

This study consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter presents the review of the related literature and conceptual framework. Similarly, the third chapter deals with collection of tools and techniques, data collection procedures and data analysis and interpretation procedures. Likewise, the fourth chapter presents the systematically collected data which have been analyzed and interpreted descriptively and analytically. The fifth chapter also presents major findings and summary of the study on the basis of analysis and interpretation. Conclusion, recommendations are the final, that is, fifth chapter which is also followed by the references and appendices.

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### Acronyms and Abbreviations

EFL	English as a Foreign Language
ELT	English Language Teaching
Et. Al	And Other People
i.e.	That is
L.A	Learner Autonomy
M. Ed.	Master of Education
Mrs.	Misses
No.	Number
P.	page
PP.	Pages
Prof.	Professor
S.N.	Serial Number
TESOL	Teaching English as a Second Language

## **Chapter I**

### **Introduction**

This chapter consists of background of the study, statement of the problem objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

#### **Background of the Study**

The classroom is a miniature society in which we have the students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity and geographical background.

In other words, the students are different inside the classroom in the matters of their backgrounds. They have their individual differences in terms of intelligence, autonomy, and attitude. Meanwhile, the difference can be along with the dimension of race, ethnicity, gender, socio economic status, age, physical facilities, religious belief, political belief and other ideologies. Therefore, it is self-explanatory that every students are different in terms of their origin, social background, economic status and interests individually. Because of such a diverse composition of the classroom, the teachers' responsibility has multiplied. The challenge to the language teacher is to enhance thinking and speaking skills and to learn how other cultures express ideas. The teachers need to create very safe and comfortable learning environment in the class so that they have place and voice in the classroom. But creating such environment is really challenging for the teachers.

Teachers should create a good classroom atmosphere where students can take risk and participate freely and enthusiastically in speaking activities. Teachers always want to satisfy their students in the classroom but some teachers may fail in this journey. Moreover, some students may find language lesson boring because it is too easy for them while other students think that the lessons are too important for them. While teaching speaking skill, teachers may face many challenges because speaking activities are probably the most demanding much vocabulary and grammar for students and teachers in terms of the affective involved in. Generally, trying to

produce language in front of their classmates and teacher can generate high level of anxiety to the students. In this connection, Hedge (2010) says:

Students may feel that they are presenting themselves at a much lower level of cognitive ability than they really possess; they may have natural anxiety about being incomprehensible about losing face or they may simply be shy personality who do not speak very much in their first language (p. 292)

In teaching any language in general and English in particular, different methods and techniques have been employed by the language teacher. English language is taught as compulsory subjects in various schools and colleges in the world. Nepal is no exception. Teaching English as second language is very difficult especially, teaching speaking in Nepal where the learners belong from different background. In teaching speaking, making students to speak is one of the goals of the teacher and that is only possible if learners will teach by classroom activities. Generally, teachers of community based school are found less concerned about teaching speaking skill because when I was student of school level, I did not find my teachers organizing groups' works, pair works and special seating arrangement of the students that enhance students' communicative competence. There was a tendency to teach whole class. My teachers were found very less interested to teach that language what I found that learning speaking skill is not an easy job.

Thus, for the successful learning and teaching of speaking skill, it is based on teachers' classroom activities, management techniques. It is therefore a major responsibility for the teachers to create a reassuring classroom environment in which students are prepared to take risks and experiments with the language. If we observe the ELT classes. Teachers rarely address the students' needs, motivations, interests, learning styles and strategies. So for the successful teaching and learning activity, teachers should update themselves with the new methods, techniques and classroom activities. Thus, this study attempts to find out teachers' practice of teaching English.

### **Statement of the Problem**

Most of the English language teachers frequently express their dissatisfaction, that their students are not able to speak or develop speaking skill. They argue that the

students do not make an attempt to speak the English language either to speak inside the classroom or outside the classroom but they prefer to use their L1 language. On the other side, a large number of students are found to be making complaints the ways they are taught English in the classroom. Most of the curriculum designers and writers agree that students develop speaking skill which can be improved by adopting classroom activities. But the classroom activities do not the really applied in the classroom although, students really wanted to participate in the classroom activities. In order to develop the students, speaking skill.

Various approaches, techniques and teaching methods are in practice in the field of ELT aiming to facilitate ELT practitioners. Every method has something new to offer as well as every method is not free from its criticism. Moreover, no single method can address the classroom reality. The present study “Classroom Activities for Teaching Speaking Skill” aimed to analyze the real classroom conversation of classroom activities for teaching speaking skills; activities they employed to develop their learner’s speaking skill, investigate what sort of problems have been facing for both learners and teaching.

Therefore, I was interested in this area because I wanted to find out some more information about the classroom activities for teaching speaking at secondary level. The knowledge which I got by reading several thesis about the classroom activities for teaching skill have not made me satisfied. I had seen there some gaps in their thesis. Therefore, I would like to fulfill those gaps by doing this research

### **Objectives of the Study**

The objectives of the study were as follows:

- a) To find out the classroom activities for teaching speaking skills to secondary school.
- b) To explore the challenges in implementing those activities.
- c) To suggest some pedagogical implications.

## Research Questions

This study was oriented to find out the answer of the questions:

- a) What types of strategies are adopted to develop speaking skills?
- b) How do secondary level students view towards their teacher, teaching speaking skill?

## Significance of the Study

New innovative ideas, findings, discoveries, thoughts and theories are important for related field. As this study will find out different strategies and techniques in order to teach English by teachers while teaching speaking skill, first teacher and curriculum designer were benefited. Skill and teaching style of teachers will be improved. And they can update themselves with new strategies and findings that really help them to speak different types of learners in the classroom. Likewise, curriculum designer will be updates themselves with new findings of this study. Similarly, the study was very significant for the students who want to know about different ways of developing their speaking skill and to build confidence. Moreover, this study will also be equally important for the researcher who wants to carry out further research work, related to speaking skill of language. To conclude this study was benefited for those who will be directly or indirectly involved in teaching and learning activities as well as new generations, like teachers, students, institutions, subject experts and policy makers.

## Delimitations of the Study

The study had following limitations:

- This study was limited to the secondary level English teachers and students of Government-aided and private schools of Kapilvastu district.
- This study will be limited to the teaching of speaking skill in terms of teaching English.
- The sample was ten secondary level English teachers and thirty students of class ten.

- It was limited to the thirty students of those teachers and three classes of each of them.
- It was based on the data was collected through classroom observation checklist and questionnaire.

### **Operational Definitions of the Key Terms**

The following are the important terminologies used in this study.

**Speaking skills.** Speaking is one of the skills which incorporates the act of sharing one's feelings, ideas and emotions due to the medium of uttering sounds from the mouth through vocal cards. There are four language skills among them speaking is one. It is also called productive as well as primary skill of language.

However, uttering sounds from the mouth are not enough rather the speaker must understand the context, situation and with whom he/she speaks. While speaker speaks, he may have to pay attention towards stress, pitch, tone and intonation.

**Classroom activities.** Classroom activities are those tasks which students do by themselves in order to learn things. In the classroom they ask one- another and also share things by their friends and teachers. In order to develop speaking skill, they might have done group discussion, dramas, peer works etc. However, it also makes student active to learn language, although inside the classroom. Because, even they do not get the actual environment to learn language but there must be the presentation of their colleagues and teacher.

Therefore, they may have theoretical knowledge to boost their confidence. And another important thing is that they can also develop their capacity and arouse the interests towards speaking. Along with the above-mentioned phenomenon, other many techniques are remained likewise, language games, dictation, singing and reciting songs.

## Chapter II

### Review of Related Literature and Conceptual Framework

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

#### Review of Related Theoretical Literature

A theoretical literature review is a review of existing literature that is focused on understanding the theoretical frameworks and concepts that are relevant to a specific research topic. The main goal of the theoretical literature and frameworks that are relevant to the research topic and understand to how they have been used and applied in previous research. Theoretical literature reviews typically involve comprehensive research of relevant literature, including academic journals, books and conference proceedings. The literature is then critically evaluated and the main themes, theories and concepts are identified and synthesized.

A theoretical literature review can help to identify gaps in the exiting literature and to provide a foundation for the development of a new research study. It can also help to establish the context and background for a research study and to identify the key research questions that need to be addressed.

**Language teaching in speaking skills.** Speaking is an act of vocal sounds. We can say that speaking means to converse, or expressing one's ideas, thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. It is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is to utter words orally, talk; to communicate as by talking: to make request; to make a speech. Speaking is a skill to do something well. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most of the people, mastering the speaking skill is the single and most important aspect of learning a second or foreign language, and success is measured in terms of the ability

to carry out a conversation in the language.. Speaking is one of the most prominent parts of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or a politician may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this skill until, that is, they have to learn how to do it all over again in a foreign language.

Speaking is usually the second language skill that we learn. This vocalized form language usually requires at least one listener. When two or more people speak or talk to each other the conversation is called a'' dialogue''. Speaking skill is related with sounds such as pronunciation, vocabulary, rhythm, tone and intonation. Classroom activities in teaching speaking skills including influencing factors of classroom speaking skill, characteristics of successful speaking skills and activities for teaching speaking skills.

The history of English language teaching around the globe shows that ELT has arrived in the present situation of eclecticism and diversity of methods as well as language itself crossing a journey of about 300 years. Modern language like Italian, French, and English gained importance as a result of political changes in Europe in the sixteen centuries. However, they began to enter the curriculum of European schools only in the eighteenth century. The developments of innovative methods competing language teaching ideologies have played significant role in bringing ELT in the present situation. Bhattari and Gautam (2008) state, " In Nepal, it used to be the exclusively British English prescribed for EFL, curricula. However, due to Nepal's exposure to the globalization world through trade, technology, media and relations. Nepal for the last decades has experienced a transition in the use of English in terms of variety. This situation has demanded to adopt more flexible approach in the situation and use of English in an eclectic manner rather than being prescriptive"(p. 13).

Keeping this changing scenario in mind, ELT planners and practioners in Nepal have recently introduced more eclectic and interdisciplinary approach in selection and presentation of ELT materials. In the context, Awasthi et al. (2009) mention, "We are aware of the fact that in the present-day world, there is no longer one English, there are many Englishes So there are texts not only from the native

English varieties but also from different regions where nonnative English variety is flourishing” (p.ii )

While looking at ELT from methodological perspective, we find that it is in the ‘post-method era’. Since the adoption of newer and nobler methods for over hundred years could not work as a panacea for the solution of ELT problems, the notion of methods came under criticism in the 1990s. The methodologists themselves started saying that’s methods do not matter because they do not exist. In this regard, Richards and Rodgers (2005) say:

By the end of twentieth century, mainstream language teaching no longer regarded method as the key factor in accounting for success or failure in language teaching. Some spoke of the death of methods and approaches and the term ‘post – method era’ was sometimes used (p.247).

Today English language teachers are confronted with the issue methodological diversity. There are so many different approaches and methods available for them, but they are unaware of which to chose and how to go. Language teaching methodologists have suggested principled eclecticism as a solution. It refers to creating one’s own method by blending aspects of others in a principled manner rather than deciding to adopt or reject methods in their entirety. Freeman ( 2008,p,183) says “when teacher who subscribe to the pluralistic view of method pick and choose from among method to create their own blend, their practice said to be eclectic.” Context sensitivity has become a key issue in teaching English in the present situation. There is no best method for teaching English since a method which best suits in one’s socio-cultural context may be completely useless in another. This view is clearly expressed by Holliday (1994, p.10) “the communicative approach with its new awareness is now over a decade old, yet it is not conclusive that this or any other classroom methodology is the best “. Therefore, teachers are suggested to think globally but act locally.

Thus, modern ELT is based on the culmination of years of second language learning research and practice, and it is always developing. It does not offer a standard ‘method ‘to follow in all classes or prescribe exactly what you should do but offer certain guiding principles which form an ‘approach’ to our teaching. Speaking

requires some degree of real time exposure to an audience. Students are often inhibited about trying to say things in foreign language in the classroom

**Classroom language teaching in speaking skills.** Students can pick up much from the way of their teachers walk into the classroom at the start of the first lesson writes Rose senior (Mentioned in Harmer, (2008). the teachers' physical presence plays a great role in the classroom. The way they dress, the stance they adopt and their attitudes to the class make an immediate impression on the students. In this sense they need to make some kind of distinction between whom they are as teachers. This does mean that they should somehow be dishonest about who they are when they face to their students. They can adopt a variety of roles in the classroom, which facilitate language learning. Depending upon the situation the teachers can play different roles in the classroom to facilitate language learning. These roles that most of the teacher play in the classroom as follow:

*Controller.* When teachers act as controllers, they are in charge of the class and of the activity taking place and are often leading from the front. Controllers take the register, tell students things, organize drills, read aloud in various other ways exemplify the qualities of teacher fronted classroom. When the teacher plays the role of controller, the students do not get opportunity to speak in the classroom. The students become passive but of course there are times when acting as controller make sense for example when giving explanation organizing questions and answer work, learning making government or bringing a class to order. (Richards et al. 1999).

*Prompter.* When the students will involve in different activities, sometimes they will get the threat of what is going on. They may not be quite sure how to proceed. In such situations the teachers will go to ahead. When we prompt the students. We need to do it sensitively and encouragingly., (Timilsina. (2005).

*Participant.* When the students will involve in the activities like role play, discussion, group decision making activities, the teachers also can join the activity not only as teacher but also participants. When the teachers will participate, the students will enjoy having the teacher with them; livens the activity and encourage the students to learn more. Students feel free to put their problems. This is also helpful to maintain close relationship between the teacher and students., ( Halliday (1994).

*Resource.* Of course, the teachers are good resource for students. They need to ask how to say and write something or ask what or phrase means to take information from the teacher to continue and fulfill their activity. It also true that nobody knows everything. Some teachers may not be familiar with the issues. At that time, the teacher should not say, "I do not know". Better say "I will tell tomorrow otherwise the students may begin to lose their confidence in their teacher. And sometimes we can also provide sources like websites, or books information. (Weinhrish & Kottz, 1996).

*Tutor.* When students are working on longer projects, such as process writing or preparation for a talk or debate, we can work with individuals or small groups pointing them in directions they have not yet thought talking. In such situations we are combining the roles of prompter and resource in other words asking as tutor. In the classroom the teacher should try to move around the class and provide guidelines to small groups or individuals though this is not an easy task in large classes. (Wragged, 1981).

**Strategies of teaching in speaking skills.** Teaching a language is not an easy job. So, teachers need something special to handle their class or task properly teaching in the context of Nepal is very challengeable for the entire teachers, because of very large and multilingual classes. All the language teachers should be familiar with some issues like how does learning process take place? What are the factors that affect language learning? How can a teacher ensure success for all the students? They should be familiar with different methods and techniques to apply in the classroom. They should be able to perform different roles to help their students learn better.

***Sub skills of speaking.*** Speaking is not merely a single skill. It is combination of several sub-skills. To be a fluent of a language, we need to get the mastery of those skills related to speaking. The sub-skill in speaking includes pronunciation, fluency, stress, pitch, intonation and grammar. According to Munby (1979), the following five sub –skills are essential to develop the speaking ability: Articulating sounds in isolate forms, articulating sounds in connected speech, manipulating variation in stress in connected speech, manipulating the connected speech, producing the intonation patterns and expressing altitudinal meaning through variations in pitch, height, pitch range and pause ( as cited in Sharma and Phyak, 2009, p.214 ). This means that the sub –skills of speaking ability are very important in order to become efficient and

fluent speakers of English, so that each and every student should be familiar with these skills of speaking.

Similarly, Lackman (2010) has drawn sub- skills of speaking which involves: Fluency, accuracy with words and pronunciation, using functions, appropriacy, turn taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, discourage marker. These ideas show that sub-skills of speaking have their own importance; as fluency helps the learners to convey the meaning smoothly. Similarly, appropriacy and pronunciation helps the students to choose suitable words and pronounce them correctly. Turn taking, discourage marker, responding and initiating is also an important for learners to develop ability. Speaking is crucial parts of second language learning and teaching. The primary purpose of teaching any language is to develop and ability to speak fluently in that language. Speaking involves various skills and sub- skills to be taught and learned. Therefore, the language teacher should focus not only the speaking skill but also should focus on its sub-skills.

Thus, all the sub-skills of speaking presented above are very essential to develop speaking ability. Speaking ability without its sub-skills is incomplete in itself. So, to get the mastery in speaking ability one should know about its sub-skills.

***Problems in speaking skill.*** Speaking skill is the skill to express oneself fluently in the language which you are learning. Speaking is very important to share your knowledge, ideas and thought to others. Although speaking has the great importance but it is not as simple as it seems. There are a number of complexities and problems which are associated with speaking.

Davies and Pearse (2008, p.39) present three genuine situations the L1 learners experience problems with speaking:

Many people do not like to speak in front of large groups of people. This is especially true in foreign language, because we may worry about producing utterances with many errors and oddities in them. But recognizable pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with strong regional accent in our own language, and it is hard to interpret non- native speaker'

‘Ease ... Eat...tree...jet? As ‘Is it three yet? Like listening, speaking takes place in ‘real time’ and speakers do not usually have time to construct their utterances carefully. In conversation, the most common kind of speaking, we have to do many things all together: understand what the other people are saying, say what we want to when we get the chance to speak, be prepared for unexpected changes of topic, and think of something of something to say when there is long pause.

The above-mentioned genuine problems show the learners difficulty in developing skill. Learning a foreign language mainly in speaking is highly affected by human psychology factor. Use of mother tongue, shyness, passiveness of learners in the classroom, worrying about making mistakes, worrying about losing face, afraid of bearing speech are the highly related problems in speaking ability. Although, speaking have the great importance but it is not as simple as it seems. The speaking problems differ as the learning environment and the groups. So, to overcome the problems in speaking ability both learners and the teachers have to be conscious about the problems and they have created autonomous learning environment to develop speaking skill.

Similarly, Ur (2008, p. 118) points out the following speaking –related problems:

*Shyness and inhibitions.* Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Students are often in habitation about trying to say things in foreign language in the classroom because they are worried about making mistakes, scared of criticism or losing face, or simply shy of the attention that their speech attracts.

*Findings things to say.* Even if they are not inhibited, you often hear students complain that they cannot think of anything to say. Just providing an interesting topic, as we shall see the next section, is not enough. Students need to feel that they have environment where students have real life communication and meaningful task that develop speaking skill.

According to Kayi (2006) and Harmer (2008), some of the classroom activities for developing speaking ability are:

*Discussion.* Discussion is a type of activity which is suited in the communicative classroom, in which the students are asked to discuss on a given controversial topic. In discussion, students form having 4/5 members in each group and work on their topic for a given period of time and also present their ideas to the class. A discussion can be held for various reasons: to share ideas, to find solutions of problems and to arrive at a conclusion. Other terms for discussion used for pedagogical purposes are instructional conversations (Tharp & Gallimore, 1988) and substantive conversations (Newmann, 1990).

*Simulation and role play.* This is a kind of activities to encourage students for specific situations. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. In simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he/she brings a microphone to sing and so on. Role play and simulations have many advantages. First, they are entertaining and motivate students in developing speaking ability. Second as Harmer (2008) suggests, they increase the self-confidence, of hesitant students, because in simulations and role play activities they will have different activities and they do not have taken the same responsibility.

*Prepared talks.* Prepared talk is a kind of activity where students make a presentation on a topic of their own choice. This is a kind of formal talk where students have to prepare on a given topic. In prepared talk learners have to focus on active speaking. Harmer (2008, p. 351) defines prepared talk as an oral presentation where students need to invest some time in the procedures and process, they are involved. Prepared talk can be also done in pairs and small groups. The good characteristic of prepared talks is that the students get a chance to analyze oneself and improve the confidence level speaking ability.

*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 activity serves many purposes such as solving a problem or collecting information. It is a kind of activity.

*Making the class interesting.* The forty-five minutes period, where in a teacher just speaks and students only hear, is not at all exciting. It is important that students

themselves participate in the process, thus making the period an interactive session instead of dull lecture. Your teaching strategies should also include effective teaching strategies, which would keep the students glued to the topics. As a teacher you can plan a few activities in the classroom, which will make children get up from their seat and interact with teacher as well as fellow students. Do not forget that students have a lot spend up energy, which has to be released. Avoid taking the class for full forty-five minutes, you can ensure that last 10 of the class time are spend in discussion.

*Dealing with disruptive behavior.* Students are tending to naughty and at times this naughty behavior or their part can disrupt the momentum of the entire class. In such situation, if you try to yell at them on the top of your voice, you will yourself disturb other students. A wiser thing to do at such a point of time is to just go and stand near that particular student's desk. This will automatically send him a signal that you want him stop whatever he, is doing, and pay attention to you. Most often this works in your favor, if you don't you can either take the student outside the class was a bit humiliating and make him more defiant while talking to him after the class will make him feel that you understand plans to deal with disruptive fail to yield results you should promptly send the students to the principle.

*The teacher in the classroom.* Our physical presence can play a significant role in the classroom environment. The way we move and stand the degree to which we are physically demonstrative can have clear effect on teaching of the class. All teachers, like all people, have their own physical characteristics and habits and they will take these into the classroom with them. However, there are number of issues to consider which or just matters of personality or style and which have direct bearing on the students' perception of us. They are: proximity, appropriately, movement and awareness.

*Using the voice.* Perhaps our most important instrument as teachers is our voice. How will speak and what our sounds like have a crucial impact on classes. When considering the use of the voice in English of teaching. There are three issues to think about. They are: Audibility, variety and conversation.

*Talking to the students.* The way that teachers talk to students, the manner in which they interact with them is one of the crucial teacher skills, but it does not

demand technical expertise. It does, however, require teachers to empathize with the people they are talking to by establishing good rapport with them.

*Giving instructions.* There are two general rules for giving instructions. They must be kept as possible, and they must be logical.

*Students talk and teacher talk.* Sometimes classes are criticized because there is too much TTT (Teacher Talking Time). Good teachers use their common sense

*Using the L1.* An English classroom should have an English in it, and for as possible there and experience to get the balance right should be an English environment in the room, where English is heard and used as much of time as possible for that reason, it is advisable for teachers to use English as often as possible, and not to spend a long time talking in the students' L1.

*Creating lesson stages.* We have to include different stages in our lessons. Teachers need to focus the student's attention, or point in it some new direction. This can sometimes be difficult, especially when teachers try to draw a speaking activity to a conclusion or when students are working in groups. Some teachers clap their hands to get the students' attention. Some people loudly thank you, now can have your attention, please; sometimes when teachers speak loudly students just speak louder in order to force the students to listen to them. Another method is for the teacher to raise his or hands briefly in replay to indicate that they are now going to be quiet and wait for the next stage.

## **Review of Related Empirical Literature**

There are many aspects of teaching learning process, among them teaching English is one. The meaning of teaching English the skills of organizing, managing a class for effective teaching/learning process. As teacher, we have to adopt to the level and age of the students we are teaching once a teacher loses control of his classroom, it becomes more difficult for him to regain the control. Teaching English is closely linked to the issue of motivation, discipline and respect. It relies upon creating an environment where teacher and students have good faith and understanding. If the teacher has sound knowledge about, he teaching English, it certainly helps for

effective learning process. As we not find only research work related to teaching English while teaching and learning language skills. I struggled very hard for the review of related literature. Some of related to my study are reviewed here.

Bashyal (2016) carried out a research entitled, “Classroom Activities Used and Challenges faced by Grade 10 English Teachers in Teaching Speaking Skill”. The main objective of this study was to explore grade 10 English teachers’ classroom activities used and challenges they face in teaching in speaking skill and to suggest some pedagogical implications. He has adopted survey research design. The sample population of his study included 20 secondary level schools and 20 grade 10 English teachers of Palpa district. He has selected one grade 10 English teacher from each school from using purposive non-random sampling procedures. He used questionnaire and observation checklist as research tool. In his study, the collected data were put under different headings and the analyzed and interpreted descriptively. Thus, the findings of his study showed that group discussion, debate, telling stories and giving speech, group and pair work and telling or talking about famous people in English were the common classroom activities used by grade 10 English teacher while teaching speaking skill. Similarly, it was found that students’ poor grammar, pronunciation and hesitant were the main challenges for the grade 10 English teachers to address while speaking skill.

Sah (2016) conducted a research on “An Analysis of Classroom Activities Used at Secondary Level”. His objectives were to find out activities used in teaching English in terms of error treatment, questioning behavior and learner participation, and suggest some pedagogical implications on the basis of findings. The design of his research was survey research. He purposively selected five secondary English teachers of Sarlahi district. Regarding research tools, questionnaire and observation checklist were used in his study. In his research the collected data were presented, analyzed and interpreted descriptively and analytically. Thus, the finding of his study showed that most of the teachers focused on more elaborations and explanations than on repetition in course of making the language comprehensible and some of the teacher still keep their learners as passive listeners.

Aryal (2017) conducted a research on “Classroom Activities in Teaching Speaking Skill”. Her objectives were to explore was secondary level English teacher

activities in teaching speaking skills, to find out student' views towards their activities. Used in English for teaching speaking and to suggest some pedagogical implications. She has used survey research design. The total sample population of her study was ten teachers and thirty students from the selected school of Kathmandu valley. She used non-random judgmental sampling procedure. Regarding research tools, interview, questionnaire and observation checklist were used in her study. Thus, the findings of her study showed that students' participation in speaking activities from institutional schools are better than community based schools. Similarly, teachers of institutional school have found engaged in conducting interactive classes and extracurricular activities whereas teachers of community based school have found poor in terms of public school.

Kandel (2018) carried out a research on "The Practice of Student Centered Techniques in English Language Teaching". The main objectives of her study were to explore the practice of using learner centered techniques and strategies in teaching English to the students. She has followed the ethnographic research design. The total sample of population for her study was five basic level English language teachers from five schools. She followed purposive non-random sampling for the selection of respondents. She used observation checklist and open-ended interview questions as the tool for data collection. The collected data were categorized under different headings and then analyzed and interpreted descriptively. The findings of her study showed that learner centered techniques are different as per the nature of the class and the perception of the teachers.

Pant (2018) conducted a research study on "Communicative language teaching in community and institutional schools: A classroom Ethnographic Study". In his research, he aimed to compare the communicative activities adopted by community and institutional school teachers in English language teaching and to analyze the role of school administration to support teachers to implement communicative language teaching in the classroom. He has adopted classroom ethnographic research design. The total sample populations of his study were four English language teachers who were teaching at secondary level in Kathmandu. The sample of his study was selected through purposive non-random sampling procedures. The main data collection tools of his study were classroom observation guideline, field note and unstructured

interview. The collected data in his study were analyzed descriptively and thematically. From his study he found that in institutional school CLT is implemented properly then in community based school. In public school though teachers are trained having good theoretical knowledge about CLT, they were unable to implement CLT in classroom due to various reasons. Students have low level of linguistic competence, there is lack of sufficient teaching materials, the medium of instruction is Nepali to teach other subjects and school administration also does not support properly. But in private school there is proper use of teaching materials, students and teachers are more active and school administration also supports the teachers and students. Therefore, students have better communicative competence in private school than public school.

Paudel (2019) carried out a research on “Learner-Centered Techniques Used in the English language classrooms” to examine the practice of learner-centered techniques used in teaching English and to find out the learner-centered techniques used in ELT classroom along with the views the teacher. The research design of this study was an ethnographic. She used both primary and secondary sources of data collection. She selected five secondary English teachers from Kathmandu valley. The main tool for data collections in her study were observation checklist, diary keepings and interview questions. The findings of study show that learner-centered techniques are different as per the nature of the class and the perception of the teacher.

Yadav (2019) conducted a research on “Pedagogical Practices in ELT Classroom: An Ethnographic Study”. In her research, she aimed to explore the pedagogical practices of community based school’s ELT classroom in terms classroom management and instructional techniques. The design of her research study was classroom ethnographic research. She selected two secondary level English teachers from two different community based schools as the sample of the study. The sample populations of the study were selected by purposive non-random sampling procedure. She used classroom observation, diary keeping notes and interview as the tool of the study. The collected data in her study were coded, recorded and built themes from data; the data was analyzed and interpreted in a narrative way with descriptively and thematically. In her research she found that, there was gap between teacher’s knowledge about the classroom management strategies, instructional

techniques that could be used in ELT classes and their practices in real classroom teaching.

Through the study of the aforementioned literature, I come to know the fact that there are lots of challenges for the teachers of community based school to implement classroom activities. Though some of the above-mentioned research studies are related to my research, it is unique in itself in the sense that no research work has been carried out to analyze the overall classroom context. Most of the researches related to the classroom activities have carried on the bases of certain area of the classroom but this research is unique in the sense that it has tried to analyze all the related factors of classroom context of classroom activities used for developing learners speaking skill in Kapilvastu district. Hence, this research works different from the above-mentioned researches in the sense that it has tried to explore the classroom context from the sense of pedagogical practices, activities selection, student's participation, classroom management and so on for developing the learner's speaking ability in the certain schools of Kapilvastu district.

### **Implications of the Review for the Study**

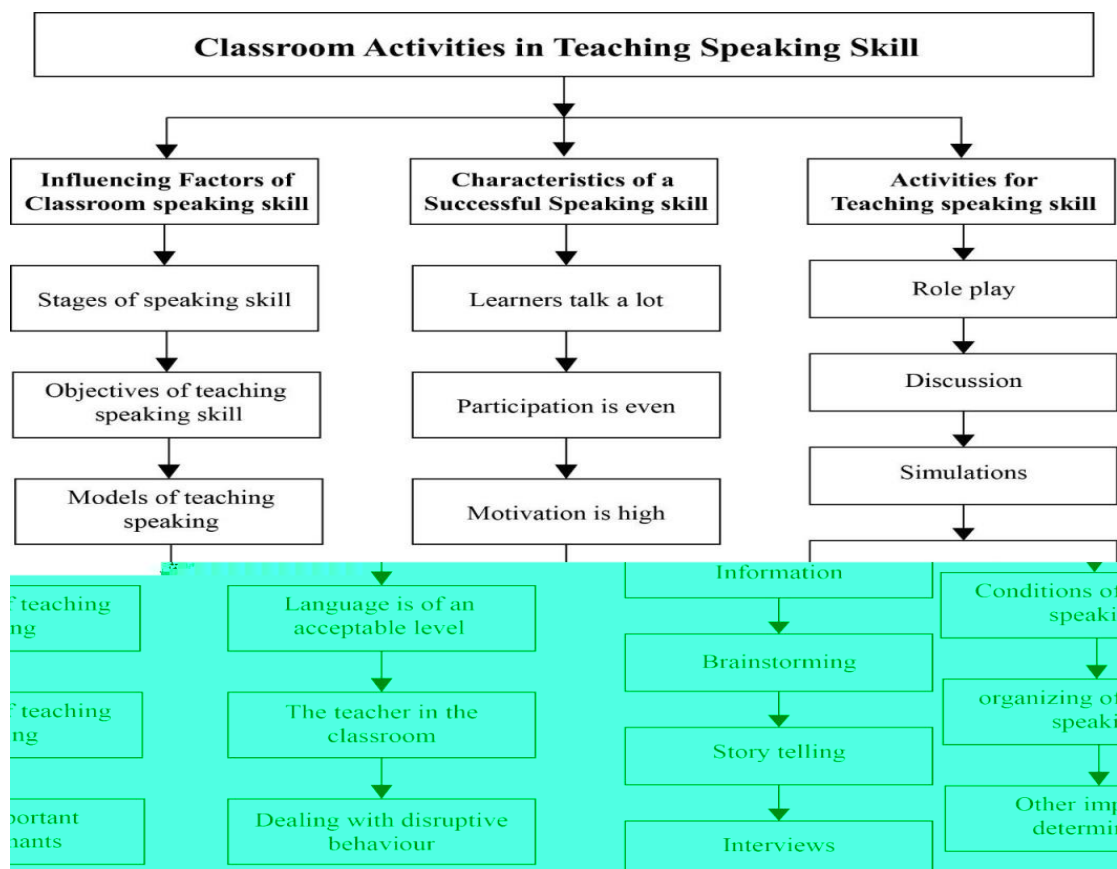
The literature review is an integral part of the entire research which makes a valuable contribution to establish the theoretical root of our study, clarify our ideas and develop the methodology. The most important function of literature review is to examine and evaluate what has been done previously and on establish the relevance of this information to the current topic of investigation. In the study, I have reviewed different previous research works, articles, ELT journals and books. The reviewed studies were conducted regarding the classroom activities and speaking skill. These works helped me to generate the ideas to carry out my research work practically. For instance, Harmer (2008), Ur (1996), Ur (2013), Cross (1992), Kayi (2006) and Lackman (2010) helped me to have broader knowledge and understanding on speaking related activities and student-centered techniques; indeed, they provided the theoretical bases for the study and broaden the knowledge in the research area.

On the other hand, the review of empirical literature has number of implications in my research as: Poudel's (2014) research helped me to get an insight of student-centered techniques and its practices of teaching speaking. Bashal's (2016)

study helped me to generate the objectives and research questions. Sah's (2016) and Aryal's (2017) study helped me to build the theoretical bases of my research, Kandel's (2018) study helped me in the selection of appropriate research design, pant's (2018) study helped me to generate the ideas more clearly to collect the data, Yadav's (2019) study helped me to improve the technical terms related to the study as well as to contextualize the findings. Thus, these works have direct implications on my research work.

### Conceptual Framework

Conceptual framework is the plan or frame on which this will be established. It provides the general idea and picture of the study from where the reader conceptualizes the whole ideas. To be specific this framework incorporates the soul of the study.



The problems are commonly becoming obstacles in teaching speaking. The problems are native language, exposure, phonetic ability, identity and language ego,

motivation and concern for good speaking. The native language is the influential factor a learner's speaking.

However, the challenges of that learner's encountered most in teaching speaking are students' lack of vocabulary, pronunciation problems, nothing to say, lack of motivation and the use or interferences of the mother tongue.

## **Chapter III**

### **Method and Procedures of the Study**

This chapter deals with the methodology adopted to fulfill the objectives of the study. This includes design and methods of the study, population, sample and sampling strategies, data collection tools and techniques, data collection procedures, analysis and interpretation.

#### **Design and Methods of the Study**

Research is essentially intellectual and creative activity which is done for findings out the truth and reality. It is oriented towards the solution of the problem that open the door of new knowledge to get into the word. I adopted survey research design in order to complete the study.

Survey is the most commonly used method of investigation in social and education research. It is supernatural study of an issue or phenomenon. Therefore, my superficial research design is considered the most of the reliable to the present topic of this study. According to Kidder (1981, p,81), survey is the best research design carried out in order to find out public operation, and the behaviors and attitudes of different professional to access certain activates and to study certain trends almost at single point of time. Similarly, according to Cohen and Manison (1985 as cited in Nunan, 2010 p.1) survey is the commonly used descriptive method in education research and may very is scope from large scale government investigations through small scale studies carried out by single research. Nunan (2010, p.141) suggests the following eight- step procedures of survey research design. But I collected the data through observation the classes of different ten English teachers and providing questionnaire to the students of different selected schools of Kapilvastu district.

It is always carried out in the natural setting. So, I selected this research design which provided me an authentic and reliable data to process my research work. It helped me to find out the teaching English activities in teaching speaking skill.

## **Population, Sample and Sampling Strategy**

The total population of the study was the students of secondary level of Kapilvastu district. The sample population for this study was 10 teachers and 30 students from the selected schools i.e. Janta Secondary School Karma, Ram Gorkha S.S. Bahadurganj, Vidyadevi Pitha, Ajigara S.S., and Shree Netra Jyoti S.S. Similarly, the five institutional schools are as Shree Hansh Vahini Children Academy, Gorakhnath Academy, St. Judes E.B., Jalmohana E.B. and Fafuri E.B.S. of Kapilvastu district. I observed one class of each school and followed the non-random judgmental sampling procedure.

## **Research Tools**

For this study, I collected the data through using a set of questionnaires among them five are closed ended and five are open ended questions and an observation checklist

## **Data Collection Procedures**

I went to the selected community based schools and institutional schools of Kapilvastu district and built rapport with concerned people. Then I explained to the selected teachers about the purpose of my study. I also asked for permission to observe his/her classes. Then, I observed the selected teachers' and collected the data through mean, median percentage and explain the purpose of my study to the students. I also simplified the difficult terms if anyone are use in this study. Likewise, I told their students that this set of question try to find out their views about their teachers' teaching activities and their own ways of learning speaking skill.

## **Data Analysis Procedures**

In order to fulfill the determined objectives of the study's I selected five community based schools and institutional schools of Kapilvastu district. One teacher from each school was selected. All the ten teachers were sample population for this study. I observed three classes of each teacher. Similarly, five students from each school were selected. All the thirty students were sample population for this study.

## **Chapter IV**

### **Analysis and Interpretation of Results**

This chapter consists of analysis of data and interpretation of results. The results and discussion of data were collected from classroom observation and checklist of speaking skills presented in this chapter. This study primarily aimed at finding out strategies of classroom speaking skills for effective primary sources. The information was tabulated and discussed after direct classroom observation. The purpose of this section was to analyze and interpret the systematically gathered data through appropriate statistical tools and tables. Therefore, the result of this research was interpreted or discussed in the different tables.

This chapter deals with analysis and interpretation of data collected from primary sources. The main purpose of the study was to find out the practices of managing classrooms for teaching speaking skill at secondary level. The data managing classrooms for teaching speaking skill at secondary level. These data were collected by using observation checklist and questionnaire. In the actual classroom teaching, the observer observed three classes of the selected English teachers with the help of checklist and the ways beyond the checklist used by the teachers were also noted. He also encouraged the students to fill up the questionnaire in order to collect the authentic information.

#### **Physical Facilities of the Classroom**

Physical facilities refer to how well the class is facilitated in terms of size and shape, arrangements of the students desk and benches, teaching materials, decoration of the classroom and electricity. The students seating arrangements and conditions of window, doors, floor and roof in the classroom.

**Table 1**  
**Physical Facilities of the Classroom**

S. N	Observed items	Response of the student							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
A	Size and shape of the classroom	-	-	27	90	3	10	-	-
b.	Arrangement of the student's desk and bench	-	-	24	80	6	20	-	-
c.	Teaching materials	-	-	6	20	18	60	6	20
d.	Decoration of the classroom	-	-	15	50	9	30	6	20
e.	Electricity	-	-	24	80	6	20	-	-
f.	Students 'seating arrangement	-	-	15	50	15	50	-	-
g.	Condition of the window, door, roof in classroom	9	30	18	60	3	10	-	-

In terms of physical facilities of the classroom, this table shows that, the shape and size of the classroom, 90% are good and the 10% of the classes size are in average. But none of the classes' shape and size are excellent and poor.

In item 'b' it shows that, the arrangement of the students' desk and benches 80% are good. And 20% of them are in average.

Similarly, 20% of the teaching materials are found good and 60% are found in average whereas 20% of the teaching materials are found poor. Likewise, in terms of the decoration of the classroom, 50% are found good and 30% are in average, whereas, 20% of them have poor physical facilities.

Likewise, 80% of the students have good facilities of electricity and 20% are found poor in the classroom. In the same way, the table shows that the conditions of the window, door and roof 30% are excellent in the classroom, whereas, 60% of them have good and 10% are found poor.

Therefore, after analyzing the above data it showed that most of the classes are found good for the physical perspective and some other are found in average but none of them are found excellent.

### Teachers in the Classroom

Teachers in the classroom refers to the personality of the teacher along with his gesture, facial expression, his voice and competence.

**Table 2**  
**Teachers in the Classroom**

S. N	Observed items	Response of the student							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Personality	6	20	15	50	9	30		
b.	Movement in the classroom	-	-	18	60	12	40	-	-
c.	Competence over subject matter	-	-	24	80	6	20	-	-

In the item 'e' Use of voice in terms of audibility and variety, expresses that 30% of the teachers in the classroom are excellent and 50% are good as well as 30% of them are in average but none of them are found poor.

Therefore, after studying the above data, I found that most of the teachers in the classroom presented themselves in good on the basis of their personality, movements in the classroom, competence over subject matter, use of gesture, facial expression and rough tone. But a few teachers are found in average.

### Students in the Classroom

In this section, it belongs to the student's attendance, use of L1 and their participated in the classroom. In the sense, that how the students are presented themselves in the classroom in order to learn.

**Table 3**

S. N.	Observed items	Response of the student							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Interest in learning	-	-	9	30	12	40	9	30
b.	Attendance	-	-	9	30	12	40	9	30
c.	Use of L1	-	-	12	40	18	60	-	-
d.	Response to teacher's question	-	-	18	60	9	30	3	10
e.	Participation in different communicative activities	9	30	15	50	6	20	-	-
f.	Discipline	6	20	12	40	9	30	3	10

In the table .3, the item 'a' shows that 30% of the students are found good who shows their interest in learning. And 40% of them are found in average whereas, 30% of them are found poor in the classroom.

Similarly, the item 'b' shows that 30% students are good in their attendance and 40% are in average, as well as 30% of them are found poor. Likewise, the item 'c' shows that 40% students are found good in the classroom who speaks their first

language while they learning. And the 60% are found in average. In the same way, the item 'd' shows that the 60% students are good they response their teacher's questions in the classroom. But the 30% of them are found in average and 10% of them are found poor.

It shows that only 30% of the students had good interests in the learning of speaking English. So their attention in the class. 60% of the students used L1 raising this score the average one. Despite the low interest in learning speaking 60% of the students responded well to their teacher's questions.

In the item e, the 30% of students are excellent who participated in different communicative activities while they learning. And 50% of them are in average but none of them are found poor. Likewise, in the serial 'f' 20% of the students are found excellent while they are learning in the classroom, whereas 40% of them are found good and 30% are in average as well as 10% are found poor.

Therefore, after studying the above table. I analyzed that not cent percent students are interested to participate in the learning and different learning activities. But only 20% of them are excellent who participated in every activity which was conducted by their own teachers. So, I would like to suggest those teachers that they must motivate to their students while teaching.

### **Students Practice in the Classroom**

It refers to the different activities done by teachers and students in order to teaching learning. What sort of activities are adopted by the teachers and how the students are participated in their classroom. Is there enough time to talk the students? Or only teachers are speaking. All these things are come under it.

**Table 4**  
**Students Practice in the Classroom**

S. N.	Observed items	Response of the student							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Interest in among students and teachers	-	-	12	40	12	40	6	20
b.	Students talking time (STT)	-	-	21	70	9	30	-	-
c.	Teachers talking time (TTT)	-	-	9	30	21	70	-	-
d.	Discussion	-	-	18	60	12	40	-	-
e.	Role play	-	-	6	20	24	80	-	-
f.	Pair/group work	-	-	15	50	15	50	-	-

This table shows that interest among teachers and students in the classroom practice 40% of them are found good whereas, 40% of them average and 20% are found poor. Similarly, the students talking time 70% of them are found good and 30% are found in average, the teaching learning takes place in the classroom. In the same way, in the terms of discussion 60% of the students have good participation and 40% of them are in average. But none of them are found poor in the entire process.

Similarly, in the role play activities 20% of them are found good and 80% are found in average. And then, the students of 50% are found in good in pair/group work whereas, 50% are found in average being participated while teaching the teachers conducted their teaching.

Therefore, after analyzing the entire data from this table is found that most of the teachers and the students of community based schools are found average in the classroom practice. Whereas, institutional school's teacher and students are found better in the all terms of classroom practices.

## Student's Seating Arrangements in the Classroom

Student's seating positions in the classroom play one of the crucial roles in their learning. In the sense that how do the students sat, is there the separate table, bench? And do the students sit in circle? All these arrangements are study under this topic.

**Table 5**  
**Student's Seating Arrangement in the Classrooms**

S. N	Observed items	Response of the student							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
A	Orderly rows	6	20	12	40	9	30	3	10
b.	Circles	-	-	-	-	21	70	9	30
c.	Horseshoes	-	-	-	-	21	70	9	30
d.	Separate tables	-	-	20	25	20	25	40	50

Thus, this table shows that the seating arrangements of the students i.e., orderly rows 20% are found excellent and 40% of them are good whereas, 30% of them are found in average. Then at last 10 % are found very poor. Similarly, in the circles 70% of the are found average and 30% are found poor in the classroom while teaching takes place. Likewise, 70% of the students are found in average in order to sit under horseshoes. And 30% of them are found poor but none of them are excellent

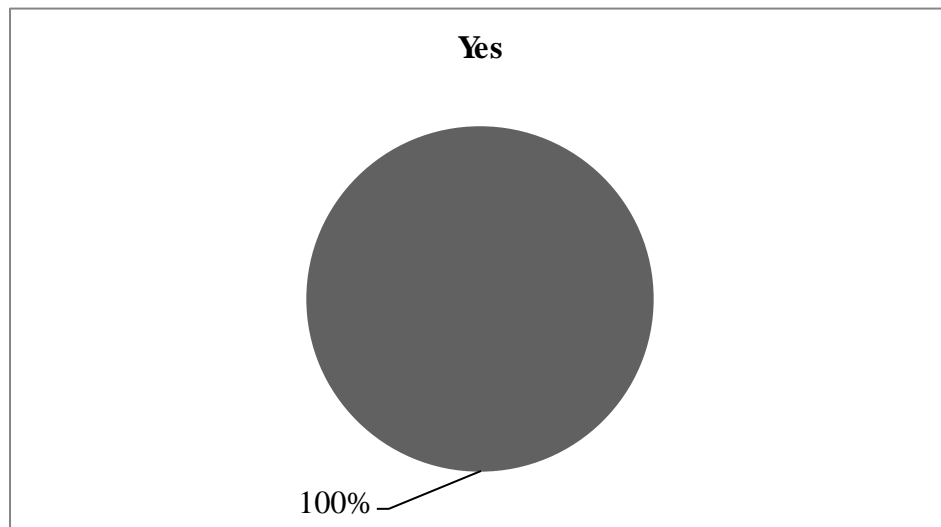
In the same way, 25% of the students are good. In terms of have separate tables and benches while being in the classroom and 25% of the are in average whereas, 50% of the are found poor but none of them are found excellent.

Therefore, the above data showed that the seating arrangement of the students are found quite different in order to seat them. But none of them are found excellent in all the terms.

### **Motivating the Students before Teaching the Lesson**

Motivation plays vital roles in making the students' knowledge and teaching efficient. It also helps them to attract the attention of the students towards their teaching. It also helps the students to learn effectively. Therefore, the teachers must motivate to their students before teaching the lesson.

**Figure 1**  
**Motivating the Students**



It was found that cent percent of the students responded that their teachers motivate them before starting the lesson.

On the basis of this figure, I found that due to motivation of the teacher. Most of the students are motivated by their teacher while they taught. Therefore, the students understand the maximum things what their teacher had taught them.

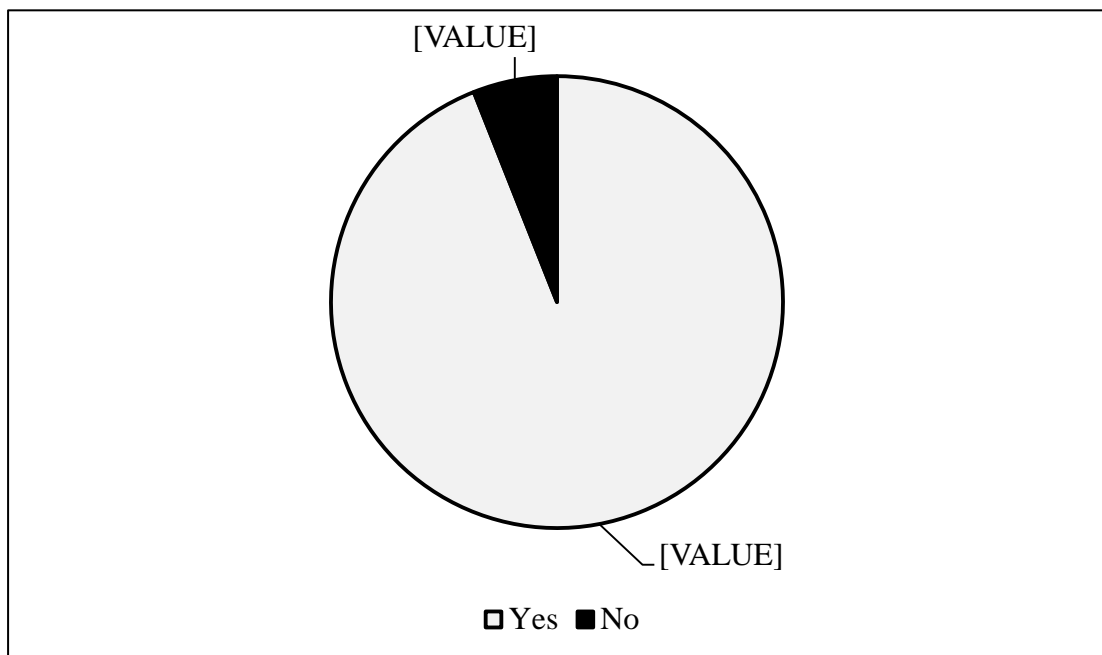
### **Use of Speaking Skill in ELT Classes**

By using speaking skill teachers can make their students speak better in classes. A skillful teacher applied the skill of speaking in ELT classes. Therefore, this figure shows that about 90% of the students replied that their teacher used different types of speaking skills in ELT classes in order to improve the speaking skills of the students. Because the skills which are used by the teacher are facilitates them sooner

and effectively. But about 10% of the teachers do not use speaking skills like, discussion, role play, dramatization in the community based school.

So, I would like to suggest those teachers who conduct their teaching they must use different skills, which works as road map for the students.

**Figure 2**  
**Use of Speaking Skill in ELT Classes**

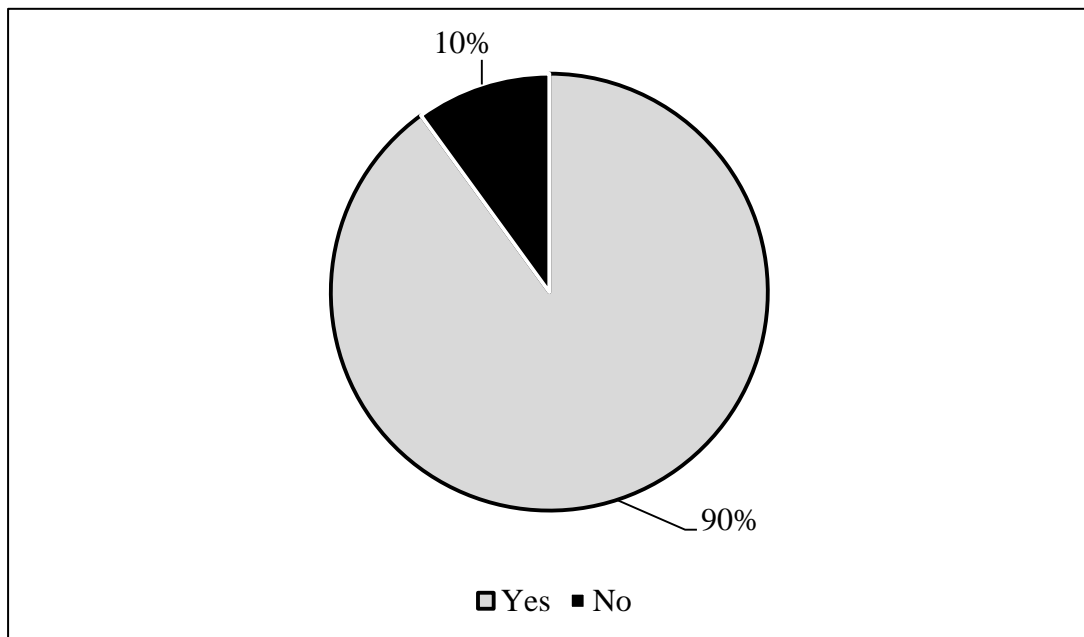


About 94% of the students replied that their teacher use speaking skill in ELT classes whereas other 6% students of some government school said that their teacher does not use speaking skill in ELT classes.

### **Telling Jokes and Singing Songs to Motivate Student**

Students have to attend the classes of different subjects in the same day which make them monotonous and reduce the interest in learning. As teaching speaking is completely a practical thing so a teacher must have to motivate his students before starting to teach. In this regard the students were asked if their teachers tell jokes or sing song in the class before teaching. Their responses were like this:

**Figure 3**  
**Telling Jokes or Singing Songs to Motivate Students**



The above figure shows that about 90% of the students responded that their teacher does not tell jokes or singing song in order to motivate their students. So, the students did not get clear insights on their teaching, nor being motivated toward learning. As result they did not learn much as they wanted. Whereas, the 10% of the students responded that their teacher do not teach seriously which make them bore.

From the above shown data I have got that really motivation arouse the inner interests of the students toward learning. Although, the students are not come for study purpose, yet he can learn better if he got the trained teacher. But I did not get such things here.

### **Activities Organized to Enhance Speaking Skill of Students**

There are many types of activities that teachers can organize in their classes like oratory contest in which they can organize debate competition. They can also organize role play and make their students to act like different professionals. Similarly, they can make engage to their students in group discussion by giving them certain issue to discuss with their friends or they can even conduct drama for their student's responses were like this.

**Table 6**  
**Extra-curricular Activities Organized in the Class**

<b>Extra-curricular activities</b>	<b>No. of students</b>	<b>%</b>
a. Oratory contest	20	40
b. Role play	2	4
c. Group discussion	10	20
d. Dramatization	3	6
e. All of the above	14	28
f. All of the above	1	2

The table shows that maximum 40% of the students said that oratory contest is the main activities organized by their teacher in class whereas 4% of them said that the role play is often organized in their class. 20% of the students replied that their teacher makes them involved them in group discussion. However, only 6% of them voted for dramatization as it needs lot of preparation. About 28% of them replied that their teacher has organized all of the above-mentioned activities in the classroom. Only 2% students said that no activity is organized in their classroom which proved that these teachers did not show any interest in teaching speaking to the students.

Moreover, after studying the above-mentioned data, it showed that most of the teachers adopted traditional methods and techniques to teach speaking skills to the students.

#### **Techniques Applied by the Teachers to Control Noise in the Classroom**

On this the teachers applied different techniques to make their students silent in their classes while they conducted teaching. Every teacher treated differently to their students. That was presented below:

**Table 7**  
**Techniques Applied by Teachers to Control Noise in The Class**

<b>Responses of the students.</b>	<b>No. of the student</b>	<b>%</b>
The teachers scold them.	15	30
The students are given punishment.	15	30
They teacher just tells them to be quiet.	12	24
They ask question from the book.	8	16

Out of 50 students 30% students said that they were scold by the teachers when they made noise in the class whereas 30% students were punished for making noise. And 24% of the students responded that their teacher did not get attention when they asked the questions from the book. It showed that very few of the teachers were applied their trick to control the student's noise in the classroom. And most of the teachers just take it as granted and followed the traditional way to do.

Therefore, this data shows that most of the students are complained to their teacher that they did not respond to their students while they asked the questions to their students. And another thing is that a few students punished by their teacher and some other asked questions from the book. But the teachers should not do as same rather they must understand and care to their students.

## Chapter V

### Findings, Conclusion and Recommendations

In this chapter, I have presented the conclusion and findings of the study. Further, some recommendations for policy level related and further research level related have been made on the basis of findings discovered from the study

#### Findings

The major findings obtained from the analysis and interpretations of data are summarized below:

***Physical facilities of the classroom.*** The first table showed that the physical facilities in the classroom are mostly found good and then after, some of them are seen in average whereas, only a few percent of them found poor because all of the schools are not equally same in the matters of their capital and infrastructures.

***Teachers in the classroom.*** Likewise, in the second table it is also found that the maximum teachers found good in order to their body movements, gestures, and used their clear voices while they conducted their teaching in the classroom. And the remain of them were found in average and only a few of them were found poor.

***Students in the classroom.*** Moreover, third table shows that only a few percent students were found excellent in order to the classroom interaction. But the majority of the students were found good, average and poor.

***Students practice in the classroom.*** In this regard the table no. 4 shows that the average students were being participated in the classroom. But only a few students were found poor in lack of teachers' motivation. Similarly, according to the table no.5, the average classrooms were found because of their seating arrangements in order to their teaching learning time in the classroom

***Extra-curricular activities organized in the class.*** On the basis this table not all the students were liked to participate in the same activities that was conducted in their class. Among them a few like to participate in the oratory context and some

others are in role play whereas, the other remain students liked to involved in the dramatization. So from that it showed that every students had their own interest and pace of learning

*Techniques applied by the teachers to control noise in the classroom.* Under this topic the teachers used different techniques in order to make quiet to their students, firstly they scolded to their students while they made noise in the classroom and then, a few students are also scolded by their teachers and their remain students were asked questions by the teachers from their books. And finally, the few teachers presented jokes and sung songs for make them quiet.

Finally, according to the above-mentioned table it shows that 90% of the teachers did not motivate their students who directly started by their lecture and did not care their students' pace, and interests upon learning. But only about 10% of them motivated their students by telling jokes and singing songs.

## **Conclusions**

On the basis of the findings of the study, I would like to conclude that in majority of the classroom abilities of the student's speaking skill were different. Because in the most of the cases speaking skills were found good of the students. Regarding the student's participation in the speaking activities of institutional schools were found to have good practice of engaging students in pair work and group work than in community based school. In our country, teaching speaking skills in ELT classroom was found good in practice because data the shows that about the teachers did not make much practice of teaching speaking skills to their students. Similarly, most of the teachers were found to be use interaction classes and extracurricular activities to enhance their student's speaking skill, especially in the institutional school were found good. But in term of the community based schools were found good.

As whole, I would like to conclude that management of the classroom in teaching speaking was good in practice in institutional school in comparison to community based schools in Kapilvastu district. Students should motivate in speaking stage. To motivate students: teachers should use several funny activities. For instance:

telling jokes, poems, short stories, asking quiz questions etc. and Teachers use several contextual examples to comprehensive to the texts. Teachers should use teaching materials. for this the teachers might be use from the classroom setting: door, board, teachers' cap, ring, teacher himself, etc. However, students should have to predict, the following recommendations of the study have been made:

### **Recommendations**

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

**Policy related.** This study shows that most of the teachers were not performing well from their core of heart nor they used their actual competence toward their subject matter. Although, they have got good training and have much knowledge, yet they did not implement it. In the sense that even the provision is mentioned by the Nepal government that the teacher should as facilitator in the class and should create the child friendly environment. And the most important thing is that the teacher should understand the level, interests, pace and need of the students while they conducted teaching inside the classroom. However, the teacher should create such environment that the students learn themselves rather teach them through traditional method.

**Practice related.** On the basis of this policy there is not much probability for the improvement of students speaking skill. Because the provisions have clearly shown that, they should teach their students from the perspective of student-centered method rather give the burden of homework and mangal tension. But it did not seem in practice, so the policy maker should also make the rule of implement and strict law in the opposition of that, who did not implement. Therefore, it necessary to be practical from the perspectives of the should bring the techniques in order to develop the speaking skills of the students.

For this teacher need to make their learner involve in speaking activities such as drill, role play, group work, pair work, picture decryption, having discussion on certain topic, dramatization and debate activities and so on. Teachers need to attempt their best to create a relaxed atmosphere in the classroom. So that learners do not

frighten of speaking in front of the rest of the class. Teachers should base speaking activity on easy language. They should make a careful choice of topic and task to stimulate their learners to learn speaking skill. It is better to give explicit instructions and training and discussion skill to the students. It helps students to speak in the target language.

**Further research related.** This study will be very useful to the researchers who want to develop learners speaking skill through the medium of classroom activities. It will also be helpful for teachers and others to study the classroom context who develop the speaking skill of learners.

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## Appendices

### Appendix I

Dear informants,

This questionnaire is research for collecting information for my research entitled **Classroom Activities for Teaching Speaking Skills at Secondary Level'** under the supervision of Mr.Resham Acharya University Campus, Kirtipur, T.U. This questionnaire is based on views of teachers regarding the Classroom Activities in Teachin Speaking Skills in Sceondary Level School. Your co-operation in responding to the questionnaire and your views and perception will have a great value in accomplishing my research. I appreciate your views and perception and assure you that your views and perception as required by the questionnire. I honestly assure you that views and perception by you will be used for the present study and remain confidential.

Researcher

Shailendra Kumar Dubey

Department of English

Kirtipur, T.U. Kathmandu, Nepal

Name of School ..... Class: 10

Name of the students ..... Roll No:

Subject: English

time: 1 hour

Answer the following questions:

- (i) Can you learn English well by speaking only?
- (ii) Is a dramatization technique facilitating to learn English language effectively?
- (iii) Are vocabulary and grammar basic units of an English?
- (iv) Do you want to learn English like native speaker?
- (v) Is there any perfect method to learn English well?
- (vi) How can you learn English better? Write your own experiences.
- (vii) What challenges have you been facing in order to learn English language?
- (viii) Which language skill occurs first in human life?
- (ix) How does watching English movies help you in learn English?
- (x) Which one is the best among many English learning methods?

## Appendix II

### Check-list For the Classroom Observation

Teacher's name:

Class:

School's Name:

S. N	Observed Items	Responses			
		Excellent	Good	Average	Poor
1.	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>- Conversation</li> <li>- Talk, dialogue</li> <li>- Conference, debate</li> <li>- Exchange of views consultation</li> <li>- Deliberation of the students</li> <li>- Talking to the students</li> <li>- Making the class deal with students with behavior</li> </ul>				
2.	<p><b>Simulation</b></p> <ul style="list-style-type: none"> <li>- Presentation of real-life events the drama</li> <li>- Perform the roles</li> <li>- Involves the drama</li> <li>- Memorization</li> <li>- Conversation</li> </ul>				
3.	<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>- Interaction</li> <li>- Students' participation</li> <li>- Perform roles</li> <li>- Involves the drama</li> <li>- Body movement</li> <li>- Energetic</li> </ul>				

4.	<p><b>Group work</b></p> <ul style="list-style-type: none"> <li>- Questioning</li> <li>- Test</li> <li>- Word pass game</li> <li>- Whispering</li> <li>- Interview</li> </ul>				
5.	<p><b>Brainstorming</b></p> <ul style="list-style-type: none"> <li>- Questioning</li> <li>- Test</li> <li>- Word pass game</li> <li>- Whispering</li> <li>- Interview</li> </ul>				

Researcher

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