

# **CLASSROOM MANAGEMENT IN TEACHING SPEAKING SKILL**

**A Thesis Submitted to the Department of English Education**

**In Partial Fulfilment for the Master of Education in English**

**Submitted by**

**Samrit Lal Sah**

**Faculty of Education**

**Tribhuvan University**

**Kirtipur, Kathmandu**

**Nepal**

**2017**

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## **DECLARATION**

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

Date:29-12-2016\_\_\_\_\_

**Samrit Lal Sah**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Samrit Lal Sahas** has prepared this thesis entitled **Classroom Management in Teaching Speaking Skill** under my guidance and supervision.

I recommend this thesis for acceptance.

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# DEDICATION

*Dedicated*

*to*

*my grandfather Shree Khushi Lal Sah, grandmother Durgabati Devi Sah,*

*father Shree Mukti Lal Sah and mother Budhani Devi Sah*

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**Samrit Lal Sah**

## ABSTRACT

The present research study entitled **Classroom Management in Teaching Speaking Skill** aims to find out the different strategies used by secondary level English teachers for classroom management while teaching speaking skill. To meet the objective of this research study, I selected 5 secondary level English teachers from 5 secondary level community schools from Saptari district. Purposive non-random sampling procedure was used to select the sample. Questionnaire and classroom observation checklist were used to collect the data for this study. Total 30 days were used for observation of 30 classes of secondary level English teacher in teaching speaking skill. Among them six classes were observed of each teacher. Findings of this study have kept under three strategies: physical, academic and disciplinary. It showed that arrangement of the furniture and decoration of the classroom, student-centered techniques, teachers told jokes, sang songs, asked questions from the previous taught lesson and played games, gave extra time and encouraged the shy students to speak in the classroom were the strategies used for classroom management while teaching speaking skill.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter includes design and method of the study, population, sample and sampling strategy, study areas/field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Likewise, the fourth chapter presents the analysis and interpretation of results and summary of findings and the fifth chapter includes conclusions and recommendations followed by references and appendices.

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## **LIST OF THE SYMBOLS AND ABBREVIATIONS**

CLT	-	Communicative Language Teaching
CUP	-	Cambridge University Press
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
FL	-	Foreign Language
L <sub>1</sub>	-	First Language
M.Ed	-	Master Degree in Education
OUP	-	Oxford University Press
T.U.	-	TribhuvanUniversity

# **CHAPTER ONE**

## **INTRODUCTION**

This is the study on **Classroom Management in Teaching Speaking Skill**.

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

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

English is taught and learnt as a foreign language from the very beginning to the university level in Nepal. Regarding the position of English in Nepalese educational system, Awasthi (2003, p.22) says “English has developed a prominent position in the total education system of Nepal”.

At present, English has been made compulsory up to Bachelor’s degree. This language is spoken as first, second and foreign language all over the world. English is acknowledged as the world’s most important and prestigious language. As the world has shrunk because of the latest scientific discoveries and development in the field of communication, the importance of English as a global language and lingua franca has increased. The development of the English language in Nepal is closely connected with the rise of Prime Minister Jung Bahadur Rana. After the visit of England, he established Durbar High School in 1910. It was the first school to teach the English language in Nepal. After that with the pace of development, English has been incorporated in the curriculum right from grade one to master’s degree.

There are different methods and approaches to teach English. Teaching can be a challenging job for both expert and new teachers. It is a profession that requires the ability to be responsive to new demands and changing needs. Teaching and learning any language needs to have command over its four skills. They are: (i) listening (ii) speaking (iii) reading and (iv) writing.

Speaking is a productive skill that requires language users to produce the language features orally. It involves segmental as well as supra-segmental features such as stress, pitch, intonation, juncture, length and tempo. It is also supported with extra-linguistic or non-verbal devices such as gestures and signals.

When teaching speaking skill, teachers should take some considerations into account. For example, when teaching and learning speaking skill, special considerations should be given on the features of language such as stress, intonation, gestures, timing speed, contexts, settings, and so on.

## **1.2 Statement of the Problem**

Teaching speaking is a very important part of foreign language learning. The principal goal of teaching any foreign language is to develop communicative competence in the students. Therefore, teaching of speaking skill is important but it is not easy like other skills. In the English curriculum of secondary level, all the four skills of language are incorporated. They are equally given importance. Moreover, there is also a provision of practical examination separately for listening and speaking skill. This examination also determines the pass and fail of the students in that subject. But when we observe the ELT practices of secondary level English subject we find that teaching of speaking skill is to some extent neglected. It may happen due to teachers' incompetence or unawareness of the importance of speaking skill. I still remember the days when our teachers used to teach us English subject. My teachers were found very less interested to teach speaking skill though there was a provision of practical examination. In my experience as a language learner, learning speaking skill is not an easy job. In the English classroom, students are often found reluctant to speak because some students are very shy and are not predisposed to expressing themselves in front of their classmates and teachers, especially when they are being asked to give personal information or opinions. In the classroom, there are students from different backgrounds. There lie

individual differences in terms of intelligence, autonomy and attitude. So, some students always worry about speaking badly and therefore losing face in front of their classmates. Such students are always found to be worried about possible mistakes and errors. In this case teachers' role, teaching strategies, environment and management of the school are significant to promote speaking ability of the students. Generally, teachers of government-aided schools are found less concerned about teaching speaking skill because when I was a student of school level I did not find my teachers organizing group works, pair works and any special seating arrangement of the students that enhance students' communicative competence. There was a tendency to teach whole class. But sometimes there was organized extracurricular activity by our teachers and school management like quiz context, group discussion and oratory programme. Thus, effective classroom management is essential for teaching speaking skill. Peaceful environment of the classroom, teachers' competence over the subject matter, his clarity of the voice and ways of providing feedback play crucial role. In conclusion the above explanation and considerations interested me to find out the current practices of classroom management while teaching speaking Skill.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- (i) To find out the different strategies used by secondary level English teachers for classroom management while teaching speaking skill,
- (ii) To find out the problems they faced in teaching speaking skill,
- (iii) To suggest some pedagogical implications.

## **1.4 Research Questions**

The research questions of my study were as follows:

- (i) What are the strategies used by secondary level English teachers for classroom management in teaching speaking skill?
- (ii) What kinds of problems do the teachers in teaching speaking skill?

## **1.5 Significance of the Study**

New innovative ideas, findings, discoveries, thoughts and theories are significant for the related field. As this study will find out the strategies of classroom management used by teachers while teaching speaking skill, first, teachers and curriculum designers will be benefited. Teachers can improve their strategies of teaching and classroom management. They will update themselves with the new strategies and findings that help them to manage different types of learners in the classroom. In the same way curriculum designers will update themselves with the findings of this study. Similarly, this study will be very significant for the students who want to know about different ways of developing their speaking skill and to build confidence. Likewise, this study will also be equally important for the researchers who want to carry out further research work related to speaking skill of language. To sum up, this study will be beneficial for those who are directly or indirectly involved in teaching and learning activities, like teachers, students, institutions, subject experts, policy makers.

## **1.6 Delimitations of the Study**

We all know that each and every task has some limitations and boundaries because if it is unlimited, it cannot be completed successfully. In other words, no any research work can cover all the aspects and areas of the problems.

Thus, this study was based on the following limitations:

- (i) This study was limited to the five secondary level English teachers of government- aided schools of Saptari district.
- (ii) Similarly, this study was limited to the five government-aided schools of Saptari district.
- (iii) Likewise, this study was limited to the classroom management while teaching speaking skill.
- (iv) In the same way, this study was limited to the observation of thirty secondary level English teachers' classes (six classes of each teacher).
- (v) This study was based on the data collected through classroom observation check-list and questionnaire.

## **1.7 Operational Definition of the Key Terms**

**Classroom management:** Refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

**Learning strategy** –Learning strategies, in this study, refer to the behaviors or actions which learners adopt to make language learning more successful, self-directed and enjoyable.

**Mixed ability-** It means groups of learners with many differences, e.g. level of knowledge, language learning ability, intelligence, motivation, learning and style.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This part consists of the review of studies as well as their implications to the present study. Moreover, theoretical and conceptual frameworks are also included under this part.

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

Speaking is a productive skill in the sense that language is primarily manifested in speech. Language is a means of communication and this act is performed through speech. In this connection, Ur (1996, p. 120) writes “Of all the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of that language”. Thus, learning to speak in a foreign language is the most important task because those who can communicate in that language are referred to as the speakers of that language. A major objective of the most of the language teaching programs is to prepare the learners for meaningful interaction, making them able to use and understand natural speech from the genuine interaction. Ur (1996), "Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course".

Thus, to be a fluent and efficient speaker of a language, the learners need sound knowledge of grammatical, semantic rule, knowledge of supra-segmental features such as pitch, stress and intonation and the knowledge of non-linguistic elements like gesture, body language/posture and facial expression.

### **2.1.1 Classroom Management**

Generally, the term ‘Management’ refers to the capacity of controlling and making decisions in business or similar organization or the process of dealing with or controlling people or things. According to Weinhrich & Kottz (1994, p.6) “Management is the process of designing or maintaining an environment in which individuals working together in groups effectively accomplish selected aims”. Management in teaching field refers to the skill, the organization and presentation of lesson in such a way that all pupils are actively engaged in learning.

There are different expressions about classroom management. It can be defined as a teacher’s ability to co-operatively manage time, space, resources, students’ behaviours and to provide a climate that encourage students’ learning. It emphasizes the ability of the teachers to manage the classroom for effective teaching. According to Richards, Platt and Platt (1999, p.38) “Classroom management refers to the ways in which students’ behavior, movement and interaction during a lesson are organized and controlled by the teachers to enable teaching to take place most effective”. Similarly, Wragged (1981, p.7) defines classroom management as “What teachers do to ensure that children engage in the task in hand, whatever that may be”. He focuses on teacher’s activities in managing classroom. By analyzing the above definitions, we can say that classroom management is a planned, organized activity, and procedure which allows for effective teaching and learning. So, good classroom management is the key factor for effective learning to take place. It is a highly individualized job because what works for one instructor does not necessarily work for others. However, according to Eggen and Kauchak (1994, p.34) the basic goals of classroom management for almost all instructors are as follows:

- To create the best learning environment possible.
- To develop students’ responsibility and self regulation.

It is not possible to have a positive learning environment if student's behaviour goes unchecked and if students have not developed the sense of responsibility that goes along with being a student. Becoming an effective teacher is a unique journey and classroom management is only one important factor that can make the journey more successful for both students and teachers.

Thus, good classroom management is a skill that a teacher acquires over time. It does not talk about one specific way of managing the classroom but different techniques that a teacher moulds into his/her own unique style. One of the most important factors related to good classroom management is a solid understanding of students' personal and psychological needs. This helps the teacher to understand why problems exist in the classroom. In the same way, successful classroom management involves equal participation of students and teachers to solve classroom related problems. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. So, teachers should not only prepare for what to teach in a period but also prepare themselves for the unexpected behavior of the students. Without a carefully constructed classroom management plan, teachers may develop defensive reactions to disruptive students and this will most certainly seriously compromise their effectiveness as teachers.

### **2.1.2 Strategies of Classroom Management**

Managing and controlling the behavior of students in the classroom is a key issue for a teacher. How successfully a teacher can manage the classroom has a strong influence on students' achievement and learning.

No matter how difficult a task is, effective classroom management strategies can make the task relatively easier for the teachers. To manage the classroom well, first of all, teacher has to understand that the students in the class come from different walks of life. They have different problems. Stress and conflicts

are prominent in the life of students as well. Though, they come to school to learn, they have a list of activities in the mind which according to them are much more exciting than sitting for forty five minutes in the classroom. It is important that the teacher makes this forty five minute exciting; so that the students can learn, and at the same time have fun.

There is no doubt that classroom management is crucial aspects for learning and teaching. Without successful classroom environment, teaching cannot be fruitful. It is regarded as an intellectual job as well. Harmer (2008, p.34) has given following variables on which teachers should concentrate for managing the successful classroom:

- (i) the teacher in the classroom
- (ii) using the voice
- (iii) talking to students
- (iv) giving instructions
- (v) student talk and teacher talk
- (vi) using the L1
- (vii) creating lesson stages
- (viii) different seating arrangements
- (ix) different student groupings

Similarly Dixie (2008, p.10) has suggested following techniques for classroom management:

- (i) body language
- (ii) eye contact
- (iii) the voice
- (iv) gesture
- (v) punctuality
- (vi) knowing people by name
- (vii) the structure of lesson

- (viii) using praise appropriately
- (ix) optimum control

In the same way, Harmer (2007 & 2008), Ur (1996) and Hedge (2010) have talked about different techniques, strategies, activities and roles about classroom management. The techniques, strategies, activities and roles provided by them are given under following heading:

**(a) Physical strategies**

- (i) aware of variable of proximity
- (ii) teacher's movement
- (iii) clarity of voice
- (iv) appropriate use of gesture
- (v) eye contact
- (vi) skill of using teaching aids
- (vii) proper use of chalkboard
- (viii) use of textbook

**(b) Academic strategies**

- (i) planning of lesson
- (ii) group work and pair work
- (iii) use of mother tongue
- (iv) dialogue practice
- (v) interaction (student- student)
- (vi) interaction (teacher- student)
- (vii) motivation
- (viii) discussion with the colleagues
- (ix) questioning strategies

**(c) Disciplinary strategies**

- (i) use of rewards for positive behavior

- (ii) use of punishment for negative behavior
- (iii) treatment for bullying nature of students
- (iv) praise for appropriate behavior of the students

### **2.1.3 Rules of Classroom Management**

According to Mc Manus (1995, pp.1-13), there are four rules of effective classroom management. They are:

#### **Rule – 1: Get them in**

This rule emphasizes the point that lessons which make a risk start will avoid the difficulties which can arise if pupils are not promptly engaged in useful activity. The process of ‘getting them in’ can be seen to involve three phases, greeting, seating and starting.

#### **Rule – 2: Get them out**

The second rule states that, though most disciplinary problems arise from a poor start to a lesson, another vulnerable time providing many opportunities for trouble making is the end of teaching session. For this reason, get them out is cited as the second rule of classroom management. Carefully planning the end of the lesson is a crucial part of the way in which experienced teacher successfully handle transition from one activity to another so the teacher needs to consider the two phases of ‘concluding a lesson’ and ‘dismissing a class’

#### **Rule – 3: Get on with it**

In this context, it refers to the main part of the lesson, the nature of its content and the manner of its presentation. Pupils feeling or self esteem and sense of competence on a particular subject area will depend on to as a considerable extent on the teacher’s ability to ‘get on with it’.

#### **Rule -4: Get on with them**

Teachers develop good personal relationship with their pupils by fostering mutual trust and respect. To do this effectively, they need to be aware of child as an individual and be sensitive to the mood of the class and whole. This means knowing who's who? And keeping track of what's going on?

#### **2.1.4 Classroom Management in Teaching Language Skills**

In teaching four skills – listening, speaking, reading and writing, the emphasis will usually be firmly on fluency. The purpose of language teaching is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. According to Ur. (1996, p.103) "Language proficiency can be defined in terms of accuracy and fluency; if a learner has mastered a language successfully that means he or she can understand and produce it both accurately and fluently".

A narrow view of classroom management sees it primarily as discipline and management of students' misbehavior. However, successful teaching requires more than controlling student behavior. According to Evertson and Harris (1999), "The meaning of the term classroom management has changed from describing discipline practices and behavioral interventions to serving as a more holistic descriptor of teachers' actions in orchestrating supportive learning environments and building community" (p. 60). Similarly, Larrivee (2005) noted that "classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning" (p. vi). Successful teachers employ strategies for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior.

### **2.1.4.1 Teaching of Speaking**

In the case of foreign and second language learning and teaching, we can define speaking as the ability to express oneself fluently in a foreign language. It is the most complex and complicated linguistic skill that involves thinking of what is to be said. People speak when they want to express their ideas, opinions, desires and establish social relationships and friendship. Speaking includes contextual practice of language. In other words, effective oral communication requires the ability to use the language appropriately in social interactions. It requires more than its grammatical and semantic rules. Diversity in interaction involves not only verbal communication, but also supra-segmental elements of speech such as pitch, stress, intonation etc. In addition, not linguistic elements such as gestures, body language/posture, facial expression and so on may accompany speech or convey messages directly without any accompanying speech.

If we want to develop communicative competence in our students, teaching of speaking is necessary. When students learn to speak appropriately in the social context both accurately and fluently, then it is understood that they have developed bases of communicative competence. Communicatively competent speakers are assumed to have grammatical accuracy, sociolinguistic or pragmatic appropriateness, strategic fluency, and discourse skills in speech. Of all these, pronunciation and its components are essential for the foreign or second language learners to learn and to be taught. Another important consideration in teaching speaking is that speaking is not only pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately. Learning speaking involves developing detailed knowledge about why, when and how to express intentions. So, it involves complex skills of communication and interaction such as asking questions, obtaining turns, using gestures, having pause and making interruptions.

Thus, though speaking is a complex and complicated skill, it is the most common, normal and extensively used means of communication. So, such an important skill certainly needs better planning and teaching.

#### **2.1.4.2 Elements of Speaking**

Language teaching is a challenging job. So, in foreign language teaching the teacher needs to have clear ideas on what should be particularly developed in their learners. Hedge (2010, p. 296) provides a list of features of natural oral communication. According to him, successful oral communication involves developing the following components or elements:

- The ability to articulate phonological features of the language comprehensibly ;
- Mastery of stress, rhythm, intonation patterns ;
- An acceptable degree of fluency ;
- Transactional and interpersonal skills ;
- Skills in taking short and long speaking turns ;
- Skills in the management of interactions ;
- Skills in negotiating meaning ;
- Conversational listening skills (successful conversations require good listeners as well as good speakers) ;
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulae and fillers.

The L2 learners are assumed to develop such speaking skills that are associated with pronunciation and expression of speaker's intentions. Harmer (2007) elaborates the ideas about the elements of speaking, and writes:

If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to

it than that. Speakers of English – especially where it is a second language – will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchange, too. (p. 343)

### **2.1.4.3 Problems with Speaking**

Although speaking comes naturally to humans, it is not as simple as it seems. There are a number of complexities and problems which are associated with speaking. The problem is most frequently seen in foreign language learning like English.

Davies and Pearse (2008 p. 39) present three ‘genuine situations when the L2 learners experience problems with speaking:

(i) Many people do not like to speak in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.

(ii) 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 a non-native speaker’s ‘Ease... eat...tree...jet? As ‘Is it three yet?’

(iii) 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 person is saying, say what we want to when we get the chance to speak, be prepared for unexpected changes of topic, and think of something to say when there is long pause.

Similarly, Ur (1996, p.121) points out the following learner-related problems with speaking activities:

(i) **Inhibition:** The learners feel shy to speak a foreign language. Students are found worried about their possible mistakes. The students are often inhibited about trying to say things in a foreign language in a classroom. Thus, fear of criticism, hesitation and nervousness of the speakers are hindrances in a foreign language class.

(ii) **Nothing to say:** Students are not motivated to speak. They feel that they do not have any motive to express themselves. So happens even if they are not inhibited. They are found complaining that they cannot think of anything to say. By the result, they do not speak. It happens due to the lack of appropriate motivation.

(iv) **Low or uneven participation:** Only active and talkative learners speak occupying most of the class period. Majority of the students do not speak adequately. Some shy students do not speak at all. Thus, only minority of the learners occupies most of the time and by the result speaking practice will be imbalanced. The talkative students can have the tendency to dominate other students. The majority of the students get normally discouraged to take part in the classroom speaking activity.

(v) **Mother-tongue use:** The learners feel easier and more comfortable to talk in their mother-tongue. They feel that to talk in the target language is unnatural. This situation is highly problematic in a large class because the teacher cannot pay attention to all the learners. If the learners are less disciplined or motivated, they highly share their mother-tongue to speak. By the result, the learners are found less exposed in the target language. Furthermore, the learners speak their mother tongue because they feel difficult to speak the target language.

### 2.1.5 Characteristics of a Successful Speaking Activity

Classroom activities that develop learners' ability to express their thoughts and feelings in term of speech seem to be important components while teaching and learning a second language. Although it is very difficult to design and administer adequate activities in the class, the teacher is obliged to manage it because of the importance of speaking skill. Ur (1996, p. 120) identifies four characteristics of a successful speaking activity. They are as follows:

- (a) **Learners talk a lot:** The learner is provided with adequate opportunity to talk in order to develop speaking skill. The teacher is the proper guide to them. Most of the class period is allotted to the activity in which the learners are involved.
- (b) **Participation is even:** All the learners are provided with equal opportunity to speak. Classroom discussion is not dominated by minority talkative learners. The role of the teacher is to distribute and balance the time span for all the participants fairly. Furthermore, some shy learners are aptly encouraged by the teacher.
- (c) **Motivation is high:** Learners are eager to speak because they are interested in the topic and have something new to say about it. The participants want to contribute to achieving a task objective. In a successful, speaking activity, the participants are highly motivated to the task and interested in the subject matter.
- (d) **Language is of an acceptable level:** Learners express themselves in utterances that are relevant, easily comprehensible to each other. An acceptable level of language accuracy is found in the speech. Every participant can understand the speech easily. Speakers use the acceptable language structures.

## **2.2 Review of Related Empirical Literature**

Classroom management is closely linked to the issues 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 the classroom management, it will certainly help for effective learning process. As we do not find any research work related to classroom management while teaching and learning language skill, I struggled very hard for the review of related literature. Some of the theses related to my study are reviewed here:

Pokhrel (2000) carried out a research entitled “Teaching communicative functions: inductively and deductively”. The main objective of his study was to find out which strategy: inductive or deductive is better to teach language functions. He followed an experimental research design. All the 10<sup>th</sup> grade students of a government-aided school were sample. He used pre-test and post-test to collect the data. He found out that the inductive method was relatively more effective than the deductive method for teaching communicative functions.

Timilsina (2005) carried out a survey research entitled “Students’ ability of communicative skills in English”. The main objective of his study was to determine the students' ability to communicate orally in English and to compare the achievement of the students in terms of different variables. The study included both primary and secondary sources for data collection and randomly selected ninety students of Kathmandu, Lalitpur and Bhaktapur districts. The test items were based on S.L.C curriculum. He found out that although syllabus of compulsory English of Secondary Level was communicative, students' performance was not satisfactory. There were no significant differences between male and female students’ skill in communicating in English. The students of urban area produced more appropriate sentences than the students of semi-urban and rural area.

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

Timilsaina (2008) carried out a study in the title “Strategies employed in teaching speaking skill”. His main objective was to find out strategies employed in teaching speaking by teachers of private schools and compare those strategies with that of public school teachers. He selected 20 English teachers as sample .Ten from public and ten from private school. He used classroom observation checklist and questionnaire as tool to collect the data. He observed four classes of each teacher. He found out strategies used by private schools teachers are better than public school.

Basyal (2010) carried out a research work on the title “Strategies of classroom management used by secondary level teachers”. The main objective of this study was to identify the common strategies used by the secondary level English teachers for classroom management. The total sample population included 9 teachers from government-aided secondary school of Syangja district. Classroom observation checklist and questionnaire were used as research tools for data collection. The findings of the study showed use of gestures, eye contact with the students, use of teaching aids and use of black board were more effective strategies. Similarly motivation was found more effective strategies.

Ram (2012) carried out a study on “Classroom management in English language teaching”. His main objective was to identify the different classroom management strategies used by the teachers for classroom management in government-aided schools and private schools. The population for this study

was all the government-aided and private secondary level teachers. All together ten teachers, five from government-aided and five from private secondary schools were selected using non-random sampling method as a sample. He used classroom observation checklist as the main tool as well as diary and questionnaire as the supportive tool. The findings of the study showed that out 30 classes, talking to students, using the voice, use of gesture, regular eye contact with students, way of using teaching aids, performance capacity and skills of classroom management were found more effective strategies in private schools than government-aided schools.

Bashyal (2016) carried out a study in the title “Classroom activities and challenges faced by grade x English teachers in teaching speaking skill” His main objective was to explore the grade x English teachers’ classroom activities and the challenges they face in teaching speaking skill. The sample of this study consisted 20 secondary level schools of Palpa district. From each school one grade x teacher was selected as sample using purposive non-random sampling procedure. He used questionnaire and classroom observation checklist as tools for data collection. The findings of the study showed that group discussion, debate, telling stories, giving speech, group and pair work and talking about famous people in English were the common classroom activities used by grade x English teachers’ while teaching speaking skill. Similarly, students’ poor grammar, pronunciation and hesitation were the main challenges for the grade x English teachers to address while teaching speaking skill.

The present research study is different from the above reviewed empirical literature. The present research study is carried out entitled “Classroom management in teaching speaking skill”. The objective of this study was to find out the different strategies used by secondary level English teacher for classroom management in teaching speaking skill. The sample consisted of 5 secondary level English teachers. Five secondary community schools were selected from Saptari district. Purposive non-random sampling procedure was

used to select the sample. Questionnaire and classroom observation checklist were used as research tools for data collection of this study. Findings of this study have been kept under three strategies: physical, academic and disciplinary. The findings showed that arrangement the furniture and decoration of the classroom, student-centered techniques, teachers telling jokes, singing songs, asking questions from the previous taught lesson and encouraging the shy students to speak in the classroom were the strategies used for classroom management while teaching speaking skill.

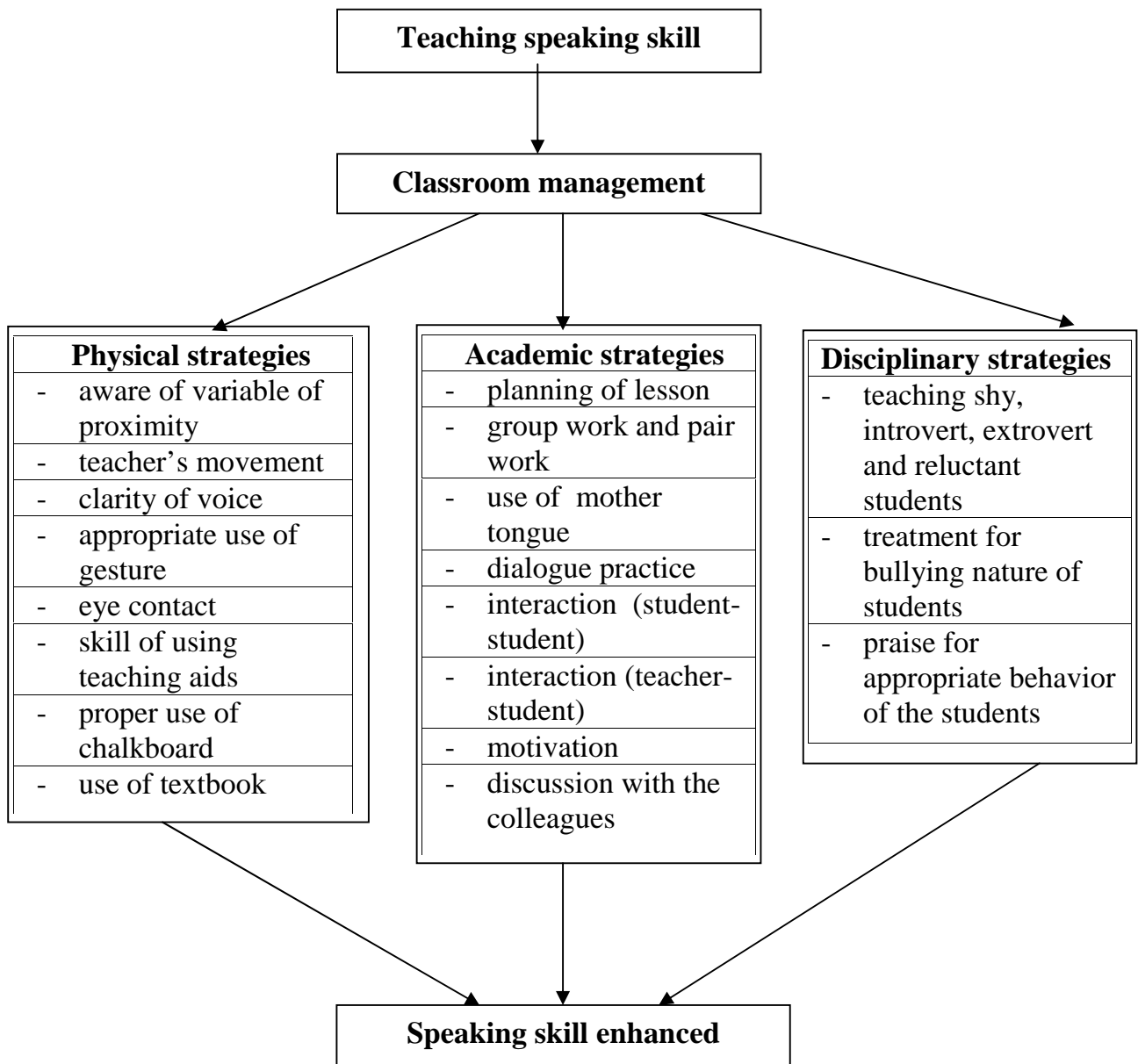
### **2.3 Implications of the Review for the Study**

I have reviewed different previous research works which are related to my research work to some extent. Those research works have been carried out with different objectives, methodology and research question and in different situation. So after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my research work. In order to conduct those research works the researchers have used survey research design. As my study is survey research design. On the process of it after reviewing those research works. As above researchers have used classroom observation check-list and questionnaire as tool of data collection, these works have direct implication to my research study because I have already used questionnaire and classroom observation check-list for data collection. In this way, I got ideas from Pokhrel(2000) to take community school as research sample. Similarly, from Timilsina (2005) carried out purposive non-random process to select the sample of this study. In this way from Oli (2007), I took speaking skill as the area of my research study. Likewise, from Timilsina (2008) carried out the “Strategies employed in teaching speaking skill by community school teachers”. Similarly, from Basyal (2010) I employed the “Strategies of classroom management used by secondary level teachers”. Likewise, from Ram (2012) I learnt and implemented my research study “Five community secondary schools for the sample and 30 classes were used as classroom observation checklist”. Finally,

I've got some insights like as talking to students, using the voice, use of gesture, regular eye contact with students, ways of using teaching aids, use of black board, and so on in classroom management and its aspects along with the physical, academic and disciplinary strategies used in teaching speaking.

## 2.4 Conceptual Frameworks

This study was based on the following conceptual framework:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Under this chapter, design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures are included.

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

The design of this research work was mixed i.e. qualitative and quantitative. As it was a survey research, it is carried out in a large number of populations in order to find out the public opinions on certain issues, to assess certain educational programme and to find out the behavior of certain professionals and other.

Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985, as cited in Nunan, 2010) say;

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time  
(p. 140)

Thus, from the above explanation, we can say that survey research is carried out to eliminate important educational issues. Here, the data are collected from the sample which is generalized to the whole population.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct research activity, researchers have to follow the systematic process. Otherwise these will be fake data.

Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design. They are as follows:

### **Step 1: Defining objectives**

In order to conduct any type of research work, objectives of the study should be defined first. If we conduct research without defining objectives then it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

### **Step 2: Identify target population**

Under this step target population of the study should be mentioned. For example, students, teachers, etc.

### **Step 3: Literature review**

Under this step, related literature should be reviewed. It helps to know about what others said /discovered about the issues.

### **Step 4: Determine sample**

In this step we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

### **Step 5: Identify survey instruments**

In this step we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

### **Step 6: Design survey procedures**

After preparing appropriate tool for data collection, the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

### **Step 7: Identify analytical procedures**

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

### **Step 8: Determine reporting procedure**

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

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

The total population for this study comprised all the secondary level English teachers of Saptari district. As survey is a small-scale study, it was difficult to collect the data from each and every member of the population. Therefore, the required sample consisted of 5 secondary level English teachers of community schools. Similarly, five community schools were selected as sample from Saptari district. One secondary level English teacher was selected from each sample school. Purposive non-random sampling procedure was used to select the sample of this study.

## **3.3 Study Areas/ Field**

The research areas and field of this study were Saptari district, secondary level schools and English teachers of the same place as well as classroom management in teaching speaking skill.

### **3.4 Data Collection Tools and Techniques**

The tools of data collection for this study were questionnaire and classroom observation checklist. I used different types of open-ended and closed-ended questions in order to find out secondary level English teachers' strategies for classroom management in teaching speaking skill. Similarly, I observed 30 classes of secondary level English teachers by using classroom observation checklist in order to find out the problems they faced in classroom practice.

### **3.5 Data Collection Procedures**

In order to collect the authentic data after the completion of prerequisites, I visited the selected five secondary level community schools of Saptari district and established rapport with the Headmasters. After clarifying of the purpose and getting approval, I visited the selected English teachers and handed over questionnaire. I requested them to fill it up and returned as soon as possible. Similarly, I observed 30 classes of those teachers (six classes of each teacher) in order to find out their classroom practice adopted for managing classroom while teaching speaking skill. Then, I used the collected data for further purpose.

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

Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the collected data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. Two types of research tools were used viz. questionnaire and classroom observation checklist. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

Under this chapter, the data which were collected from questionnaire and classroom observation checklist are analyzed and interpreted in order to derive the results of this study.

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

This section is concerned with the presentation, analysis of data and interpretation of the results. This has been used separately on the basis of tools employed.

##### **4.1.1 Analysis of Data Collected through Questionnaire**

All the 5 sample secondary level English teachers of community schools were given a set of questionnaire in order to identify the different strategies used by them for classroom management while teaching speaking skill. And then, those collected data were analyzed and interpreted. Hence, the following section deals with the analysis of the data on the basic of classroom management and its aspects along with the physical, academic and disciplinary strategies used in teaching speaking skill that I found in my study.

###### **4.1.1.1 Analysis of Strategies Related to Teachers' Physical Presence**

###### **(a) Specific Strategy for Effective Classroom Management**

This section is concerned with the strategies of classroom management. For this secondary level English teachers were asked a question. The question was “*Do you use any specific strategies for effective classroom management? If yes, mention in points*”. In response to this question, I got different answers from the secondary level English teachers which are given in the table 1.

**Table 1**  
**Specific Strategy for Effective Classroom Management**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
Do you use any specific strategies for effective classroom management?	3	60%	<ul style="list-style-type: none"> <li>- Arranging the furniture and decorating the classroom</li> <li>- Student-centered techniques like individual work, project work and group discussion</li> </ul>
If yes, mention in points	2	40%	<ul style="list-style-type: none"> <li>- Asking questions from the taught lesson, and</li> <li>- By motivating the students</li> </ul>

The table 6 shows that out of 5 secondary level English teachers, 3 (60%) teachers state that arrangement of the furniture and decoration of the classroom, and student-centered techniques like individual work, project work and group discussion are the effective strategies for classroom management. Similarly, 2 (40%) teachers state that asking questions from the taught lesson, and through motivating the students, teachers can effectively manage their classroom.

**(b) Problems Faced by the Teachers while Teaching Speaking Skill**

This section is concerned with the problems that teachers face while teaching speaking skill. In the classroom, some students always worry to speak badly and therefore losing face in front of their classmates. In other words, some students may feel very shy, anxiety, fear of criticism and losing of face. Such students are always found to be worried about possible mistakes and errors. In this study, secondary level English teachers faced different types of problems while teaching speaking skill. Some of the major problems that they faced are as follows:

- Large number of students

- Students' hesitation to speak in the class
- Lack of vocabulary in students
- Lack of teaching materials, like tape recorder, video player and audio/video cassettes
- Students' nature of nothing to say
- Students' poor background in English
- Students' mother tongue interference.

The aforementioned problems are the common that the English teachers face while teaching speaking skill.

### **(c) Most Important Components of Classroom Management in Teaching Speaking Skill**

This section is concerned with the most important components of classroom management in teaching speaking skill. Hence, regarding the question “*What do you think the most important components of classroom management in teaching speaking?*”, I got different answers from the secondary level English teachers which are given in table 2 .

**Table 2**  
**Most Important Components of Classroom Management in Teaching**  
**Speaking Skill**

Question aspect	No. of the teachers	Percentage	Responses
What do you think the most important components of classroom management in teaching speaking?	3	60%	<ul style="list-style-type: none"> <li>- Teachers' body language like gesture, movement, eye contact, smile, voice and facial expression</li> <li>- Students' seating arrangements and groupings</li> <li>- Teachers' roles</li> </ul>
	2	40%	<ul style="list-style-type: none"> <li>- Availability of teaching materials</li> <li>- Creating a threat free communicative environment in the classroom</li> <li>- Offering incentives to the students who perform well in the classroom</li> </ul>

The table 10 shows that out of 5 secondary level English teachers, 3 (60%) teachers state that teachers' body language like gesture, movement, eye contact, smile, voice and facial expression, students' seating arrangements and groupings and teachers' roles are the important components of classroom management while teaching speaking skill. Similarly, 2 (40%) teachers state that availability of teaching materials, creating a threat free communicative environment in the classroom, offering incentives to the students who perform well in the classroom are the major components of classroom management.

#### 4.1.1.2 Analysis of Strategies Related to Academic Practice

##### (a) Motivational Strategies Used in the Classroom

This section is concerned with the strategies of motivation while teaching speaking skill. For this secondary level English teachers were asked a question. The question was “*How do you motivate your students in the classroom?*” In response to this question, I got different answers from the secondary level English teachers which are given in the table 3.

**Table 3**  
**Motivational Strategies Used in the Classroom**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
How do you motivate your students in the classroom?	3	60%	<ul style="list-style-type: none"><li>- Telling jokes</li><li>- Singing songs</li><li>- Asking questions from the previous taught lesson</li><li>- Playing games</li></ul>
	2	40%	<ul style="list-style-type: none"><li>- Telling short stories</li><li>- Asking questions like how are you?, Are you ready to study today? and have you done your homework?</li></ul>

The table 1 shows that out of 5 secondary level English teachers, 3 (60%) teachers tell jokes, sing songs, ask questions from the previous taught lesson and playing games to motivate their students for effective learning of speaking skill. Similarly, 2 (40%) teachers tell short stories and ask questions like how are you?, Are you ready to study today? and have you done your homework? as motivational techniques.

**(b) Teachers' Roles while Students are Interacting/Collaborating with their Classmates**

This section is concerned with the roles played by the teachers while students are interacting /collaborating with their classmates. For this secondary level English teachers were asked a question. The question was “*What do you do when students are interacting/ collaborating with their classmates on a certain task?*” In response to this question, I got different answers from the secondary level English teachers which are given in the table 4.

**Table 4**  
**Teachers' Roles while Students are Interacting/Collaborating with their Classmates**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
What do you do when students are interacting/ collaborating with their classmates on a certain task?	3	60%	<ul style="list-style-type: none"> <li>- Facilitator</li> <li>- Resource person</li> <li>- Counselor, and</li> <li>- Prompter</li> </ul>
	1	20%	<ul style="list-style-type: none"> <li>- Organizer</li> <li>- Controller</li> <li>- Guide</li> </ul>
	1	20%	<ul style="list-style-type: none"> <li>- Observer</li> <li>- Co-communicator, and</li> <li>- Monitor</li> </ul>

The table 5 shows that out of 5 secondary level English teachers, 3 (60%) teachers perform the roles like facilitator, resource person, counselor, and prompter while students are interacting/collaborating with their classmates.

Similarly, 1 (20%) teachers perform the roles like organizer, controller and guide whereas the same number of teacher i.e. 1 (20%) perform the roles like observer, co-communicator, and monitor while students are interacting/collaborating with their classmates on a certain task.

**(c) Use of Extracurricular Activities that Enhance Students’ Speaking**

This section is concerned with the use of extracurricular activities that enhance students’ speaking. For this secondary level English teachers were asked a question. The question was “*What type of activities do you organize under extracurricular activities that enhance students’ speaking?*” In response to this question, I got different answers from the secondary level English teachers which are given in the table 5.

**Table 5**  
**Use of Extracurricular Activities that Enhance Students’ Speaking**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
What type of activities do you organize under extracurricular activities that enhance students’ speaking?	2	40%	- Group discussion - Oratory contest - Role play
	2	40%	- Debate - Telling stories - Group discussion
	1	20%	- Delivering speech - Reporting public news

The table 7 shows that out of 5 secondary level English teachers, 2 (40%) teachers response that they organize group discussion, oratory contest and role play under extracurricular activities that enhance students’ speaking skill. Similarly, 2 (40%) teachers response that they organize debate, telling stories and group discussion whereas 1 (20%) teachers response that she organize delivering speech and reporting public news under extracurricular activities that enhance students’ speaking skill.

#### (d) Overcoming the Problems of Teaching Speaking Skill

This section is concerned with the strategies of overcoming problems of teaching speaking skill. Hence, regarding the question “*How do you overcome the problems of teaching speaking skill*”, I got the following answers from the secondary level English teachers which are given in the table 6.

**Table 6**  
**Overcoming the Problems of Teaching Speaking Skill**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
How do you overcome the problems of teaching speaking skill?	3	60%	<ul style="list-style-type: none"><li>- Discussing the importance of students’ fluency in English</li><li>- Using simple words and language</li><li>- Implementing the strict rules for students’ participation in speaking activity</li></ul>
	2	40%	<ul style="list-style-type: none"><li>- Listening and addressing the students’ problems and difficulties</li><li>- Addressing the students’ individual differences</li><li>- Encouraging shy students and admiring their responses</li></ul>

The table 8 shows that out of 5 secondary English teachers, 3 (60%) teachers discuss the importance of students’ fluency in English, use simple words and language, implement the strict rules for students’ participation in communicative activity for overcoming the problems of teaching speaking skill. Similarly, 2 (40%) teachers listen and address the students’ problems and difficulties, address the students’ individual differences, encourage shy students and admire students’ responses for overcoming the problems of teaching speaking skill. Hence, it can be concluded that teachers should discuss the importance of students’ fluency in English, use simple words and language,

and implement the strict rules for students' participation in communicative activity to overcome the problems of teaching speaking skill.

**(e) Strategies Used when Classrooms are very noisy**

This section is concerned with the strategies when classrooms are very noisy. Hence, secondary level English teachers were asked a question. The question was “*What do you do if you find your classroom very noisy?*” In response to this question, I got different answers from the secondary level English teachers which are given in the table 7.

**Table 7**  
**Strategies Used when Classrooms are very Noisy**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
What do you do if you find your classroom very noisy?	2	40%	<ul style="list-style-type: none"> <li>- Give individual work</li> <li>- Involve students in pair/group work</li> <li>- Ask oral questions from the taught lessons</li> </ul>
	2	40%	<ul style="list-style-type: none"> <li>- Ask questions like why do you make noise?</li> <li>- Assign class work</li> </ul>
	1	20%	<ul style="list-style-type: none"> <li>- Start lesson on the basis of students' interest</li> <li>- Give rewards to the students who perform well and punish who make noise in the classroom</li> </ul>

The table 9 shows that out of 5 secondary level English teachers, 2 (40%) teachers give individual work, involve students in pair/group work and ask oral questions from the taught lessons whenever they find their classroom very noisy. Similarly, 2 (40%) teachers ask questions like why do you make noise?

and assign class work whereas 1 (20%) teacher state that she start lesson on the basis of students' interest, give rewards to the students who perform well and punish who make noise in the classroom.

#### 4.1.1.3 Analysis of Discipline Maintaining while Teaching in the Classroom

##### (a) Strategies Used to Involve Shy Students in Communicative Activities

This section is concerned with the strategies used to involve shy students in communicative activities. For this secondary level English teachers were asked a question. The question was “*How do you involve your shy students in communicative activities?*” In response to this question, I got different answers from the secondary level English teachers which are given in the table 8.

**Table 8**

##### **Strategies Used to Involve Shy Students in Communicative Activities**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
How do you involve your shy students in communicative activities?	4	80%	<ul style="list-style-type: none"> <li>- Providing pair/group works,</li> <li>- Asking oral questions from the taught lessons, and</li> <li>- Giving extra time to the shy and introvert students</li> <li>- Encouraging the shy students to speak in the classroom</li> </ul>
	1	20%	<ul style="list-style-type: none"> <li>- Using simple, short and comprehensive words while talking with the shy students</li> <li>- Behaving with the shy students in a friendly way</li> </ul>

The table 2 shows that out of 5 secondary level English teachers, 4 (80%) teachers provide pair/group works, ask oral questions from the taught lessons, and give extra time and encourage the shy students to speak in the classroom. Similarly, 1 (20%) teachers use simple, short and comprehensive words while

talking with the shy students and behave with them in a friendly way to involve them in communicative activities.

**(b) Students’ Response towards Communicative Activities**

This section is concerned with the secondary level English teachers’ perceptions on their students’ response towards communicative activities. For this teachers were asked a question. The question was “*How do you find your students towards communicative activity?*” In response to this question, I got different answers from the secondary level English teachers which are given in the table 9.

**Table 9**  
**Students’ Response towards Communicative Activities**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
How do you find your students towards communicative activity?	4	80%	<ul style="list-style-type: none"> <li>- Worried of committing mistakes</li> <li>- Reluctant to speak</li> <li>- Shyness to talk</li> <li>- Feel hesitation</li> </ul>
	1	20%	<ul style="list-style-type: none"> <li>- Interested</li> <li>- Feel happy to involve in group/pair work</li> <li>- Like to communicate in English with their teachers</li> </ul>

The table 3 shows that out of 5 secondary level English teachers, 4 (80%) teachers state that their students Worried of committing mistakes, reluctant to speak, shyness to talk and feel hesitation towards communicative activities. Similarly, 1 (20%) teachers state that their students are in interested, feel happy to participate in group/pair work and like to communicate in English with their teachers

### (c) Roles Performed by Teachers while Teaching Speaking Skill

This section is concerned with the roles played by the teachers in teaching speaking skill. For this secondary level English teachers were asked a question. The question was “*What teachers’ role do you perform while teaching speaking skill?*” In response to this question, I got different answers from the secondary level English teachers which are given in the table 10.

**Table 10**  
**Roles Performed by Teachers while Teaching Speaking Skill**

<b>Question aspect</b>	<b>No. of the teachers</b>	<b>Percentage</b>	<b>Responses</b>
What teachers’ role do you perform while teaching speaking skill?”	3	60%	<ul style="list-style-type: none"><li>- Monitor</li><li>- Manipulator</li><li>- Facilitator</li><li>- Co-communicator</li><li>- Friend, and</li><li>- Resource person</li></ul>
	2	40%	<ul style="list-style-type: none"><li>- Controller</li><li>- Manager</li><li>- Prompter</li><li>- Organizer, and</li><li>- Counselor</li></ul>

The table 4 shows that out of 5 secondary level English teachers, 3 (60%) teachers perform the roles like monitor, manipulator, facilitator, co-communicator, friend, and resource person while teaching speaking skill. Similarly, 2 (40%) teachers perform the roles like controller, manager, prompter, organizer, and counselor while teaching speaking skill.

#### 4.1.2 Analysis of Data Collected from Classroom Observation Checklist

This section is concerned with the analysis of data collected from classroom observation checklist. I prepared a classroom observation checklist which consisted of three strategies (physical, academic and disciplinary) of classroom management while teaching speaking skill along with different variables and observed the thirty classes of five secondary level English teachers of government-aided schools (six classes of each teacher) in order to find out the strategies of classroom management while teaching speaking skill. I used two rating scales in the classroom observation checklist. They were 'Yes' and 'No'. If the teachers address the given variables of observation checklist they were ticked under 'Yes' otherwise in 'No' rating scale. In analysis section, I have given detailed explanation of different variables of classroom management while teaching speaking skill. Similarly, I have set some criteria to analyze these variables. These criteria are as follows:

- (i) Most effectively if the variable is addressed in all the classes by the secondary level English teachers i.e. 100%
- (ii) More effectively if the variable is addressed in above 50% classes
- (iii) Less effectively if the variable is addressed in below 50% classes
- (iv) Least effectively if the variable is addressed in none of the class i.e. 0%

#### **4.1.2.1 Analysis of Strategies Related to Teachers' Physical Presence**

While managing the classroom for effective teaching and learning of speaking skill, teachers should manage their physical presence properly in the class. The teachers' clothes and his physical presence play a vital role in the management of the classroom environment for communicative practice. Furthermore, the way he moves and stands in the class, how close to the students he appears, how he maintains personal contact with the students, what degree of formality he exhibits in the class, and so on are very important to manage successful classroom atmosphere to learn speaking. Despite different natures existing in different teachers, it is not always possible to have uniformity in their physical

presence in the class but there are some common issues to consider while managing the physical appearance. They are proximity, movement, personality and so on. Now these issues of classroom management are analyzed and interpreted on the basis of collected data from classroom observation checklist.

**(a) Analysis of Teachers’ Proximity in the Classroom**

Proximity refers to closeness or nearness. The teachers have to maintain proper physical proximity in the classroom while teaching speaking skill. The table 11 shows the data that I found in my study.

**Table 11**  
**Analysis of Teachers’ Proximity in the Classroom**

<b>Rating</b>	<b>No. of classes</b>	<b>Percentage</b>
Yes	18	60%
No	12	40%
Total	30	100%

The table 11 shows that out of 30 observed classes in 18 (60%) classes teachers more effectively manage their proximity whereas in 12 (40%) classes less effective in managing proximity.

**(b) Analysis of Teachers’ Movement in the Classroom**

Movement of teachers is one of the most important aspects of classroom management while teaching speaking skill. In the classroom, teachers use different kinds of movement or activities to attract the attention of students towards the speaking activity. However, movement of teacher in the classroom is of their personal preference. In my study, teachers were found spending most of their class time in one place, in front of the class, to the side or in the middle of class. While others were found spending a great deal of time walking from side to side, or striding up and down the aisles between the chairs. In fact, such

kind of movement is a matter of personal preferences of teachers. Motionless teachers always bore students in the communicative classroom and the environment of the class. Thus, how much teachers move around in the classroom will depend on their personal style and preferences? Similarly, where they feel most comfortable for the management of the class is the matter of their personal choice. I found many teachers actively moved in the classroom to attract their students' attention and to impart their comments while students are interacting with their colleagues. They were found sometimes in front of the class and in others time in middle of the class. In other words, teachers moved in the class on the basis of situation, need and personal preferences. At the same time, I also found some teachers were totally motionless in the class. They taught sitting on chair or standing in one place of time. The table 12 shows the data:

**Table 12**  
**Analysis of Teachers' Movement in the Classroom**

<b>Rating</b>	<b>No. of classes</b>	<b>Percentage</b>
Yes	20	66.67%
No	10	33.33%
Total	30	100%

The table 12 shows that out of 30 observed classes in 20 (66.67%) classes teachers move more effectively to attract the students' attention and to maintain classroom environment. On the other hand, in 10 (33.33%) observed classes I find some teachers are standing in front of the class and sitting on the chair to teach the students. Thus, teachers move more effectively to attract the students' attention and to maintain classroom environment in teaching and learning of speaking skill.

### **(c) Analysis of Teachers' Personality in the Classroom**

A good personality of teacher is very necessary in the classroom to ensure the better teaching and learning of speaking skill. It is one of the aspects of effective classroom management. The table 13 shows the data.

**Table 13**

#### **Analysis of Teachers' Personality in the Classroom**

<b>Rating</b>	<b>No. of classes</b>	<b>Percentage</b>
Yes	16	53.33%
No	14	46.67%
Total	30	100%

The table 13 shows that out of 30 observed classes in 16 (53.33%) classes teachers more effectively maintain personality in their classes whereas in 14 (46.67%) classes teachers are weak regarding this variable. Thus, it can be concluded that teachers are aware of their personality in the classroom to ensure the better classroom management while teaching speaking skill.

### **(d) Analysis of Teachers' Voice Used in the Classroom**

Voice is one of the most important instruments of teachers. How do teachers speak and what their voice sounds and like have a crucial impact in classes while teaching speaking skill. According to Harmer (2008, p.36), there are three issues to think about when we consider the voice of teachers in the classroom. They are audibility, variety and conservation. Teachers' voice should be audible but it should not be unnecessarily loud. They should be aware of whether the students at the back of the class can hear them just as well as those at the front or not. Speaking too softly or unpleasantly loudly is both irritating and unhelpful for students. Teachers' voice must vary depending upon the type of the lesson and type of the activity. The variety in teachers' voice quality and volume makes students pay their attention what is being said.

Therefore, the teacher's voice quality and volume must vary from one situation to next.

In this study, I observed 30 classes of five secondary level English teachers and found differences in their uses of voice to manage classroom more and less effectively. I found teachers were alert and aware of their voice in terms of audibility, variety and conservation of vocal energy. They were taking great charge of their students' behavior. They were modifying their voice to attract their students' attention towards them. The actual data I found in course of classroom observation is given in table 14.

**Table 14**  
**Analysis of Teachers' Voice Used in the Classroom**

<b>Rating</b>	<b>No. of classes</b>	<b>Percentage</b>
Yes	19	63.33%
No	11	36.67%
Total	30	100%

The table 14 shows that out of 30 observed classes in 19 (63.33%) classes teachers more effectively use voice in the classroom to motivate the students and manage the classroom whereas in 11 (36.67%) classes teachers are less effective in maintaining this variable.

**(e) Analysis of Teachers' Use of Eye Contact with Students**

Eye contact is one of the important strategies of classroom management. The regular eye contact with students helps them to develop a sense of strong participation in speaking activities like group discussion, role play and dramatization. Therefore, teacher should try to engage their students by watching their activities throughout the whole period. It keeps the students under the control of teacher. The table 15 shows the data clearly:

**Table 15**  
**Analysis of Teachers' Use of Eye Contact with Students**

<b>Rating</b>	<b>No. of classes</b>	<b>Percentage</b>
Yes	22	73.33%
No	8	26.67%
Total	30	100%

The table 15 shows that out of 30 observed classes in 22 (73.33%) classes teachers more effectively use eye contact with the student whereas in 8 (26.67%) classes teachers are less effective in maintaining eye contact with the students.

#### **4.1.2.2 Analysis of Academic Strategies**

Under academic strategies various types of activities and strategies were included. For example, use of teaching materials, students' grouping, use of L1, Use of warm up activities, teachers' talk, students' and teachers' talk, teachers' instruction and evaluation strategy. Thus, each of these strategies is analyzed and interpreted under following heading:

##### **(a) Use of Teaching Materials while Teaching Speaking Skill**

Teaching materials refer to those materials which are used for teaching and learning purpose including textbooks, supplementary materials, audio-visual aids and other related materials. These materials are used to give impetus on the teaching and learning of speaking skill. I found teachers used different kinds teaching materials in the classroom which are given in the table 16.

**Table 16**

**Use of Teaching Materials while Teaching Speaking Skill**

<b>Rating</b>	<b>No. of classes</b>	<b>Percentage</b>	<b>Teaching materials</b>
Yes	28	93.33%	Blackboard, picture, matchstick figure, textbook, songs and games
No	2	6.67%	-
Total	30	100%	

The table 16 shows that out of 30 observed classes in 28 (93.33%) classes teachers use blackboard, picture, matchstick figure, textbook, songs and games while teaching speaking skill whereas in 2 (6.67%) classes teachers do not use any teaching materials to teach speaking skill.

**(b) Analysis of Students' Grouping in the Classroom**

In the classroom students can be grouped or organized in a different ways for communicative practice: they can work as a whole class, in groups, in pairs or individually. Whole class teaching can be dynamic and motivating. By treating everyone as part of the same group, teacher can build a great sense of belonging of being part of a team. However, when a class is working as a whole group, it is necessarily the case that individual students get fewer individual opportunities either to speak or reflect. Whole class teaching is less effective if we want to encourage individual contributions and discussion, since speaking out in front of a whole class is often more demanding. In my study, I found there were mainly practices of teaching whole class and sometimes in group and pairs by the teachers.

**(c) Analysis of the L1 Use**

Each student comes to the classroom with at least one language i. e. mother tongue, often called L1. Therefore, is it appropriate for the students to use the L1 in class when their main aim is to learn speaking skill? An English language

classroom should have English in it, and as far as possible, there should be English environment in the classroom, where English is heard and used as much of the 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. Moreover, in many classrooms around the world there are students with a variety of different L1s and as a result, the use of L1 becomes more problematic. In such situations, it is still useful to get students to think of similarities and differences between their L1 and L2 but they will have to explain these differences in English. Thus, in the second language classroom, excessive use of mother tongue should not be entertained. The assumption behind this is that the student can learn speaking skill quickly if they get enough exposure of the second language. But sometimes the use of L1 is also required to make some concepts and abstract ideas more clear. Thus, teachers and students should be very careful about the use of L1 i. e. where and when L1 should be used in classroom. In this section, I tried to find out how often the teachers and students use their L1 in English classrooms whether they were aware of this issue or not. The table 17 presents the data.

**Table 17**  
**Analysis of the L1 Use**

<b>Rating</b>	<b>No. of the classes</b>	<b>Percentage</b>
Yes	17	56.67%
No	13	43.33%
Total	30	100%

The table 17 shows that out of 30 observed classes in 17 (56.67%) classes teachers are aware of benefits of L1 use. Use of L1 in the English classroom is not wrong but teachers and students should always borne in mind that too much use of L1 in the English classroom affect target language learning. In 13 (43.33%) classes teachers are unaware of this variable because I found students were using very often their mother tongue to address the questions of teachers, and teachers were not taking any actions.

#### **(d) Use of Warm up Activities in the Classroom**

A warm up activity is a short, fun game, song and joke that a teacher use in the classroom to motivate the students. In other words, warm-up activities are those classroom activities which are done before starting to teach the students. These are short classroom activities used as the starting of a class as well as at the middle and final stage.

In this study, I observed 30 classes of 5 secondary level English teachers in order to find out their practices of using warm up activities for classroom management while teaching speaking skill. The table 18 shows the data clearly.

**Table 18**  
**Use of Warm up Activities in the Classroom**

<b>S.N.</b>	<b>Warm up activities</b>	<b>No. of classes</b>	<b>Percentage</b>
1.	Content revision	16	53.33%
2	Questioning	10	33.33%
3	Jokes and songs	4	13.33%
	Total	30	100%

The table 18 shows that out of 30 observed classes in 16 (53.33%) classes teachers motivate their students using content revision. Similarly, in 10 (33.33%) classes, teachers ask questions whereas in 4 (13.33%) classes teachers use jokes and songs as warm up activities in the classroom. So, we can conclude that content revision is the most use warm up activity in the secondary level students' classroom.

#### **(e) Analysis of Teachers' Talk**

How a teacher talks to students or in what manner s/he interacts with them is one of the crucial skills of a teacher for effective classroom management while teaching speaking skill. Teacher talks to students in a different way. Most of the time teachers adapt their language to make it understandable to the young

students. Apart from adapting their language, teachers also use physical movements, rough-tune, gesture, facial expressions and mime.

Rough tuning is the simplification of language which both parents and teachers make in order to increase the chances of their being understood. Many teachers also use gestures to demonstrate things like the past tense. They use facial expressions to show emotions such as happiness and sadness, and mime to demonstrate actions such as opening a book or filling a glass and drinking. Gestures, expression and mime should become a natural adjunct to the language we use, especially with students at secondary level.

Thus, I observed 30 classes of the 5 secondary level English teachers. I observed how they talked to the students, whether they rough tuned their language or not. Similarly how often they used gesture and facial expression while teaching speaking skill. . The table 19 presents the data clearly.

**Table 19**  
**Analysis of Teachers' Talk**

Rating	No. of classes	Percentage
Yes	22	73.33%
No	8	26.67%
Total	30	100%

The table 19 shows that teacher's talk is very important in managing classroom. Out of 30 observed classes in 22 (73.33%) classes I find teachers more effectively adapt their language and use facial expression whereas in 8 (26.67%) classes teachers are weak regarding this variable while managing classroom for effective teaching of speaking skill.

**(f) Analysis of Students' and Teachers' Talk**

Teacher talking time and student talking time should go in balanced way in the classroom. Sometime, overuse of teacher talking time is inappropriate because

the more teachers talk; the less chance there is for the students to practice speaking. It is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for speaking activity. So a good teacher maximizes student talking time and minimizes teacher talking time. Good teachers talking time may have beneficial qualities if they know how to talk to students, if they know how to rough tune their language to the students' level. While observing the classes I found most of the teachers were aware of benefits of teacher talking time, student talking time and teacher talking quality. The table 20 shows the data clearly.

**Table 20**  
**Analysis of Students' and Teachers' Talk**

Rating	No. of classes	Percentage
Yes	19	63.33%
No	11	36.67%
Total	30	100%

The table 20 shows that out of 30 observed classes in 19 (63.33%) classes teachers are find very well in maintaining balance between TTT and STT. In those classes, I found teachers maximize STT and minimize TTT. Moreover, teacher talking quality was also maintained using appropriate comprehensible input, clear voice and rough tuning whereas in few classes i. e. 11 (36.67%), teachers are find weak regarding awareness and benefits about TTT, STT and TTQ. In those classes, I found overuse of TTT.

**(g) Analysis of Teachers' Instruction and Evaluation Strategy**

How a teacher instructs student in the classroom is an important aspect of classroom management while teaching speaking skill. The best activity in the world is a waste of time if the students do not understand what they are supposed to understand. Harmer (2008, p.37) says, "There are two general rules for giving instructions: they must be kept as simple as possible and they

must be logical.” Teachers should ask themselves different questions before giving instructions. For example, what is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? What information do they need first? When teachers give instruction to the students, it is also important for them to check whether they have understood or not. Teachers should also evaluate the students after finishing every lesson. In this study, I found some teachers were unconsciously neglecting this issue of classroom management for effective learning of speaking skill. They just used to finish the lesson. They rarely evaluate the students after finishing the lesson. The table 21 shows the data clearly:

**Table 21**  
**Analysis of Teachers’ Instruction and Evaluation**

<b>Rating</b>	<b>No. of Classes</b>	<b>Percentage</b>
Yes	18	60%
No	12	40%
Total	30	100%

The table 21 shows that out of 30 observed classes in 18 (60%) classes teachers more effectively instruct and evaluate their students whereas in 12 (40%) classes teachers are weak in instructing and evaluating their students. These teachers did not evaluate their students after finishing the lesson.

#### **4.1.2.3 Analysis of Discipline Maintaining while Teaching in the Classroom**

Discipline is an ornament and one of the strong moral weapons to improve one’s life. So, it is inevitable for students. In the classroom, there are no students with the similar nature and behavior. Some of the students have calm nature whereas others are offensive ones. Similarly, some are shy, weak, poor, introvert, reluctant while others are extrovert, noisy. In the same way, some of them always try to dominate others. Therefore, the teachers should have knowledge to treat such types of students in a positive way to maintain

disciplinary problems in the classroom. In this study, I found teachers were using different strategies for teaching such students in the classroom. The table 22 shows the data clearly.

**Table 22**

**Analysis of Discipline Maintaining while Teaching in the Classroom**

<b>S. N.</b>	<b>Types of students</b>	<b>Strategies used to teach</b>	<b>No. of classes</b>	<b>Percentage</b>
1.	Shy, introvert, reluctant, poor and weak students	<ul style="list-style-type: none"> <li>- Motivating students by telling we each are different and unique in our own ways</li> <li>- Giving introverts time to process information and response latter</li> <li>- Giving the introverts privacy by telling them keep the results of their private</li> <li>- Continuous contact with the students</li> <li>- Giving interests in students responses</li> <li>- Encouraging students' interaction and responses in the classroom</li> <li>- admiring students' responses</li> </ul>	21	70%
2.	Extrovert students	<ul style="list-style-type: none"> <li>- Giving extra classwork</li> <li>- Addressing their responses and motivating them to respect their classmates' answers</li> <li>- Involving them in projects works</li> <li>- Motivating students not to disturb class</li> </ul>	10	33.33%
3.	Noisy students	<ul style="list-style-type: none"> <li>- Speaking in simple English</li> <li>- Asking simple questions</li> <li>- Facilitating students' responses</li> <li>- Praising students' English</li> <li>- Motivating students not to use mother tongue in the classroom</li> <li>- Checking and cross checking students' classroom behaviours</li> </ul>	13	43.33%

The table 22 shows that out of 30 observed classes, in 21 (70%) classes, teachers motivate students by telling we each are different and unique in our own ways. Similarly, they give introverts students time to process information

and response latter. Likewise, they give the introverts privacy by telling them they will keep the results of their private. In the same way, they make continuous contact with the students, give interest in students' responses and encourage students' interaction and responses in the classroom to teach shy, introvert, reluctant, poor and weak students as well as to maintain discipline in the classroom.

Similarly, the table 22 shows that out of 30 observed classes, in 10 (33.33%) classes, teachers teach the extrovert students giving extra class work, addressing their' responses and motivating them to respect their classmates' answers. Similarly, they teach them involving in project works and motivating them not to disturb class.

Likewise, the table 22 shows that out of 30 observed classes, in 13 (43.33%) classes, teachers use the following strategies to teach the noisy students. They are speaking in simple English, asking simple questions, facilitating students' responses, praising their English, motivating students not to use mother tongue, checking and cross checking students' classroom behaviors to maintain discipline problems while managing classroom.

## **4.2 Summary of Findings**

This section is concerned with the major findings of this study. Hence, the summary of findings is separately given below:

### **4.2.1 Summary of Findings Collected from Questionnaire**

This section deals with the summary of findings collected from questionnaire into three categories as below:

#### **I. Finding of Physical Strategies**

- ) It was found that out of 5 secondary level English teachers, 3 (60%) teachers stated that arrangement of the furniture and decoration of the classroom, and student-centered techniques like individual work,

project work and group discussion were the effective strategies for classroom management

- ) Similarly, findings showed that secondary level English teachers faced the different problems while teaching speaking skill. Some of them are large number of students, students' hesitation to speak in the class, lack of teaching materials, like tape recorder, video player and audio/video cassettes and students' poor background in English.
- ) Likewise, it was found that teachers' body language like gesture, movement, eye contact, smile, voice and facial expression, students' seating arrangements and groupings and teachers' roles were the important components of classroom management while teaching speaking skill as 3 (60%) teachers stated.

## **II. Finding of Academic Strategies**

- ) It was found that out of 5 secondary level English teachers, 3 (60%) teachers told jokes, sang songs, asked questions from the previous taught lesson and played games in order to motivate their students towards learning of speaking skill.
- ) Similarly, findings showed that 3 (60%) teachers performed the roles like facilitator, resource person, counselor, and prompter while students were interacting/collaborating with their classmates.
- ) In the same way, 2 (40%) teachers responded that they organized group discussion, oratory contest and role play under extracurricular activities in order to enhance students' speaking skill.
- ) Likewise, it was found that 3 (60%) teachers discussed the importance of students' fluency in English, used simple words and language, implemented the strict rules for students' participation in communicative activity in order to overcome the problems of teaching speaking skill
- ) In the same way, findings showed that 2 (40%) teachers gave individual work, involved students in pair/group work and asked oral

questions from the taught lessons whenever they found their classroom very noisy.

### **III. Finding of Disciplinary Strategies**

- ) Similarly, the findings showed that 4 (80%) teachers provided pair/group works, asked oral questions from the taught lessons, and gave extra time and encouraged the shy students to speak in the classroom.
- ) Likewise, 4 (80%) teachers stated that students worry of committing mistakes, reluctant to speak, shyness to talk and feel hesitation towards communicative activities.
- ) In the same way, it was found that 3 (60%) teachers performed the roles like monitor, manipulator, facilitator, co-communicator, friend, and resource person while teaching speaking skill.

#### **4.2.2 Summary of Findings Collected from Classroom Observation Checklist**

This section deals with the summary of findings collected from classroom observation checklist into three categories as bellows:

##### **I. Finding of Physical Strategies**

- ) It was found that out of 30 observed secondary level English teachers' classes in 18 (60%) classes teachers more effectively managed their proximity with their students.
- ) Similarly, findings showed that in 20 (66.67%) classes teachers moved more effectively to attract the students' attention and to maintain classroom environment while teaching speaking skill.
- ) Likewise, it was found that in 16 (53.33%) classes teachers more effectively maintained personality to ensure the better classroom management while teaching speaking skill.

- ) In the same way, it was found that in 19 (63.33%) classes teachers more effectively used voice which was considered as the best strategy to motivate the students and manage the classroom.
- ) Similarly, findings showed that out of 30 observed classes in 22 (73.33%) classes teachers more effectively used eye contact with the student in order to manage the classroom.

## **II. Finding of Academic Strategies**

- ) It was found that in 28 (93.33%) classes teachers use blackboard, picture, matchstick figure, textbook, songs and games while teaching speaking skill.
- ) In the same way, findings showed that in 17 (56.67%) classes teachers were aware of benefits of L1.
- ) Similarly, it was found that in 16 (53.33%) classes teachers warmed up their students using content revision to manage the classroom.
- ) Likewise, it was found that in 22 (73.33%) classes, teachers more effectively adapted their language and used facial expression to teach speaking skill.
- ) In the same way, finding showed that in 19 (63.33%) classes teachers were found very well in maintaining balance between Teacher Talk Time (TTT) and Student Talk Time (STT). In those classes teachers maximized STT and minimized TTT.
- ) Similarly, it was found that in 18 (60%) classes teachers more effectively instructed and evaluated their students after finishing the lesson.

## **III. Finding of Disciplinary Strategies**

- ) It was found that in 21 (70%) classes, teachers motivated students by telling they each are different and unique in their own ways. Similarly, they gave introverts students time to process information and response latter. Likewise, they gave the introverts privacy by

telling them they will keep the results of their private. In the same way, they made continuous contact with the students, gave interest in students' responses and encouraged students' interaction and responses in the classroom while dealing with shy, introvert, reluctant, poor and weak students as well as to maintain discipline in the classroom.

- ) In the same way, findings showed that in 10 (33.33%) classes, teachers taught the extrovert students giving extra class work, addressing their' responses and motivating them to respect their classmates' answers. Similarly, they taught them involving in projects works and motivating them not to disturb class.
- ) Likewise, it was found that in 13 (43.33%) classes, teachers used the following strategies to teach the noisy students. They were speaking in simple English, asking simple questions, facilitating students' responses, praising their English, motivating students not to use mother tongue, checking and cross checking students' classroom behaviours to maintain discipline problems while managing classroom.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

#### **5.1 Conclusions**

The present study has explored the strategies used by secondary level English teachers for classroom management while teaching speaking skill. In this study, five teachers of community schools from Saptari district were sampled.

Similarly, 5 secondary level government-aided schools were selected from the same place and from each school one teacher was selected. Purposive non-random sampling strategy was used to select the sample of this study.

Similarly, two types of research tools were used in this study. They were questionnaire and classroom observation checklist. Hence, after analysis and interpretation the data which were collected from these research tools, it was found that out of 5 secondary level English teachers, 3 (60%) teachers stated that arrangement of the furniture and decoration of the classroom and student-centered techniques like individual work, project work and group discussion were the effective strategies for classroom management. Similarly, findings showed that 2 (40%) teachers responded that they organized group discussion, oratory contest and role play under extracurricular activities in order to enhance students' speaking skill. Likewise, it was found that teachers' body language like gesture, movement, eye contact, smile, voice and facial expression, students' seating arrangements and groupings and teachers' roles were the important components of classroom management while teaching speaking skill as 3 (60%) teachers stated that. In the same way, findings showed that in 18 (60%) classes teachers more effectively managed their proximity with their students in order to manage the classroom. Similarly, findings showed that in 22 (73.33%) classes teachers more effectively used eye contact with the student

in order to manage the classroom. In the same way, finding showed that in 19 (63.33%) classes teachers were found very well in maintaining balance between TTT and STT. In those classes teachers maximized STT and minimized TTT. Likewise, in 21 (70%) classes, teachers motivated their students by telling they each are different and unique in their own ways. Similarly, they gave introverts students time to process information and response latter. Likewise, they gave the introverts privacy by telling them they will keep the results of their private. In the same way, they made continuous contact with the students, gave interest in students' responses and encouraged students' interaction and responses in the classroom while dealing with shy, introvert, reluctant, poor and weak students as well as to maintain discipline in the classroom.

## **5.2 Recommendations**

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It is hoped that the findings as summary and the gist as conclusions will be utilized in the following mentioned levels. The recommendations on these levels have been presented separately below:

### **5.2.1 Policy Related**

The following policy related recommendations can be made into three strategies as below:

#### **I. Recommendation for Physical Strategies**

There should be regular provision of practical and skill-based training, seminar and workshop to all the ELT teachers in order to make them aware of their proximity, movement and voice while teaching speaking skill, and for its practice there should be build feasible infrastructure.

## **II. Recommendation for Academic Strategies**

Secondary level English teachers should be trained by the concerned authority or government regarding new trends in English language teaching to use maximum number of learner friendly techniques like individual work, group work, pair work and warm up activities like songs and jokes for effective managing of classroom while teaching speaking skill.

## **III. Recommendation for Discipline Strategies**

Secondary level English teachers should be trained by the concerned authority or government to teach shy, introvert extrovert and reluctant students with special treatment for bullying nature of students and praise them for their appropriate behavior that helps to manage the classroom in teaching speaking skill.

### **5.2.2 Practice Related**

The following practice related recommendations can be made into two strategies as below:

#### **I. Recommendation for Physical Strategies**

Concerned authority should develop teachers', administrators' and ELT managers' awareness towards the usefulness of teachers' personality, proximity, clear and audible voice and interaction to manage the classroom effectively.

#### **II. Recommendation for Discipline Strategies**

Rewards and punishment should be maintained among the teachers who perform best in the classroom while teaching speaking skill.

### **5.2.3 Further Research Related**

The following further research related recommendations can be made into only one academic strategies as follows:

#### **I. Recommendation for Academic Strategies**

The findings of this research work could provide valuable resource materials for other researchers who are interested in carrying out research work regarding management of ELT classrooms.

The further researcher can explore the effectiveness of different teaching and learning activities like group work, pair work and group discussion in learning of speaking skill.

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## **Appendix I**

### **Questionnaire for Teachers**

Dear Sir/Madam

This questionnaire is a part of my research study entitled **Classroom Management In Teaching Speaking Skill** under the supervision of **Dr. Anjana Bhattarai**, Professor, Department of English Education, T.U., Kirtipur. Success of teaching and learning of speaking skill depends on the appropriate activities and strategies of classroom management. Therefore, this study is going to be carried out in order to find out the strategies used by secondary level English teachers for classroom management while teaching speaking skill. Hence, your cooperation in completion of this questionnaire through the authentic and reliable information will be of great value to me. At the same time, I assure you that your identity and individual responses will be kept confidential, and the findings of the survey will be used only for research purposes.

Thank You

**Researcher**  
**Samrit Lal Sah**  
**T.U., Kirtipur, Kathmandu**



**Name of the teacher:**

**Date:**

**Name of the school:      Class:**

Please go through the following questions and give the true answers.

(i) Do you motivate your students before starting the lesson?

- (a) Yes                      (b) No

(ii) How do you motivate your students in the classroom?

- (a) Telling Jokes                      (b) Telling short story  
(c) Singing a song      (d) Any others, .....

(iii) How do you involve your shy students in communicative activities?

.....  
.....  
.....

(iv) How do you find your students towards communicative activity?

- (a) Interested                      (b) worried of committing mistakes  
(c) Reluctant                      (d) Any others, .....

(v) Do you interact with your students in the classroom?

- (a) Yes                      (b) No

(vi) What teachers' role do you perform while teaching speaking skill?

.....  
.....  
.....

(vii) What do you do when students are interacting/ collaborating with their classmates on a certain task?

.....  
.....  
.....

(viii) Do you use any specific strategies for effective classroom management?

- (a) Yes (b) No

(ix) If yes, mention in points.

.....  
.....  
.....  
.....

(x) Do you organize extracurricular activities that enhance students' speaking ability?

- (a) Yes (b) No

(xi) What type of activities do you organize under extracurricular?

- (a) Oratory contest (b) Group discussion  
(c) Role play (d) Any others, .....

(xii) Do you organize pair work or group work in your classroom?

- (a) Yes (b) No

(xiii) What kinds of problems do you face while teaching speaking skill?

.....  
.....  
.....

(xiv) How do you overcome these problems?

.....  
.....  
.....

(xv) What do you do if you find your classroom very noisy?

.....  
.....  
.....

(xvi) What do you think the most important components of classroom management in teaching speaking?

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.....  
.....  
.....

## Appendix II

### Classroom Observation check-list

The following observation check-list has been prepared on the basis of teachers' techniques, strategies, activities and roles provided by different books such as Harmer (2007& 2008), Ur (1996), Hedge (2010).

I will apply this check-list to collect the data by observing teachers' strategies to manage classroom while teaching speaking skill.

**Name of the teacher:**

**Date:**

**Name of the school:**

**Class:**

S. N.	Observed Strategies	Responses		Remarks
		Yes	No	
<b>1.</b>	<b>Strategies Related to Teachers' Physical Presence</b>			
	<ul style="list-style-type: none"> <li>- Teachers' proximity in the classroom</li> <li>- Teachers' movement in the classroom</li> <li>- Teachers' personality in the class</li> <li>- Clarity, audability and Variety in teachers' voice</li> <li>- use of eye contact</li> </ul>			
<b>2</b>	<b>Strategies Related to Academic Practice</b>			
	<ul style="list-style-type: none"> <li>- Use of teaching materials</li> <li>- Whole class teaching</li> <li>- Group work</li> <li>- Pair work</li> </ul>			

	<ul style="list-style-type: none"> <li>- Use of L1</li> <li>- Use of warm up activiites</li> <li>- Teachers' talk in terms of rough-tune, facial expression and gesture</li> <li>- Students' and teachers' talk</li> <li>- Teachers' instruction and evaluation startegy</li> </ul>			
<b>3</b>	<b>Strategies Related to Discipline maintain while Teaching Different Types of Students</b>			
	<ul style="list-style-type: none"> <li>- Shy students.</li> <li>- Introvert students.</li> <li>- Extrovert students.</li> <li>- Students who are weak and poor in English.</li> <li>- Reluctant students.</li> <li>- Noisy students</li> </ul>			

**Researcher**

**Samrit Lal Sah**