

CHAPTER ONE

INTRODUCTION

This study is entitled Teachers' Strategies for and Used in Teaching Speaking. It consists of five chapters. This is the introduction chapter which 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 definitions of the key terms.

1.1 Background of the Study

English is a global language as well as a lingua franca of the world. In Nepal, English is taught and learnt as a foreign language. It has been included in both the school and the university level in the curriculum. Here, most of the students find learning English as a difficult task but in reality it depends on learning styles, strategies, attitudes, motivation and the availability of the learning materials. Moreover, it depends on techniques, methods and strategies of the teachers.

The main aim of English language teaching in Nepal is to enable the learners to interact with others fluently and correctly in the English language. As we know that language is a means of communication. The main purpose of language is to convey the message either through oral and written medium of communication. Teaching English means teaching different skills and aspects of language. From the early days to date, we have been teaching English for several decades in our context. Providing a comprehensive picture of theoretical foundation of language teaching and learning is challenging task in language pedagogy i.e. a quite complicated task to bridge gaps between theory and practice of language teaching. In this regard, Brown (1994) writes that there are no instant recipes of strategy in language teaching.

Teaching is a very challenging profession. Only a few people can teach successfully because teachers need many qualities for successful teaching. Teaching profession is an art and teacher is an artist. Only standing in front of the classroom and delivering the lecture what s/he knows about the contents and subject matter is not sufficient to be a professional teacher. To be a successful teacher he/she should have professional, personal and social qualities. English language teaching is not a simple task. Teachers have to face many difficulties for example, participation of students, managing classes. Teacher should have the knowledge of modern instructional technology, should have the knowledge of teaching strategies. This is the period of the 21st century of scientific era. In the field of language teaching there have been many instructional teaching technologies such as PowerPoint, video and audio. Therefore, a good deal of concern for making teaching more scientific. There is a substantial body of information about the strategies used in teaching. Teacher should have broader and more extensive knowledge at teaching strategies .If the language teacher does not know about the teaching strategies there is no successful and effective teaching.

Strategies are those specific presentation which include all activities done in the classroom. There is an old proverb which states "give a man a fish and he eats for a day, teach him how to catch fish and he eats for a lifetime" (<https://quoteinvestigator.com/2015/08/28/fish/>). This proverb is very close to the term strategy. Strategies refer to how to do something. "Strategies are the tools for active self directed involvement needed for developing second language communicative ability". (O Malley and Chamot, 1990, P.30).

Thus, for effective and successful language teaching teachers should follow specific strategies which enhance and promote the communicative abilities at the students.

Speaking is the productive skill in the oral mode. Like other skills, it is more complicated than it seems at first and involves more than just pronouncing

words. Language learning or teaching requires the development at four skills viz. listening, speaking, reading and writing to get mastery over language.

1.2 Statement of the Problem

Speaking is the one of the basic skill of language. Among the four skills of languages speaking skill is a must to handle the language. Speaking simply refers to the process of building and sharing meaning through the use at verbal and non-verbal symbols in variety of contexts" (Chaney, 1998, p. 13). Among all the skills of language, speaking skill is very important skill of language. Despite its importance's, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization at dialogues. However, at present it has got rightful position in language teaching. Today's world requires that the goals of teaching speaking should improve students communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance in order to teach second language learners how to speak in the best way possible, some speaking activities are provided below. That can be applied to ESL an EFL classroom settings, together with suggestions for teachers who teach oral language. Thus, the above realities and considerations urged me to carry out a survey research on strategies for and used in teaching speaking.

Strategies are the specific actions that make learning task easier and effective. Despite of its importance many teachers ignore to use them teachers. Most of the teachers are teaching speaking without using strategies. They are teaching students simply by asking students memorize the dialogues (Chaney, 1998). Students cannot be benefited by this ways of teaching speaking. The teaching and learning activities cannot be effective without the proper use of teaching strategies. So I have attempted to present the research on the teacher's strategies for and used in teaching speaking to solve the problem faced by the teachers and students in teaching learning activities.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a) To find out the perceptions of the teachers on strategies for speaking.
- b) To find out the teachers' strategies used in teaching speaking.
- c) To suggest some pedagogical implications.

1.4 Research Question

This study attempted to find out the answer to the following research questions:

1. What are the perceptions of English language teachers for using strategies in teaching speaking?
2. What are the strategies used in teaching speaking?
3. What can be the effective strategies for teaching speaking?

1.5 Significance of the Study

The outcomes of this study seem to be useful for the teachers who have been teaching language skills including speaking. Teacher's teaching strategies can make difficult language items easier to understand for the learners' and easier language items difficult to understand. It will also be significant for the teacher trainer and curriculum experts to identify the teaching strategies that are being used by the teachers who are teaching speaking skills. Similarly, curriculum designers, textbook writers, programme evaluation, policy maker and for all directly or indirectly involved will also find it valuable since it provides valuable information about strategies used in teaching speaking.

This study is important for the teacher that they will get the knowledge of strategy. They will teach learners easily by using different strategy. Similarly it is also important for the learner that they will learn very fast, and easily by using different learning strategy.

It will also help the novice researchers to gain an insight into the area who want to hold their researches in this field ahead. Finally, it will also be beneficial for all those who are directly or indirectly involved and interested to know more about teaching strategies used in the private school in comparison to the government school in comparative framework.

1.6 Delimitations of the Study

This study had following limitations:

- a) This study was specific for finding out the strategies for speaking and teaching speaking strategies used by English teachers.
- b) Twenty English teachers were selected as the sample for data collection.
- c) This study was limited in Saptari district.
- d) This study was limited in 10 government schools.
- e) The information for this study was elicited through questionnaire and observation checklist.

1.7 Operational Definition of the Key Terms

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

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

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

Teaching strategies: In my study, the term 'teaching strategies' refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are the plans of actions that the teacher employs to assist student's learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of theoretical framework and conceptual framework of the study. Similarly, the details of the reviewed literature and their implication are also discussed systematically in this chapter.

2.1 Review of Related Theoretical Literature

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

2.1.1 Introduction of Strategies

Strategy is a high level plan to achieve one or more goals under condition of uncertainty. In the use of the 'art of the general' which included several subsets of skills including 'tactic', siege craft. Logistics etc. The term came into use in the 6th century C.E. in east Roman terminology and was translated into western vernacular language only in the 18th century. From then until the 20th century the word 'strategy' came to denote a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic at will, in military conflict, in which both, adversaries interact. Strategies are important because the resource available to achieve these goals are usually limited. Strategy generally involves setting goals determining action to achieve the goals and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adopts to its environment or competes. It involves activities such as strategies planning and strategic thinking. According to Brown (1994)

"Strategies are specific method of approaching a problem or task, mode o operation for achieving a particular end, planned design for controlling and manipulating certain information."

2.1.2 Teaching Strategies

A teacher can start his job in a way he prefers but the most crucial thing is that this way must be student centered. It is the teachers ability to what extend he can engage students in variety of activities and enable them to be more imaginative, creative and communicative what activities the teacher does to present his class all come under strategies. Now, we can say that teaching strategies are tools, steps, techniques or activities to make learners active and self-directed are those activities that a teacher conducts in the classroom systematically or in a organized way.

To quote Stressor, "Teacher strategy is a generalized plan for a lesson which includes structures, desire learner behavior in terms of the goals of instruction and an outline of tactics necessary to implement the strategy" (as cited in Sharma and Phyak, 2006, p. 199). Strategy simply refers to the plan that is intended to achieve a particular purpose.

In the field of pedagogy, teaching strategy refers to the pattern of teaching acts that serves to attain certain outcomes and to guard against others. To say it in another way, teaching strategy is a purposefully conceived and determined plan at action. Teaching is not an easy job. It is an integrated form of science and art. As a teacher she/he is responsible for the all round development of the learner. And learners, for the sake of overall development of the learners, she/he has to adopt different activities techniques ways and tasks such tasks, activities way adopted by teachers on course of teaching are known as teaching strategies.

2.1.3 Teaching Speaking

Simply speaking, teaching speaking is to teach the learner to use word and sentence, stress, intonation, patterns and the rhythm of the language.

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

2.1.4 Speaking Situations

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

-) Interactive
-) Partially interactive and
-) Non-interactive

Interactive Speaking Situations

It is face-to-face conversation and telephone calls in which we alternate listening and speaking and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

Partially Interactive Speaking Situations

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

Non-Interactive Situations

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

2.1.5 Strategies for Teaching Speaking Skill

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

Discussion

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

read Vs people learn best when they travel. Then each groups works on their topic for a given time period and presents their opinion to the class. It is essential that the speaking should be equally divided among groups member (Oli, 2007).

Role play

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

Simulations

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

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other part her their information. Information gap activities serve many purpose such as solving a problem or collecting information. Also each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

These activities are effective because everybody has the opportunity to talk extensively in the target language (Oli, 2007).

Brainstorming

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

Story Telling

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

Interviews

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

Story Completion

This is a very enjoyable, whole class, free speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few

sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences (Oli, 2007).

Reporting

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

Picture Narrating

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

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures (Oli, 2007).

After the discussion of above mentioned strategies different scholars have suggested different types of strategies as follows:

The strategy at teaching has its aims and objectives. It develops clear thinking on the part of the students towards learning and creates their interest in the subject matter to be learnt. Different scholars have mentioned different prominent strategies. Some scholars strategies are as follows:

Killen (2013) has presented some more prominent strategies. They are;

) Lecture

-) Case method
-) Discussion
-) Cooperating
-) Active learning
-) Intergrating technology and distance learning

It means the teacher can use lecture, case method, discussion, co-operation and integration of technology of the strategies.

Similarly, Killen's (2013) presents following teaching strategies:

-) Direct instruction
-) Discussion
-) Small group work
-) Cooperative learning
-) Problem solving
-) Students research
-) Role play
-) Case study
-) Students writing

Here Killen (2013) mentions something different than Marin that teacher can teach the students with the help of strategies.

Similarly, Kayi (2006) has presented some speaking strategies. They include discussion, role play, simulation, information gap, brain storming, storytelling, interview, story completion, reporting, language game, picture narrating, picture describing and find the difference.

2.1.6 Principles for Teaching Speaking

Teaching speaking itself is a very challenging job. It demands a lot of things in teacher such as, knowledge of subject, matter, strategies, principle, and theory

and so on. As we know that nothing can run smoothly without principle. In the same way teaching speaking is also complicated. To teach the speaking skill one should have the consideration of principle for teaching speaking skill.

According to Brown (2006), following are some principles for teaching speaking:

-) Focus on both fluency and accuracy
-) Provides intrinsically motivating techniques
-) Encourage the use of authentic language
-) Provides appropriate feedback and correction
-) Capitalize on the natural link between speaking and listening
-) Give students opportunities to initiate oral communication
-) Encourage the development of speaking strategies

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

2.2 Review of Related Empirical Literature

The researcher needs to draw knowledge from the previous studies since they provide foundation to the present studies very few researchers have been carried out on the field of reaching speaking strategies. However, some researcher sin the department of English Education have carried out research about teaching strategies in language, teaching and learning and their condition of very limited places. Here, this section is an attempt to review the related studies, articles and report. Some of them are as follows:

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 selected fifty students of grade ten as a sample population. He used both pre test and post test to collect the data. He found out

that information gap activities have positive impact on developing speaking skill.

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

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

Sapkota (2011) carried out a research on "Strategies adopted by higher secondary English teachers in teaching language items". The main purpose of his research was to find out the strategies adopted by higher secondary English teachers in teaching language items. As stated in "Meaning into words". Fifteen higher secondary level English teachers of Sindhupalchowk district were selected through purposive non-random sampling procedure. He used both observation checklist and questionnaire as tools of data collection from the research. It was found that the high majority of teachers(i.e. 80%) introduced language items as stated in meaning into words effectively and in a better way.

However, students motivation to the subject matter was not properly managed and relating lesson to the previous one was not done effectively as they could.

Dhakal (2012) conducted a research entitled "communication strategies adopted by teachers and students at B. Ed. Level". The main objective of her study was to investigate the types of communication strategies adopted by B. Ed level teacher and students to fulfill her objective she selected all the teacher and students of B. Ed level of Madan Bhandari Memorial College, Anamnagar. In her study, she used questionnaire as the tools for data collection. The major findings of her study was that twenty two communication strategies used by the teachers and students in the classroom activities. i.e. asking, guessing, simplification, synonym. Antonym, definition, paraphrase, description, exemplification, translation, language switch, gesture, substitution, word coinage, code switch, topic avoidance, circumlocution, generalization.

Pangeni (2012) carried out a research entitled "Techniques adopted by English teachers for testing speaking skill". The main objective of her study was to find out the techniques adopted and analyze the opinion of the teachers towards the techniques used in the testing speaking skill. All the secondary level English teachers of Palpa district were the study population of her study. She selected 40 English teachers from 20 secondary schools. She selected 2 teachers from each of the schools using non-random judgmental sampling procedure. She used questionnaire and classroom observation checklist as data collection tools. The finding at her study showed that teachers were found using different techniques for testing speaking skill. Among them picture description, reading aloud, oral interview, telling stories were more common in the classroom. Moreover, the finding of this study showed that 30% of the teachers felt speaking test easy task where as 70% of the teachers felt speaking task as a difficult task.

Thus, the above review of literature depicts that there have been many research studies carried out in the field of the teaching speaking.

2.3 Implications of the Review for the Study

From the discussion mentioned above I have got some insightful ideas related to my topic. Most of them are related to different teaching strategies of speaking which are closely associated with the present study. Different tools have been used in those studies. Lots of insights have been received regarding the formulation of research tools, adoption of methodology, analysis and so forth. Therefore, the review of the aforementioned studies have great relevancy to this study. After reviewing all those research works, I updated myself with research process and methodological tools which proved very beneficial to my research work. In order to conduct those research works the researchers have used survey research design.

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

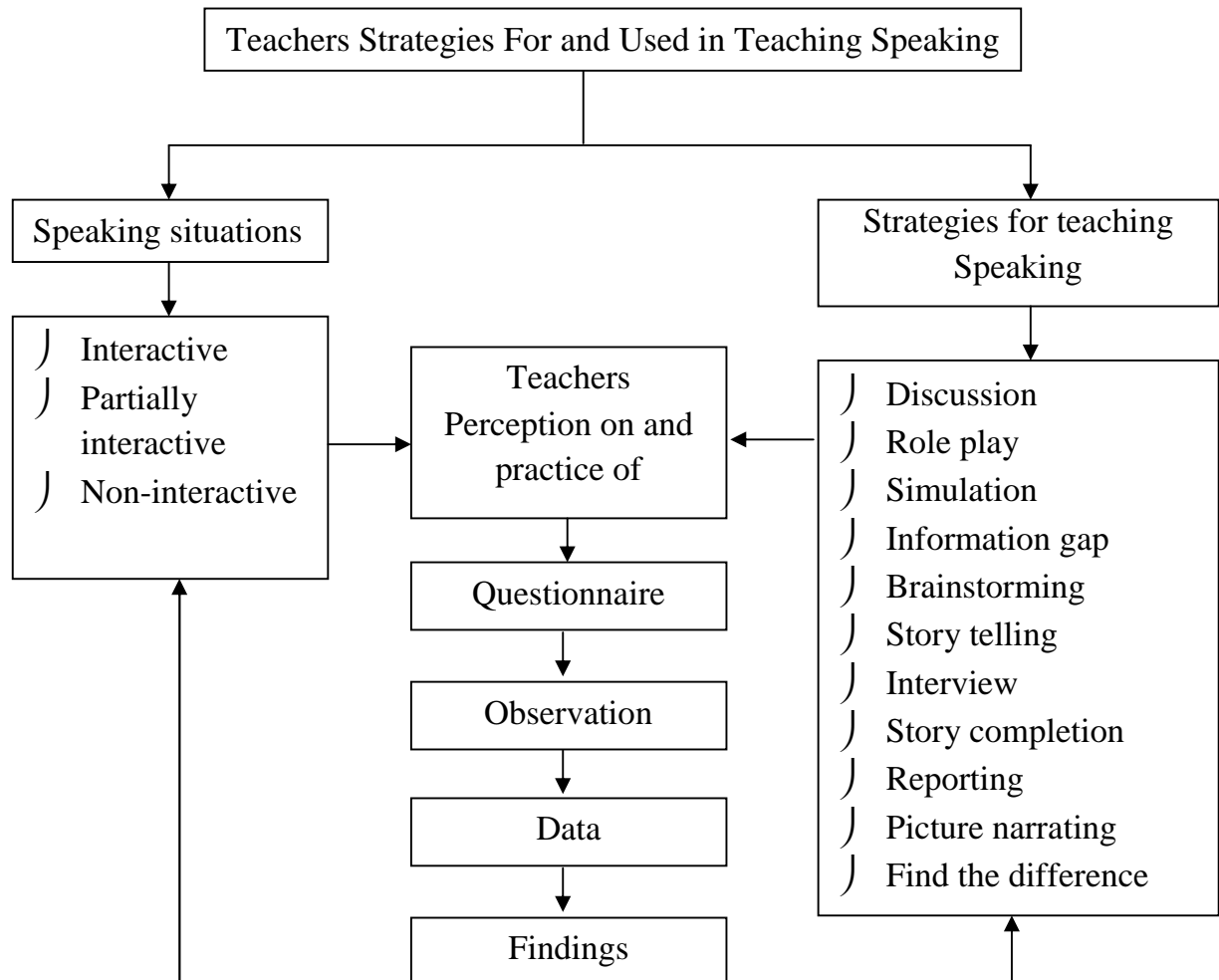
From the review, some of the implications of the study are as below:

-) At first, from the review of Oli (2007), I got the ideas regarding the impact of information gaps in developing speaking skill. So it help me that how information gaps develop the speaking skill.
-) Similarly, from the review of Pandey (2008), I got the knowledge about the strategies used in teaching writing essays. It helped me to discuss the different strategies.
-) In the same way, from the review of Dhital (2010) I got the knowledge of nine strategies stated by Killen (2013). It helped me to discuss about nine strategies stated by Killen.

-) Likewise, from the review of Pageni (2012), I found that picture description, reading aloud oral interview, telling stories were the strategies used in testing speaking. So, it helped me to discuss the strategies.
-) Finally, from the review of Dhakal (2012), I got the knowledge of types of communication strategies which help me to understand about different types of communication strategies.

2.4 Conceptual Framework

The following conceptual framework was used to undertake this study:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is on the methods and procedures of the study. It has included the design of the study, population, sample and sampling strategy. Similarly, it also consists research tools, sources of data, data collection procedures, data analysis procedure and ethical considerations. The following methodology was adopted to fulfill the above objectives of this study.

3.1 Design of the Study

The research topic itself reveals the nature of the research to be undertaken. To be precise, I followed the survey research design. Survey is a research design that is widely used in social and educational researches. Similarly, it is carried out in the large numbers of population. According to Cohen and Manion (1985, as cited in Nunan, 2010) , "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 carries out by single researcher."

From the above mentioned discussion, it is crystal clear that survey research is one of the research designs which is carried out to find out the opinion attitudes, views of people on different issues, situations and phenomena. The current study too needs the opinion of English language teacher on adopting post method pedagogy. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such decision to get factual information regarding various subjects.

It is non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research

design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetic deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study not explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than other types of research. It is not a recursive study because all research tasks do not go simultaneously but is stepwise study. Thus, Nunan (2010, p. 141) suggests the following eight step procedures of survey:

Step 1: Defining Objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study.

Step 2: Identity Target Population

This is the second step of survey research design under which 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 other said/discovered about the issues.

Step 4: Determine Sample

In this step, the researcher needs to be clear about the tool 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: Identity 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 tools for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic processes of data collection.

Step 7: Identity 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 can be written in narrative way with description.

3.2 Population, Sample and Sampling Strategy

The population of this study included all the English language teachers teaching at secondary level schools in Saptari district. Out of them, 20 teachers were taken as the sample size in this study. I used simple random sampling procedure to select sample from the population.

3.3 Research Tools

A set of questionnaire and observation checklist were used as the research tool for the data collection in this study. Questionnaire was used to find out this perception and observation was made to explore practices of using strategies in teaching speaking.

3.4 Sources of Data

My research was based on both primary and secondary sources of data. The primary sources of data were twenty secondary level teachers of Saptari district. The secondary sources of data were taken from the theoretical ideas given by Brown (2006), Hedge (2008), Omalý and Chamot (1990).

3.5 Data Collection Procedures

I collected the required data from the primary sources with the help of questionnaire. For this purpose, I adopted following steps:

- i. At first, I went to the selected schools talk to the authority and build up rapport with the teachers who were available at those schools .
- ii. I consulted teacher and explain them the purpose of the research and request him/her to take part in it.
- iii. Then I handed them the questionnaire and requested to fill them up and observed the class.
- iv. At last I collected questionnaire and observed the class with 20 teachers through random sampling method.

3.6 Data Analysis Procedures

In this study, the qualitative data was analyzed in a narrative way with description and quantitative data was analyzed and interpreted with the help of simple statically tools like table.

3.7 Ethical Considerations

This is very important thing to be considered by researcher while collecting information. So, I considered informants personal matter, professional matter, including all his psychological behavior. The informants were not be imposed questions to be answers. I requested them to answer the questions in their

ways. Following things were taken into the consideration in my research as a part of ethical issues;

- i) At first I took permission from the school administration.
- ii) Then, I gave short information about my research to the respondent teachers.
- iii) I build trust with the respondents.
- iv) I was not culturally, ethically, socially bias participants while selecting them as a respondents.
- v) I respected the respondents' answer.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter is mainly concerned with the analysis of data and interpretation of the result derived from the collected data. After collecting the data from 20 teachers, I analyzed and interpreted the data descriptively as well as statistically by the use of simple statistical tools like percentage.

4.1 Analysis of Data and Interpretation of Results

The main purpose of this study was to find out the perception of the teacher's on the strategies used teaching for speaking and to find out the teacher's strategies used while teaching speaking. Both close-ended and open –ended questions were asked to collect data. In this section I have analyzed and interpreted the data collected so far in terms of the following themes:

- a) Teacher's perception on the Need of strategies for teaching speaking
- b) Teacher's perception on the strategies that can be used for Teaching speaking
- c) The strategies used by the teachers in teaching speaking

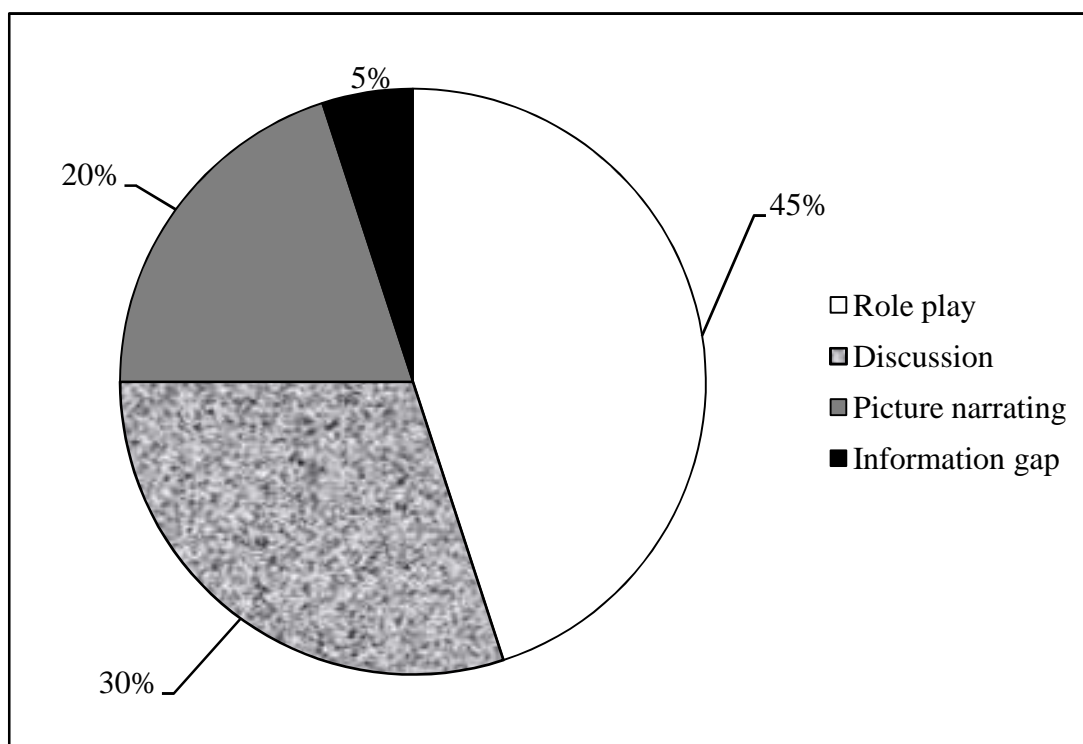
4.1.1 Teacher's Perception on the Need of Strategies

Teacher can have deferent perceptions regarding the need of strategies for teaching speaking. In order to find out their perception on it, I asked them seven different items. The responses on those items have been presented and discussed in following section.

(a) Mostly Preferable Strategies

The responses of the teachers regarding mostly preferable strategies in teaching speaking skill is presented through the following figure.

Figure 1
Mostly Preferable Strategies in



The figure 1 shows that (45) percent responded said that role play is mostly preferable strategies whereas (30) percent responded said that discussion is mostly preferable strategies, similarly (10) percent responded said that picture narrating and only (5) percent responded that information gap is mostly preferable strategies.

The above figure shows that majority of the teacher (45%) responded that for them role play is mostly preferable strategy in teaching speaking.

(b) Story Completion

Story completion records to narrate and completion through narrative is known as story completion. The responses of the teacher's regarding the story completion are presented in following figure:

Figure 2
Story Completion

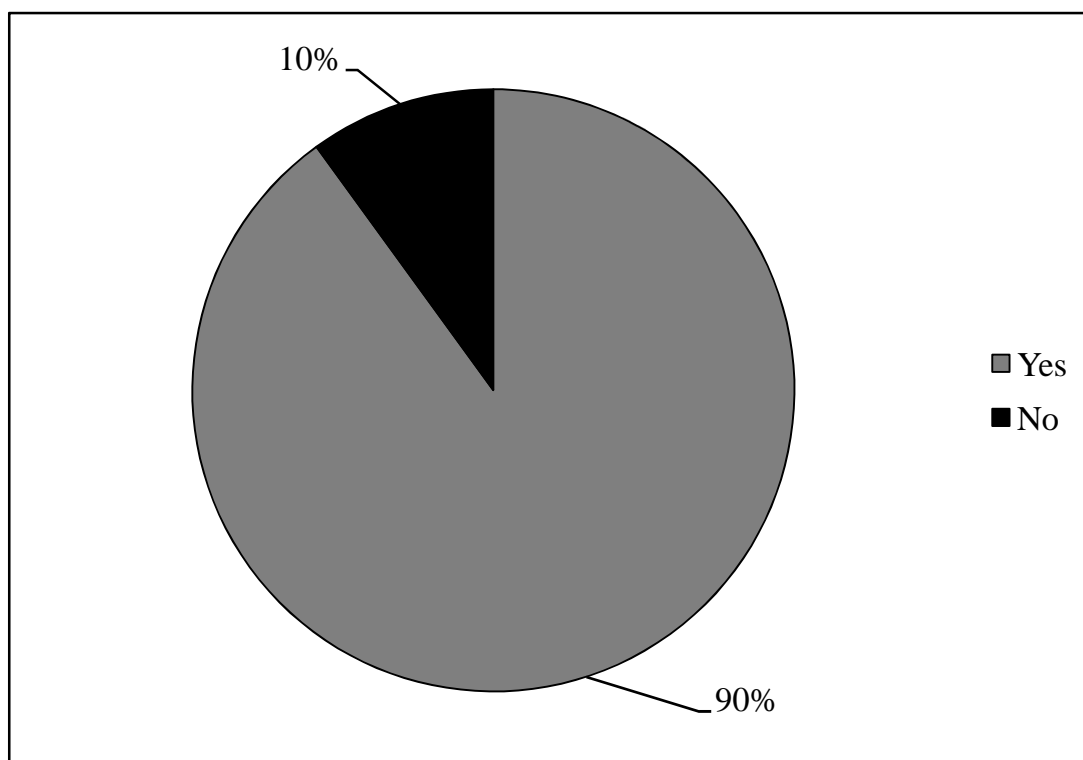


Figure 2 shows the teacher responses on the use of story completion strategy in the classroom. The huge number' of teacher's 90 percent responded 'yes' that they used story telling in the classroom and very few teacher's responded 'No'. It means that that do not use story telling as a strategy in their classroom.

(c) Strategies for Making Speaking Easier

Teachers can use variety of strategies to make their learners speak more in the class. In the questionnaire given to the respondents, I included the items

whether the strategies make teaching speaking easy or not. The responses of the teachers on this itemwise shown in the following figure:

Figure 3
Strategies to Make Speaking Easier

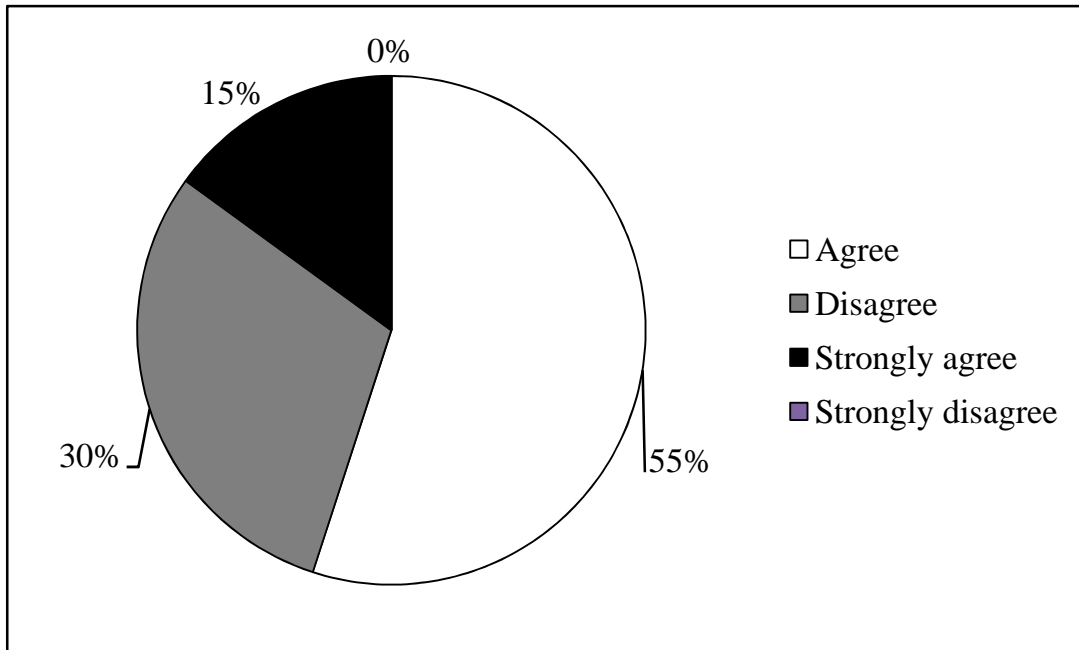
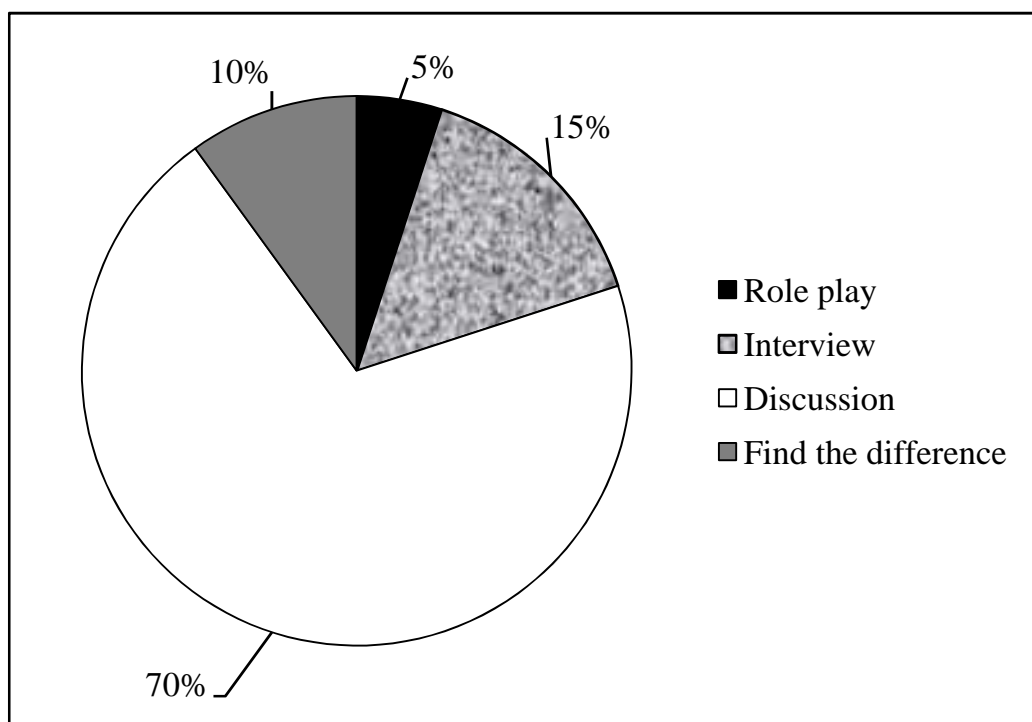


Figure 3 shows that out of the total respondents, (55%) agreed that strategy makes the teaching speaking easier. In contrast, only fifteen percent (15%) disagreed that strategy makes the teaching speaking easy. Likewise, thirty (30%) strongly agreed that strategy makes easy. Out of twenty no one responded as strong disagreement to the item. So it is found that teachers perceived the use of strategy to make teaching speaking easier.

(d) Most Commonly Used Strategies

The common used strategies applied by teachers are known as used strategies. In Nepali, common strategies, lecture, discussion are used. The responses of the teacher are presented in the following figure

Figure 4
Most Commonly Used Strategies



This figure 4 shows that 5 percent responded that reporting is used in the classroom. whereas 15 percent responded that interview is used in the classroom .likewise 70 percent responded that discussion is used in the classroom and 10 percent responded that find the difference is used in the classroom.

The figure above shows that majority of the teacher's 70 percent responded that almost all the teacher's use discussion strategy in the classroom.

(e) Brain Storming

Brain storming means the touchable question-answer is known as brain storming approach. The responses of the teacher's regarding the brain storming are presented in following figure:

Figure 5
Brain Storming

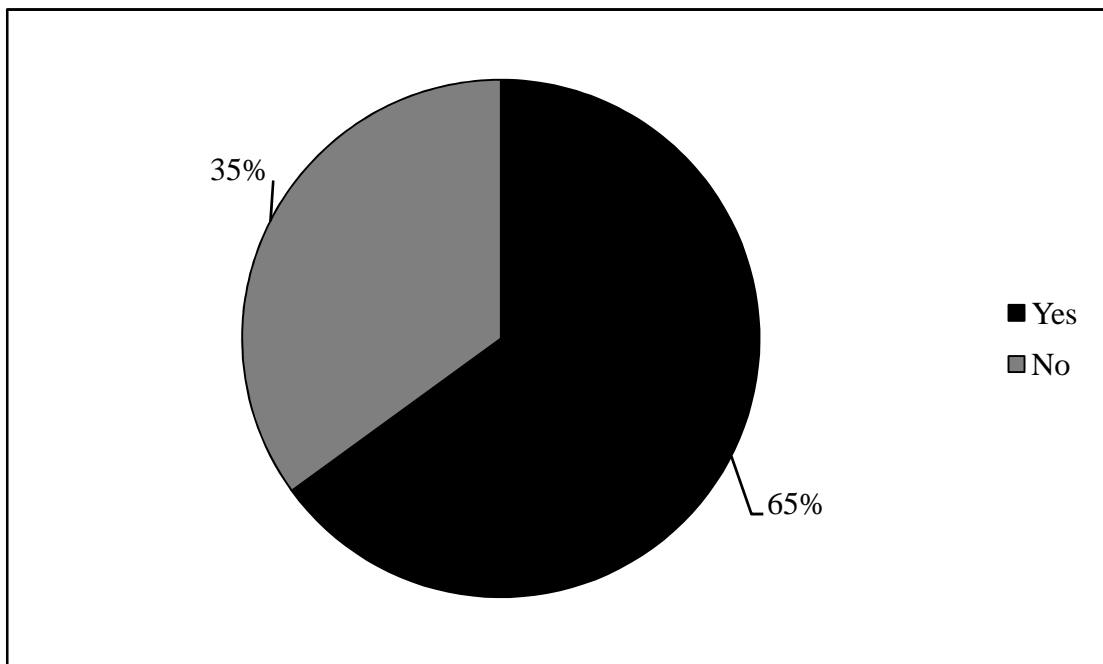
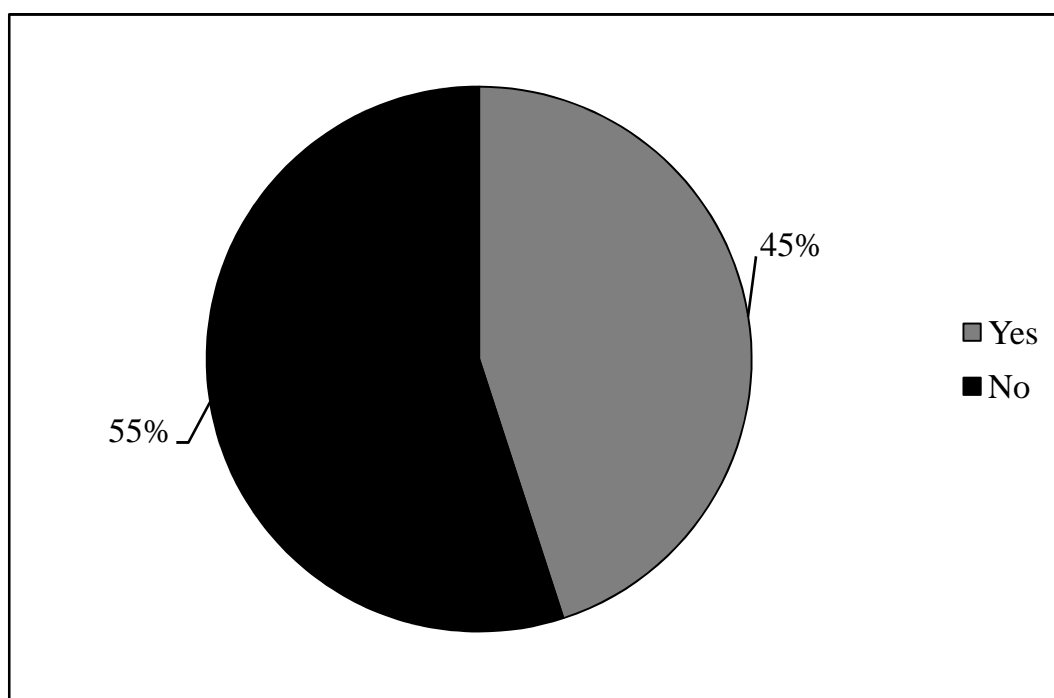


Figure 5 shows that majority of teacher's 65 percent used brain storming while few of the teacher's responded that they do not used brain storming in their classroom commonly as strategies. It is found that most of teachers used brain storming in the classroom.

(f) Least Used Strategy

Least used approach minimal approach in class while teaching speaking. The responses of the teacher's regarding the least used strategy are presented in following figure:

Figure 6
Least Used Strategy



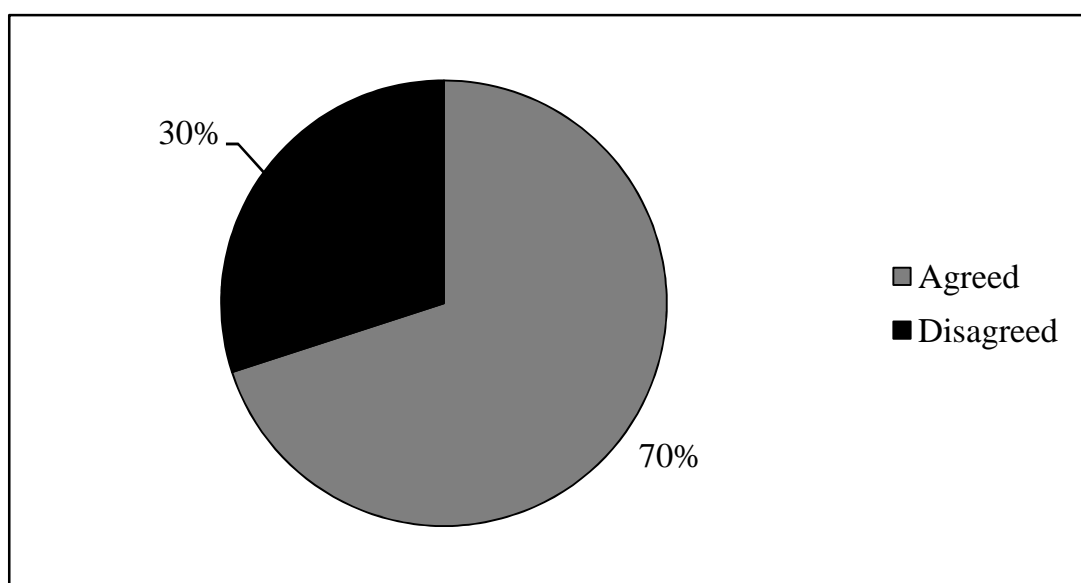
The figure 6 shows that 45 percent teacher's responded that picture narrating reporting are least used strategies while 55 percent teacher's responded that those are not least used strategies in teaching speaking. It is found that most of the teachers responded that teacher narrating are not list used strategy.

(g) Language Game, Simulation, Interview, find the Differences

The extra-curricular activities except curriculum is known as practical approach. e.g. game, interview etc. The responses of the teacher's regarding the use of language game, simulation, interview, find the differences are presented in following figure:

Figure 7

Language game, Simulation, Interview, find the Differences

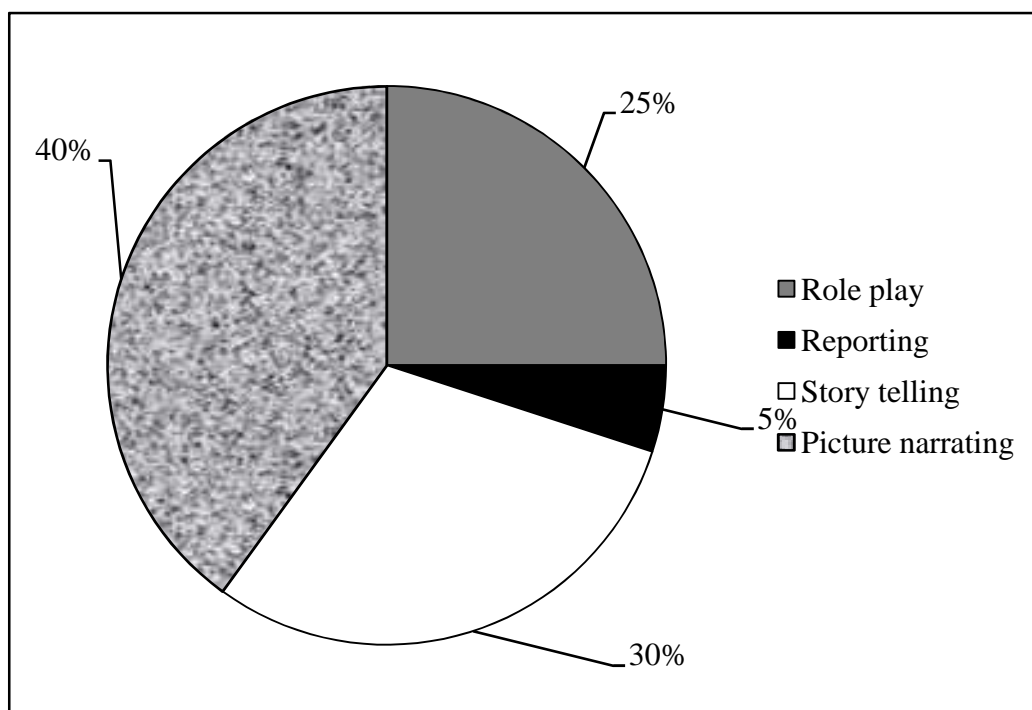


The figure 7 shows the use of strategies like language game, simulation interview, find the difference are used by none of the teacher's. This figure shows that 70 percent agreed that above mention strategies are used by the teacher's on the other hand 30 percent responded disagreed that these strategies are used by none of the teacher's.

(h) Easier Strategies to Teachers

The most used method are known as used while the easily available method is known as easier strategy. The responses of the teacher's regarding the easier strategies to teaches are presented in following figure:

Figure 8
Easier Strategies to Teachers



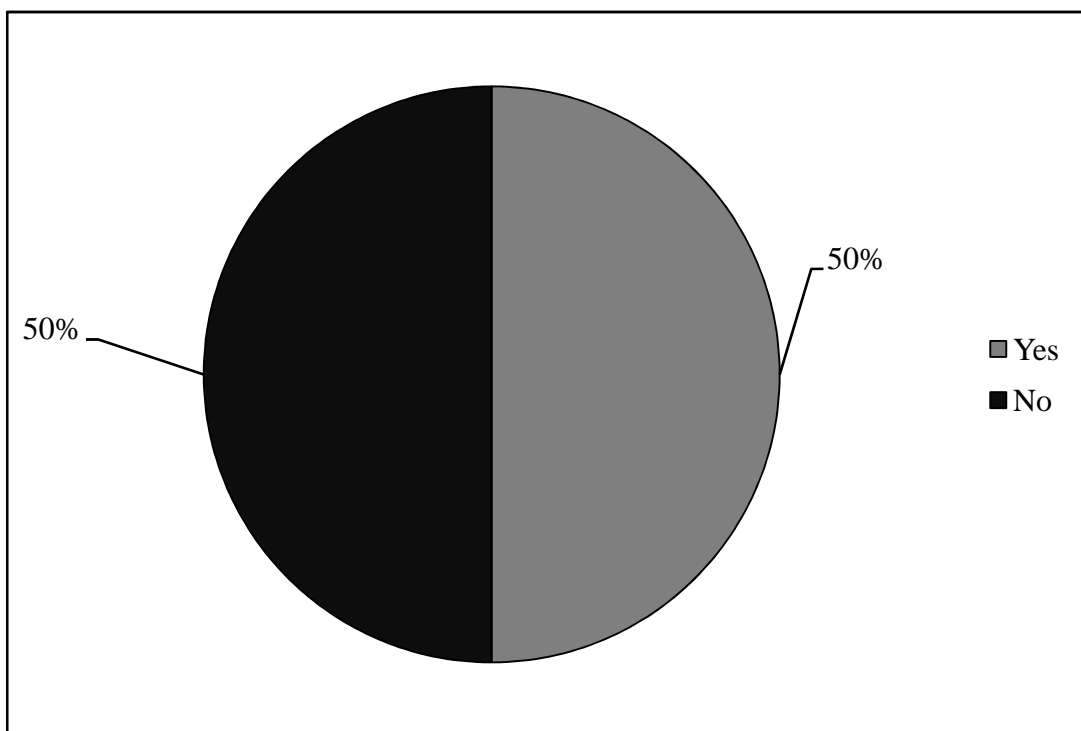
The above figure was about easy strategies in teaching speaking: In this figure out of 100 percent, 25 percent responded that role play is easy strategy in teaching speaking and 5 percent responded that reporting. Likewise, 30 percent responded that story telling and 40 percent responded that picture narrating is easy strategy in teaching speaking.

The above figure shows that most of the teacher's 40 percent responded that picture narrating is easy to conduct in the opinion of teacher.

(i) Strategy to Address Real Problem

Real problem is the ongoing problem in teaching time while teaching speaking many problem can be seen. Another question was asked to the respondents as whether the strategy equally address the problem or not. The responses of them are shown in the following figure:

Figure 9
Strategies to Address Real Problem

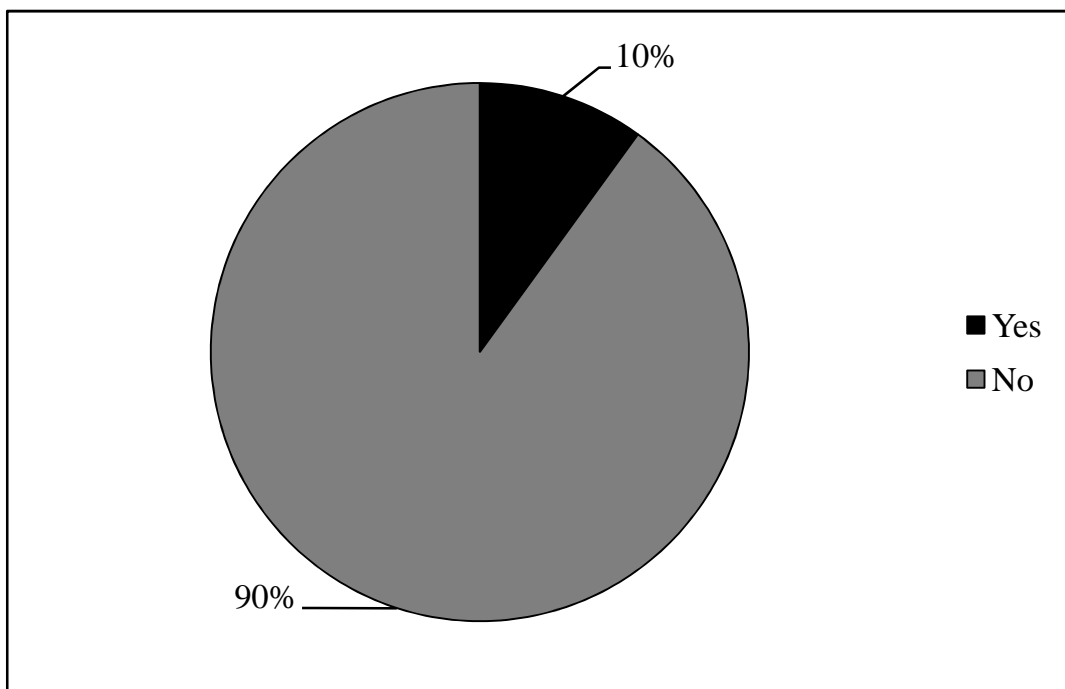


The above figure ,i.e. figure 2 shows the teachers responses on the item that strategy really address the real problem. As per the data given, 50% of total respondents agreed while equal number of respondents disagreed. So it has been found that strategies may address real problem or may not address in the opinion of teachers .

(j) Use of Single Strategy in All contexts

Single strategy is one way approach to address all problems. In the mean time all problems can be solved. The teacher's were asked whether a single strategy fit in all context or not, the responses are shown in the following figure.

Figure 10
Use of Single Strategy in all Contexts



The figure 10 shows that out at 20 responded only (10%) percent responded that a single strategy fit in all context while (90%) responded that a single strategy do not fit in all context. so it is concluded that in the opinion of teacher that single strategy do not fit in all context.

(k) Using Strategies in Teaching Speaking

Using strategies refers ways to solve any problem. The problem can resolved through mechanism. The responses of the teacher's regarding all the teacher's use strategies in teaching speaking are presented through the following figure:

Figure 11
Teaching Speaking by Using Strategies

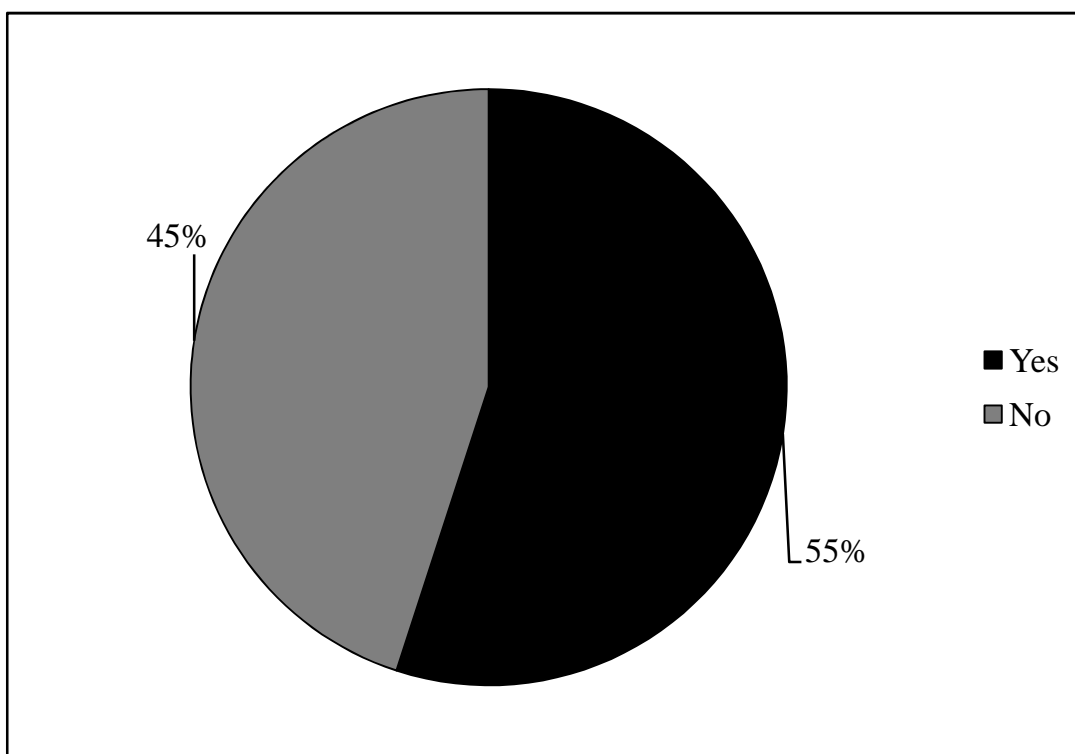


Figure 4 shows that all the teacher's used strategies or not. Out of 20 respondents, 11 (55%) teachers responded that they use strategies in teaching speaking. While 9 (45%) of them responded that they do not use. So, it is found that most of the teachers used strategies while teaching speaking skill.

(I) Effectiveness of Strategies

The consequence of mechanism can show upon the certain area. Through the strategies, the effect can be defined as way to get method in teaching speaking. The responses of the teachers regarding the effectiveness of strategies are presented in following figure:

Figure 12
Effectiveness of Strategies

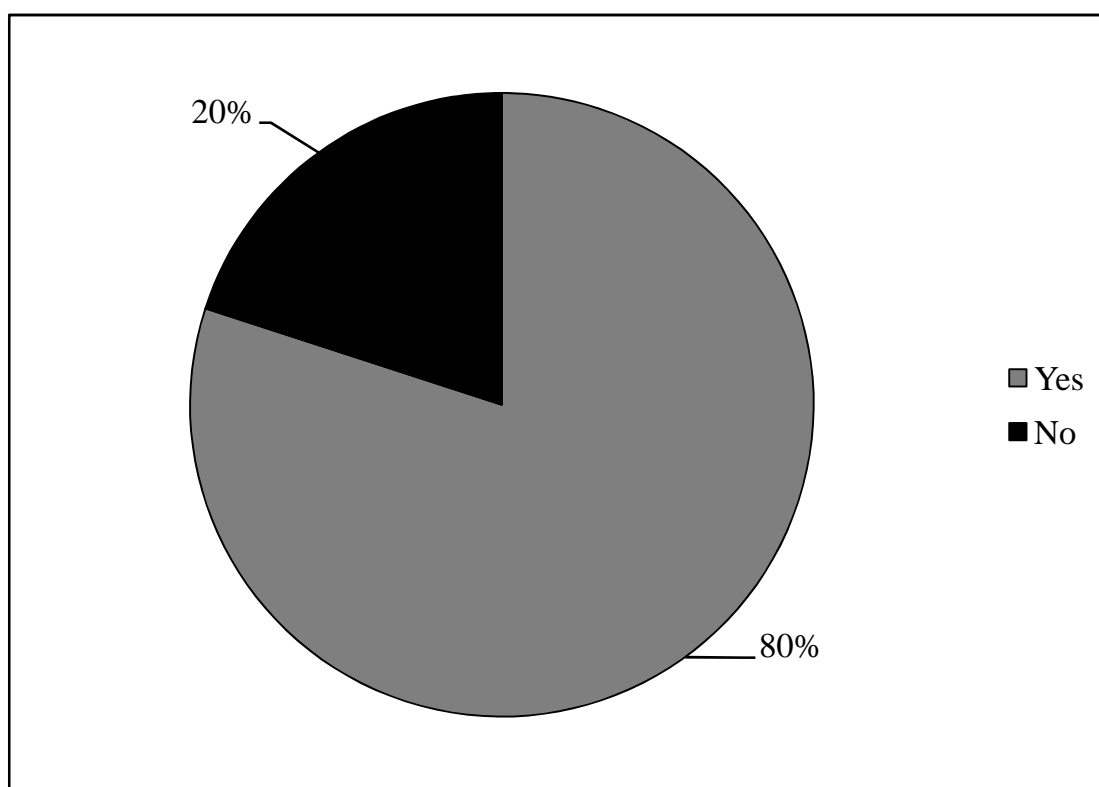


Figure 5 presents the use of strategies for effective teaching or not. In response to this item out of 20 responded 16(80%) percent viewed that strategies are effective for teacher speaking while 4(20%) percent of them responded did not find effectiveness of that using strategy in teaching speaking. So, it is concluded that in the opinion of teacher using strategy are effective for teaching speaking.

(m) Using Strategies to Get Benefits

The result of input while teaching speaking is known as getting benefits. To get benefit, the teacher can apply different approaches. The responses of the teachers whether the strategies are beneficial for the teachers or not is presented in the following figure :

Figure 13
Strategies for Teachers

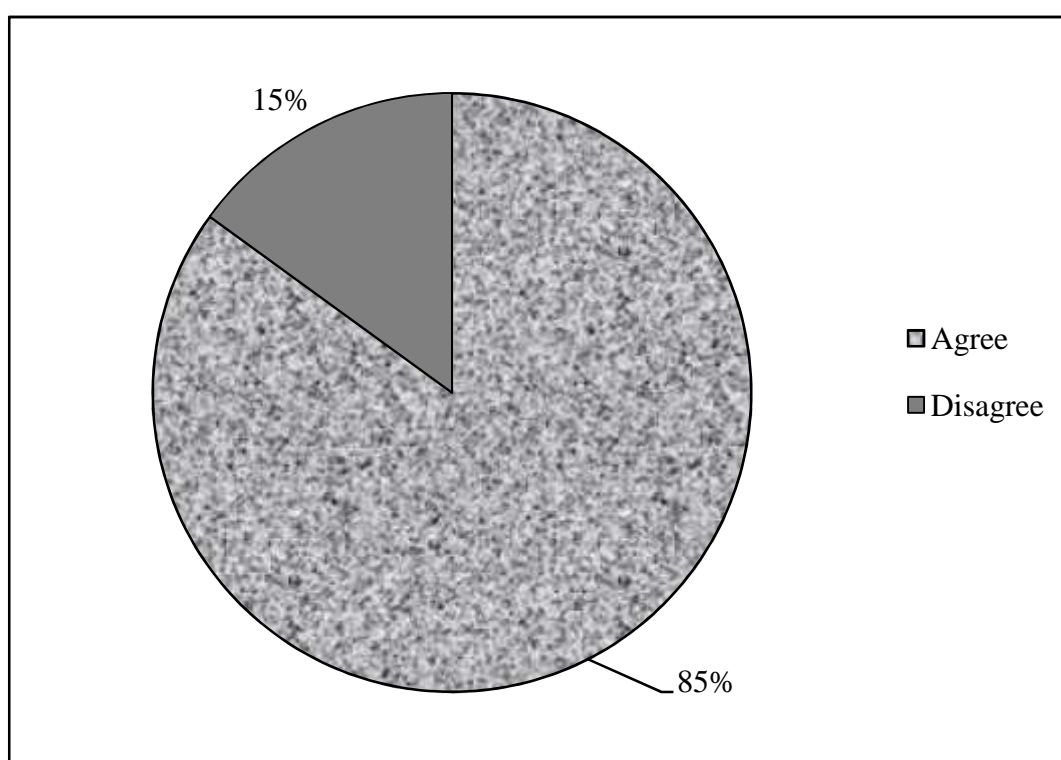


Figure 6 shows that 85 percent of the total teacher's said that using strategies to get benefits are not for teacher while another 15 percent teachers said that strategies are beneficial only for teacher's. So, in the opinion of teacher that strategies are not only beneficial for teacher but also students and so on.

(n) Obligatory Strategies

Obligatory strategies are compulsory in terms of teaching speaking class while teaching the compulsory strategies are needed. The responses of the teacher's towards the question whether the strategies are the part of compulsion while teaching speaking skill or not. the presented data related to this are in the following figure.

Figure 14
Obligatory Strategies

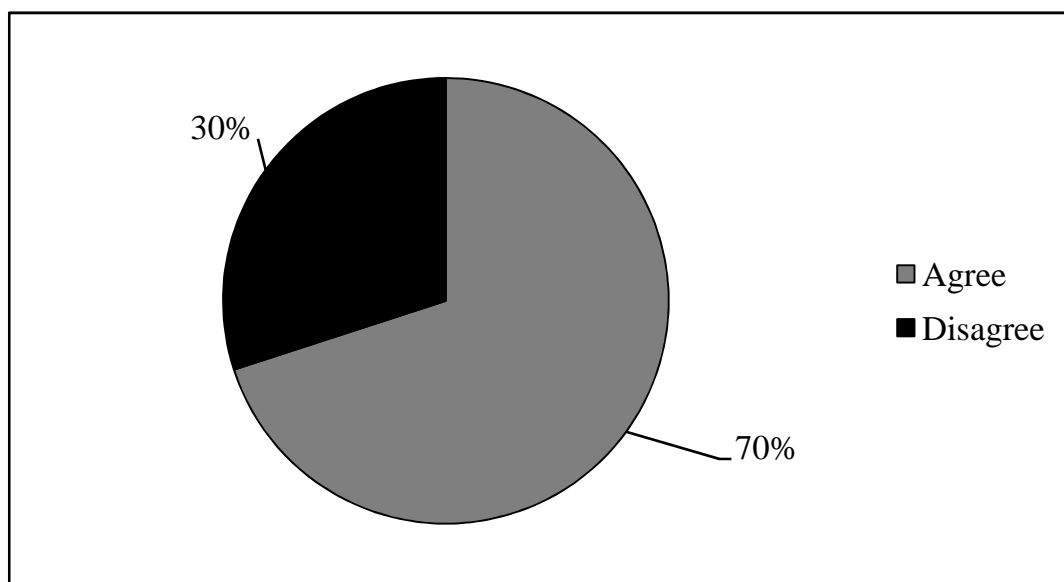


Figure 7 shows that majority (i.e. 70 percent) of the teacher's agreed that the strategies are compulsory to teach speaking skill. In other hand very few (i.e. 30 percent) of the teacher's were disagreed that the strategies are compulsory. So it is concluded that in the opinion of teacher that strategies are obligatory to teach speaking skill efficiently.

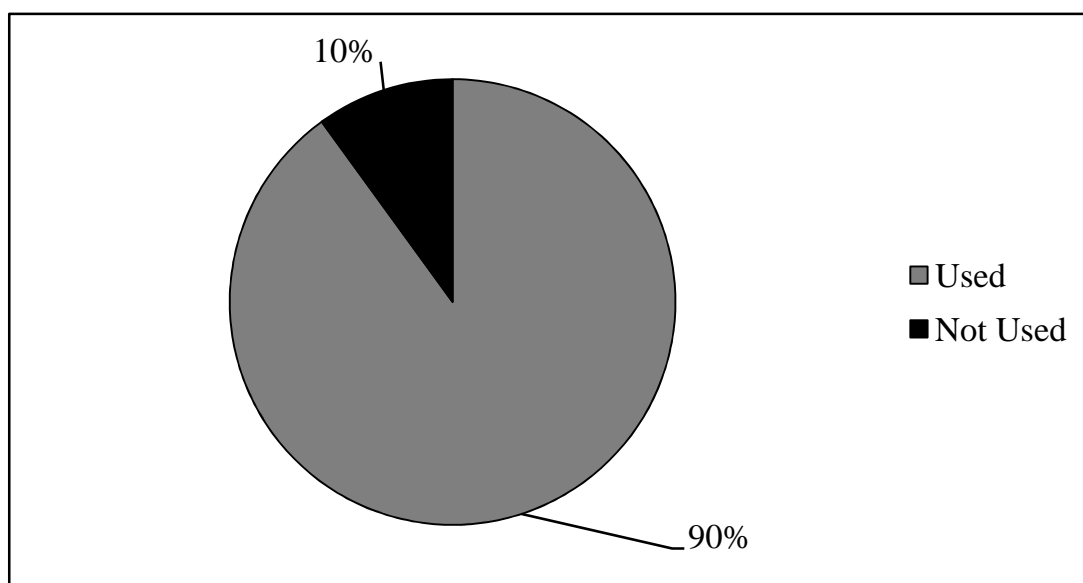
4.1.2 Strategies Used in the Classroom

My another objective used to find out the strategy used by teacher in the actual classes. I used observation checklist which included 13 items. The analysis and interpretation of data in each of the item is presented in following sections:

(a) Discussion

To converse between two or more on certain topic is known as discussion. I observed 20 classes of the teachers with a concern on whether they used discussion as the strategy in teaching speaking. The data obtained from observation is given below in the figure

Figure 15
Discussions



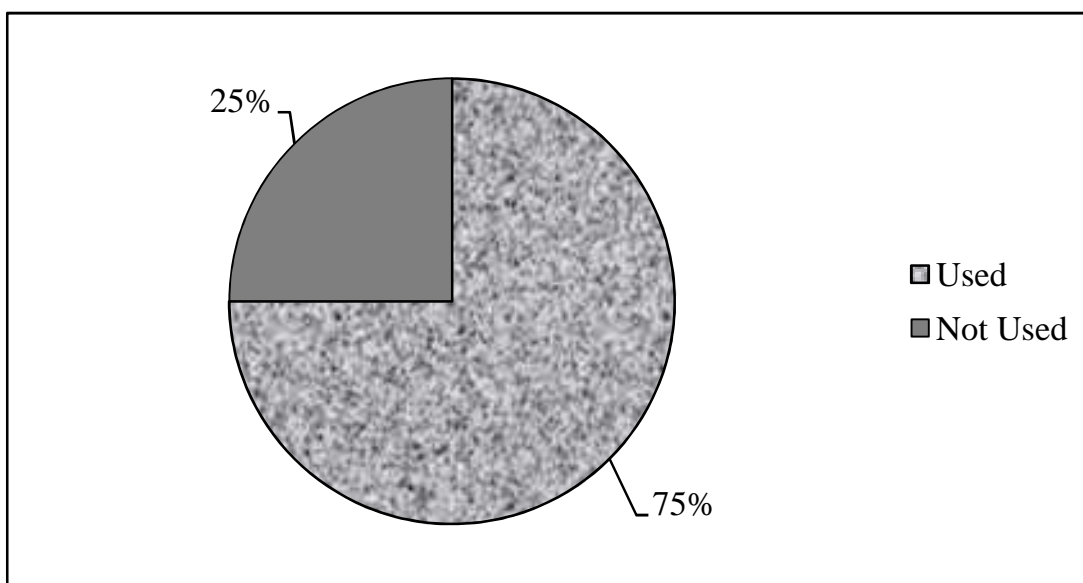
The figure 15 shows that out of the total classes observed discussion strategy was used in 90% class and only 10 % classes were without the used of discussion strategy. So, it becomes clear that discussion was a strategy used by teacher's

(b) Role Play

Role play is known as mimicry in teaching speaking. I observed the classes whether the teacher used role play or not in their classes in teaching speaking the data obtained from the observation is given below in the figure:

Figure 16

Role Play

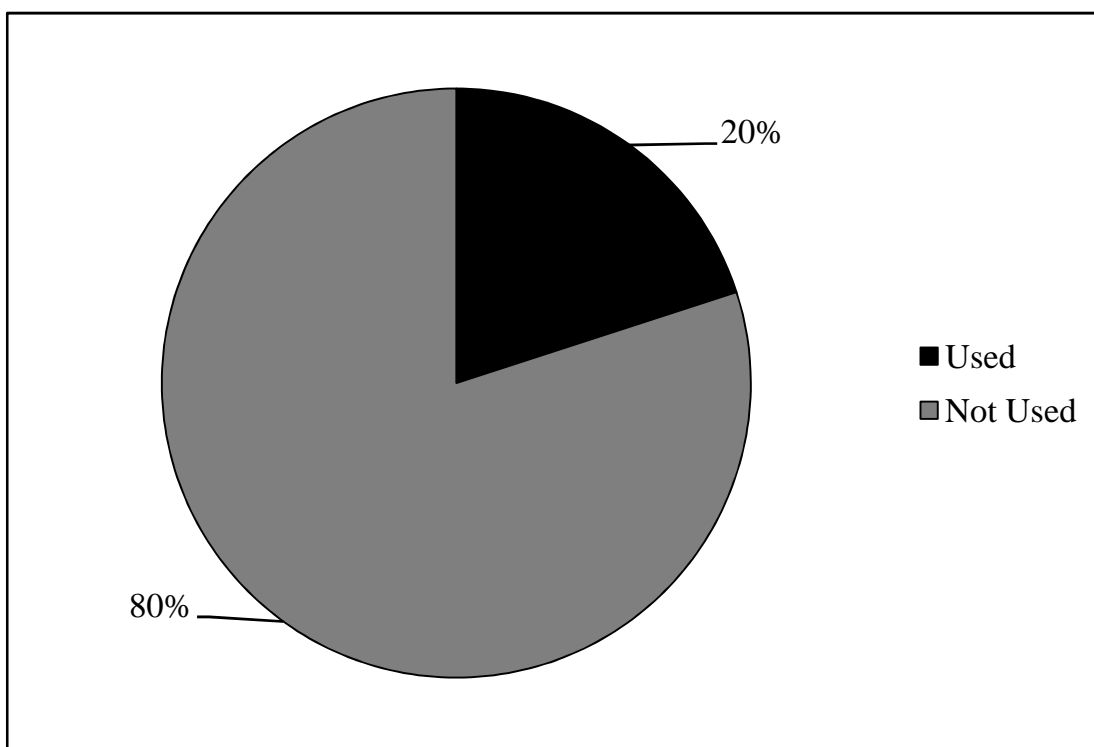


The figure 16 shows that out of the total classes (75) percent teacher's used and (25) percent not used role play as strategy. So, it becomes clear that role play was strategy used by the teachers.

(c) Simulation

Simulation is a copy. It is a gap between two picture personality. I observed that teacher's classes whether they used simulation or not in their classroom in teaching speaking. The collected data is given below in the figure:

Figure 17
Simulation

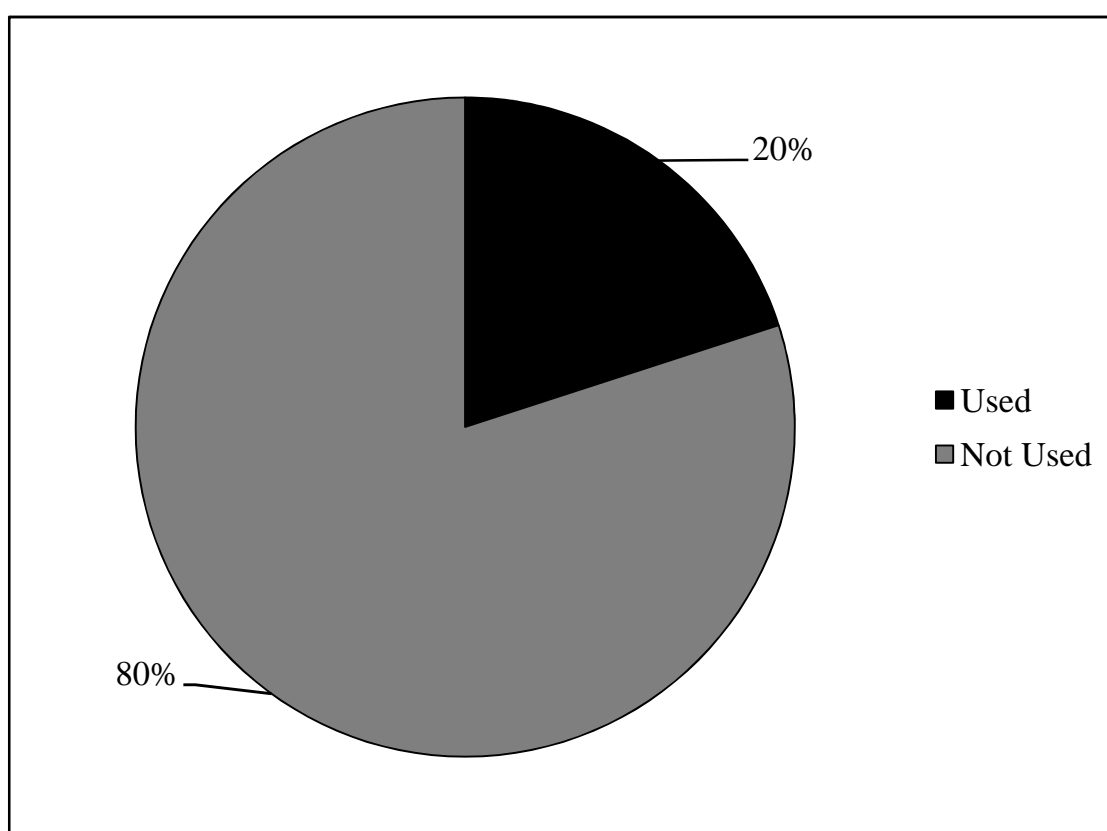


The figure 17 shows that (20) percent teacher used simulation whereas (80) percent not used in their classroom to teach speaking skill. So, it is clear that most of the teachers not use simulation as strategy.

(d) Reasoning Gap

Reasoning is a logical method on topic while teaching through speaking is known as reasoning. I observed the teacher's classes very carefully whether they used reasoning gap as strategy or not in teaching speaking the collected data given below in the figure.

Figure 18
Reasoning Gap

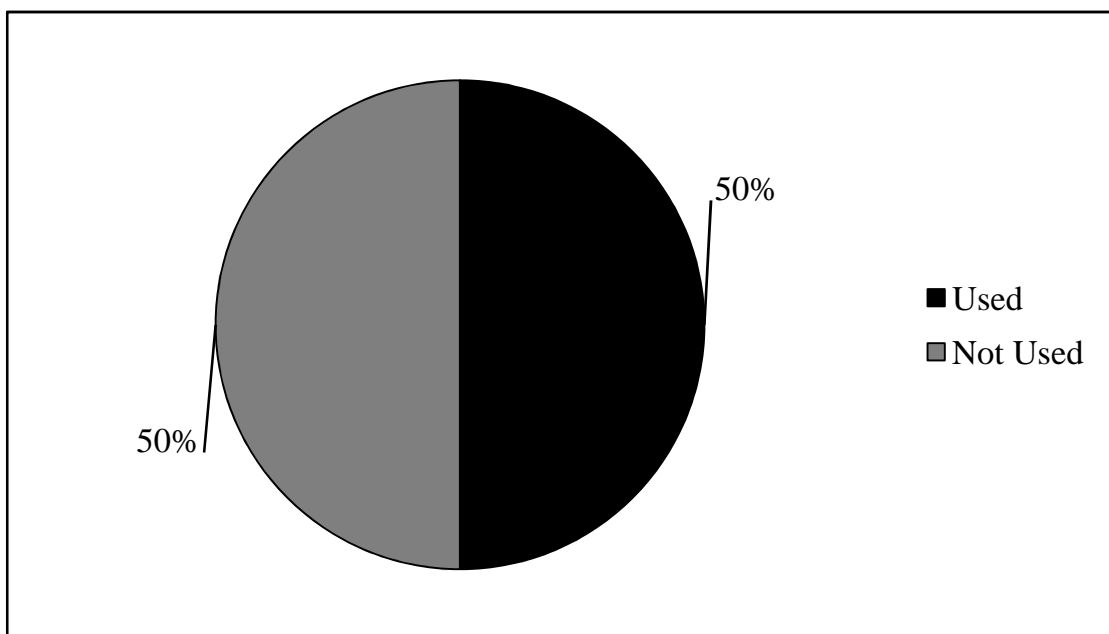


The figure 18 shows that only 20 percent teacher's used reasoning gap and 80 percent of them did not use reasoning gap as strategy in teaching speaking. So, it is found that the reasoning gap is the least used strategies in teaching speaking

(e) Information Gap

The information gap is ask of exact information. It can be said as gap between idealistic and realistic. So, as information gap is known as an actuality and happening. I observed whether they use information gap as strategy or not. The data is given below in the figure:

Figure 19
Information Gap

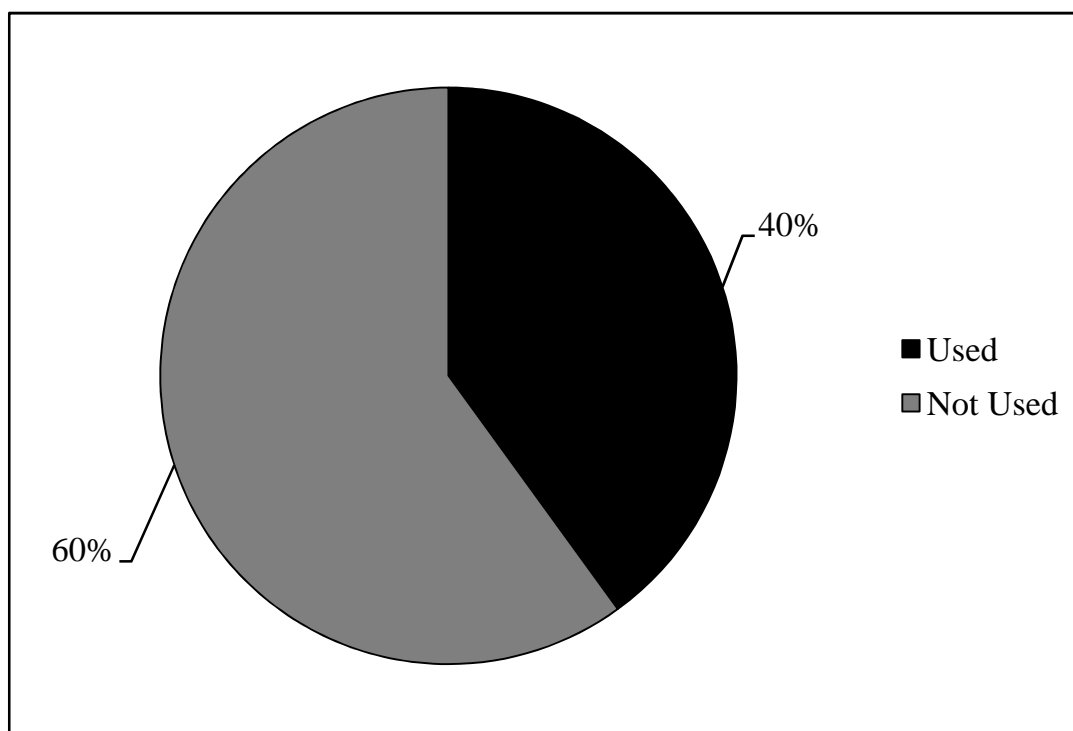


The figure 19 shows that 50 percent percent teacher's used information gap and 50 percent were not used in information gap. So it is clear that half respondent used information gap and half do not used.

(g) Brain Storming

Brain storming is a fact characteristics of knowledge. It is a smart of candidate. I observed the teacher's classes whether they used brain storming or not the data is presented below in figure:

Figure 20
Brain Storming

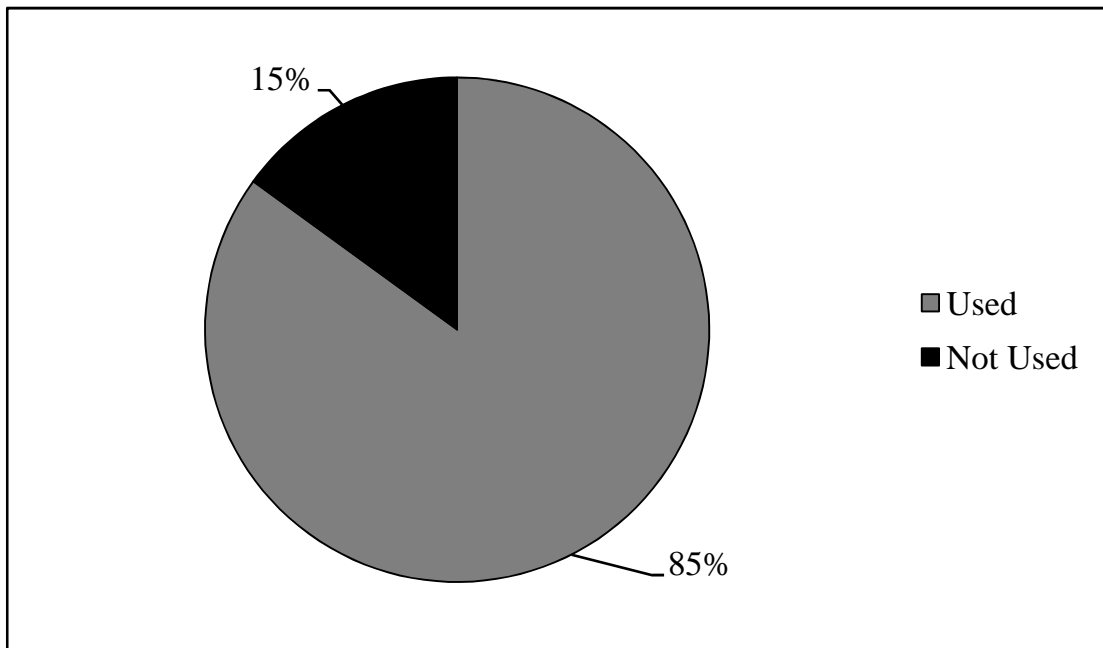


The figure 20 shows that 40 percent teacher's used and 60 percent teacher's not used brain storming as strategy in teaching speaking.

(h) Storytelling

Storytelling is narrating a tale. It tells something. I observed the 20 classed at teacher's whether they used story telling as strategy or not. The data is given below in the figure.

Figure 21
Story telling



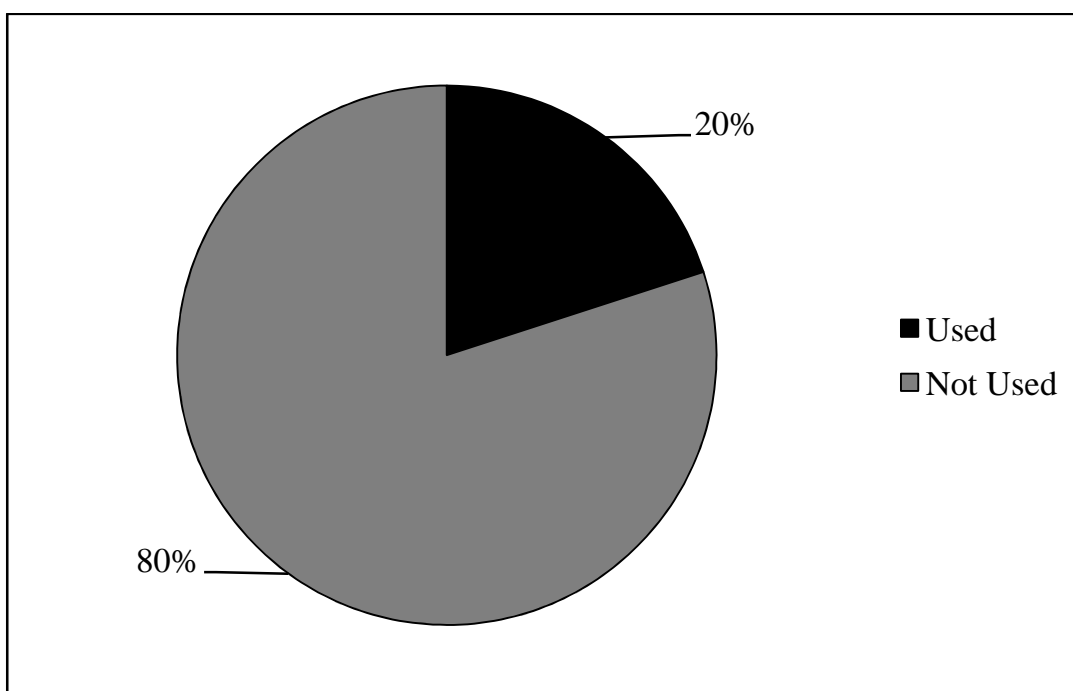
The figure 21 shows that majority of the teacher's used storytelling 85 percent and only 15 percent teacher do not in the classroom as strategies. So , it is found that story telling is used as strategies.

(i) Interview

Interview is to converse on certain area as a candidate. I observed the classes of teacher whether they used interview as strategy or not in their classes, the data is given in the following figures:

Figure 22

Interview

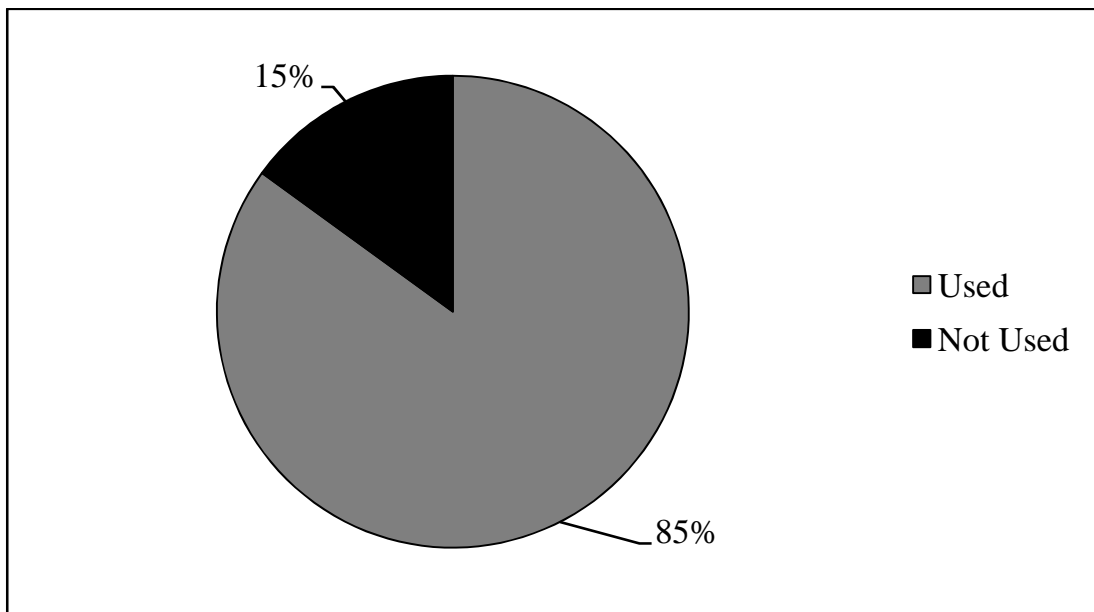


The figure 22 shows that very few i.e. 20 percent teachers used interview in their classroom to teach speaking skill but majority of the teachers (80%) of the teacher's not used

(j) Use of Story Completion

Use of story completion is to finish story by learning a message. I observed 20 classes of the teacher's whether they used story completion or not in their classroom to teach speaking skill. The data is given in the figure below:

Figure 23
Use of Story Completion

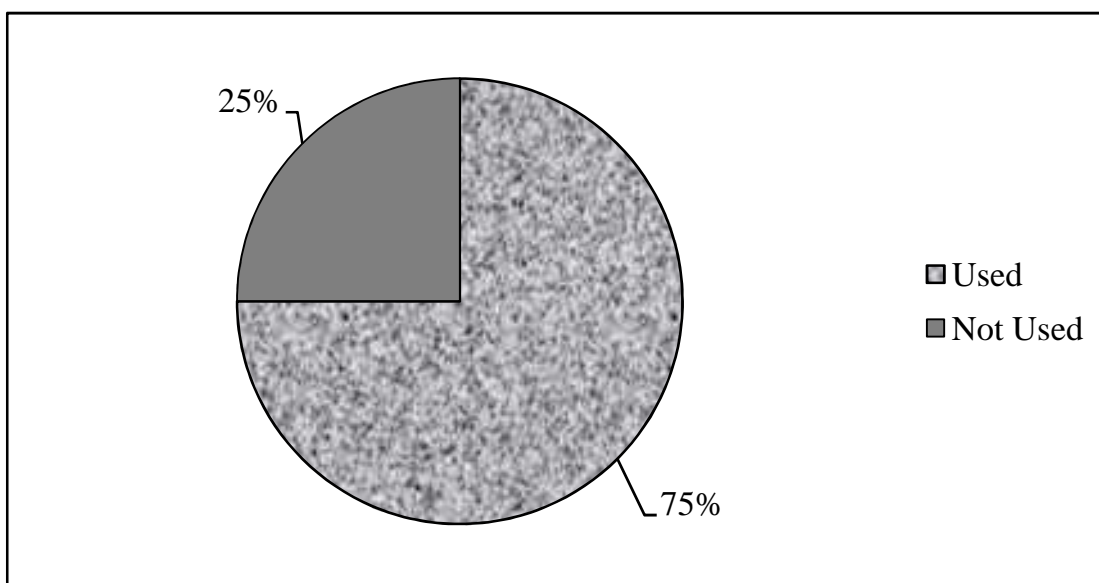


The figure 23 shows that a huge number of teacher's i.e (85%) used story completion and very few teacher's (15%) did not not used story completion in their classroom to teach speaking skill.

(k) Reporting

Reporting is to send message from one person to another. I observed the 20 classes of teacher's whether they used reporting or not in their classroom. The data is given below through the figure.

Figure 24
Use of Reporting

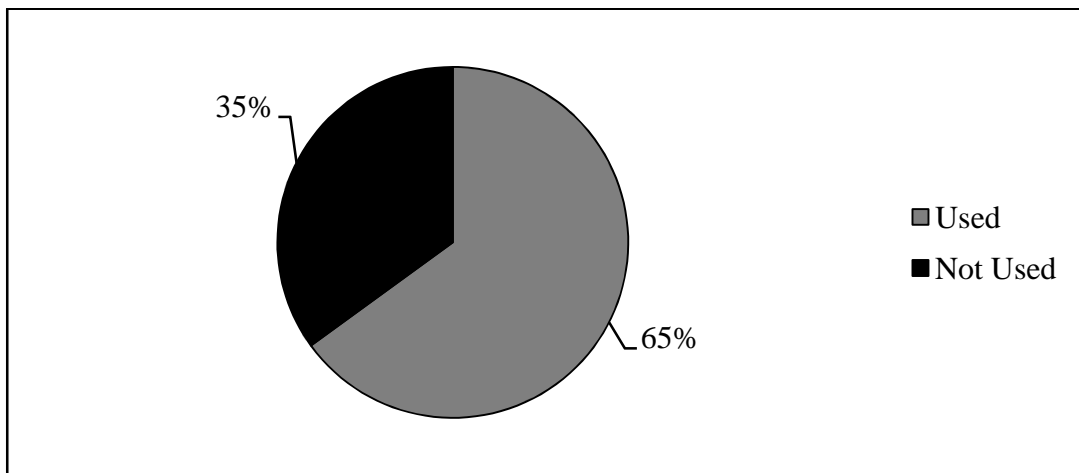


The figure 24 shows that (25) percent teacher's used reporting as a strategy and (75) percent not used this strategy while teaching speaking.

(L) Picture Narrating Description

Understanding of person, place, event or narrative than can be expressed through written or spoken word. I observed the teacher's classes whether they used picture narrating or not in their classes. The data is given below In the figure.

Figure 25
Picture Narrating Description

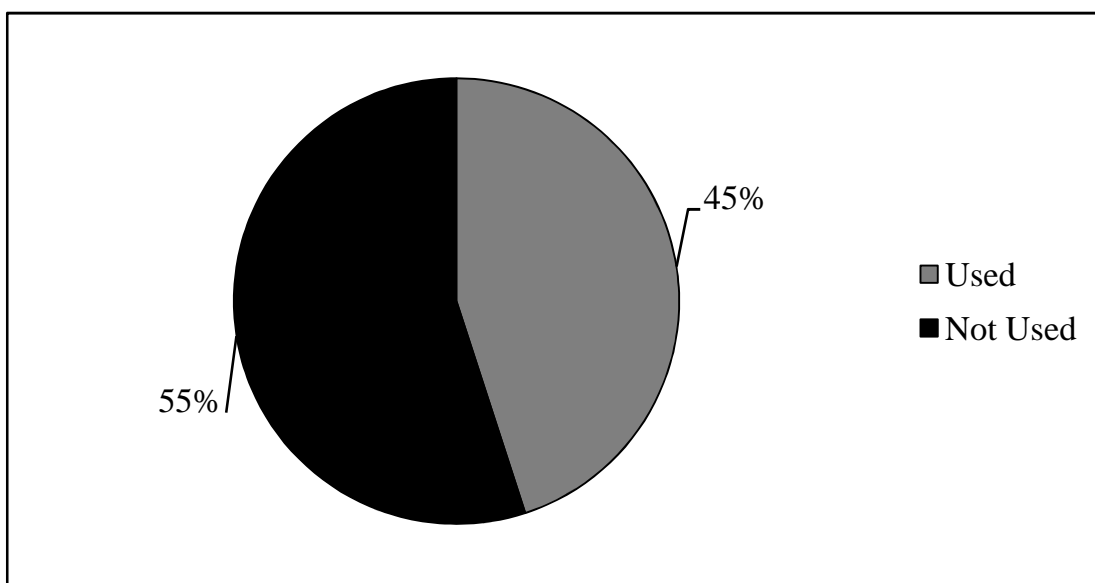


The figure 25 shows that 65% teacher's used picture narrating and 35 % not used in their classroom as a strategy. So it is found that majority of the teachers use picture narrating in their classroom.

(m) Find the Difference

To know the similarity and difference while teaching speaking in class by contrasting is art. I observed the classes of the teacher's whether they used find the difference in their classroom or not. The data is given below.

Figure 26
Find the difference

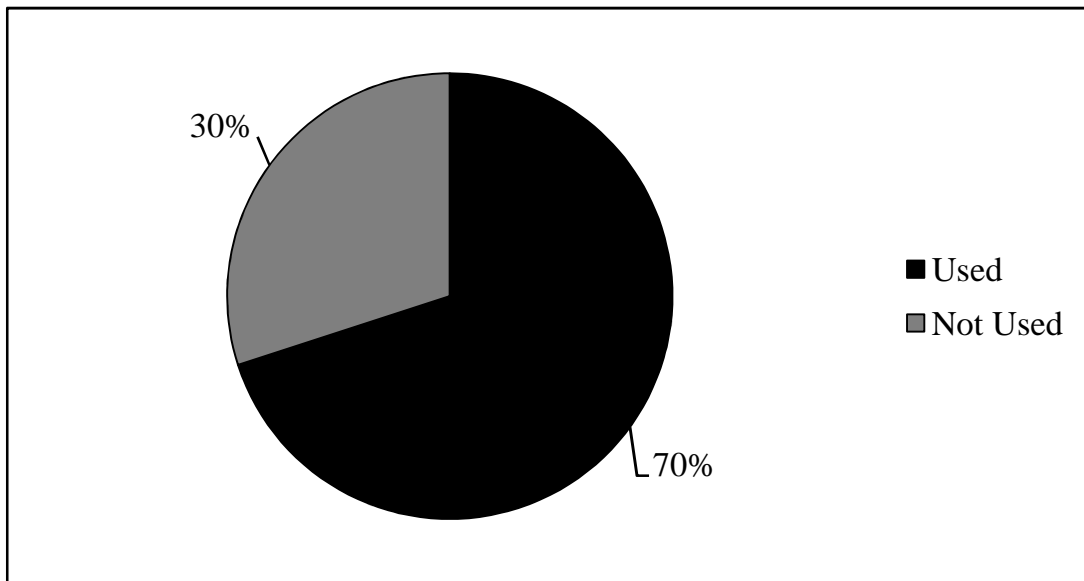


The figure 26 shows that (45) percent teacher used and (55%) percent not used find the difference as a strategy in teaching speaking skill. So it is found that nearly half of the teachers used find the difference.

(n) Paraphrasing

Paraphrasing is to write some intention in other words. I observed the twenty classes of the teacher's whether they used paraphrasing or not in their classroom. The data is given below in the figure:

Figure 27
Paraphrasing



The figure 27 shows that out of the total classes observed paraphrasing strategy was used in 70% classes and only 30% classes were without the used of paraphrasing strategy. So has become clear that for most of the teachers used paraphrasing as a strategy.

4.1.3 Strategies Suggested by the Teachers

The strategies suggested by the teachers are given below:

-) Cooperative learning gives students the opportunity to work with others and see different points of view.
-) Inquiry-based learning implies involving students in the learning process so they will have a deeper understanding of what they are learning.

-) Differentiated instruction strategies allow teachers to engage each student by accommodating to their specific learning style.
-) Graphic organizers are a simple and effective tool to help students brainstorm and organize their thoughts and ideas in a visual presentation.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The chapter deals with the findings, conclusion and recommendations of the research. I have drawn the findings, conclusion and then I have provided some recommendations on the basis of analysis and interpretation of data collected from questionnaire and observation.

5.1 Findings

After analyzing and interpreting of the data explored through the use of both the questionnaire and classroom observation, the findings of the study are summarized here in this section.

5.1.1 Findings Related to Perceptions

1. Teachers perceived that (i.e. 55%) strategies make the teaching speaking easier.
2. One of the findings of this study shows that out of total teacher, 55% agreed that strategies the teaching speaking easier.
3. In case of single strategy fit in all context, 90% teachers responded that one strategy cannot be fit in all context.
4. More than 40% teacher argued that role play is mostly preferring strategy.
5. The finding assert that it is very important to have the knowledge about the strategy that helps to teach student in speaking skill.

5.1.2 Findings Related to Strategies Used

The findings related to strategies used are given below:

1. Majority of the teachers i.e (90%) of them used story completion on the basis of data obtained through questionnaire

2. Majority of the teachers (90%) percent used discussion in their classroom while teaching speaking.
3. Similarly(75%)/ of them used role play, simulation 20% / rejoining gap 20%, information gap 50%, brainstorming (50%), storytelling 85%, interview 20%, story completion 85%, reporting 25%, picture narrating 65%, find the difference 45% and paraphrasing 70% teachers used in their classroom while teaching speaking
4. It is concluded with the opinion of teachers that discussion, role play, reporting, simulation, storytelling have been found as the strategies for effective for teaching speaking.

5.2 Conclusion

As we know that among all skill of language teaching, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. So in the case language teacher should pay great attention to teaching speaking.

The findings of this study show that teaches used a wide variety of strategies. They taught speaking by using. This study shows that discussion, role play, picture narrating to teach rather than teaching students to pure memorization, providing a reach environment where meaning full communication tenses place is desired for the betterment of the English in our student with the ample used of effective strategies.

Finally, I come to know that the teacher can use various strategies of teaching speaking which can be followed in our teaching. The perception of English language teachers bring strategies while teaching speaking can used new textbook, design and program. Similarly, they can teach different information gap and empirical sources.

5.3 Recommendations

On the basis of the findings from the analysis and interpretation of the data, some recommendations have been made. These are discussed in the following sub headings.

5.3.1 Policy Related

The educational product of a country depends on the educational policy implemented by the government of the country. Policy helps to achieve the objectives without adequate study many policies are made in Nepal due to inadequate study that cannot be successful, therefore immediately after formulating policies they are compelled to change. The following point are recommended to effective policy.

The findings of the study show that teachers used discussion, story completion, paraphrasing and brainstorm for teaching speaking. So, some other important and learner centered strategies should be included in teacher education course so that teachers could use them in their classes.

As we know that the teaching speaking skill is unquestionable objective of language teaching and learning, course book, reference, materials and learning activities should be prepared to address such objectives. One of the finding of this study shows that strategies make teaching speaking easy. So on the basis of this, it can be suggested that the policy maker should specify the strategies for teaching speaking.

5.3.2 Practice Related

Teaching speaking skill is not an easy talk, so the teacher should be more knowledgeable practical and curious in their subject and students should be interactive, active and interested to the learning through different strategies. some of the practice related recommendation are as follows.

It has been found that teaching speaking in the classroom is not only depended upon textbook. So, teacher need to use teacher and strategies on the strategies.

So, the teacher should have sound knowledge of strategies. Teacher should use as many strategies as possible in their classroom. Speaking should be taken as prime focus but not as an exam oriented matter. Teacher should be familiar with different teaching material such as microphone.

5.3.3 Further Research Related

-) The present research will be very helpful for those who want to carry out further research in similar topics. They will be benefitted by the following ways.
-) This study will be very useful to other researchers who want to study the teaching speaking strategies to promote speaking ability of the students.
-) This study will be useful for the teachers who are teaching speaking skill
-) All the new researches who are interested in this field would certainly be benefitted by this study.

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<https://quoteinvestigator.com/2015/08/28/fish/>

Participant Consent Form

Faculty of Education, Tribhuvan University

Kirtipur, Kathmandu, Nepal

Supervisor: Guru Prasad Paudel

Teacher's Strategies for and Used in Teaching Speaking

I, agree to take part in this research study.

In giving my consent I state that:

I understood the purpose of the study, what I will be asked to do, and any risks/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
2. I have got answers to any questions that I had about my study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsorily.
4. I understand that my real name will not be used in the study.
5. I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

I consent to:

Completing required questionnaire YES NO

Signature..... Name..... Date.....

Appendix I

Questionnaire for the Teacher

Dear informants,

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

Thank you

Researcher

Lalit Narayan Yadav

Contact no.: 98083035228

Email: lalityadav438@gmail.com

Appendix II

Checklist for Classroom Observation

Name of the teacher:

Class:

Name of the school:

Date:

S.N.	Strategies used in teaching speaking	Yes	No
1.	Discussion		
2.	Role play		
3.	Simulation		
4.	Rejoining gap		
5.	Information gap		
6.	Brainstorming		
7.	Story telling		
8.	Interview		
9.	Story completion		
10.	Reporting		
11.	Picture narrating		
12.	Find the difference		
13.	Paraphrasing		