

**CLASSROOM DYNAMICS FOR TEACHING
SPEAKING SKILL**

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

**Tribhuvan University
Faculty of Education
Kanakai Multiple Campus
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DECLARATION

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

Date: 2016-9-21

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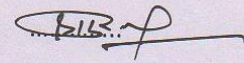
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DEDICATION

**Dedicated
To
My Parents**

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Several people have rendered their valuable assistance in completing this thesis. First of all, I would like to extend sincere gratitude to my thesis supervisor **Mr. Hari Prasad Timsina**, Head of the Department of English Education, Kanakai Multiple Campus, for his invaluable guidance, constant encouragement, attention and co-operation in the preparation of this thesis.

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ABSTRACT

The present study entitled Classroom Dynamics for Teaching Speaking Skill has been carried out. The main objectives of the study were to find out strategies employed in teaching speaking by teachers of institutional schools and compare those strategies with that of community school teachers.

In order to do so, the researcher collected the data from ten lower secondary teachers of Jhapa district. The sample population consists of five teachers of community schools and five teachers of institutional schools which were selected by using non-random sampling procedure and forty classes of both community and institutional school teachers were observed. Questionnaire and class observation check list were the main tools for the data collection.

The researcher found that institutional school teachers conducted pre-communicative, controlled communicative, free communicative and real life situational activities for teaching speaking. The comparison showed that majority of the community and institutional school teachers conducted similar kinds of activities in their presentation.

The thesis made up of five chapters. The first chapter is Introduction and consists of General Background, Statement of the Problem, Objectives of the Study, Significance of the Study, Limitations of the Study and Operational Definitions of the Key Terms. The second chapter is the Review of Related Literature and Theoretical Framework. Review of the Theoretical and Empirical Literature, Implication of the Review of the Study and Theoretical Framework are discussed in this chapter. The third chapter is about the Methodology and describes about the Design of the Study, Population and Sample, Sampling Procedure, Sources of Data, Tools for Data Collection, Process of Data Collection and Analysis and Interpretation of Data. The fourth chapter is Analysis and Interpretation. The data collected are presented, analyzed and interpreted in this chapter. The fifth chapter is about the Summary, Conclusion and Implications of the study.

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LIST OF ABBREVIATIONS

B.S	-	Bikram Sambat
C	-	Common
EAL	-	English as an Additional Language
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
Etc.	-	Etcetera
i.e.	-	That is
No.	-	Number
Per.	-	Percent
Sth	-	Something
L ₂	-	Second Language

CHAPTER - I

INTRODUCTION

1.1 General Background

Among several modes of communication, language is regarded as the most common and widely used means of communication. It is human species specific property and not possessed by other living beings. In this regard, it is unique property of human beings which makes mankind as the supreme creature in the world. Defining language is perfectly impossible due to its complex nature. It is purely human. It is arbitrary system of human communication which consists of the structured arrangement of sounds or their written representation into larger units through which social groups or participants in a culture interact and communicate. We can characterize language in such a way that it is vocal, systematic, unique, creative, structure dependent, modifiable which distinguishes human beings from other creature of the world. In one sentence, Wardhaugh (1998) defines "A language is what the members of a particular society speak"(p.1).

All languages of the world have equal status. No language is superior and inferior in communicating ideas. However, some languages play important role in the society. The English language is internationally recognized world language. It is used in international business, technology, education and every walks of social life.

The history of teaching English started with Rana regime in Nepal. It was Jung Bahadur Rana who introduced English in 1910 B.S. due the influence of British education system. Later on, it started to prevail all over the country along with the schools, campuses and other institutions. In these days, English is taught as a compulsory subject up to Bachelor level. Nowadays, it has occupied an important place in both community and institutional sectors in Nepal. It has changed people's learning habit to eating habit.

English is one of the popular languages in the world. It is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into what was to become South-East Scotland under the influence of the Anglican Medieval kingdom of Northumbria. Following the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th Century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired the status of lingua franca in many regions. It is widely learned as a second language and used as an official language of the European Union and many commonwealth countries, as well as in many world organizations. It is the third most natively spoken language in the world, after Mandarin Chinese and Spanish.

English is used widely throughout the world. It has become a demand of the day. Like other languages English has all linguistic and communicative properties. It is rich in all aspects of language. Everybody loves learning English all over the world. Since English is an international language, it has created a new generation of learners and now English has become compulsory need of the learner in most of the countries. English has become an essential means to open many doors to good understanding, a good job and many other opportunities. Therefore, the people of this age are in the state of whether learn English or die, due to its broad and worldwide scope.

There are many languages spoken in the world. Among them English has been recognized as a widely used language for global communication though Chinese is the most widely spoken language. It is not only important but a top requirement of those seeking good jobs and is often the language in which much of the business of good job is conducted. So it is a prestigious and a standard language in the world. It is accepted as a means of communication in diplomacy. It is an international lingua franca and also is used as an official

language in the countries like India, Hongkong, Philippines, Singapore, South Africa, Ireland, New Zealand, U.S.A., U. K.

1.2 Statement of the Problem

Teaching has been a great challenge at school level in Nepal. Teachers have to face varieties of problems and challenges while teaching the students of school level. Unless students are motivated towards the goal, the teaching activities can be useless and meaningless. In fact, it has been a great problem to motivate the students or to arouse interest and enthusiasm in them towards learning activities. Unless students' attitude towards learning activities is taken seriously, the goals of teaching learning activities are not achieved. Speaking is an effective mode of exposure and needs perfection for better language learning. Since the students of community schools in Nepal have little chance of exposure in English, they are found facing a lot of problems in speaking. The students of institutional schools have a bit more comfortable situation but not satisfactory. Speaking is a skill and is learnt through practice. In course of the practice, there needs an effective guidance. Teachers are to plan and implement effective ways and strategies so as to enhance students' learning and practice. In this context, the strategies of teaching speaking applied by the English teachers of Nepalese schools both community and institutional ones is studied.

1.3 Objectives of the Study

The objectives of this study are follows:

- i. To find out strategies employed in teaching speaking by teachers of institutional and community schools.
- ii. To compare the strategies of the teachers of institutional and community schools.
- ii. To suggest the pedagogical implications.

1.4 Significance of the Study

The findings of this research are thought to be beneficial to all the teachers of English language teaching (ELT). They are familiar with the teachers' strategies in teaching speaking and at least, they can apply those strategies in real classroom. They can also know the role of strategies to increase students' participation in English as foreign language (EFL) classroom. This research is equally beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and writing textbooks conveniently. At last, this work gives valuable ideas in language teaching that is fruitful to any academician.

1.5 Limitations of the Study

This study has the following limitations:

- i. This study is limited to find out teachers' strategies in teaching speaking.
- ii. This study is limited to the data collected from the questionnaire and class observation of ten English teachers teaching English at the lower secondary level.
- iii. This study is based on both community and institutional schools running lower secondary level of Jhapa district for the purpose of class observation.
- iv. This study is limited to only five community and five institutional schools of Jhapa district.
- v. Only frequently used strategies are compared in the present study.

1.6 Operational Definitions of the Key Terms

Brainstorming: A way of making a group of people all think about something at the same time.

Frequent: The term frequent refers to those strategies which were responded or used repeatedly by majority of the teachers.

Information Gap: A situation where information is known by only those present.

Motivation: Internal drive that arouses someone to do something.

Pair Work: Learning activity which involves learning and working together in pair.

Institutional school: Belonging to particular person or group where students pay for their education.

Problem Solving Activity: An activity in which learner is given a situation and problem and must work out a solution.

Community school: A kind of free school paid by government not by students.

Role-play: Classroom activities which gives students an opportunity to practice language pretending to be something or somebody.

Strategy: Technique or activity in the classroom for active, self directed involvement.

Strip Story: A technique in which a whole story is cut into different parts and the students are asked to unscramble the strips to make whole story.

Techniques: A particular way of doing something, especially one in which we learn particular skill.

CHAPTER - II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Review of the Theoretical Literature

2.1.1 Language Teaching

Language teaching became principle only after the twentieth century as applied linguists and others sought to develop principles and procedures for the designs of teaching methods and materials. In the field of language teaching, approach, methods and techniques are used. Anthony (1963) identifies three levels of conceptualization and organization: ... An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the subject matter to be taught. Method is an overall plan for orderly presentation of language materials. No part of which contradicts and all of which based upon selected approach. A method is procedural. A technique is implementation on that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well (as cited in Richard & Rodgers 2002, p.19).

In language teaching, several approaches, methods and techniques are in existence. Approach is a philosophical belief and assumption about the nature of language. There are various approaches: behaviorist approach, nativist approach, functional approach, communicative approach and natural approach. Under one approach, there may be various methods. Method is a procedure to present the subject matter to be taught. There are mainly four methods in language teaching practice. They are: grammar translation method, direct method, audio-lingual method and communicative method. Technique is a teacher's trick in the classroom. What teacher actually does in the classroom is technique. There are mainly two types of technique: teacher-centered and

learners-centered. Teacher-centered techniques are those on which teacher plays a dominant role. Teacher does everything in the classroom and students remain passive. Some teacher centered techniques are: lecture, explanation, illustration and demonstration. Learner-centered techniques emphasize the student and his or her individual characteristics as in conducting instruction. The learners learn by doing themselves. Teacher is a facilitator or guide only. Some student-centered techniques are: individual work, pair work, group work, project work, role plays, strip story, drama, stimulation, discovery techniques, etc.

2.1.2 Teaching Strategies

Present decade presents new views on language teaching. There is no fix way of teaching language. Teacher can start his job in any way which he prefers but the most crucial thing is that this way must be student centered. It is the teacher's ability to what extent he can engage students in varieties of activities and enable them to be more imaginative, creative and communicative.

Foreign or second language learning strategies are specific actions, behaviours, steps or techniques students use often consciously to improve their apprehending, internalizing and using the L₂ (Oxford, 1990). In the same way, O'Malley and Chamot (1990) view that strategies are the tool for active, self-directed involvement needed for developing L₂ communicative ability (as cited in [www. Cal.org/resources/digest/oxford_01.html](http://www.Cal.org/resources/digest/oxford_01.html)).

Therefore, teaching strategies are tools, steps, techniques or activities to make learner active and self-directed. No doubt, strategies contain several activities of teachers in the classroom but these activities should be organized in a certain stage to teach speaking. Therefore, what activities the teacher does to present his class all come under strategies. Now, we can say that strategies are those activities that the teacher conducts in the classroom systematically or in a organized way. According to Martin (2007), the more prominent strategies are:

lecture, case method, discussion, cooperative learning, active learning, integrating technology and distance learning.

Lecture

For many years, lecture method was the widely used instructional strategy in college and school class rooms. Although the usefulness of other teaching strategies are being widely examined today, the lecture method remains an important way to communicate information. The advantages of lecture method are that it provides a way to communicate a large amount of information to many listeners maximizes the teachers control and is non -threatening to the students. The disadvantages are that lecturing minimizes the feedback from students, assumes an unrealistic level of students understanding and comprehension and often disengages students from the learning process causing information to be quickly forgotten.

Case Method

Case method provides opportunity for students to apply what they learn in the classroom. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. The case study approach works well in cooperative learning or role-playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion

There are varieties of way to stimulate discussion .Someone begins a lesson with a whole group discussion to refresh students' memories about assigned reading. Other finds helpful to have students' list critical points or emerging cases, or generate a set of questions stemming from the assigned reading. These strategies can also be used to help focus large and small group discussions.

Active Learning

Active learning as learning environments that allows students to talk and listen, read, write and reflect as they approach course content through problem solving

exercises, informal small group, simulations, case studies, role playing and other activities. Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategy that engage students in the learning process stimulate critical thinking and greater awareness of other perspectives.

Distance Learning

Distance learning is not a new concept. We have all experienced learning outside a structured classroom setting through television, correspondence courses etc. Therefore, distance learning is any form of teaching and learning in which the teacher and learner are not in the same place at the same time.

Cooperative Learning

Cooperative learning is a systematic pedagogical strategy that encourages small groups of students to work together from the achievement of a common goal. The term collaborative learning is often used as a synonymy for cooperative learning. In fact, it is a separate strategy that encompasses a broader range of group interactions such as, developing learning communities, stimulating student discussions and encouraging electronic exchanges.

For cooperative learning, it is necessary to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria and manage active learning environments are critical to the achievement of a successful cooperative learning experience.

Integrating Technology

Today, educators realize that computer literacy is an important part of students' education. Integrating technology into a course curriculum when appropriate is providing to be valuable for enhancing and extending the learning experience for faculty and students. Many faculties have found electronic mail to be a useful way to promote students or student's communication between class meetings.

According to Brophy and Good (1997) "A teaching strategy is good when two basic conditions are satisfied:

- i. Student understand and can apply key subject matter, concepts and,
- ii. Student find the learning process so interesting and rewarding that they initiate efforts on their own and can progressively assume more responsibility for planning and evaluating their work"(p. 478).

Thus, the teacher should identify the instructional plan and decisions that meet these criteria and develop a teaching style with which he/she feels so establishing learning atmosphere that is stimulating and exciting for the students and teacher as well. If the teacher does not enjoy the class, students will not either.

2.1.3 Teaching Speaking

Among four language skills, speaking is one of the most significant skills in the acquisition of new language. It is a productive skill. We can define speaking as the ability to express oneself fluently in a foreign language. It is a complex and complicated skill; in addition to the structure and vocabulary items it involves thinking what is to be said. But it is especially difficult in a foreign language because effective oral communication requires the ability to use language appropriately in social interaction. It requires more than its grammatical and semantic rules. Speaking also involves supra-segmental elements such as, pitch, stress and intonation. In addition, non linguistic element such as gestures and body language, facial expression may accompany speech. Munby (1979) identifies the following sub-skills of speaking:

- i. Articulating sound in isolate forms,
- ii. Articulating sound is connected speech,
- iii. Manipulating variation in stress in connected speech,
- iv. Manipulating use of stress in connected speech,

- v. Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause. (as cited in Sharma and Phyak 2006, p. 214)

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on spot. According to Harmer (2001, p. 269) elements of speaking are: language feature (connected speech, lexis and grammar, expressive device, negotiation language) and mental social processing (Language processing, interacting with other, information processing). Similarly, according to Shumin (2002) learners are required to acquire the knowledge of how native speaker use the language in the situations where structured interaction takes place. Speaking a foreign language, therefore, becomes especially difficult because effective communication requires not only the knowledge but also the ability to use language appropriately in a social context (as cited in Khaniya 2005, p.135).

Thus, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years English language teachers have continued to teach speaking just as a repetition drills or memorization of dialogues. However, today world requires that the goal of teaching speaking should improve student's 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 circumstances.

2.1.4 Strategies for Developing Speaking Skill

Students often think that the ability to speak in a foreign language is the product of language learning. Effective instructors teach students speaking strategies-- using minimal responses, recognizing scripts and using language to talk about language-- that they can use to help themselves expand their knowledge of the language and their confidence in using it. To help develop

communicative efficiency in speaking, a teacher can use balanced activities approach that combines language input, structured output and communicative output activities. Some strategies for developing speaking skills are using minimal responses, recognizing scripts and using language to talk about language.

Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen silently while other do the talking. One way to encourage such learners to begin to participate is to help them to build up stock of minimal responses that they can use in different types of exchange. Using minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt and other responses to what another speaker is saying. Having a stock of responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchange- a script. Greeting, apologies, compliments, invitations and other functions that influence by social and cultural norms often follow patterns or scripts. The instructor can help students develop speaking ability by making them aware of script of different situation. Instructors can help students develop speaking ability by making them aware of the script of different situations so that they can predict what they will hear and what they will need to say in response. Thorough interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

Using Language to Talk about Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this

reticence by assuring them that misunderstanding and need for clarification can occur in any type of interaction. Instructor can create the authentic practice environment within the classroom itself (www.nclrc.org).

According to Brown and Nationkyoto (1997), in speaking classes students must be exposed three key items, (1) form oriented instructions, that is attention to details of pronunciation, grammar, vocabulary and so forth, (2) meaning focused instruction that is, opportunities to produce meaningful spoken message with real communicative purposes, and (3) opportunities to improve fluency. (<http://www.jalt-communityations.org>)

Developing oral skill is a real challenge for many EFL school teachers since the students do not live in English speaking environment and most of them, English is taught as a curricular subject. In this context, it has traditionally been very difficult to achieve standard of oral production because input student receive is insufficient. There are too few classroom hours and most teacher although proficient in the target language, are not native speaker of English. In addition, it is difficult to find real situation which motivate the students to communicate in the foreign language.

According to Burnham and Helen (2002, p. 203), speaking and listening skills must clearly be developed in English as an additional language (EAL) children. In a very young child the approach may be different from junior school children but the strategies should be the same and should apply across the curriculum.

- i. Finding opportunities to talk: Children will need to be given as much opportunity as possible to talk and discuss ideas with others. At a very young age, this would include opportunities such as role play, where as older children may discuss.
- ii. Using physical cues and gestures: For example, thumbs up and thumps down. This will enable the child to make sense of the situation more quickly.

- iii. Song and rhymes: Children will develop concept of pattern and rhyme in language through learning nursery rhymes and songs. They are also an enjoyable way of developing the children's language skills as well as being part of group. We may also be able to introduce rhymes and songs in other languages for all the children to learn and so develop their cultural awareness.
- iv. Using games: These opportunities are useful as they will help children to socialize with others as well as practice their language skills.
- v. Using appropriate vocabularies : When students are given instructions or examples are supplied to them, their level of mastery over language should be taken in care and appropriate vocabularies should be used.
- vi. Using purposeful listening: If children have come into school with very limited experience of the target language, assistants may be asked to work with them on specific areas of language. For e.g., the teacher may be focusing on positional words to ensure that the child understand words such as behind, above, below, next to and so on. We may work with pictures or other resources to help the child to develop their understanding of these words.
- vii. Explaining the purpose of the activity: Children should be aware of why they are undertaking a particular activity and what they are going learn from it.
- viii. Using practical examples: These can be used to help children when they are being given instructions for example, showing a model when children are going to do group work.
- ix. Discussing with a partner first: This may help when EAL children have to tell their ideas to the class, to help them to gain confidence. They should work with a variety of children who will provide good language models.

The teacher has to use different activities for developing speaking skills. He/she has to give opportunities to talk through role-play, pair work, group work, discussion. Therefore, the teacher should create classroom environment

where students have real life communication/authentic communication and meaningful task that promote oral language. According to Kayi (2006), some activities to promote speaking are:

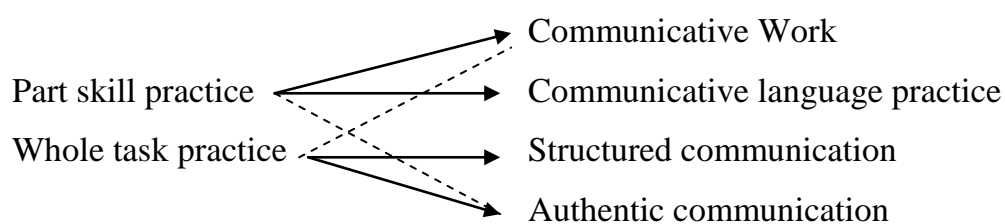
- i. **Role Play:** one way of getting students to speak is role playing. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are what they think or feel. Thus, the teacher can tell the student that you are David; you go to the doctor and tell him what happened last night and...
- ii. **Discussion:** A discussion can be held on various reasons. The students may arrive at a conclusion, share ideas about an event, or find solutions in their group discussion. Before discussion, it is essential that the purpose of the discussion activity is set by the teacher. The student can be involved in agree/disagree discussion or they can be involved in presenting opinion. Lastly, in class or group discussions what even the aim is, the student should always be encouraged to ask questions, paraphrase ideas, express support, check for classification or so on.
- iii. **Simulations:** Simulations are very similar to role plays 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.
- iv. **Information gap:** In this activity, students are supposed to be working in Pairs. One student will have information that other partner does not have and partner will share their information. Information gap activities serve many purposes such as problem solving or collecting information.
- v. **Brainstorming:** On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brain storming is effective and learners generate ideas quickly and freely. The good

characteristics of brainstorming are that students are not criticized for their ideas so students will be open to sharing new ideas.

- vi. **Story telling:** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. 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. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddle or jokes as an opening. In this way, not only will the teacher address students' ability, but also get attention of the class.
- vii. **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. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also in outside and helps them becoming socialized.
- viii. **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.
- ix. **Picture describing:** Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokes person for each group describes the picture to the whole class.
- x. **Finding the difference:** for this activity, students can work in pairs and each couple is given two different pictures, for e.g. Picture of boys playing foot ball and another picture of girls playing tennis. Students in pairs discuss the similarities and for differences in the pictures.

According to Littlewood (1992), speaking activities can be conducted in four stages. In the first stage, learners are practised a specified item without actually communicating any new meaning to each other. It means, at this stage, they obviously practicing part skills of communication or pre communicative work. At the next stage, the learners use the same items but activity is now organized so that there is some communication of new meanings. For example, they may describe a picture so that somebody else reproduces it. This activity constitutes a limited form of communication. Since the meaning and language are controlled and predictable it is communicative language practice. At the third stage, learner to make wider range of grammatical choice or that they have to ask for the objects in the course of a role playing activity where other items of language also occurs. Since there is less predictability and a range of language is needed. Then, we have moved further into the domain of whole task practice. However, the learner are still protected full demand of communication outside the classroom, it is called structured communication. At the last stage, the learners are given a communication task in a situation which has not been specially structured and where the meaning to be communicated arises freely out of the ongoing interaction. Therefore, they are likely to need to communicate meanings through language which has not been specially prepared and under time pressure similar to that outside classroom. The learners at this stage integrate their knowledge and skills in ways similar to required in authentic communication situations. Therefore, it is authentic communication. (p. 71).

Now, we can examine the methodological framework of teaching oral communication given by Littlewood (ibid, 72)



We use different methods (Martin, 2007), techniques (O'Malley and Chamot 1990) and activities (Burnham and Helen, 2002) to teach speaking in the classroom. Therefore, pair-work group work, discussion, role-play, dramatization, simulation, picture description and communicative games, etc. can be used to teach speaking in the classroom. To implement those strategies in the classroom, we need student centered classroom. If interaction is the aim, it is necessary to create a suitable atmosphere that would allow students to express themselves freely and make them feel eager to communicate. A teacher centered classroom never provides the opportunities for the students to interact.

According to Deporto (1997, p. 53), classroom for speaking must be non-threatening environment where the focus is on the process of learning, not on error correction. Errors should be viewed as a natural part of the learning process, never as a drawback.

To apply teaching strategies in the classroom is not an easy task because of group dynamics. That is not the situation in many classrooms in the world today and it will probably not be the situation for years to come. As a teacher tries to apply, there are several ways to make learning better, more fun and easier for both the teacher and students. We cannot direct the wind but we can adjust the sails.

2.2 Review of the Empirical Literature

There are some researches carried out on strategies in different aspects of language. For example, vocabulary teaching and genre of language like, teaching stories, teaching drama and teaching poetry. Only a few researches have been carried out on speaking skills in this department. But no research has been conducted to find out strategies employed in teaching speaking in both community and institutional schools. The review of related literature to the present study is as follows:

Bashyal (2000) carried out research entitled "Strategies prevalent in creating motivation in teaching English in higher secondary schools in Palpa". It is a

kind of survey research. His objective was to survey the prevalent situation of motivation in teaching English at higher secondary level and to identify problems inherent in creating better motivation in teaching English. He found that lack of finance, electricity and decoration affected. His next finding was most of the teachers lacking required skills and activities.

Oli (2003) conducted a research on "Proficiency in speaking skills of the ninth graders". It is a kind of comparative study. He compared rural and urban community schools of Nepal. He selected ten schools of Dang and Rukum randomly. Students were tested on the basis of grammar, pronunciation and fluency. The objective of this research work was to find out the proficiency in the speaking skills. He found that urban children's proficiency is better than rural children's proficiency. Concluding his research, he has given some recommendations on the application of teaching method but his research is silent what teaching strategies is better to apply for better performance. His research could not address which strategies of urban and rural teachers employed in teaching speaking.

Similarly, Oli (2007) conducted a research on "The impact of information gaps in developing speaking skills; practical study". The objective of this research was to measure the impact of information gaps in developing speaking skills. It was experimental type of research. He carried out the research on fifty students at grade ten. He took both pretest and post test. He found that information gap activities have positive impact on developing speaking skills. This was experimental research where he restricted only in two groups: one in control group and another in experimental group. So, any researcher who wants to bring out the result from various activities he can do other types of research as well. My study aims to break the restriction possessed by experimental research.

Likewise, Pandey (2007) carried out a research entitled "Teaching speaking at secondary level class: an analysis of the classroom activities". Her objectives of

the study was to identify the activities used for teaching speaking and to investigate practical constraints faced by teacher in conducting speaking activities. She used non random sampling procedure for her research sample. She identified that discussion, pair work, group work and picture description are common activities and her next finding was teaching speaking is more problematic because of less time allotment, large number of students and inhibition in them but her research could not address what stages did they follow while teaching speaking? What sorts warming up activities and teaching materials did they use while conducting these activities? What evaluation activities did they do to judge performance of the students?

My research is different from this research in the sense that it is a comparative research and tried to find out what sorts of materials for speaking do community and institutional school English teachers use? What activities do they follow for teaching speaking? What follow up activities do they follow? These points were under my investigation in this present research. Therefore, this research is crucial to carry out under this department.

2.3 Implication of the Review of the Study

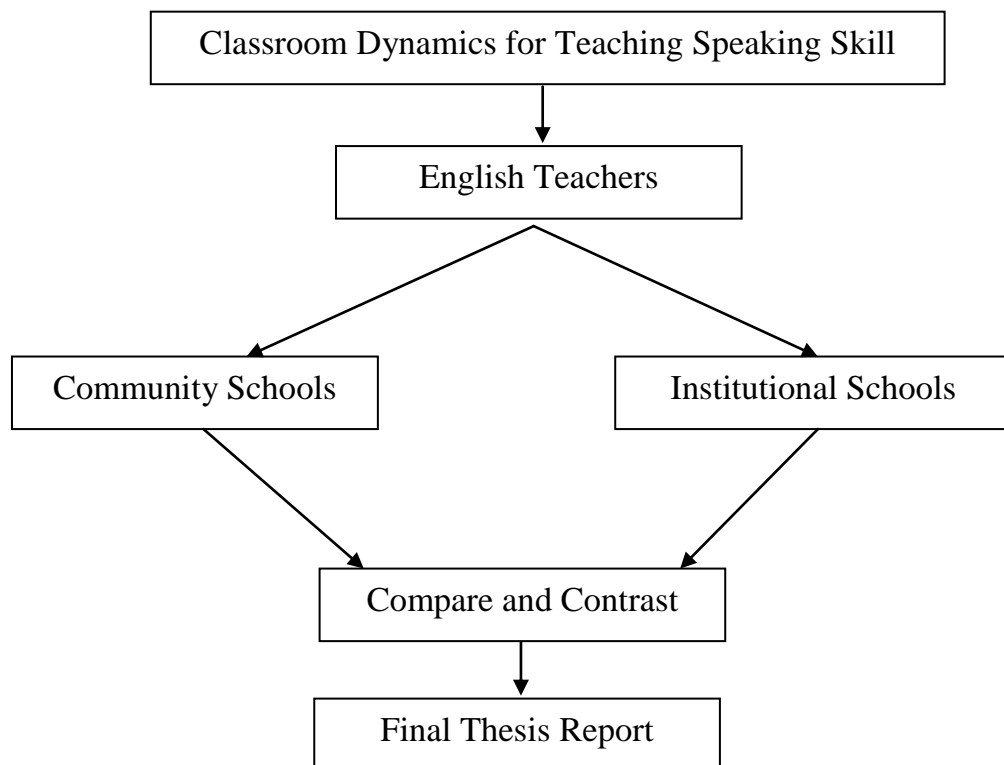
The review of the related literature has helped to model the framework of the research as the mould. The literature studied supplied with the information about the strategies used in teaching speaking and the situation of teaching speaking in Nepalese schools. It has also helped to determine the aspects of teaching speaking to be considered in terms of classroom activities in a language class.

The study of different dissertations has provided enough materials for the research as they have mentioned about teaching speaking in different level students. The materials of these dissertations are helpful for the present dissertation to explore the strategies applied by the teachers in grade eight.

2.4 Theoretical Framework

The present study analyzes the classroom dynamics for teaching speaking skill in both the community and institutional schools. The classes of the grade VIII English teachers of community schools and institutional schools are observed. The data are analyzed by comparing the dynamics of the teachers of community schools and the institutional schools. The final report is prepared with the similarities and differences of the dynamics. The following diagram can clarify the framework of the analysis.

Fig. 1 : Theoretical Framework



CHAPTER -III

METHODOLOGY

To achieve the objectives of the study, the following methodology was adopted:

3.1 Design of the Study

The present study is mainly a qualitative one based on elaborated survey even though some quantitative tools are also implied in some cases. Mostly views are presented and analyzed qualitatively and measurable data are presented and analyzed quantitatively. So the nature of the present thesis is of mixed type.

3.2 Population and Sample

All lower secondary level English teachers working in both institutional and community schools of Jhapa district constitute the population for this study. Among them, 5 lower secondary level English teachers from 5 institutional schools and 5 lower secondary level English teachers from 5 community schools that lie in Shanishchare Resource Centre are selected as the sample for the study.

3.3 Sampling Procedure

For this research work the researcher at first selected ten (five institutional and five community) schools running lower secondary level (grade VIII) from Shanishchare Resource Centre of Jhapa district by using random sampling procedure. Then the researcher selected one English teacher who teaches in grade VIII from each school as a sample for his study by using purposeful sampling procedure.

3.4 Sources of Data

Both primary and secondary sources were used for the collection of data.

3.4.1 Primary Sources of Data

The primary data were collected through the classroom observations of the English teachers at lower secondary level of the community and institutional schools.

3.4.2 Secondary Sources of Data

The researcher used various books and also consulted various sources from internet, journals and articles for the collection of necessary data.

3.5 Tools for Data Collection

In order to collect the data for this research work, two types of tools were prepared and used.

- i. Questionnaire:** Both the open ended and close ended questions were designed to elicit the information on strategies employed in teaching speaking. There were fifteen questions on strategies employed in teaching speaking. The questions were provided to both types of teachers whose classes were observed.
- ii. Observation Checklist:** The researcher observed the classes of selected teachers and collected information with the help of the checklist. The researcher divided the checklist into two parts. The first part dealt with the holistic comparison. The second part dealt with the detail comparison on the basis of percent.

3.6 Process of Data Collection

The researcher adopted the following processes to collect the data from primary source:

- i. Visited concerned schools and took consent from the school administration.
- ii. Contacted with both types of teachers and established rapport with them.
- iii. Observed the classes of these selected teachers by using checklists.
- iv. Provided the questionnaire to the teachers to fill up.

- v. Collected the questionnaires from the teachers.

3.7 Analysis and Interpretation of Data

The obtained data are organized and tabulated. They are interpreted and analyzed in prose and are presented with the help of percent following descriptive as well as statistical approaches as per need.

CHAPTER -IV

ANALYSIS AND INTERPRETATION

Having collected data, the researcher analyzed and tabulated it under the headings such as analysis and interpretation of the data from questionnaires, and classroom observation. The researcher also used simple statistics (percent) and tables for analysis and interpretation.

4.1 Analysis and Interpretation of the Data from Questionnaires

The teachers' repeated responses were termed as frequent ones. The highly used strategies (in percent) were more frequent than the other strategies. The strategies provided by both types of teachers are organized in the following points:

- i. Motivational Strategies.
- ii. Ways of Arousing Learners Interest in Speaking.
- iii. Activities That the Students Like to Participate More Actively.
- iv. Materials Used by the Teachers for Teaching Speaking.
- v. Extracurricular Activities for Speaking.
- vi. Evaluation Strategies for Speaking.

4.1.1 Motivational Strategies for Speaking

Motivation is internal drive that arouses someone's interest to do something. A teacher has a great role to motivate students in learning. To motivate students, any teacher can conduct many activities. Open-ended questions were asked to both community and institutional school teachers. The table below shows the strategies used by the teachers of both types of schools.

Table1: Motivational Strategies for Speaking

S. N.	Strategies	No. of Teachers	
		Community	Institutional
1	Asking questions	3	3
2	Brainstorming	1	3
3	Showing them the importance of English language	2	2
4	Creating friendly environment	5	2
5	Encouraging them to interact with each other	2	-
6	Showing picture and asking them to describe	-	3
7	Giving them particular role	1	-
8	Encouraging them to speak in group discussion	1	4

Source : Field Survey, 2016

Table 1 shows that Teachers of community schools and institutional schools use different strategies for motivation. Three teachers each of community and institutional schools motivate by asking questions and two teachers each of community and institutional schools motivate by showing importance of English language. More teachers of institutional schools (3 teachers compared to 1 teacher of community school) use brainstorming and more teachers of community schools (5 teachers compared to 2 teachers of institutional schools) create friendly environment for motivation. Two teachers of community schools encourage students to interact with each other but the teachers of institutional schools do not do so. Three teachers of institutional schools show pictures and ask the students to describe whereas the teachers of community schools do not use this strategy. Similarly, four teachers of institutional schools and one teacher from community school encourage students to speak in group discussion and one teacher of community school gives the students particular role.

It is clear that teachers from both types of schools use different strategies to motivate their students

4.1.2 Ways of Arousing Learners' Interest in Speaking

It is teacher's ability as to how to arouse the learner's interest in the lesson. To arouse the interest, he can create fun, show pictures etc. in the classroom. I asked an open-ended question to both community and institutional school teachers. All the twenty teachers expressed their opinion.

Table 2: Ways of Arousing Learners' Interest in Speaking

Activities	Frequency (in Percent)	
	Community school	Institutional school
By creating fun in the classroom	25	25
Showing materials and pictures	20	20
Asking them to guess the title	30	-
Showing films and video	-	20
Through listening text	5	10
Telling background of the lesson	10	10
By telling stories	10	15

Source : Field Survey, 2016

Table 2 shows that out of 20 classes observed, in 25 percent classes of both community and institutional schools the teachers were found arousing learners' interest in speaking by creating fun in the classroom and 20 percent showing materials and pictures. Similarly, 30 percent in community schools asked the students to guess the title and 20 percent in institutional schools showed films and videos. The same way, in 10 percent classes of community and institutional schools, the teachers told the background of the lesson and 10 percent of community and 15 percent of institutional schools told stories.

4.1.3 Activities that Students Like to Participate More Actively

Sometimes students may actively involve in some activities and sometimes in others. It is their interest that they involve in speaking. I asked a close ended

question to both community and institutional school teachers. All the teachers gave their responses.

Table3 : Activities that Students Like to Participate More Actively

Activities	Students' Interest (in Percent)	
	Community School	Institutional School
Role play	40	30
Discussion	30	40
Strip story	20	20
Group work	10	10
Total	100	100

Source : Field Survey, 2016

Table 3 shows that role play, discussion, strip story and group work were the activities to make students participate actively in both types of schools in which role play and discussion were liked more whereas strip story and group work activities were liked less by the students.

4.1.4 Materials Used by the Teachers for Teaching Speaking

Materials simply refer to the things brought into classroom that may be a chart, picture of a man or an apple to teach the students. I asked an open ended question. The table below shows the materials used by both types of teachers.

Table 4 : Materials Used by the Teachers for Teaching Speaking

Materials	Frequency of Use (in Percent)	
	Community School	Institutional School
Audio and video cassettes	40	35
Pictures	40	25
Figure, maps and charts	20	-
Newspaper	-	15
Listening text	-	25

Source : Field Survey, 2016

According to table 4, teachers of community schools and institutional schools use different materials while teaching speaking skill. Forty percent teachers of community schools and thirty five percent of institutional schools were found using audio and video cassettes. Similarly, 40 percent community school teachers and 25 percent institutional school teachers were found using pictures. Twenty percent community school teachers were using figures, maps and charts. The same way, 15 percent teachers used newspapers and 25 percent teachers used listening texts in institutional schools.

4.1.5 Extracurricular Activities

To enhance students' speaking ability, many activities out side the classroom can be conducted. Extra curricular activities like debate competition, opinion poll and telling stories can be carried out to promote speaking. To find out about the extracurricular activities conducted to enhance speaking of the students, the researcher asked an open ended question to the respondents. The responses are presented in the table below :

Table 5 : Extracurricular Activities

Extracurricular Activities	Frequency of Activities (in Percent)	
	Community	Institutional
Debate Competition	40	20
Showing Film and Make them Describe	40	20
Opinion poll	20	30
Performing drama	-	30

Source : Field Survey, 2016

Table 5 shows that 40 percent of community school teachers and 20 percent of institutional school teachers conduct debate competitions and show films and make them tell story. Twenty percent of community school teachers and thirty percent institutional school teachers conduct opinion polls. Similarly, thirty percent of the institutional school teachers conduct dramas.

4.1.6 Evaluation Strategies for Speaking

Simply, evaluation is a process of knowing students' progress. Evaluation not only judges the students' performance in speaking but also gives enormous feed back to the whole programme. I asked an open ended question. The table below shows evaluation strategies used both types of teachers.

Table 6 : Evaluation Strategies for Speaking

Evaluation Activities	Teachers (Percent)	
	Community	Institutional
Asking them to discuss on a given topic	37.5	40
Giving figures, maps and charts to describe	25	-
Problem solving exercise	-	20
Oral questions	25	40
Oral reporting	12.5	-

Source : Field Survey, 2016

Table 6 shows that 37.5 percent of the community school teachers and 40 percent of the institutional school teachers give a topic for discussion and evaluate their students. Similarly, 25 percent of the community school teachers evaluate by giving figures, maps and charts to describe. The same way, 25 percent community school teachers and 40 percent institutional school teachers evaluate using oral questions. Twenty percent of the institutional school teachers evaluate through problem solving exercise and 12.5 percent of the community school teachers evaluate through oral reporting.

4.2 Analysis of Classroom Observation Data

In the observation of classroom activities, the researcher tried to perceive and identify the actual activities practised by the teachers. A checklist containing different items, grouped into 3, was prepared for the observation of the English classes. The researcher observed 4 classes each of community school teachers and institutional school teachers.

The analysis and interpretation of the data has been categorized under the headings as follows:

- Holistic comparison
- Detail comparison

Holistic comparison contains overall analysis and interpretation of the performance of the teachers of both types of schools into five rating scales whereas detail comparison contains micro level analysis and interpretation on the basis of percent.

4.2.1 Holistic Comparison

For the holistic comparison, the researcher used five ranking scales like excellent, very good, good, satisfactory and poor. To assign different ranks the researcher set some criteria. Excellent was assigned only to those teachers who entered the class with prepared lesson plan, had self confident in content to be taught, had clarity and fluency in expression, engaged all students frequently

in the classroom discussion, facilitated their presentation through teaching materials and motivated their students appropriately and enthusiastically while teaching. Similarly, very good was assigned with other things being equal to the rank excellent, who lacked prepared lesson plan. Similarly, good was assigned to the ones other thing being equal, who lacked prepared lesson plan, clarity of expression and proper motivation to the students. Similarly, satisfactory was assigned to the ones other thing being equal, who lacked prepared lesson plan, teaching materials, proper motivation to the students and clarity in expression and poor was assigned to the ones who lacked prepared lesson plan, teaching materials, motivation to the students, clarity in expression, frequent discussion and illustration and enthusiastic for teaching.

Three items, warming up activities, activities of teaching speaking and follow up activities have been compared.

The first observed item was warming up activities. It was found that 62.5 percent teachers of community schools were very good, 27.5 percent good and 10 percent satisfactory whereas 60 percent teachers of institutional schools were very good, 17.5 percent good, 20 percent satisfactory and 25 percent poor. Thus, the overall performance regarding warming up activities of community school teachers was better than institutional school teachers.

My next focus of observation was pre-communicative, controlled communicative, free communicative and real life situational activities of the community and institutional school teachers.

It was found that 12.5 percent community school teachers were very good, 5 percent good and 82.5 percent satisfactory in doing pre-communicative activities whereas 2.5 percent institutional school teachers were very good, 25 percent good, 50 percent satisfactory and 22.5 percent poor in doing pre-communicative activities. The position of community school teachers was found higher than institutional school teachers in doing pre-communicative activities.

Regarding controlled communicative activities of community school teachers, 2.5 percent were found very good, 10 percent good and 87.5 percent poor. Similarly, institutional school teachers' controlled communicative activities showed 15 percent very good, 7.5 percent good, 22.5 percent satisfactory and 55 percent poor. Thus, the institutional school teachers' position was found slightly better than their school counterparts.

Regarding community school teachers' free communicative activities, 5 percent were excellent, 30 percent satisfactory and 65 percent poor whereas institutional teachers' free communicative activities showed 35 percent were found good, 17.5 percent satisfactory and 47.5 percent poor. Thus, majority of both community and institutional school teachers were found below satisfactory level in conducting free communicative activities.

Regarding activities in real life situation, only 7.5 percent community school teachers were good, 5 percent satisfactory and 52.5 percent poor in doing such activities. Remaining 35 percent teachers did not conduct these activities in the classroom whereas 25 percent teachers of institutional schools were found good, 45 percent satisfactory and 5 percent teachers poor in doing these activities. Remaining 25 percent teachers did not conduct these activities in the classroom. The institutional school teachers' performances under free communicative activities were found better than community school teachers. Thus, majority of both the community and institutional school teachers conducted pre-communicative, controlled communicative, free communicative and real life situational activities in the classroom.

The third point of observation was follow-up activities. It was found that 4 percent community school teachers conducted follow-up activities in the classroom where as 17.5 percent teachers of institutional schools conducted follow-up activities in the classroom. Remaining 96 percent of community school teachers and 82.5 percent institutional school teachers did not conduct follow-up activities in the classroom. Thus, majority of both community and

institutional school teachers did not conduct follow up activities in the classroom.

4.2.2 Detailed Comparison of Class Observation

The comparison has been presented on the basis of percent. The repeatedly used activities of teachers of both types of schools have been regarded as frequent activities and the activities used by the less number of teachers have been regarded less frequent ones for the purpose of this study. The activities which were used commonly by both types of teachers were regarded as common activities. The comparison and analysis of the data have been presented on the basis of three main items, warming up activities, activities of teaching speaking (pre- communicative, controlled communicative, free communicative and activities in real life situation) and follow-up activities.

Warming up Activities

Warming up activities facilitate to arouse learners' interest in a lesson. Different activities can be used to warm up students in learning. Content revision, jokes, songs, guessing games and brainstorming can be conducted before actual beginning of the class.

Table 7 : Warming up Activities

Activities	Frequency (Percent)	
	Community school	Institutional school
Content revision	45	22.5
Jokes	5	5
Songs	10	12.5
Guessing games	17.5	27.5
Brain storming	10	15
Questioning	12.5	15
Total	100	100

Source : Field Survey, 2016

Table 7 shows that all the community and institutional school teachers conducted warming up activities in the classroom. The community school teachers frequently conducted content revision whereas less frequently conducted jokes. In the same way, the institutional school teachers frequently conducted guessing games and less frequently conducted jokes in the classroom. Content revision, guessing games and questioning were common as well as frequently used warming up activities by the teachers of both types of schools whereas telling jokes and playing songs were less frequent in their presentation.

Activities of Teaching Speaking

Teaching speaking is a systematic process. We have to conduct speaking activities in the classroom. Any teacher, therefore, passes through speaking into pre-communicative, controlled communicative, free communicative and real life situational activity stages. The researcher observed both the community and institutional school teachers' speaking classes. This can be analyzed in the following headings:

Pre-communicative Activities

Table 8 : Pre-communicative Activities

Activities	Frequency (Percent)	
	Community school	Institutional school
Contextualization	57.5	55
Motivation for preparation	25	25
Identification of participant	17.5	19.5
Total	100	100

Source : Field Survey, 2016

Table 8 shows that community and institutional school teachers were similar in conducting pre-communicative activities in the classroom. Both community and institutional school teachers preferred to conduct contextualization activity

frequently in the classroom whereas the least preferred pre-communicative activity was identification of participants for both of them. Thus, both the community and institutional school teachers preferred same kinds of activities at this stage. Contextualization and motivation for preparation were common as well as frequent pre-communicative activities for both types of teachers.

Controlled Communicative Activities

Table 9 : Controlled Communicative Activities

Activities	Frequency (Percent)	
	Community school	Institutional school
Unscrambling task	7.5	57.5
Information exchange	50	37.5
Drills	32.5	5
Guided interview	10	-
Total	100	100

Source : Field Survey, 2016

Table 9 shows that community and institutional school teachers preferred different activities in the classroom. Only few number (7.5 percent) of community school teachers preferred to conduct unscrambling task in the classroom whereas majority of institutional school teachers (57.5 percent) frequently preferred to conduct unscrambling task at this stage. Only 5 percent institutional school teachers preferred to use drills in the classroom whereas 27.5 percent teachers of community schools preferred to use drill in the classroom. The least used activity was guided interview for the teachers of both types of schools.

Free Communicative Activities

Table10 : Free Communicative Activities

Activities	Frequency (Percent)	
	Community school	Institutional school
Role-play	27.5	22.5
Describing picture	15	7.5
Question answer	12.5	5
Opinion gap	5	5
Dramatization	2.5	7.5
Rank ordering preference	5	-
Guessing games	12.5	15
Simulation	2.5	2.5
Discussion	7.5	20
Information gap	10	15
Total	100	100

Source : Field Survey, 2016

Table 10 shows that both the community and institutional school teachers conducted similar kinds of free communicative activities at this stage in the classroom but the preferred percent varies. Role play was frequently preferred activity for both community and institutional school teachers. The community school teachers frequently conducted describing picture, question answer and information gap in the classroom whereas the institutional school teachers conducted discussion, simulation and guessing game frequently at this stage. Opinion gap and rank ordering preferences were less used activities for community school teachers whereas opinion gap, rank ordering preferences and question answer were less used activities for institutional school teachers. Thus, describing picture and question answer were frequently used activities on the part of community school teachers whereas role play and discussion were frequently used activities on the part of institutional school teachers.

Activities in Real Life Situation

Table 11 : Activities in Real Life Situation

Activities	Frequency (Percent)	
	Community school	Institutional school
Telling stories and experiences	12.5	22.5
Prepared talk	17.5	7.5
Oral description	10	17.5
Strip story	15	15
Reporting	10	12.5
Total	65	75

Source : Field Survey, 2016

Table 11 shows that only 65 percent community school teachers and 75 percent institutional school teachers conducted real life situational activities in the classroom. Community school teachers frequently preferred to conduct prepared talks as real life situational activity whereas institutional school teachers frequently preferred to conduct telling stories and experiences in the classroom. The least used activities by community schools teachers were oral description and reporting whereas the least used activity by institutional school teachers was prepared talk. Both the community and institutional school teachers did not conduct oral games. Thus, telling stories and experiences, prepared talk and strip story were frequently preferred activities by community school teachers. Telling stories and experiences, oral description and strip story were more frequent activities of institutional school teachers.

Follow-up Activities

Follow-up activities are the feedback activities after conducting speaking activities in the classroom. These activities are very crucial to correct the students' mistakes in speaking and help to improve. Table 12 shows the situation of follow-up.

Table12 : Follow-up Activities

Activities	Frequency (Percent)	
	Community school	Institutional school
Topical follow-up	4	7.5
Linguistic follow-up	-	10
Total	4	17.5

Source : Field Survey, 2016

Table 12 shows that only a few number of community and institutional school teachers did topical follow-up activity in the classroom. The community school teachers did only topical follow-up whereas the institutional teachers did the topical and linguistic follow-up in the classroom. Thus, topical follow-up and linguistic follow-up were found frequent activities of institutional school teachers whereas linguistic follow-up was not used by community school teachers.

CHAPTER V

SUMMARY, CONCLUSION AND IMPLICATIONS

5.1 Summary

The main focus of this study was to find out strategies employed in teaching speaking by institutional school teachers and to compare those strategies with that of community school teachers. The findings derived from questionnaire and check list have been presented separately.

Asking questions, brainstorming, creating friendly environment and highlighting the importance of the English language were the motivational strategies used by institutional school teachers.

- a. In order to arouse learners' interest towards speaking, strategies like picture demonstration, creating fun, telling stories, playing recorded text, and showing films and videos were used by them.
- b. Discussion, role play, strip story and group work strategies were found using to increase students participation in different classroom activities.
- c. The activities like opinion polls, performing drama, describing the seen film and debate were found to have been used as extracurricular activities.
- d. Students' ability was evaluated by using the strategies like oral-questions, problem-solving exercise and asking them to discuss a given topic.
- e. Asking questions and brainstorming strategies were equally frequent in use by the teachers of both types of schools whereas encouraging students to interact with each other and showing the importance of the English language were used by community school teachers and final one was used by institutional school teachers for the motivational purpose.
- f. To arouse the learners' interest, the strategies like creating fun and picture demonstration were found frequently as well as commonly used by both types of teachers where telling stories was common but less frequent strategies used by them. But guessing title and telling background

information about the lesson were used on individual basis by community and institutional school teachers, respectively.

- g. Strategies like role play, discussion, and strip story were found frequent as well as common in both types of teachers' presentation to participate students actively.
- h. Extra-curricular activities like debate competition, showing film and making students tell story and opinion poll were common but the first two were frequent in community school whereas the final one was frequent in institutional schools. However, performing drama was specific to institutional school teachers.
- i. For the evaluative purpose, strategies like oral questions and topic discussion were used frequently as well as commonly by both types of teachers. But description of maps, charts and figures and problem solving exercises were separately used by both types of teachers.
- j. Content revision, guessing games, questioning, brainstorming, playing songs and telling jokes were the warming up activities used by institutional school teachers.
- k. Contextualization, motivation for preparation and identification of participants were pre-communicative activities or strategies used by them.
- l. Similarly, unscrambling tasks, information exchange and drills were the strategies used under controlled communicative activities but guided interview was not used by them.
- m. Activities like role-play, discussion, information gap, question answer, describing picture, opinion gap, simulation and dramatization were more frequent to less frequent but free interview, picture differences, things in common and problem solving were never used as free-communicative activities.
- n. Telling stories and experiences, oral description, strip story, reporting and prepared talk were more frequent (22.5 percent) to less frequent (7.5 percent) in institutional school teachers' presentation but oral games were not used by them.

- o. In order to conduct follow up activities, two major activities were used viz topical and linguistic follow up less frequently in their classroom.
- p. Content revision, guessing games and questioning were common as well as frequently used warming up activities by both types of teachers where telling jokes and playing songs were less frequent in their presentation.
- q. Contextualization and motivation for preparation were common as well as frequent pre-communicative activities and identification of participant was less frequent in both types of teachers.
- r. Unscrambling task and information exchange activities were frequent controlled communicative activities on the part of institutional school teachers whereas information exchange and drills were frequent activities used by community school teachers.
- s. Under free communicative activities, role play, discussion and information gap were frequent activities on the part of institutional school teachers whereas role play, describing picture and question answer were frequent activities used by community school teachers.
- t. Telling stories and experiences, oral description and strip story were frequently used by institutional school teachers where as prepared talk, telling stories and experiences and strip story were frequent real life situational activities on the part of community school teachers.
- u. Comparatively, topical follow up and linguistic follow up activities were found frequent in institutional school teachers case whereas linguistic follow up activity was not used by community school teachers.

5.2 Conclusion

After the presentation and analysis of the collected data, it can be concluded that while teaching speaking in lower secondary level in both the community and institutional schools of Jhapa district, the teachers are implementing different strategies in their classroom and that it can be much effective in course of teaching other skills as well if the teachers are encouraged in their

positive efforts after the observation and supervisions from the concerned authorities.

5.3 Implications

On the basis of the findings from this research, the following recommendations have been pin pointed :

5.3.1 Policy Level

- i. Curriculum elaboration should be prepared and issued to the teachers about the possible strategies that can be implied in the specific skills and specific teaching items of different class textbooks.
- ii. Regular observation and supervision system should be developed through government programme.
- iii. Appropriate policy of evaluation should be made and implemented so as to evaluate the achievement of the students in their competencies.

5.3.2 Practice Level

- i. Teachers should conduct different activities to bring variety and break monotony of students.
- ii. Different types of extracurricular activities should be organized so as to bring variety in teaching learning.
- iii. Different activities should be used as evaluating tools.
- iv. Activities like playing songs, telling jokes, showing films and videos should be conducted frequently to warm-up students.
- v. Discussion and information gap activities should be focused in the classroom.
- vi. Topical follow-up and linguistic follow-up should be used for feedback.
- vii. Teachers should be trained by the concerned authority or government regarding new trends in teaching speaking to conduct varieties of activities in the classroom.
- viii. Training skills should be honestly carried up to the classroom.

5.3.3 Further Research Level

On the basis of this research, the following topics are recommended for further research.

1. Strategies Employed in Teaching Listening
2. Strategies Employed in Teaching Reading
3. Strategies Employed in Teaching Writing
4. A Comparative Study of Teaching Reading in Community and Institutional Schools
5. A Comparative Study of Teaching Writing in Community and Institutional Schools
6. A Comparative Study of Teaching Listening in Community and Institutional Schools

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STRATEGIES EMPLOYED IN TEACHING SPEAKING SKILL

Appendix I

Questionnaire for the Teachers

1. Do you teach speaking in your classroom?

- a. yes
- b. No

If yes, what steps do you follow for teaching speaking?

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2. Do your students like to speak more in the classroom?

- a. yes
- b. No

How do you motivate them to speak more in the classroom?

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3. When you enter into the classroom, what are the ways of arousing learners interest in speaking?

.....

.....

4. How many shy natured students are there in your classroom?

- a. 1-5
- b. 5-10
- c. 10-15
- d. more than 20

How do you encourage them to participate in speaking?

.....

.....

.....

.....

5. In which technique do students get more chance to speak?
a. pair work b. dramatization c. discussion d. role play
6. For teaching speaking, students are practiced:
a. Situational dialogue.
b. Structure based dialogue.
c. Classroom interaction in free environment.
d. Put them in a situation that they necessarily speak.
7. In which technique, do your students like to participate more actively?
a. group work b. role play c. discussion d. strip story
8. Do you use teaching materials for speaking except book?
a. Yes b. No

What teaching materials do you use for teaching speaking?

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

9. How many period have you given for teaching speaking in a week?
.....
10. I encourage my students:
a. To use target language in the classroom.
b. To use mother tongue.
c. Sometimes mother tongue and sometimes target language.
d. To use target language every where.
11. Students' mistakes in speaking are:
a. Tolerated and not taken so seriously.
b. Immediately corrected.
c. Taken it seriously and ask them to produce correct responses only
d. No attention is given in mistakes, students are asked to correct themselves.

12. Any extracurricular activity regarding speaking activities if used (daily, weekly, monthly).

Please mention.

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.....
.....

13. Are speaking activities included in grade eight English textbook enough for achieving course objective?

- a. Yes b. No

14. What should a teacher emphasize for teaching speaking?

- a. fluency practice
- b. accuracy practice
- c. both fluency and accuracy practice

15. How do you teach your student to pronounce correctly?

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

Thank You

STRATEGIES EMPLOYED IN TEACHING SPEAKING SKILL

Appendix II

Class Observation form

Teachers' Name:

Period:

Date:

Class:

Training (If any):

School:

S N	Activities	Ranking					Remarks
		Excellent	V. Good	Good	Satisfactory	poor	
1	Warming up activities						
	Content revision						
	Jokes						
	Songs						
	Guessing games						
	Brainstorming						
	Questioning						
2.	Activities of Teaching Speaking						
a.	Pre communicative activities						
	Contextualization						
	Motivation for preparation						
	Identification of participant						
b.	Controlled communicative activities						
	Unscrambling task						
	Information exchange						
	Drills						
	Guided interview						
c.	Free communicative activities						
	Information gaps						

	Opinion gap						
	Role play						
	Dramatization						
	Free interviews						
	Discussion						
	Rank ordering preferences						
	Describing pictures						
	Picture differences						
	Things in common						
	Solving problems						
	Simulations						
	Guessing games						
	Question answer						
d.	Activities in real life situation						
	Oral games						
	Strip stories						
	Telling stories and experiences						
	Prepared talks						
	Oral description						
	Reporting						
3.	Follow up						
	Topical follow up						
	Linguistic follow up						

.....
Observer

