SECONDARY LEVEL ENGLISH TEACHER`S IN TEACHING SPEAKING IN LARGE CLASSES

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted By

Israr Khan

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2021

SECONDARY LEVEL ENGLISH TEACHER`S IN TEACHING SPEAKING IN LARGE

CLASSES

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted By

Israr Khan

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2021

DECLARATION

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

Date: 23/12/2020   **……………………….**

Israr Khan

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Israr Khan** has prepared this thesis entitled the strategies used by secondary level teachers in teaching speaking in large classes under my guidance and supervision.

I recommend this thesis for acceptance.

Date:24/12/2020   **……………………………………….**

Dr. Bal Mukunda Bhandari (supervisor)

Professor

Department of English Education

T.U. Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Gopal Prasad Pandey   ……………………...

Reader and Head   Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Bal Mukunda Bhandari (Supervisor)   …………………….

Professor   Member

Department of English Education

Tribhuvan University, Kirtipur

Dr. Ram Ekwal Singh   **…………………**

Reader   Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 30/12/2019

RECOMMENDATION FOR APPROVAL

Theis thesis has been evaluated and approved by the following **Thesis Evaluation Approval Committee:**

Signature

Dr. Gopal Prasad Pandey   **…………………………...**

Reader and Head   (Chairperson)

Department of English Education

Tribhuvan University, Kirtipur, Kathmandu

Dr. Chandreshwor Mishra   ………………………

Professor   (External)

Department of English Education

Tribhuvan University, Kirtipur

Dr. Bal Mukunda Bhandari (Supervisor)   ……………………

Professor   (Member)

Department of english Education

Tribhuwan University, Kirtipur, Kathmandu

Date: 01/03/2021

DEDICATION

Dedicated

To

My adorable parents, Niyamat Khan and Khusnama khan who spent their entire life to make me what I am today.

ACKNOWLEDGEMENTS

ABSTRACT

The present research work entitled the **Secondary Level English Teacher`s in Teaching Speaking in Large Classes** is an attempt to find out strategies adopted by the teachers for teaching speaking in large size ELT classes. The study was carried out by using both primary and secondary sources of data. To achieve the objectives, classroom observation and in-depth interview were prepared as a tool for data collection. The data were collected from four secondary level English teachers of Banke district. From each school, one teacher was selected by using non-random sampling method. Four teachers were interviewed and four classes were observed. The data collected through interview and classroom observation were analyzed and interpreted thematically and descriptively. It was found that teachers used various speaking strategies like simulation, picture narrating, language games, project work, drills method and presentation. The study also strip story to develop communication ability of the students. The study also recalls that there are significant differences between the strategies used by public and private teachers.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic which consists of background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definition of the key terms are included. The second chapter includes of both theoretical and empirical literature, along with implications pf the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes research design of the study, population, sample, sampling strategies, data collection tools, data collection procedures, data interpretations procedures and ethical considerations. The fourth chapter includes analysis and interpretation of the data. The fifth chapter presents findings and conclusions of the study and recommendations. Moreover, it also suggests some pedagogical implications based on policy related, practice related and further research related. This chapter is followed by references and appendixes used for the study.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

ELT: English language Teaching

EFL: English as a Foreign Language

EFA: Education for All

MoE: Ministry of Education

M.Ed: Masters of Education

SSRP: School Sector Reform Plan

T.U.:   Tribhuwan University

UNESCO: United Nations Educational Scientific and Cultural Organization

CDC: Curriculum Development Center

CHAPTER ONE

INTRODUCTION

The present study is about **Secondary level English teacher`s in Teaching Speaking in Large Classes.** This section consists of background of the study, the objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the of the key terms.

Background of the Study

Speaking is one of the important skills that should be mastered by the students in order to communicate in English fluently and accurately. It is the ability to talk at any time and situation. Speaking that gives us the ability to communicate effectively, which allow the speakers to convey the message in a passionate, thoughtful and convincing manner. "speaking involves interaction with one or more participants" Harmer (2001, p.271). This means that effective speaking involves a good deal of listening. In which speaking is one of the most difficult skill to be learned by the students among the four skills. (Speaking, listening, reading and writing).

Language skills are classified as: receptive and productive. Receptive skills consist of listening and reading skills. Similarly, productive skill consists of speaking and writing skills. All of the skills are important in communication for the better communication.

Mainly there are two reasons why speaking skill is difficult for the students. First one is the lack of motivation and another one is the inappropriate techniques used by the teacher in teaching speaking skill in the classroom. Whereas, teaching English language requires the use of

effective teaching learning strategies, method, techniques, games, activities to promote the speaking skills.

There are different ways of teaching speaking in the classroom which develops the student's proficiency which are as: role play, storytelling, strip story, simulation etc. are the common strategies the teachers use in the English language classroom. In the context of Nepal listening and speaking skills are neglected in school assessment although twenty-five percent weightage allocated for the listening and speaking and seventy-five percentages marks is allocated for writing and reading skills. In our context, students even pass the examination without speaking a single word.

Teachers feel difficult to engage the students in learning and learners feel it hard to have opportunities to participate in classroom activities. In this paper, I would like to introduce some common and useful teaching and management strategies that most authors and researchers in the literature recommended for the language teachers use to deal with multilevel large classes. As problems stemmed from large classes are recognized and universal teaching and management strategies are applied, especially novice teachers can avoid classroom problems and teachers will enable to help their students to learn the target language better.

Large classes have more than 100 students enrolled. There is no fix number in which English teachers often associated with opportunities and challenges. Harmer (2008) points out that "Overcrowded classrooms badly affects learners' attitudes negatively". Hymens (1971) stated "Large classes are often associated with disorientation, lack of control, lack of concentration, lack of classroom interaction, lack of classroom activities, and lack of ability to speak English fluently." Overcrowded classes reduce teacher's attention per pupil and produce physical discomfort as well as distraction in teaching learning process.

The attitudes towards teaching large classes vary from teachers to teachers and situation to situation. According to Fielder (2001), "It is not surprising to find out some teachers to enjoy in teaching large classes. These teachers think that if proper strategies are adopted, students may achieve more". Teaching in large classes is itself challenging. But with the help of using different kinds of techniques, methods and strategies teachers can balance their difficulties which they face in the large classes while teaching speaking in the classroom.

Statements of the Problem

Speaking is one of the important skills which is taught for the communicative purpose. But in the context of Nepal, I have experienced that speaking has given less priority. To be specific, in my experience, teaching speaking skill is really challenging. Where there is lack of physical facilities, lack of teaching materials, teaching methods and techniques, lack of enough exposure in English, poor economic condition of school and students, lack of interest of students in learning English, poor comprehension rate, mother tongue interferences and so on. Teaching has always been a difficult job. With the help of innovative methods, techniques, strategies, it may become easier. Having large number of the students in the classroom is one of the biggest problems for the teachers.

English teachers face many problems in large classes, they often face the problem of student's participation to break down the silence of the students, classroom management, material development etc. The large class is a relative term which is different from place to place and context to context. In some context, large classes contain 50-100 students or more (Fielder, 2001). In another context 40 or less or above. But these all depends upon how the teacher manage the teaching learning activities and materials.

Speaking is the primary and basic skill which is essential to develop communicative competence of the students. The main aims and goals of secondary level curriculum is to develop the common competencies to make good command over speaking for effective communication fluently and accurately by involving the students in group work, pair work, brain storming, simulation, picture describing and narrating in the large classes having more than 40 above students.

Objectives of the Study

The objectives of this study are:

a) To find out the strategies used by the secondary level teachers in large classes for teaching speaking,

b) To compare the strategies used by the private and public-school teachers for teaching speaking in large classes, and

c) To recommend some pedagogical implications.

Research Questions

Followings are the research questions for this study:

a) What strategies are used by the teachers to teach speaking in large classes?

b) What challenges do the teachers face in the large classes?

c) Are there any special strategies for teaching speaking in secondary level classes?

d) What types of strategies do you use in the classroom to enhance speaking activities?

e) What were the students` responses towards teachers` strategies used in teaching speaking skill?

Significance of the Study

In the context of Nepal, most of the academic institutions are out of bearing capacities of the students. The effect has been seen in the classroom teaching. Especially the government aided schools and universities, the teachers and students are facing a number of problems due to large number of students in the classroom. Teaching incompetent, unskillful and traditional teachers in such a poor managed large class is not less challenging.

Speaking skill is one of the most important basic skill but in the context of Nepal. It is ignored in English language teaching scenario. In the context of Nepal most of the teachers use the lecture method where the participants are passive where they try to use their mother tongue and most of the students are remain silent in the classroom.

This study will be significant to those personalities who are engaged in English language teaching and learning which will be beneficial for the teachers, students and institutions theoretically and practically.

Delimitations of the Study

This study will be limited to the secondary level English teachers. Similarly, this study will be confined to Banke district. The data for this study will be collected from four different schools in Banke district within teaching speaking skill in large class.

Operational Definitions of the Key Terms

Operational definitions of key terms refer to the definitions of the specific terms that are used in the study. Some operational key terms that will be used in this study will have been defined as:

Teaching speaking strategies: The terms "Teaching speaking strategies" refer to the techniques the teachers use to help students become effective in speaking.

Large classroom: The class which has 40 or more students.

Strategies: A careful plan or method for achieving a particular goal usually over a long period of time. The skill of making or carrying out plans to achieve a goal.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the theoretical knowledge related to the study. After that the glimpse of previous studies related to this study is reviewed in next sub-heading. How the particular reviewed study is beneficial for the researchers is evaluated. At last the whole summary of this study is shown in the framework.

Review of Theoretical Literature

Review of theoretical literature refers to the review of existing theoretical body of knowledge on the researcher's interest. This sub chapter tries to generate the various theoretical perspective related to speaking strategies used by the teachers in teaching speaking in large classes.

An Introduction of Language Skill

A language is basically used in real-life situation in order to receive information and for communication. In this regard, Harmer (2008) says language skills can be characterized as receptive, which involves listening and reading, then as productive including writing and speaking. They are integrated not only while we are teaching and learning a language but also in real-life situation while we are using it for various purposes.

Similarly, language skills are essential for teaching and learning a foreign or second language. In this regard, Hinkel, (2006, as cited in Harmer, 2008, p. 265) classifies that skill together makes little sense to talk about the skills in isolation. He points out it as, 'in meaningful communication. People employ incremental language skills not in isolation, but in tandem.' In

teaching and learning process, four language skills are related to each other. Similarly, one skill demands another skill because if we are reading and speaking, we often mix what we are doing with other skills. likewise, among these skills, speaking is the most important, complex, complicated task in teaching and learning process because it needs more specific to improve the communicative competence. In this regard, Ur (1999, p. 120) says that, "Of all the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred as speakers of that language". Thus, learning to speak a foreign language is the most important task because those who can communicate in that language are referred as the speakers of that language.

Large Class

Teachers complain and feel uncomfortable when teaching big classes with unfavorable socio-cultural conditions. However, when being asked. When a class is considered large?' teachers often give very different answer. Teachers say a class is large or too large depends to a great extent upon the individual teacher's perception and experiences. English languages classes vary greatly in size. In this regard, Hayes (1997) says that there is no quantitative definition of what constitutes a large class, as people's perceptions of this varies from context to context. There is no any fixed number which is called large class. Therefore, a large class is large when the teacher feels it large. In some countries, 25-30 students per one teacher is considered large, while in other countries this is seen to be normal or even quite small. " (UNESCO Bangkok 2006, p. 1).

Large class is a relative term because the large class differ from context to context and place to place. In some context or countries, large class may contain 40 to 100 students or more and in other context the large class may contains 40 or less students but this may not be the case

of all the context. According to Harmer (2008, p.123) states that "English language class vary greatly in size according to the situation and it differs from place to place or context to context". Similarly, Ur (1999) specially proposes that the exact number does not really matter, what matters is and how the teacher see the class size in their own specific situation. If there are 40-50 students within one class and in some other place's numbers go up to the hundred is large class, the average of large classes in Lancaster university is around 50 and in China 50-100 normally called large, large class is one that includes more students than teacher can manage and prepare resources (Qiang and Ning, 2011).

In the context of Nepal, especially government aided schools are overcrowded having more than 100 students in a large classroom. There is no uniformity in terms of student's number to becomes large classroom but the education regulation (2059) has suggested that the public schools should have maximum 50, average 45 and minimum 40 students in Terai, Hilly and Mountains region respectively. Furthermore, the document also suggest that private schools have maximum 44, average 33 and minimum 22 students in classroom. According to Hess (2001, pp.2-4), there are some elements in successful large classroom teaching are as: Be organize, established routines, use a different pace for different activities, maximize individuals works, use pair work and group work, use worksheet, use the size of the group to your advantages. Similarly, Harmer (2008, pp.177-178) also suggested some of the ways to dealing with big classes. For him big classes are quite problematic for the novice teachers than the experienced one. He suggested that to use the worksheets for individual students and when feedback sessions, similarly use of group work and pair work, use of chorus reaction, use group leaders, thinking about visions and acoustics, use the size of the group to your advantages are some of the ways Harmer provides to deal with large classroom. A 'heterogeneous' class is one that has different

kinds of learners in it, as opposed to a 'homogeneous' class, where the learners are similar. How many ways can you think in which learners differ from one another in a heterogeneous class are likely to affect the way you teach them.

Challenges of Teaching Large Classes

In the context of large classes, teacher generally feel greater burdens and challenges then in the small classes. It is certainly true that large classes have some specific problems and challenges than small class. The problems deal with teaching learning activities, such as: personal attention to individual students, students talking time, getting them interacting with each other and so on. According to Hess, (2001, pp.2-4), the following are the some of the challenges which the teacher face in large classes as: Preparation, marking, student's needs, intimacy, distraction, monitoring students, space, noise level, textbook and resources. It cannot be denied that teaching large classes is a burden to teachers, especially novice teachers may face many problems in their classes. Watson (2006, pp. 3-4) summarizes the major problems that other researchers have highlighted when teaching large classes. Watson says teachers of large classes often face problems in: Teaching strategies, management skills, ways to build good student-student interactions and friendly student-teacher relationships, teaching feedback and evaluation, marking students' paper. Indeed, when teaching large classes, teachers usually have to encounter many difficulties that affect their teaching processes. Locastro (2001, p. 494) thinks that, having a large class prevented teachers for doing what they wanted to do to help learners to make progress in developing their language proficiency. " She groups the difficulties that teachers faced into three kinds of problems: pedagogical, management and affective problems. She says, the example, teachers of English find it difficult to carry out the language skill tasks; teachers of big classes will not have good attending to all the students in their class and they find it hard to

learn all students name and activity that helps to build a good relationship between the teacher and students. She says teachers of speaking skill has problem in setting up activities that can be joined by all the students of a big class. Teachers find it uneasy to monitor students learning progress, giving students feedback and individualization work cannot be done. Management is another problem. Sarwar (2001, p. 158) recognizes that a big class, it is very difficult for class management. He says some teachers feel uncomfortable when they have to face hundreds of eyes in a big class. A large class is often noisy that affects teaching process and neighboring classes. Many teachers hold a preconception that when they faced the large classes, they might be tempted to give up, thinking that there is no chance of getting so many students to learn. (UNESCO Bangkok 2006, p. 9) Although teaching large classes is a big problem in Vietnam, not many studies have been done to solve this problem. However, some Vietnamese researchers still show their interest in this matter (Nguyen 2005; Nguyen & Nguyen 2010).

Despite these difficulties, teachers said large classes do not always have negative effects. At a teaching workshop in Chile, Harmer (2008) said teaching large classes is not always terrible. Big classes make teachers Joke funnier which increases students relaxing laughs. He advices teachers make large classes small. In Thailand, the teachers find different ways to teach large classes effectively although they have to face great challenges. Thai teachers recognize, despite great challenges, large classes do offer teachers opportunities. The students in large classes can learn as well as those in small ones. What counts is not the size of the class, but the quality of the teaching. (UNESCO Bangkok 2006, p. 2). Teachers in Asia said teaching large classes still offer teachers many good opportunities:

- Teachers learn how to have the opportunities to improve their organizational and managerial skills.

- Teachers know how to improve their interpersonal skills as they try to interact with students. Teachers learn how to use different kinds of teaching strategies as well as teaching learning activities to suit the students" different learning styles.

- Teachers who work with large classes can learn from their student's different ideas and interesting life experiences. Therefore, the problems that teachers in large classes is facing is how to cope with the situations and select the most suitable teaching strategies to bring success to their classes. (UNESCO Bangkok 2006, pp. 10-11)

According to Ur (1999) stated that teaching problems in large classes are:

a) Discipline: 'He has discipline problems in these classes; He finds them difficult to control.'

b) Correcting written assignments. 'He can't keep up with the marking load.'

c) Interest: 'They get bored: He can't find topics and activities that keep them all interested.'

d) Effective learning; 'He can't make sure they're all learning effectively; the tasks he provides are either too difficult or too easy for many of them.'

e) Materials: 'He can't find suitable material: the textbooks are 'homogeneous'– rigidly aimed at one kind of learner, with no options or flexibility.

f) Individual awareness: 'He can't get to know and follow the progress of all the individuals in my class: there are too many of them, and they're all so different.'

g) Participation: 'He can't activate them all: only a few students– the more proficient and confident ones– seem to respond actively to my questions.

Principles to Manage Large Classes

UNESCO (2006) Stated some key principles to manage large class. Large class is often perceived as one of the major obstacles to ensure the quality education. Large class is a reality in many schools and many countries, often as a direct result of inadequate funding's and the absence of political to provide a sufficient number of teachers and classroom that would ensure the quality education. Many teachers find teaching in large classroom problematic but many researchers show that a class size does not automatically correctable with students learning. Students in large class can learn as well as those in small ones. Providing tools to address the difficulty of teaching in large class is an important step towards realizing quality Education for All (EFA) in school settings. What counts is not the size of the class, but the quality of teaching. some key principles as stated by Brown (2000) to manage the large classes are as follows:

Maximize Classroom Space: In large classroom, we have to draw students into groups to create physical spaces that make them comfortable. The arrangements of a classroom may be flexible or a challengeable, but the idea is to draw students into group and to create a physical space that make them and want to enter into a discussion. In large class setting, space is often a luxury. To what learning space is available, consider removing unnecessary furniture to reduce the feeling of over crowing a facilitate movements.

Break Class into Small Group: Dividing the entire group into small "working groups" will help to facilitate name recall. Classroom time can be used to give small projects for each group. Only having to remember eight to nine people in a small group is much easier than looking at sixty plus faces. Work on visualizing which faces sit in which seats. Then, work on memorizing every name from particular group.

Creating A Well-Managed Learning Environment: Managing the learning environment in the classroom for all students is a complex process. The classroom environment encompasses the physical environment including learning resources for lessons as well as the phyco-social environment. Try to create child friendly environment in the class to ensure the high achievement. Organizing the physical environment ideally, a class in held in a bright, clean and well-equipped room that accommodates every student comfortably allows them to move around and work well either individually or in group.

Make A Large Class Feel Small: If the classroom is large, we should think it as a small. Many teachers try to make a large class be treating it as such. They move towards a student who has asked a question, which reduces physical and social distances and they help class assistance distribute materials.

Activity Take Attendance: Call roll number using the students names several times during the beginning of the school year to connect faces and names as soon as possible. Even though there may be some names, that teachers do not seem to be able to learn, the students will greatly appreciate teachers' effort. Teacher should provide opportunities for students to talk by using groupwork or pair work and limiting his talk teacher should provide feedback like: your presentation was really great, it was a good job, I really appreciate your efforts in preparing the materials and the efficient of your voice.

Components of Speaking Skill

Speaking is the key ways of some to express their ideas and thoughts. Components are the most important factors to improve speaking skills one should have knowledge about the components of the speaking.

According to Hedge (2008) & (Syakur, 1987. p.3). Speaking has five important components they are as follow:

Grammar: Grammar is a set of structural rules which describe how we use a language knowledge of grammar matters a lot in speaking language. Grammar is the sets of rules that can be combine into words and it can be change their forms and can be combined into sentences in that languages. Grammar is needed for the students to arrange correct sentences in conversations of both written and oral forms. This is done by a set of rules or principles that can be used to generate all well-formed grammatical utterances in the language (Purpura, 2004, p. 6). Moreover, the other definition of grammar stated by Greenbaum (2001, p.1) argue that "Grammar refers to the set of rules that allow us to combine words in our language into larger units".

Pronunciation: Pronunciation is an important aspect for proper communication because improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. Pronunciation includes many aspects such as: articulation intonation, stress, pitch, tempo, phrasing and more peripherally even gestures, body language and eye contact. Pronunciation is the way for the students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonations even though they have limited vocabulary and grammar.

English pronunciation does not amount to mastery over a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English ways of making a speaker's thoughts for easy follow. Moreover, pronunciations include all those aspects of speech which make for an easily intelligible flow of speech. Including segmental articulations, rhythm, intonation, phrasing, and more peripherical even gestures, body language and eye contact

(Fraser, 2001.p. 6). Based on the statements above can be concluded that pronunciation includes many aspects of language.

According to Ur (1999) defined some ideas to enhance pronunciation:

Dictation: of random lists of words, of words that have similar spelling problems, of complete sentences, of half- sentences to be completed.

Reading aloud: Syllables, words, phrases, sentences.

Discrimination: Prepare set of 'minimal pairs' – pairs of words which differ from each other in one sound.

Letter combination (such as dip–deep in English). Either ask learners to read them aloud, taking care to discriminate, or read them aloud yourself, and ask students to write them down.

Discrimination: Provide a list of words that are spelt the same in the learners 'mother tongue and in the target language: read aloud, or ask learners to, and discuss the differences in pronunciation (and meaning).

Prediction: Provide set of letter combinations, which are parts of words the learners know. How would the learners expect them to be pronounced? Then reveal the full word.

Prediction (2: Dictate a set of words in the target language the learners do not know yet, but whose spelling accords with rules. Can they spell them? (Then reveal meanings.)

Vocabulary: Vocabulary is a basic building block of language learning. Vocabulary is essential for successful second language use because without having a sufficient vocabulary, one cannot communicate effectively. Vocabulary is the essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may

have learnt for comprehensible communication. It can be said that the success in communication is the power of words. Knowing vocabularies. Then, we can express our ideas, feelings, emotions and thoughts both in oral and written form. In spoken language or speaking, the vocabulary tends to be familiar every day. It means to say that in spoken language, vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic and building blocks of language learning. How they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary consists of two forms: oral and written. Oral vocabularies are the sets of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are the important distinctions because the set of words that beginning readers know mainly oral representations. Moreover, vocabulary is a set of lexemes including single words, compound words and idioms Richards (2008, p. 580).

Fluency: As pointed by Richards (1992, p.204) defined "Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing rhythm, intonations, stress, pale of speaking and the use of interjections and interruptions". Pollard (2008, p.16) defines "Fluency is the ability to speak communicatively, fluently and accurately". Fluency usually refers to express oral language freely without any interruption. In teaching and learning process, if the teacher wants to check student's fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students to speak fluently and easily. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

Comprehension: Comprehension is the ability to understand the meaning or importance of something. In speaking comprehension refers to the speakers understanding about what are they saying to the listeners in order to avoid misunderstanding information. It means to say to easy understand the information. Comprehension is the ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuitions of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. Therefore, in speaking can be concluded that the comprehension refers to the speakers understanding about the what are they saying to the listeners in order to avoid misunderstanding information's in addition, its function is to make the listeners easily to catch the information's from the speakers.

Teaching speaking in large classes

Class size is a major concern to any educational systems. Especially, at government schools, a class of any size (small or large) appears to be an acceptable norm. however, when classes are too large, they are considered to construct some challenges related to teaching and learning process. Whether the classes are big or small, instructions are expected to teach and assess students effectively.

English teachers face many problems while teaching speaking in large classes. They often have problems of student's involvement, classroom interactions, classroom management, rapport building, students talking time, and material preparations. If the teacher cannot manage the teaching and learning activities, materials properly, he/she may have to face many challenges to achieve the goals of teaching.

There are several reasons that schools offer large classes. Large classes can save school budgets. so, schools do not have to employ many teachers. When large classes are held, schools can save money on electricity bills. These reasons seem related to individual school policies and they are named the economic reasons (Jimakorn & Singhasiri, 2006). As language teachers, it is wise for us to prepare how to face large classes. If we do not want to have shocks when facing 100 students. Teachers everywhere might come to classes that conclude a great number of students. Teaching in such large classes is really a burden to teachers. Teachers feel difficult to engage students in learning and learners in turn feel it hard to have opportunities to participate in classroom activities. So, the old methods i.e. G.T. method receives its name from the fact that meaning to be conveyed directly in the target language through use of demonstration and visual aids, with no recourse to the student's native language. Community language learning, by applying this method, students confined to appear and they will be communicative in saying something based on their idea because teachers very support them and consider their students as "whole person". Total physical responses, in this method after the learner internalizes an extensive map how the target language works, speaking will appear spontaneously. Communicative learning teaching become clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context (Wilkins, 1976). Similarly, Hasan (2012, as cited in Rohin, 2013, p.5) says, large classes are creating problems and they are challenging for teachers and students. This is true because the large class of English teaching is conventional manner in Nepalese schools, universities and colleges. Large class is the biggest problems often encountered in language teaching and learning.

English teacher faces many problems while teaching speaking in large classes. They often have problems of student's involvements, classroom interactions, classroom managements, rapport buildings, students taking time, and material development. By the importance of speaking, the skills need special methods in teaching EFL. Some of method that support in teaching speaking are direct method, community language learning, total physical responses, and communicative language teaching.

Moreover, the current SLA theories and approaches such as the socio-cultural theory, the interactional perspectives, longs interactions hypothesis and Swains Output hypothesis foreground the role of speaking in second language by speaking or interacting. This implies that speaking is not only an outcome but a process or means as well that ultimately leads students to achieve the outcome i.e. communication.

Activities to Enhance Speaking Skill

Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is more than a form of grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction. Therefore, any foreign language teaching methodology used in the classroom throughout the history has always sought to develop ways to improve the competency of learners in these areas. In contemporary methodologies the emphasis in speaking is fluency rather than accuracy. In a typical classification the speaking activities in a foreign language classroom usually falls into one of these categories: Awareness raising activities, Controlled activities and Autonomous activities. There are also some speaking strategies that can be implemented to encourage the unmotivated students to produce speaking. Rebecca (1990a) stated some learning strategies to speaking skill which are as follow:

Role-paly: Role-play is the way to involve the students in speaking activities. This activity encourages thinking and creativity which can be performed in pair or group. Students pretend they have a variety of social roles. In this activity, the teacher gives the information to the students such as who they are and what they think. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while (Richard, 2008. p. 222). While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing.

Discussion: Students can share their ideas an event or find out solutions in their discussion group. It is essential that the aims of discussion activity should be set by the teacher. In this way, the discussion points can be relevant to this purpose. Fauziati (2002, p.134) states that the main aims of group discussion are to improve fluency, grammar in probably best allowed to function as a naturally communicative context. The students may aim to arrive at a conclusion, share ideas about an event, or to find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given period of time, and present their opinions to the class.

Simulation: Simulations is similar to role-play but more elaborate. In this activity students bring items to the class to create a realistic environment. For instance, if a student is acting as a doctor, he brings stethoscope. The advantages of simulations activities can arise from the fact that they are entertaining which may increase motivation and consolidate the self-confidence of confused learners.

Brainstorming: In this activity, the students will be given a topic and they should produce ideas in a limited time. Both group and individual brainstorming can be effective according to the situation.

Information gap: Activities on the information gap principle make students participate actively in the process of learning. This will, in turn of results increasing students' motivations to learn English much more enthusiastic.

Story telling: Story telling is a powerful motivating and effective activity in the english as a foreign language classroom because factual and conceptual information are learned faster and better. story telling is an effective way to provide opportunities to speak students, in this activity, students can summarize a story heard from somebody or they can create their own stories to their classmate. Story telling is an interactive art performance in which a story teller tries to deliver a message or moral value to the audiences in entertaining way involving their ability to present and communicative the images of the story through necessary language, vocal character, and body language naturally and in colorful ways creatively.

Interviews: Students are given topic for an interview. Teacher provides a rubric to students so, that they know what type of questions they can ask or what way to follow, but students should prepare their own interview questions. This activity provides students a chance to practice their speaking ability not only inside the classroom but also outside and help them becoming socialized. After doing interviews, each student can present the result to the class.

Reporting: This activity according to Harmer (2001, p.274) present a defined and useful speaking genre and if properly organized, can be extremely interesting for both speaker and listener. The students are given assignment to read a newspaper or magazine at their home. In

class, the students are asked to report 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.

Playing cards: Each student in the group choose one card then students will write 4 to 5 questions about the topic to ask other friends in group. Students are not allowed to prepare yes/no questions because this type of questions provides less time to talk about the topic. For instance

Hearts- love and relationship

Clubs- best teacher

Diamond- earning money

Spades- An unforgettable memory

Picture Narrating: In this activity, need several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher. Teacher provides the criteria as a rubric which includes the vocabulary or structure they need to use while narrating pictures.

Picture describing: Students are divided into different groups and each group is given a picture. Each group is asked to describe what is in the pictures. Students describe the pictures with their groups then, the group leader of each group describes the pictures to the whole class. This activity fosters the creativity and imagination of the students as well as their public speaking skills.

Speaking is the productive skill, most of the English language learners have been talking the speaking skill as the difficult task but if we use these types of activities in the classroom then students will get enough opportunities to talk. These activities can be very helpful to enhance speaking skill. The teacher can use picture describing technique to teach speaking skill the students will try to describe the pictures in their own words. Similarly, storytelling technique, reporting, brainstorming, role-play, discussion etc. are the effective activities to enhance the students speaking ability.

Review of Related Empirical Literature

For the purpose of gaining the related knowledge and idea for this study, the researcher has gone through some related research works. The researches which are reviewed are conducted in different foreign contexts and Nepalese contexts and are the from different articles, journals, books, and unpublished thesis. Some of the articles, books, journal, and thesis are researchers has reviewed are as follow:

Neupane (2007) was studied on "A Study on Language Learning in Large Classes in Nepalese Context." The main objectives of this study were to find out the problems faced by the students and explore the ideas emerged from teachers' perspectives in teaching large classroom. Two different sets of questionnaires were distributed to 40 secondary level English teachers working in Kathmandu valley. From this study the researcher concluded that individual students did not receive sufficient attention from their teachers and the teacher could not accommodate the wide induvial differences.

Khaira Mailider, Sofiyan A.Gani, and Iskandar Abdul Samad (2013) carried out research entitled on "Teachers Strategies In Teaching Speaking For Cadets". This study aims to finding

the strategies used in teaching speaking process and the problems faced by the teacher during the teaching process at BP2IP Malahayat Aech. It also investigated that the student's responses towards the teacher's strategies by involving two English teachers and two classes of 58 students. To gain the needed data, the writer used the classroom observations, interview and questionnaire as research instruments. Classroom observations and interviews were used to identify the teachers challenges and also strategies in teaching speaking, and questionnaire was utilized to collect the data about students' responses towards the strategies. The result shows that the teachers used five different strategies in teaching speaking for cadets in BP2IP Malahayati Aech, namely; role playing, drillings, games, describing pictures, and also discussion group. Moreover, three common obstacles were found during teaching process; limited vocabulary, improper pronunciations, and less confident of the students. This study also showed that students responses towards the strategies were positive.

Subedi (2015) carried out a research on "Strategies Used by Students for Promoting Communicative Competence". The aim of this research was to find out the communicative strategies employed by the class twelve learners for promoting their communicative competence. In order to fulfill the objective of the study, forty higher secondary level students were selected through the purposive non- random sampling procedures. The researchers used questionnaire as a tool of data collection. The major findings of the research were that students use different strategies such as repletion strategy, memorization, reduction, collaborative and cooperative strategy to promote the communicative competence.

Khadka (2016) study was "Effectiveness of Listening for Developing Speaking Skill," the main objectives of the study were to find out the effectiveness of listening practice for developing speaking skill. The study was based on experimental research design. The researcher

has taken sample consisting of forty students of Sindhuli Little Flower English Boarding School. Pre- test and posttest were used to collect data. The major finding of this study was that the use of listening practice has a positive impact in developing students speaking skills.

Gautam (2017) study was "Strategies Used by Teachers for Teaching Speaking for Lower Secondary Level and Secondary Level in Large Classes. "The main objectives of this study were to find out the strategies used by the teachers in large classes for teaching speaking. The study was best on the survey research design. The researcher has taken the sample of forty teacher from the Bardiya district to collect the data with the help of observation and questionnaire for the study.

Thapa (2018) research was "Effectiveness of Students Talk Time Enhancing Speaking Skill," the objective of this study was to find out the effectiveness of students talk time in developing students speaking skill. The study was based on research design is a plan, outline, structure, and strategy of the research to solve the research problems or questions and experimental design. The major finding of this study finds out the cause-effect relationship between the dependent and independent variables.

Dhakal (2019) was on "Activities Used in Teaching Speaking Skill in Mixed Ability Class". The main objective of this study to find out the activities used by secondary level English teachers to teach speaking skill in mixed ability classroom for this study case study to analyzed the case of managing mixed ability class, focusing on different activity used by teachers in teaching speaking by using qualitative method. The major finding of this study showed that pair work, group work, describing pictures etc. in teaching in mix ability classes.

Bhattrai (2019) research was on "Autonomous learning activities of IELTS Candidates for developing speaking skill." The main objective to explore the autonomous learning activities of IELTS candidates for developing speaking skill. Where he chooses a mix – method design as attain the objective of this research as a sample from 40 different candidates who were preparing for IELTS examination in Kathmandu valley using convenience sampling procedure by both descriptive and statically tools for data collections.

Though a number of researchers have been carried out in teaching and learning speaking, one of the studies is conducted on "strategies used by teachers for teaching speaking skill in secondary level students' large classes." Many researches have been also conducted on "speaking techniques/ strategies used by teachers and students to develop communicative competence by various researchers around the world but my research is different from the above-mentioned studies in the sense that this is concerned with speaking strategies used by teachers in large classes of different private and public schools of Nepal.

Implications of the Review for the Study

The received studies are to some extend similar to the proposal study. In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of thesis information to my own research. This review of the study obtained information from variety of the sources including books, journals, articles. Etc. These entire sources helped me to bring the clarity and focus on the research problem, improving the methodology and contextualize the findings. The review became equally important to examine and evaluate what has been said before on a topic and what will be the findings in my new research.

From the studies of Neupane (2007), I became able to pinpoint the strategies employed by the teachers to manage the large classes and Kharia Mailder, Sofiyan A Gani & Isakander Abdul Samad (2013). Similarly, from the study of Subedi (2015), I became able to find out the strategies used by the students to develop their communicative competence. Specially I got the ideas and information about large classes from the study of Khadka (2016), (Gautam (2017), Thapa (2018), Dhakal (2019), Bhattarai (2019). The studies mentioned above analyzed the strategies of teaching speaking techniques, strategies of teaching speaking and so on. Therefore, this study is new in the field of English education and this work is a new attempt in the exploration of the above-mentioned untouched areas.

Conceptual Framework

Conceptual framework refers to the mental picture of the things in consideration. When we think of something an image is created in our mind. The type of mental structure is known as conceptual framework. The conceptual framework which is used in my study will be as follow:

Speaking in Large Classes Developing

Features of Large Classes
➢ Diversity ➢ Linguistics diversities ➢ Background ➢ Variety of needs ➢ Different learning styles ➢ Different pace of learning ➢ Different pace of learning

Challenges
➢ Intimacy ➢ Anxiety ➢ Students ➢ Students needs ➢ Marking ➢ Presentations ➢ Noise level space ➢ Distractions

Characteristics and Effort of Successful Speaking Activities
Characteristics: ➢ Motivation is high. ➢ Learners talk a lot. ➢ Participants are active participants. ➢ Language is of an acceptable level. Effort to encourage students ➢ Positive reinforcement ➢ Clear goals and instructions ➢ The elements of surprise ➢ Friendly competition

Harmer (2008), Hess (2001)

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

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

Design and Method of the Study

Research means to find out the truth or evidence, Kumar (2011, p.2) states that, "Research is systematic process, formulating questions, collecting relevant data to such questions analyzing and interpreting the data and making data publicly associable". To identify the strategies used by secondary level teachers teaching speaking skill, I followed the qualitative method for my research to collect the data.

Populations, Sample and Sampling Strategies

The populations of this study of all English language teachers who have been teaching English in secondary level schools in both community and private in Banke district, Nepal. The sample of my study from four different English teachers from both private and community schools respectively. In the process of selecting the samples or participants for this study, I applied purposive sampling strategy. According to Crossman (2018), a purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objectives of the study.

Research Tools

Tools are the most important elements for any study. For this study, I administered open ended interview and classroom observation. The in- depth interview is a type of interview which is the process of extracting required responses from the participants for the attainment of the objectives of the research (Cohen & Crabtree, 2006). It gives the interviewer a great deal of flexibility, as well as the interviewee some degree of power and control to make judgment about particular psychological constructs. Therefore, I have taken a series of interview with four English language teachers in order to get their professional experiences to be familiar with the strategies that they faced and the ways of dealing with those techniques and strategies that they adopted in their professional career.

Sources of Data (Primary and Secondary)

Different four secondary level English teachers and classroom observations are the primary sources of data for my study on the other hand I have also collected the data or reviewed from different secondary sources as: articles, books, journals, researches related to this study.

Data Collection Procedures

For the purpose of collecting required data for my study, I have followed pre-determined procedures. First of all, I have planned for the collection of data considering the nature of objectives. Then, I purposively selected four secondary level English teachers who have been teaching English for several year, and introduce my research study and its objectives. Similarly, I have developed rapport with the participant by meeting and phoning as necessary. Similarly, I have prepared the data collection tool i.e. In-depth interview and classroom observation for

collecting required data. Finally, I have taken interview with them individually and record it in mobile phone with their permission.

Data Analysis and Interpretation Procedures

To analyze the data, I used thematic approach. Thematic analysis is one of the most common forms of analysis in qualitative research. It is a widely-used to analyze the effectively. According to Braun & Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. Similarly, Dumaguit (2017) defines, thematic approach as the process of integrating and linking multiple elements of curriculum in ongoing exploration of many different aspects of a topic or subject. Themes refer to the main idea of a research which is formed on the basis of the categorization and grouping of similar types of information. For this, first of all, I transcribed the recorded data into written form to extract the information obtained from each of the participants. Then, I organized and build story of each. Similarly, I coded the main idea of each participant. On the basis of the similarities and interconnectedness of the ideas, I have integrated them into different thematic notations. Finally, after building relevant themes, I have interpreted them systematically and logically.

Ethical Considerations

Ethical consideration is an important matter in the research. Every respondent has their right for privacy. They have informed the purpose of the study and value of their participation in it. They have been assured that there are no any activities which may harm in their personal career and in intuitional reputation. In the process of data collection, time and place are determined on the basis of their approval. I had made sure to the participants will not use the data for other purposes. Similarly, the findings of this study will not harm to the respondents. They will be assured that all identifiable personal information would be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications. Similarly, as participants may wish, the secrecy of the information will be maintained. The plagiarism will be avoided by showing citation and references. Moreover, every steps of the research will be conducted under the guidance of supervisors of English education department, Tribhuvan University, Kirtipur Kathmandu.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The qualitative data collected through the observation checklist and classroom observation have been analyzes thematically and descriptively.

Analysis of the Data and Interpretations of the Result

This study aimed at analyzing the effectiveness of speaking practice exercises as it is one of the most crucial and learning-oriented aspects in the language. The entire study was based on the classroom. I collected data from different teachers of public and private schools of Banke district.

Results and Discussion of Classroom Observation

This chapter deals with presentation, analysis and interpretation of collected data in detail. The data has been analyzed thematically and descriptively. After the analysis of data in detail the strategies employed for developing speaking skill by the teachers for their students are mentioned. This chapter consists of classroom observation and second part deals with interpretations of the results obtained from interview. I carried out my research from four different teachers of different schools of Banke district. I took the data with the help of observation form and interview. The analysis and interpretations of data have been presented under the following headings

Use of Role Play

Role play activities are those activities where students are asked to imagine that they are in different situations and act accordingly. Such activities can often be based on a dialogue or text from the textbook. Role play gives students a chance to use the language they have practiced in more creative way. The observation of both schools' teachers used this strategy to develop the communicative ability of the students in their class. Private school teachers less used this strategy in the classes whereas public schools' teachers mostly used this strategy in the large classes for teaching speaking. The result clarifies that the majority of the teachers did not use role play as a strategy to enhance speaking ability of students in large classes.

Use of Information Gap Activity

Information gap activity is the activity where the students have two different sets of information. The information should be made complete by asking questions. So, this exercise is done in pairs. The data obtained from classroom observation form is about the mostly the private schools used the information gap activities which are mostly used by the private school whereas government school are in the less used of this strategy. According to my observation of the classes I found that mostly teachers did not use this activity in the classes because of the improper management.

Use of Drills

A drill is related to a practice. It is important to use for habit formation. Particularly drills are used to teach pronunciation, stress, and intonations. It is very useful for teaching speaking in large classes. The collected data clearly shows that the community and private schools mostly used this strategy to develop communicative ability of the students in large classes. With the help

of in-depth interview and on the basis of this data, we can conclude that drilling is the most used strategy by the teacher to teach speaking skill in the large classes. It is found effective school do not have other resources and materials to practice pronunciation.

Use of Dramatization

Dramatization is the adopting of a literary sources (e.g. novel, short story and poem) to drama or theater. Teacher select particular drama, novel, and other literary genres which have dialogues, students practice in pairs or groups. It was common strategy used by teachers for teaching speaking in their classes. While conducting my classroom observation the teacher 1 mostly used this activity but on the other hand T2 commonly used this. T3 and T4 sometimes used it as an occasionally in the classroom. on the basis of my data mostly both private and community schools used this strategy to teach speaking in the large classes but nearly some teachers did not use this strategy in large classes.

Use of Picture Describing

This activity the teacher provides or illustrate different kind of pictures to the students to speak few sentences about the pictures. This is mostly used strategy by the teachers and easy to access in the classroom. The present basic level english curriculum (2072) presents this strategy as a strategy of teaching speaking in the language classes I got through my data.

On the basis of data, the private schools are mostly used this strategy where community as well. On the comparison of community with private, I found that the private schools' teachers have found that private schools teachers used various types of pictures like wall charts, pictures, taken from google and news cutouts, on the other side, public schools' teachers only used those pictures which are available in the textbook.

Use of Strip Story

Cut a passage into a single sentence strips scramble the strips. Students work in pairs and try to put the sentences in the correct order. This game also can be played in teams. Make them consisting of as many people as there are sentence strips. Students get one sentence and memorizes it. The students must arrange themselves in the right order by saying their sentences to each other. If you give each team a different passage, you can finish by getting the class to recite the whole passage. The aforementioned data, the government schools were not used this strategy in the classroom. whereas the private schools used it to enhance the students speaking skill in the class.

Question Answer Only

Different questions given in exercises are practiced orally. Teachers ask questions orally and students answer them quickly as soon as possible. The teachers divided the classes into different groups. One group ask questions and other group answers the questions. Finally, teachers provide appropriate feedback. This is also a strategy suggested by the basic level english curriculum (2069). On the basis of the data I found out that most of the teachers use question answer orally as a strategy for speaking in large classes. But with the help of in-depth interview and classroom observation, I found that private school mostly used this strategy whereas government schools are commonly used it.

Use of Simulation

Simulation is the imitation of the operation of a real-world process or system overtime. The act of simulating something first requires that a model be developed. This model represents the key characteristics or behaviors/functions of the selected physical abstract system. The model

represents the system itself. Whereas the simulation represents the operation of the system overtime. The secondary level curriculum (2072) lists simulation as a technique to develop communicative competences among the learner. I found that mostly the teacher neglected this strategy but on the comparison of community and private schools, the private schools are somehow used this strategy whereas community schools are less used this strategy.

Use of Chorus Answer Questions

In this strategy teachers ask questions to the whole class and whole class answer the given questions together in a single moment. This is the new strategy the researcher found using by teachers in large classes as a class work but not as a strategy to enhance speaking. Somehow this strategy helps the learners to speak on the given questions. Most of the public schools less used while teaching in the classroom to enhance the speaking ability of the students. After analyzing the data, we can conclude that both public and private school teachers are using this strategy in large classes. Especially this strategy famous among public school teachers.

Project Work and Presentation

This strategy is useful not only for developing speaking capacity but also other skills as well. When teacher give project work to the students, they carry out it. In course of doing it they discuss, interact, collaborate, share ideas and finally their views for the conclusion in the whole class. Through project work and presentation is one of the strategies prescribed in the lower secondary and secondary level English curriculum (2072). The public schools' teachers are reluctant to use this strategy in their classes to develop the speaking ability of the students. It is one of the effective strategies to enhance speaking skill in the class. The majority of teachers from, both schools did not use project work and presentation as a strategy to develop speaking

ability of the students. The collected data shows that only private schools' teachers were found using this strategy in the classroom to promote speaking. Though this strategy is one of the strategies suggested by curriculum development center in secondary level but not in public school teachers were using it in the classroom. they do not know how to use this strategy

Discussion

Discussion is an important part of teaching learning process which helps to develop students speaking proficiency, participations, creative thinking and so on. Students overcome their English-speaking anxiety with the help of different discussion tasks. They become familiar to the class, teacher, their friends and the speaking task as well. There might be a number of groups formed in the class for discussion. This actively fosters critical thinking, quick decision making and students learn how to express and justify themselves in polite ways while disagreeing with the others. In my study when I observed large classes, I found that they used discussion activity to manage the class and conclude the lesson to find out the best solutions at the end of the class. The teachers frequently used whole class discussion. Whole class discussion and storytelling were the mostly used in the classroom activities though students were noisy in their discussion groups. I observed the teacher comprised of whole class discussion, group discussion, pair discussion.

Group Work

Generally, group work means pupils working together in a group. It is highly demanded activity in language learning classroom and plays a vital role in teaching learning process. Group work helps to increase the quality of language practice opportunities for creating a positive and effective climate in the classroom and for raising student's motivation. In the same way different

group activities make students active and gain new knowledge throughout practices. Likewise, students can be successfully integrated into the language classroom. it helps to bridge the gap between the teacher-student and student-student participation in integration. It can expand certain types of classroom interaction. During my classroom observation, I found that the teachers sometimes used group work to increase students' participations and interaction on language classroom. the teacher divided students into small groups to manage the large class. It was difficult to give priority for each group but the teacher tried his best to get involved, shared and learnt from the different students. Here, I would like to present a classroom where T1 divided the class in different groups work for practice language functions in the classroom where T2 also did the same while teaching the language functions as asking for the permissions. Both community and private school teacher did the practice in group work. On the other hand, T3 and T4 also divided into pair and group work for better understanding effective teaching learning activity in large classes.

Pair Work

The term 'pairs' is used to include a very common form of classroom interaction, where two people are speaking and everyone else is listening. There are two ways in which this happens: teacher- students' pair and students with verbal instruction on how to perform the task just before beginning of the activity. So, the learners attempt different complicated task to perform and to increase speaking performance. Pair work is mostly used activities in classroom and it is also relatively quite easy for the teacher to setup. It increases students talking time, co-operation, to make students independent and so on. It is effective to provide time for individual and each learner. The students are paired to discuss a problem and its solutions.in pair, the atmosphere tends to be more protective and private in a group. Students prepare and rehearse

their ideas in pairs, then share them in a group. When I observed a class, I found that the teacher often used pair work to involve students in speaking task. The teacher provides some dialogues and texts to interact with them, which helped to build up student's confidence to talk in English in front of the class. Sometimes the teacher crated some situations and told the students to do some activities. The pair work based on the text and read some dialogues to clarify the lesson. In the same way, the teachers asked them to make their pair partner to do pair work. Students were excited to choose their close partner in the task. The teacher asked the students to make some sentences related to the topic and ask them to perform it in front of the class and another task was that the teacher asked the students to perform accordingly by reading the components on their students work book. During teaching process, he often code mixed and code switched to explain the lesson. When he assigned some students were excited to do that type of work, some fact hesitation to work with their friends, some felt difficulty to write a dialogue and some were anxious about doing the task in front of the class. The teacher called a pair and asked to perform their dialogues in front of the class. They performed like:

Students1- would you mind if I use your pen/

Students2- Of course

Student1- May I use your mobile phone?

Student2- No, I am afraid

Individual Work

Individual work constitutes one of the most common practices in language classroom. generally, individual work means to make students participate in different work individually. The teacher provides some topics or task to the students and they themselves should participate in

different tasks without getting help from the others. It is really an enthusiastic activity which gives more pleasure for all students and compulsory participation is needed. In large classes it is impossible to all students individually participated in the task but if it can be managed and becomes more effective as well as benefited doing some individual work. During my classroom observation, I found that usually students were involved in individual work. The teacher wrote some components on whiteboard and asked them to write some sentences by using that components in a sentence. The students did that task separately. Similarly, the teacher wrote topic on the board and told them to make sentences individually. Students produced their own work by using teacher's instruction. In the same ways, use of library, self-access materials were least used in teaching activities in the classroom. from the observation, I came to realize that individual work is important to give equal opportunity and responsibility to students. The students are participating in different task individually and themselves do their work in their own work such types of activities help students to become autonomous by making them to do their work themselves. It leads the students for their self-directed learning in the class.

Analysis of Information Through Classroom Observation

This section is concerned with the observation of four classes of secondary level English teaching speaking skill in large classes. To find out what activities/ strategies used by English teachers while teaching speaking skill in large classes. I observed four classes of T1, T2, T3 and T4 with the help of observation guidelines for that on the first class of my observation:

I went to T1's school early in the morning. When I reached school, all the students and teachers were standing in assembly for school prayer. The school has a beautiful garden and has many

trees and flowers planted. As soon as the assembly was over the bell rang for the class and all the teachers went to their classes. Then, I went to the staff room where the participants teachers and I spent together talking about his students and school for some minutes. Soon after the bell rang for the second period, we both entered into the classroom where the students smiled at me. I went back to take the seat thinking what different strategies he might use today in the class and i observed everything that went into the classroom.

The teacher began his lesson writing the topic 'commands'. The teacher asked to the students what is commanding? After the listening of the students then he replied, commanding means to make someone to do something, drawing attention or priority. For instance: Rupesh close your book, please open your book page number 42. Students must imagine by making someone to do something else. The teacher asked to the students to close your eyes, open your eyes, touch your nose. After that the teacher called two girls and two boys to make at least five components related to the topic in a group and pair work:

All of you sit down.

Touch your check.

Show your tongue.

Show your finger.

Raise your hands and down.

Close your eyes and open.

Thus, above components makes use of commanding other for doing something else. Again, the teacher called another group for the further practice in front of the classroom:

Open your mouth.

Close your eyes.

Raise your hands.

Close the window.

Sing a song.

For responding of sing a sang one girl of the group sang a song as:

Allah mujhe dard ka kaabil banadiyaa,

Tohfa koi kaastika saahil banadiyaa,

Bechainiya sametke saare jahaan ki

Jab saabkuch na baan saka to mera dil banadiya,

Oh, saathi tere bin.

This class seemed to be a good example of group and classroom discussion. All, the students were got the chance to share their thoughts, feelings and experiences in the classroom without hesitation. The teacher was as being a facilitator. He encouraged them to speak freely in the classroom.

For the second classroom observation. I went to T2's school early in the morning. This was the government school. It was ranging second period of class nine. Therefore, when the bell rang of 3rd period I entered into the class with participants. He started to check the homework and wrote the topic on the whiteboard "speaking time: asking for the permissions." He illustrated the picture and cards of asking for something as, can I go to the hall, toilet, and in the

office. Then, the teacher asked to find out the picture of asking for permission according to their culture. Then the teacher described the picture. The teacher also shows some videos related to the tropic in his laptop to make the students understand clearly which is accessible in the school. After that the teacher made the students to practice in group and divided the class into different groups to make effective classroom. firstly, the teacher wrote some examples of the asking for permission on the board as:

It is ok, if I open the window.

It is all right, if I use your book.

After that the teacher make the students clear about the topic with examples and structures. Similarly, the teacher divided the class in different groups and pair. For the practice the teacher called two groups in front of the class. The one after one asked the questions and they replied,

A; Excuse me, can I open the window

B: Yes, of course go ahead.

A: Would you mind if I take your texts book.

B: Yes, sure.

Thus, this class seemed to be a good example of group and pair work. all, the students are involved in the practice which developed the communicative capacity and speaking environment in the classroom.

For the third classroom observation, I went to the T3's school early in the morning. All the students and teachers were standing in the assembly for school prayer. The school has good

environment with garden and flowers were planted. As soon as the assembly as over, the bell rang for the class and all the teachers went to their classes. Then, I went to the staff room where the participants teacher and I spent some time together talking about the students and school for minutes some after the bell rang for the second period, we entered into the classroom where the students smiled at me. I went back to take seat thinking what different activities he might use in today's class and observed everything that went into the classroom. the teacher began his lesson writing the topic "transformation". The teacher said, we are going to learn about the transformation. Do you know what is mean by transformation? The, the students replied after that the teacher replied, it is one of the topics of grammar that is very important and necessary to develop your English language. Transformation is exactly change one sentences from one form to another one. Especially under this transformation one study about three sentences as: affirmative, negative and interrogative. How one form of sentences is changed into another. Sometimes you may have sentences of affirmative, negative and interrogative. So, you may have given directions to change in affirmative as well as negative. So, this is called transformation. It means changing one form of sentences into another form of sentences. For example; I am a student in affirmative but the same sentences in to negative, I am not a student. The same sentences in interrogative will be as, Am I a student? The teacher also talked about the verb because while learning transformation we have to learn the verb and its types as: main verb and auxiliary verb. The teacher also talked about the changing verb. The verbs are get changed according to the situation and norms of sentences. At last the teacher make the pair and group work to discuss about the topic turn by turn in the class. The teacher made the students to write at least 5/5 sentences using transformation.

I went to T4's school for fourth classroom observation. In third period, I entered into the class nine with the participants. He asked about the homework and started class with writing the topic on whiteboard "speaking time: causative verb". The teacher wrote the two different sentences with different structures and asked to the students to find out the differentiation with them and ask to tell orally. My father told me to wash my clothes and I did. in addition, write two structures: S + make+ agent+ v1, s+ get+ agent+ to+ v1. Then the teacher called 4 students in front of the class and asked to one student to pick up the pen and next students like that. Again, next student makes the structure: "Sunil told to Poonam to pick up the pen and so she did." Again, next students made the next structure: "Sunil made Vagwati pick up the pen.". similarly, the teacher called four students in front of the class, asked one student to do something and asked to the other students made the structures of the causative verb.

In this class, the teacher used the role- play activity effectively. Students were participated actively. Teacher called two weak students and two talent students while playing the role. Therefore, the weak students also had the chance to speak whatever they know.

Results and Discussion of Interview

This section is concerned with the interview of the four teachers after completing through observation. In order to get the further data to find out the activities used by English teacher while teaching speaking skill in large classes. I took interview with T1, T2, T3 and T4 English teacher whose classes I observed before.

Analysis and Interpretation of Data Obtained from Interview

To support the data obtained from observation, four teachers were interviewed. Among four teachers two were from private schools and two were from public schools. Altogether nine

different questions were asked to them. The obtained information from the teachers about speaking strategies are analyzed below:

Types of Materials Used to Develop Speaking Ability

Teachers were asked what types of teaching materials they use in their classes for teaching speaking. I found significant difference between the materials used by public school teachers and private school teacher. Public schools' teachers prefer modern technology like audios-videos, movies to develop the students speaking proficiency. The private schools had separate rooms, such as 'movie room' to practice speaking and other activities. The private schools took the students in the lab to practice speaking. No such facilities were found in community-based schools. Teacher T1 from public school said, "we don't have any materials to conduct speaking activities in our school. We don't have even a CD and cassette player." Community school teachers used only those pictures given in the text's books. They don't have other supportive materials to enhance students speaking ability.

From the above data we can conclude that school teachers are using modern technologies as materials to enhance speaking ability of the students in large classes whereas public school teachers only depend on the traditional materials like flash cards, sentence card, wall charts and flannel board.

Teaching Pronunciation

Teaching pronunciation is an important aspect of teaching speaking. How do you teach pronunciation to students? The question asked by the researcher to the teachers of both public and community-based school. The information obtained from the respondents is analyzed as;

- Private schools' teachers focused to teach speaking in the classes.

- Public schools' teachers focused on phonetic symbols so they teach sounds i.e. vowels and consonants to the students.

- Public schools' teacher less focus on teaching pronunciation.

- There is separate lesson for pronunciation in private school's textbook and curriculum.

- Pronunciation is neglected in community-based school.

- Public school teachers themselves are not familiar with phonemes of English.

Majority of the public-school teacher's did not teach pronunciation in the classes. They do not know how to teach pronunciation. They do not have enough materials to teach pronunciation in the classroom. for the above discussion we can conclude that private schools' teachers teach pronunciation separately but such provision is not found in public school.

Strategies to Manage Large Class While Teaching Speaking:

Teaching in large class is often taken as a challenge by the teachers. What strategies do they use while teaching speaking in large classes? Most of the teachers say that they use group work and pair work and chorus reaction to practice speaking in the large classes. Some teachers were found to manage the benches and desks while conducting speaking activities on the classes. Teacher C from private school says *"I ask half of the students to move back of their benches so that their remaining friends can see their faces so that I can conduct conversation activity easily."* From teachers' views, we can conclude that majority of teachers preferred group work and pair work techniques to manage large classes while teaching speaking.

Speaking Activities Frequently Used

Various activities are using by the teachers in the classes to promote speaking. Both public and private schools' teachers are using a wide range of activities. The teachers are familiar about the aim of present secondary and lower secondary level English curriculum. The main of present secondary level English curriculum is to develop communicative competence. Community school teachers are using those activities which are suggested in the curriculum by CDC. Such activities including role play, simulation, group work and pair work, language games, strip story, picture description, picture narrating, and so on. Similarly, private school teachers are also using the above strategies. Teacher T3 from private school said, *"we are using project work and presentation strategy to teach speaking especially in our classes."* From the above discussion we can conclude that teachers are using various kinds of speaking activities in the classes to develop communicative ability of the students as suggested in secondary and lower secondary level English curriculum.

Integration of Speaking with Other Skills

Language is the combination of four skills. They are listening, speaking, reading and writing. Among them speaking is the very basic skill of language. Do you integrate speaking while teaching other skills and aspects? It was the concern raised by researcher to the teachers. The common information obtained from them is presented as: *"Yes, we teach speaking while teaching other skills and aspects."* This line makes a sense that teachers are integrating speaking while teaching other skills and aspects of language. Teacher T4 says *"while teaching reading I also engaged students to speaking activities. He further adds that loud reading is a kind of speaking activity."* The above discussion gives an insight that teachers integrate speaking skill while teaching other skills and aspects.

Improvement of the Students Speaking Skill

It is very difficult to provide time for and every student for speaking in large classes. If the teachers do not provide space for student's involvement in speaking then they become fail to develop communicative competence among the students. In this regard, teachers are asked how they improve speaking ability of the students in the classes. Private schools have prepared their own code of conduct for the students to enhance students speaking ability. Let me present some here, "students should speak English in school premises." 'English speaking zones.' But such provision was not used in the public school. The majority of teachers said that it is very difficult to provide time for single students for speaking in the large classes. So, they divide the students into different pair and group work which conduct activities.

Focus on Accuracy Versus Fluency

Accuracy and fluency are the basic components of speaking. To become proficient speaker of English, one should do mastery over them. Accuracy is near to grammar and fluency is related to continuous flow of speaking. In which component do you focus: accuracy or fluency? This is a question asked by the researcher to the teachers. They have similar kinds of responses. They said that they focus on both. For fluency, they do not interrupt the students while they are speaking even if they have grammatical errors. But, in case of accuracy, they do not directly interrupt the students but simply they repeat that when the students commit errors. From the above discussion we can conclude that teachers focus on both components i.e. accuracy and fluency to make students proficient speakers of English.

Steps Followed While Teaching Speaking

Are there any specific steps do teachers follow while teaching speaking in the classes? Teachers have common responses in this question too. Both private and public schools' teachers are found following the similar steps while teaching speaking in the classes. They follow: ESA (engage, study and activate). Teacher T1 says *I follow ESA sequence while teaching speaking in the classes. In engage section, for example, while teaching 'Commanding,' I ask them to command to each other or ask them what are the ways of commanding in your culture that is politely or rudely. Then after, I provide different exponents of greeting and ask them to practice with me in study section. Finally, I provide them opportunities to practice with their friends for activate.* The Above discussion gives an insight that majority of the teachers from government school followed ESA lesson sequence to teach speaking in the classes whereas private school teachers followed pre, while and post speaking steps to teach speaking in the classes.

Special; Strategies for Teaching Speaking in Large Classes

Are there anu special strategies do you use in the large classes for teaching speaking? Most of the teachers replied that they use common strategies which they apply in other classes for teaching speaking like role play, question and answer, information gap activities, dramatization, strip story, storytelling. They say that they also use the other common strategies which they also use in other classes too. But, for large classes, they use chorus question and answer where one group ask question and other group provides answer, group work and pair work, drilling, project, and presentation, group presentation and many such strategies. Teachers said that they used common strategies to teach speaking in large and small classes but they prepare students accordingly. For example, while using interview strategy teachers make it group interview so that they can include more and more students. Teachers also used role play in large

classes. For that they list name of the students for the day and remaining students will get chance next time.

From the above discussion we can conclude that teachers are using variety of strategies for teaching speaking in the large classes. Though there are not use those specific for speaking in the large classes, the teachers try to use those strategies according to the nature of the class and students.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND INTERPRETATIONS

The present study is about ``strategies used by the secondary level teachers in teaching speaking in large classes." The main objectives of the study were to find out the strategies adopted by teachers for teaching speaking in large classes and to compare the strategies used by the public and private school teachers for teaching speaking in large classes. The study was based on the qualitative research. it was conducted in natural setting using both primary and secondary sources of data to achieve the objectives. Primary sources of data were the 4 teaching personnel of secondary level of Banke district. I adopted purposive non-random sampling procedure. As a researcher, I utilized mainly two tools, classroom observation and in-depth interview for the data collection. Then I analyzed and interpreted the collected data from qualitative point of view.

This chapter deals with the major findings of the study. At the same time, it also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data collected by respondents.

Findings

From the interpretation and analysis of the obtained data, the researcher has come up with following findings:

a) Twenty-two different strategies were found using by teachers while teaching speaking in large classes.

b) It was found that the pictures, drills, pair work and group work are the most common strategies used by both private public-school teachers equally.

c) I was found that the teachers (T1, T2, T3 AND T4) used group work activities while teaching speaking skill in the large classes. Among them T4 used pair work activity more than other.

d) All the teachers used the story-telling activities while teaching speaking skill in the large classes. Out of them T3 used this activity more than others.

e) T1, T2 and T3 used the classroom discussion activity. Among them T4 used this activity more than other but T4 did not used.

f) All the teachers used picture-describing activity while teaching speaking in the large classes. Among them T3 used this activity more than others.

g) Private school teachers preferred to teach pronunciations to teach the students but the public schools' teacher rarely focused in this strategy.

h) Private school English language teachers preferred language games in their class. Whereas public school teachers disinclined to use the same strategy.

i) The classroom observation form clearly shows that information gap activities are mostly used by the private schools' teachers in respect to public schools' teachers.

j) Conversation, problem solving and dramatization activities are the commonly used strategies by the both schools' teachers.

k) Private schools are equipped with modern technologies and materials such as language lab, information and communication (ICT) based materials for practicing speaking but public school did not have such facilities.

l) Both public and private school teachers integrate speaking while teaching other skills and aspects.

m) Lack of exposure, hesitation, lack of English environment, lack of materials, lack of administrative support, use of mother tongue are the main problems in teaching speaking skill in the large classes.

n) All four teachers' responses that the teachers should give the chances and encourage to speak English, should create English-Speaking environment inside the school environment, should provide enough materials to both teachers and students, education system should be practical rather only theoretical are the main suggestion for making the teaching speaking effective in the large classes.

Conclusions

I intended to carry out this research in order to find out strategies used by secondary level English teachers to teach speaking skill in large classes. Based on the above findings derived from the data gathered, I investigated that what sorts of speaking strategies applied by both English teachers of public and private school at secondary level, was an excellent experience of collecting empirical data from the different schools of Banke district, Nepal. The public-school teachers apply old strategies as compared to private school teachers. Some government sector teachers did not know the modern techniques and strategies used in large classes for teaching speaking like strip story, project work and presentation, information gap activities, simulation and language games. They did not have much more knowledge about the techniques, methods and approaches. Mostly they depended on grammar translation and reading aloud activities in their classes. Speaking activities are provided by the CDC under secondary level English curriculum but teachers did not use them accordingly.

Similarly, private school teachers were relatively advanced as compared to public school teachers. They applied almost all the activities are used as CLT and audio-lingual method. In interview with the private school teachers as was reported that the students perform better in in speaking as well as in all other activities. In interview with the public-school teachers. They were questioned about their way of teaching and strategies they apply for teaching speaking. They could not answer satisfactorily, whereas few private sector teachers described methods in their own way of understanding.

Recommendations

This study has become very much useful and beneficial for the teachers who are teaching speaking in large ELT classes. It is not only applicable for the novice teachers but also researchers for their further research. mostly, the English teachers have been benefited from the existence of this thesis for various reasons. From the finding of the study, I would like to suggest few recommendations to the policy maker, practitioner and further researchers.

Policy Related

This study can be helpful for curriculum developers, textbook writer, teacher trainers and experts to formulate the policy relating to encourage the teachers to teach speaking in the large size ELT classes. Similarly, it would be helpful for curriculum development center to incorporate different strategies of speaking which can be used un large size ELT classes.

Practice Related

Teachers can change their strategies to teach speaking in large size ELT classes which will be backbone for their professional development in the field of english language teaching. It also suggests that academic professionals have to apply different strategies to teach speaking in large size ELT classes which helps the students to learn and teacher to teach. The teachers who are teaching in large size ELT classes are suggested to conduct student centered activities to develop collaborative and interactive environment in class.

Further Research Related

Nothing is perfect in this world. This study could not cover all the areas of the study. It may have some limitations as well. However, it had pointed out some relevant areas for the further study at secondary level only. This study will be very useful to the researchers who want to study the

teaching speaking techniques to promote speaking ability of the students. This study can be very useful to the teachers and others who want to develop the speaking ability of the students and also beneficial for all who want to study in the related field or subjec

References

Appendixes

REFERENCES

Anjaniputra, A, G. (2013). *Teachers strategies in teaching speaking to students at secondary level in Sumedang. Journal of English And Education* 2013, 1(2), 1-8

Bhattrai, S. (2019). *Autonomous learning activities of IELTS candidates for developing speaking skill*. An unpublished M.Ed. thesis, TU kirtipur, Kathmandu.

Brawn, V. & Clarke, V. (2006). Using thematic analysis in psychology. University of west England.

Brown, G & Yule, G. (2000*). Teaching spoken language: approach-based ion the analysis of conversational English*. Cambridge; Cambridge University Press.

Brown, H. D. (2000). *Teaching by principle's and interactive approach to language pedagogy*. San Francisco: Longman

Chandra, N. E. (2008). *Teaching speaking skill through language games. Banjarmasin*: English Department of FKIP Unlam.

Dhakal, S. (2019). *Activities used in teaching speaking skill in mixed ability class*. An unpublished M. Ed thesis, T.U, Kirtipur, Kathmandu.

Filder, R. (2001). *Beating the number: effective teaching in large classroom*. ASSEE Annual Conference, Milwaukee,Wi.

Frasher, H. (2001). *Teaching pronunciations: a handbook for teacher and trainers*. New South Wales: Department of Education training Youth Affairs (DETYA).

Gautam, G. (2017). *Strategies used by the teachers in teaching speaking large classes*. An unpublished M.Ed. thesis, TU, Kirtipur, Kathmandu.

Harmer, J. (2001*). The practices of english language teaching*: Third Edition. Cambridge, UK;

    Longman.

Harmer, J. (2008). *The practice of english language teaching*: Fourth Edition. Cambridge, UK:

    Longman.

Hayes, D. (1997). Helping teachers to cope with large classes. *ELT Journal*. Vol. 51, Issue 2,

    Article Navigation. Oxford University Press.

Hedge, T. (2008). *Teaching and learning in the language classroom*. Oxford: Oxford University

    Press.

Hendrickson, J. A. (1990). *Listening and speaking activities for the foreign language learners*.

    Canadian Modern Language Review, 36(4), 735-748.

Hess, N. (2001). *Teaching large multilevel classes*. Cambridge: Cambridge University Press.

Hess, N. (2001). T*eaching large multilevel.* London: Cambridge University Press.

Hymens, L. (1971). *Large classes*. London: Cambridge university press.

Hymes, D. H. (1971*) Competence and performance in linguistic theory*. In Huxley, R. And

    Ingram, E. (Eds.), *Language Acquisitions: Models and Methods*, 3-28. New York.

    Academic Press.

Khadka, N. P. (2016). *Effectiveness of Listening for Developing Speaking Skill*. An unpublished

    M.Ed. thesis, Tu, Kirtipur, Kathmandu.

Kumar, R. (2011). *Research methodology* (3ʳᵈ Edition). New Delhi: Sage.

Locastro, V. (2001). *Teaching English to larges in TESOL Quarterly*. 35 (3): 493-496

Mahara, M. (2015). *Strategies used by english teachers to manage their classes*. An unpublished

    M.Ed. thesis, TU kirtipur, Kathmandu.

Mailder, K.& Samad, I. (2013). *Teachers strategies in the teaching speaking for Cadets*.

    Afghanistan.

Malla, K. P. (1977). *English In Nepalese Education*. Kathmandu: Ratna Pustak Bhandar.

    MOE, (2017-18*) Ministry of Education*.

Neupane, B. (2007). *A Study on Language Learning in Large Classes in Nepalese Context*. An

    Unpublished M.Ed., T.U, Kirtipur, Kathmandu.

Nguyen, M.T. (2010). *Large classes*: universal teaching and management strategies. Reflective

    TESOL. Journal.

Nunan, D. (1992). *Research methods in language teaching*. London: Cambridge University

    Press.

Oxford, Rebecca. (1990a). *Language learning strategies*: *What every teacher should know*.

    Boston: Heinle& Heinle.

Pollard, L. (2008). *Teaching English: A book to help you through your first two years in*

    teaching.

Purpura, J. (2004). *Assessing grammar*: Cambridge University press.

Qiang, W. & Ning, Z. (2011). *Teaching large classes in China-English as a language*. Beijing

    Normal University, China.

Richards, J. & Rodgers, T. (2002). *Approaches and methods in language teaching*. Cambridge:

    Cambridge University Press.

Richards, J. C. (2008). *Teaching listening and speaking: from theory to practice*. Cambridge

    University Press.

Rohin, R. (2013). *Teaching English in Large classes in Afghanistan*. Teacher Education Master

    Program, Karlstad University.

Samad, A. (2013). Teachers strategies in teaching speaking for Cadets.

Sarwar, Z. (2001). Adopting individualizations techniques for large classes, an innovation in
english language teaching- A Reader

Shrestha, R. (2016). *Resource material for secondary English*. Kathmandu: Sunlight Publication.

Subedi, S. (2015). *Strategies used by students for promoting communicative competence*. An
unpublished M.Ed. thesis. Thesis, T.U, Kirtipur, Kathmandu.

Syakur, Y. (2000). *Language testing and evaluation.* Surakarta: Sebelas Maret University Press.

Thapa, R. (2018*). Effectiveness of students talk time in enhancing speaking skill*. An unpublished
M.Ed. thesis T.U, Kirtipur, Kathmandu.

Thornberry, S. (2005). *How to teach speaking*. England: Pearson Educational Limited.

UNESCO Bangkok (2006). *Practical tips for teaching large classes*: A Teacher's Guide.
Bangkok.

UNESCO. (2006). *A teaching guide- large classes. center for teaching excellence*: University of
Maryland.

Ur, P. (1999). *A course in language teaching: practice and theory*. Cambridge: Cambridge
University Press.

Watson Todd, R. (2006). Why investigate large classes? Reflection journal. Retrieved from http//
arts. kmutt. ac. Th/sola/r EFL/vol9 *Reflections of large classes*.

Wilkins, D. (1976). National syllabuses. Oxford: oxford University press.

APPENDIXES

Guidelines for The In-Depth Interview will be guided by the followings:

1. What type of teaching materials do you use in the classroom to enhance speaking activities?

2. How do you teach the pronunciation to the students?

3. What kind of speaking activities do you frequently use in your Daily class?

4. which strategies do you use to manage class while speaking?

5. Do you integrate the speaking skill while teaching other skills and aspects?

6. What steps are involved in speaking?

7. In which sub- skills of speaking do you focus in the class: accuracy or fluency or both? Why?

8. Are there any special strategies for teaching speaking?

Transcribed Form of Oral Interview

Teacher A   **School (Public School)**

1) What types of teaching materials do you use in the classroom to enhance speaking activities in large classes?

   The teacher who has been teaching secondary level and M.Ed. level as well. While teaching speaking skill, it does not depend on anyone particular materials, I think speaking in government school the classes are almost large in the Nepalese context. Where we have to teach and we have to handle it. Especially we are using different kinds of teaching aids while teaching speaking. At first, I am taking the help from those pictures given in the text books. We have one movie room, pictures, maps, phonetic charts, videos and audios. I am using this material to enhance students speaking ability.

2) Which strategies do you use to manage large class while teaching speaking?

   Mostly, in my experiences while teaching speaking I use group work, Yes, grouping is the best. All the students are grouped in appropriate ways and using group, I mostly use them to involve them in practice. Sometimes I provide topics related to current issues as well as other topics concerned with debate and discussion.

3) How do you teach pronunciation to the students?

   Well, in the pronunciation accuracy is quite different because we Nepalese teachers are not perfect in accurate pronunciation. Most of the time we make students to

promote and to use dictionaries transcription and sometimes we display records and downloaded videos from net. Sometimes we suggest them to listen news as BBC, English conversations which is directly or indirectly supports them to help the pronunciation better.

4) What kind of speaking activities do you frequently use in your daily class?

Of course, speaking activities are the most valuable factor to enhance speaking skill. I use different kind of activities in my class. I probably use role-play, brainstorming, discussion, debates, problem solving activities, reading aloud and so on.

5) Do you integrate the speaking skill while teaching other skill and aspects?

Well, I teach speaking while teaching other skill and aspects because with other skills are quite important to be a proper communicator to be a successful communication.

6) How do you improve your students speaking skills?

There are different ways of improving student's pronunciation. Through modeling teachers can improve students' pronunciations. I use the authentic materials as dictionaries, phonetic charts, audios-videos and supra segmental features.

7) Which component of speaking do you focus in the class: accuracy or fluency or both and why?

Accuracy and fluency both are the both side of a single coin. So, accuracy is necessary as well as fluency is also equally important. Whereas making learners their pronunciation accurate. So, let them speak whatever they know which increased the interest of students in speaking without any hesitation and anxiety. yes, mostly I less correction in their pronunciation than fluency.

8) What steps are involved in speaking?

There are different steps of teaching speaking. I think (presentation, practice and production) PPP model and ESA (engage, study and activate) are the latest most useable models in language teaching. ESA model is more appropriate for teaching the students in present time. Definitely while applying these models we can have to face many challenges. In the application of ESA model making learners engage in speaking activities is most different one. First of all, students are must be motivated in their studies.

9) Are there any special strategies for teaching speaking?

Ummm, strategies which are prescribed in our text book. I can't ensure any one of them are best or less important. All strategies are equally important. Almost all time make the use of according to the nature of subject matter, contexts, level and time in the classroom. what is readiness for their studies. Mostly in generalizations I made use of strategies familiar from simple to complex.

Appendix 2

Transcribed Form of Oral Interview

Teacher B   **School (Public School)**

1) What types of teaching materials do you use in the classroom to enhance speaking activities in large classes?

   The teacher has 18 years of teaching experiences who has done his M.Ed. in English said, "*I give equal priority to all those materials which are available in the school. I think we very well known to enhance the speaking skill of the students. We have to engage the students in practice. Particularly maps, pictures, charts the more possible. Which creates the environment to make them compelled to speak whether they know or not but being engaged in practice they can learn* better.

2) Which strategies do you use to manage large class while teaching speaking?

   Well, though our school is government. So, every class contains more than 40 students in lower and secondary level. Ummm, for maintaining large classes I use pair work, group work and role play in the classroom.

3) How do you teach pronunciation to the student's?

   Pronunciation is one of the most important factors in teaching speaking. Well in our course book speaking unit for pronunciation where we can teach it through supra segmental features, phonetic charts, audios-videos materials.

4) What kind of speaking activities do you frequently use in your daily class?

Ummm, frequently I use different kind of activities in my daily class as dialogues, drill and so on. Because of the traditional method where the mother tongue interference being the multilingual classes.

5) Do you integrate the speaking skill while teaching other skill and aspects?

Ummm, first of all the teacher should give the concept and theme of the topic. If the students get sub concept about the topic then, they feel their problems and can make themselves understanding about the subject matter and theme. They make clear concept in their own language and for better understanding about the other aspects of language which are quite important.

6) How do you improve your students speaking skills?

To improve students speaking skill, I engaged the students in practice in pair work, group work and provide the field of speaking environment without neglecting their hesitation and anxiety in speaking skill.

7) Which component of speaking do you focus in the class: accuracy or fluency or both and why?

Both are necessary while teaching speaking because we cannot separate one from another. To be fluent the speaker there should be needs of accuracy

8) What steps are involved in speaking?

I probably used the PPP model which is the most appropriate in large classes. Which helps to manage the class and make the students engage in practice.

9) Are there any special strategies for teaching speaking?

   In my view all the techniques and strategies are equally important. In some ideas there are equally needed one. But in my view the teacher must use the friendly and openly to involve the students in the conversations. Engage them in conversation not to demotivated them.

Appendix 3

Transcribed Form of Oral Interview

Teacher C   **School (Private School)**

1) What types of teaching materials do you use in the classroom to enhance speaking

   activities in large classes?

   I use those materials which are available in the school as maps, charts, pictures, audios

   and videos as well as phonetic charts which helps to engage the students in practice and

   for the better understanding to enhance their speaking ability.

2) Which strategies do you use to manage large class while teaching speaking?

   Well, though my school id private so, mostly I use demonstration techniques, pictures

   narrating, discussion, group work and pair work. Which engage the students in practice?

3) How do you teach pronunciation to the students?

   Ummm, to teach pronunciation I mostly use drill method and phonetic alphabets. Besides

   this, we can make them involve to listen native speakers' audios-videos materials.

4) What kind of speaking activities do you frequently use in your daily class?

   Well drill method, directions to make the students elaborate the students on the basis of

   picture clue, narrating, group work, pair work, problem solving activities, conversations,

   dialogues.

5) Do you integrate the speaking skill while teaching other skill and aspects?

   Sure, when I teach speaking while other skill and aspects as well. Because all the skills

   are like the relation of nail and muscles which we cannot separate from each other.

6) How do you improve your students speaking skills?

Definitely, to improve students speaking skill, there are different ways of engaging

students in practice as: modeling, discussion, simulation, debates, picture narrating and

so on.

7) Which component of speaking do you focus in the class: accuracy or fluency or both and.

If we talk about the speaking skill both are needed. They are the both side of a single

coin. We cannot separate from each other. Fluency with accuracy is with fluency both

are equally important.

8) What steps are involved in speaking?

There are different ways of teaching speaking. I used ESA model which is more effective

and students centered where students feel easy and comfort. So, engage, study and

activate is one influential one.

9) Are there any special strategies for teaching speaking?

I used most of the time is picture narrating strategies in the classroom. I probably use

those materials or strategies according to the context and level of the student's fir their

successful learning.

Transcribed Form of Oral Interview

Teacher D   **School (Private School)**

1) What types of teaching materials do you use in the classroom to enhance speaking activities in large classes?

   The teacher has more than 5 years teaching experiences who has done his B.Ed. In English and has been teaching in secondary level said, especially I used those materials which are available in the text books pictures, maps, dictionaries, audios-videos materials. I am using these materials to enhance the students speaking ability.

2) Which strategies do you use to manage large class while teaching speaking?

   Yes, in large classes managing is one of the difficult jobs. To manage large classes I, use group work and pair work.

3) How do you teach pronunciation to the students?

   Well, in our English course book there is also separate unit for pronunciation which includes the basic knowledge of language sounds, syllable, stress, pitch and intonation. I use modeling strategy where most of the time I teach pronunciation by using phonetic chart, audios-videos materials.

4) What kind of speaking activities do you frequently use in your daily class?

   Well, I use different kind of activities in the classes according to the nature of speaking lesson. Some of them brainstorming, using game, problem solving activities, simulation, role-play, reading aloud, chorus answer questions.

5) Do you integrate the speaking skill while teaching other skill and aspects?

Definitely, I teach speaking while teaching other skills as listening, spiking, reading and writing which are equally necessary for better communication. In my view most of the teachers integrate four skills for successful communication.

6) Do you improve your students speaking skills?

Ummm, there are different ways of improving students' pronunciations. For that teachers' pronunciation should be good. Through modeling teachers can improve students' pronunciation. I do not directly or indirectly interference students' speech while they are in conversation with me, I teach them authentic and native like pronunciation by using oxford dictionaries, phonetic charts and different audios and videos materials.

7) Which component of speaking do you focus in the class: accuracy or fluency or both and why?

I focus fluency and accuracy equally. It is because accuracy and fluency are basic components of communication. They are equally important for successful communication.

8) What steps are involved in speaking?

there are different steps of teaching speaking presentation, practice and production (PPP) and different lesson sequence like ESA, EAS(A) are some of them.

9) Are there any special strategies for teaching speaking?

Ummm, fir me not but we can use project work and presentation, chorus drills, whole class discussion, chorus question and answers. Other strategies which we can use in the small classes can be equally effective for large classes too. The teacher should use them according to the nature of the students in the classes.