

CHAPTER : ONE

INTRODUCTION

The present study entitled “Strategies Used in Teaching Speaking” consists of five chapters. The first chapter subsumes background/context of the study, statement of the problems, rationale of the study, significance of the study and delimitations of the study.

1.1 General Background

The present secondary level English curriculum is based on the communicative approach to language teaching. It aims at developing communicative competence in the students. Therefore, the textbook of this level is focused on those activities that foster the communicative skill of the students. Developing communicative competence in the students means developing four language skills in the students, including other aspects of communication. Among other several things, speaking is one of the basic skills to be learned by the students. In order to have competence in handling the language, the knowledge of speaking skill is a must. In this sense, we as teacher should focus on the teaching speaking activities. Students get mastery over the language provided that they are able to handle any kinds of situation efficiently. Considering these things, existing secondary level English curriculum has incorporated different sorts of language functions in each unit.

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

Language learning or teaching requires the development of four skills viz. listening, speaking, reading and writing. To get mastery over language equal emphasis should be given to all the four skills.

Speaking and writing are called productive skills since language users seem active while using these two skills. They are called productive skills because through those skills people produce language contrary to this, reading and listening but mental process remains active. These language skills are learned in proper order. Among these four skills, listening and speaking are required earlier and informally while acquiring mother tongue some sort.

Training is required for learning to read and write. Thus, if we observe our communication activities, we communicate mostly by first two language skills; listening and speaking are acquired earlier and informally while acquiring mother tongue. It is because these are skills possessed by both illiterate and literate people. Reading and writing on the other hand are possessed by only literate people but these are not less important in daily communication of this modern age. Many organizations and institutions make use of writing as a tool to exchange messages, ideas and information.

1.2 Statement of the Problem

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

1.3 Rationale for the Study

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

1.4 Objectives

The objectives of this research were as follows:

- a. To find out the extent to which the secondary level English teachers use different teaching speaking strategies employed by Kayi (2006).
- b. To compare the use of these strategies between community and private schools.
- c. To suggest some pedagogical implications for bridging the gap.

1.5 Research Questions

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

1. Whether all the strategies of Kayi (2006) were used in our schools or not?
2. Which type of school has more use of his teaching speaking strategies?
3. How can this research be helpful to our teaching learning process?

1.6 Significance of the Study

Teaching strategies play the vital in classroom as they are compulsory activities. Teacher's teaching strategies can make difficult language items easier to understand for the learners and easier language items difficult to understand. Nepalese English Language Learners (ELLs) are learning English language as their L2 in foreign language learning situation.

In our context, schools are divided into public and private categories. As we all know that most of public schools' students' EL proficiency is weaker than private ones. Till now, no research has been conducted for answering questions such as, Are public schools' students' really poor in speaking English or just people say? Do teaching strategies affect language learning? What are strategies adopted by public and private schools' ELT teachers? What are frequently used strategies by them? By using which strategy students can learn huge amount of English language? So this research is the one which tries to answer above mentioned questions. This research will be helpful to those further researchers who want to do research in the field of teaching strategies.

1.7 Delimitations of the Study

The researcher had carried out this study considering the following limitations in order to make it precise and systematic.

-) This study was limited only to teaching speaking strategies used by secondary level English teachers.
-) This study was limited to ten schools.
-) This study was limited to Kathmandu district.
-) This study is comparative.

1.8 Operational Definitions of the Key Terms

Ability: Capability of student's English speaking

Interaction: A conversation or interaction among teacher and students and students and students.

Proficiency: Students Skill or knowledge on speaking English

Teaching Strategies: The activities used by ELT teacher to make class effective

Technique: An activity used while teaching

Verbal: Capable of speech

CHAPTER : TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of theoretical framework and conceptual framework of the study. Similarly, the details of the reviewed literature and their implications were also discussed systematically.

2.1 Review of related Theoretical Literature

This section is all about the review of the theoretical literatures related to the teaching speaking as well as other variables of teaching speaking. Under this section, different books by various scholars, journals, articles of various ELT fields through online sources were extremely studied and reviewed intensively.

2.1.1 What is Language?

Language is a means of communication through which we express our thoughts, desires, and emotions in our daily life. It is species specific i.e. only possessed by human beings. Language is extremely complex and highly versatile code used for human communication. That is why, it will not be wrong to claim that language has made us different from other living beings. This social phenomenon is used in our society to express our ideas and feelings by means of which we establish the relation in a society. Our history, literature, culture, and ideas are transmitted from one generation to another through language. From this point of view, we can say that language is a complex phenomenon used for human beings.

Various scholars have defined language variously. To quote Sapir (1921), “Language is purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” (as cited in Lyons,1981, p.3). Language is the chief means of human communication. Human beings are able to establish this advanced civilization

because of language. Different people have defined language, the special gift to human beings. Chomsky (1957) defines language from structural perspective as “A language to be a set of (finite or infinite) sentence, each finite in length and constructed out of a finite set of element” (p. 13). Lyons on the other hand, defines language from socio- linguistic perspective. In his words, “language is the principal system of communication used by particular groups of human beings within the particular society/ linguistic communality of which they are members” (1986, p.266).

No matter whether it is defined from structural or sociolinguistic perspectives, language is extremely and highly versatile code used for human communication. There are thousands of languages spoken around the world and these are the tools for human beings to communicate with each other. Among the languages spoken around the world, English is the one which has greater significance. It is used widely in various fields such as medical, business, science, education, sports, law, literature and so on. Now it has been established as a lingua franca for most of the speakers of other language. So, it is very much crucial to have the knowledge of English for almost all people.

In Nepal, English has long been taught as a foreign language in all schools starting from grade one to the bachelor’s level. English is the appropriate international language for Nepal and a vital tool for any students to become successful in local, national and international communication.

2.1.2 Significance of English Language

English as an international language plays pivotal role in global context. It is inseparable part of the present day world since it is a principal language for global communication and a gateway to the world body of knowledge. Today English has occupied the top most position in every sector like academics, media, administration, literature, international communication, information technology, human rights, business, governmental and nongovernmental organizations, and so on. In the past English was viewed as the ocean of

literature perspective but today it is not only confined within it but it has infinite horizon of value in various sectors. Most of the development of works in the field of science and technology as well as in other fields have been introduced and described in English. It has occupied its vital position in the field of mass communication as well. A great deal of journals, newspapers, and magazines is being published in English. Most of the private educational institutions have accepted English as a medium of instruction.

Regarding the significance of English language it is taught and learnt as a foreign language in Nepal also.

2.1.3 Speaking Skill

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

2.1.4 Speaking Situations

There are three kinds of speaking situations in which we find ourselves:

-) interactive,
-) partially interactive, and
-) Non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

2.1.5 Micro-skills

Here are some of the micro-skills involved in speaking. The speaker has to

-) pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
-) use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
-) use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
-) put words together in correct word order.
-) use vocabulary appropriately.
-) use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
-) make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
-) make the main ideas stand out from supporting ideas or information.
-) make the discourse hang together so that people can follow what you are saying.

2.1.6 Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition

of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

What is "Teaching Speaking"?

Teaching speaking is to teach ESL learners to

-) Produce the English speech sounds and sound patterns
-) Use word and sentence stress, intonation patterns and the rhythm of the second language.
-) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
-) Organize their thoughts in a meaningful and logical sequence.
-) Use language as a means of expressing values and judgments.
-) Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).
-) make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

2.1.7 Speaking Strategies

Speaking strategies are the tactful ways of speaking used by speakers for making comprehensible, successful communication for mutual understanding of the message. To become fluent speaker, one should have not only the knowledge of language but also the art of speaking.

2.1.7.1 Strategies

Strategy is a plan that is intended to achieve a particular purpose. Brown (1994) defines strategy as: “Strategies are specific methods of approaching a problem or task, mode of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized ‘battle plan ‘that might vary from movement to movement, day to day, year to year. Strategies vary intra-individuality each of us has whole host of possible way to solve a particular problem.” We choose one or several of those are sequence for a given problem. He further says, strategies are those specific ‘attacks’ that we make on a given problem. They are movement by movement techniques that we employ to solve problems.

Students use a variety of learning strategies such as applying prior knowledge, scanning for specific information ,organizing information in graph and chart, getting meaning from the context keeping vocabulary notebook or word flies and using outside resource and libraries. These strategies help students to become more aware of their own learning style.

2.1.7.2 Teaching Strategies

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

To quote Stressor, “Teaching strategy is a generalized plan for a lesson which includes structures, desired learner behavior in terms of the goals of instruction and an outline of tactics necessary to implement the strategy” (as cited in Sharma & Sharma, 2062, p.199).

Strategy simply refers to the plan that is intended to achieve a particular purpose.

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

The strategy of teaching has its aims and objectives. It develops clear thinking on the part of the students towards learning and creates their interest in the subject matter to be learnt. It aims at helping the learner as well as the teachers to achieve the objectives of teaching within a short period of time. The strategy of teaching aims to motivate the students to exchange their ideas, feelings, sharing emotions. The main aim of teaching strategy is to make teaching and learning process effective by motivating and reinforcing the persons involved in it

Different scholars have mentioned different prominent strategies. Good and Doyle (1979) teachers' strategies are core part of effective teaching and have given the following strategies:

- a) Classroom management
- b) Structuring
- c) Tasks
- d) Grouping

According to Marin (2007) the more prominent strategies are:

1. Lecture
2. Case method
3. Discussion
4. Cooperating
5. Active learning
6. Integrating technology and distance learning

Killen's (2003) teaching strategies:

1. Direct instruction
2. Discussion
3. Small group work
4. Cooperative learning
5. Problem solving
6. Student research
7. Role play
8. Case study
9. Student writing

Kayi (2006) Teaching speaking strategies

1. Discussions
2. Role play
3. Simulation
4. Information gap
5. Brain storming
6. Story telling
7. Interview
8. Story completion
9. Reporting
10. Language game(playing cards)
11. Picture narrating
12. Picture describing

13. Find the difference

Bagwell (1999-2013), Strategies for improving speaking skills in English learning

1. Group discussion
2. Role playing
3. Presentation

2.1.8 Strategies for Improving Speaking

English language learners (ELL) may find speaking the hardest part of learning English. Classroom instruction heavily favors reading, writing and listening skills, but speaking skills should be an integral part of English learning. For strategies for improving speaking skills, the ELL classroom should provide variety in practical speaking situations and use role-playing and presentations to boost student confidence.

) Group Interaction

To help your English language learning classroom enjoy practicing speaking in English, use interactive strategies to help them build fluency when speaking. Spend time talking about favorite music groups and song titles and bring that music and lyrics of their favorite songs to class. Bring a copy of each song's lyrics for each student to read over. Listen to the song carefully, and then lead your ELL class into chanting the lyrics. Music and poetry contain a cadence that lends itself to speaking fluently. Practice as a group so your class feels the beat more. Lead a discussion on favorite movies or books familiar to everyone. Give every student the chance to retell the story in his own words. They may need time to organize their thoughts and check pronunciations of uncommon words, but the story-telling should be easy with familiar tales and plots. Use stories you read aloud in your ELL classroom as a jumping off point for personal story-telling. For instance, if you read a story about a scared little boy, ask someone to share a scare time she remembers.

) **Role Playing**

Many ELL students need practice in using everyday phrases and courtesies to speak confidently in English. Provide opportunities for your students to engage in role-playing to improve their speaking skills. Remind students to think in English with the phrases they know would be polite in a situation. For example, set up a mock restaurant with a table and chair and practice ordering in English, or set up a mock store to practice buying something. Doing a reader's theater in the ELL classroom where everyone reads a part in a drama can help your students improve speaking with emotion. Give your class the script ahead of time so they can familiarize themselves with any tricky words. Act out certain universal stories such as "Little Red Riding Hood" to bring the emphasis away from speaking and more onto acting and thinking in English, which will help their English become more natural.

) **Presentations**

Give your students opportunities to present information in class. Hold an informal show and tell day where everyone brings something from home to share with the class. Give your ELL class notice so they can prepare and practice ahead of time. Offer class time to let them ask you questions on any particular words they need. Model for them how and what you want them to do. Bringing something from your home can make them feel comfortable doing their presentation. Do not make shy students stand in front of the classroom if they can adequately share from their desks.

From the above discussion it can be concluded that strategy is goal oriented plan which varies from context to context, time to time, and person to person.

There is an old proverb which states "Give a man a fish and he eats for a day, teach him how to catch fish and he eats for a life time." Wenden(1985 p.50).

This proverb is close to the term 'strategy' as a strategy refers to how to do

something. “Strategies are the tools for active self-directed involvement needed for developing second language ability.” (O’ Mally and Chamot,1990)

During the 19th century, many English language teaching strategies have been developed. Recent years have seen a good deal of concern for making teaching more scientific. There is a substantial body of information about the strategies used in teaching. The last decade of the 20th century witnessed several major initiatives taken in the field of education reforms. In this context, secondary level education system was considered as the pillar of whole education system. Many people can be found showing more serious concern on sound physical and mental development of their children. Therefore, the focus of this study is on the classroom activities in terms of speaking skill teaching.(How the teacher engages his pupil in different strategies during teaching speaking skill)

Kayi , (2006) one of the scholars working in the field of language teaching has given 13 teaching speaking strategies which are fruitful for our purpose. The strategies given by him are described in detail as my research is also solely based on the strategies given by him. They are discussed in the following heading.

From the above discussion and examples we came to conclude that there are different teaching strategies according to the linguists’ thought. Here being quite specific, we discuss on different strategies/activities to promote speaking in second language learning i.e. English.

2.1.9 Strategies to Promote Speaking

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example,

students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

) Role Play

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

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role

plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

) **Information Gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

) **Brainstorming**

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

) **Story telling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

) **Interviews**

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

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

) **Reporting**

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

) **Playing Cards**

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

) **Picture Narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

) **Picture Describing**

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

) **Find the Difference**

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

2.1.10 Teaching English in Nepal

The English language, being an international language, has great influence in each and every part of the world. It has been taught as a foreign language in many countries including Nepal. Like in other countries, the English language has a long history in the context of Nepal as well. Teaching and learning of English was begun in Nepal after the establishment of Durbar High School in 1853 A. D by Janga Bahadur Rana. With the establishment of Tri- Chandra College in 1919 A.D, ELT was included in the higher education. English has occupied its vital position in the field of education in Nepal. Now, it has been prescribed as a compulsory subject up to the bachelor's level. During the time of Rana regime, the situation of the English language was very poor. But due to the number of facts, the English language is nurtured in both rural as well as the urban areas at present. Most of the development of works in the field of science and technology as well as in other fields have been introduced and described in English. It has occupied its vital position in the field of mass communication as well. A great deal of journals, newspapers, and magazines is being published in English. Most of the private educational institutions have accepted English as a medium of instruction. People in Nepal are giving more significance to English rather than the Nepali language. From this point of view, we have sufficient inferences to say that English has positioned a great space.

A school is an educational institution where the students study under the supervision of a teacher. Even though the Government aided schools and private schools are the institutions offering education, the structure of the schools differs in many ways. Government aided school is an institution owned by a private management but the working in there is controlled by the concerned State Government. Private schools are the institutions fully owned and controlled by the private management.

2.1.11 Government Aided School

Government aided schools are the education institutions that are owned by the private management. But the rules and regulations followed here are same as that of the public schools. The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules. For the high school classes the final examinations will be same as that of the public schools. In these institutions the education would be provided for all students taking admissions there. The fee structure, PTA fund, etc will be collected from the students according to the rules formulated by the government for each school. Even the recruitment of faculties here will depend on the norms as per the government schools. There will be no specific criteria for the admission of students in these institutions.

2.1.12 Private School

Private schools are also the education institutions where the students obtain education under the supervision of a teacher. These institutions are fully owned and controlled by the private management. But these institutions are still subject to the government rules to some extent, especially in the monetary respects. Since these institutions are not government funded they should have limitations in the usage of financial components. The fee structure for the students may vary greatly from that of the government institutions. The students will be admitted here according to some criteria and its' totally under the control of the private management. Some schools will conduct

examinations and interview for the admission of students. These schools create their own curriculum and organize examinations for evaluating the student competency. Since there are limitations in the intake of students in each class, more attention will be given to each student and to help them to improve their studies.

2.1.13 Key differences between Government Aided School and Private School (Source: [http://entrance.exam.net/difference between government aided school and private school](http://entrance.exam.net/difference%20between%20government%20aided%20school%20and%20private%20school))

-) Government aided schools are owned by the private management but the rules and regulations followed here are as per the government norms where the private schools are fully owned and controlled by the private managements.
-) The admission to government schools is open to all students without any specific criteria whereas in private schools the admission will be based on some specific criterion.
-) The curriculum, fee structure, etc in government aided school will be according to the decision of government whereas in private all those things are controlled by the management governing it.

Although the two types of institutions are the place undergoing education and owned by the private management, their work nature, curriculum, etc. differ in many aspects.

2.2 Review of Related Empirical Literature

There are some researches on teaching strategies those have been carried out in the department of English education. All of them are related to strategies used to teach different aspects and skills of language at different levels of the Nepalese education system, some researches are also related to various strategies used to teach different genres of literature i.e. poem, drama, novel, story, and essay. As such this research will be a new one in this department.

GC (2008) carried out a research on “Strategies used by teachers in large ELT classes.” The main objective of his research was to explore the general strategies adopted by teachers in large ELT classes. Twenty higher secondary level English teachers working in the Kathmandu valley were selected through non-random sampling procedure. He used a set of questionnaire for the teacher and a form of classroom checklist as tools of data collection. The main strategy explored by this research as a finding was ‘managing physical setting of the classroom.’

Ghimire (2008) carried out a research on “The strategies in teaching story at grade twelve.” The main objective of her research was to find out strategies adopted by the teachers in teaching short stories. Ten higher secondary English teachers and forty students of class twelve were selected through purposive non-random sampling procedure. She used questionnaire and class observation as tools of data collection. It was found from teachers’ observation that almost all teachers motivated their students before teaching the story.

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

Rokaya (2008) carried out a research on “Teaching strategies used in the ELT classroom.” The main objective of his research was to find out the teaching strategies used by the higher secondary level English teachers in ELT classroom. Fourteen higher secondary level English teachers of Kathmandu valley were selected through non-random sampling procedure. He used observation checklist as a tool for data collection. His finding was that in the

use of direct instruction both private and public schools were similar in teachers' delivery, motivation to students, teachers' role and clarification to the point in their rating. But students' participation was better in private schools than in public ones.

Dhital (2010) carried out a research on "Teaching strategies employed by secondary level teachers." Her main objective was to find out the extent to which the secondary level English teachers use different teaching strategies employed by Killen (2003). Ten secondary level English teachers of Kathmandu district were selected through purposive non-random sampling procedure. She used two types of tools for collecting primary data. They were observation checklist and questionnaire. The main findings of her research was that all nine strategies stated by Killen (2003) were good, average and below average in most of the cases i.e. only by about 80 to 85%.

Sapkota (2011) carried out a research on "Strategies adopted by higher secondary English teachers in teaching language items." The main purpose of his research was to find out the strategies adopted by higher secondary English teachers in teaching language items as stated in "Meaning into words." Fifteen higher secondary level English teachers of Sindupalchowk district were selected through purposive non-random sampling procedure. He used both observation checklist and questionnaire as tools of data collection from the research; it was found that the high majority of teachers (i.e. 80%) introduced language items as stated in 'Meaning into Words' effectively and in a better way. However, students' motivation to the subject matter was not properly managed and relating lesson to the previous one was not done effectively as they could.

Thus, aforementioned various literature reviews depict that there have been many research studies carried out in the field of the 'teaching speaking in the world scenario but in Nepalese context, the situation is extremely different. Honestly speaking, there are not many researches carried out on' teaching

speaking' and its different aspects in Nepal though it is an essential skill of language without which we cannot imagine about language. Indeed, it is very important to learn speaking skill for effective communication as well as for leaning language in successful manner. It can be regarded as an essential skill in the field of SLA and ELT. Thus, my study differs from all the other studies carried out so long in the sense that it essentially gives focus on the problems that the students have been facing while speaking in the class and the strategies that the teachers use and should use in the ELT class. So, it is believed that it will be a different and unique which reveals the need of maximum employment of teaching speaking strategies to make class more interactive and eventually to make students communicatively competent in English in Nepalese context.

2.3 Implication of the Review for the Study

All the above mentioned studies are related to teaching speaking. Most of them are related to different teaching strategies of speaking, which are closely associated with the present study. Different tools have been used in those studies. Lots of insights have been received regarding the formulation of research tools, adoption of methodology, analysis and so forth. Therefore, the review of the aforementioned studies have great relevancy to this study.

In fact, reviewing related literature is an internal part of the entire process of the conducting research which makes a valuable contribution to almost each and every operation steps of study. During the literature review of my study, I have gone through different existing literatures, articles, journals, books and other sources. From them, I had also developed insight regarding my studies which become fruitful to me while carrying out research study. Thus, some of the implications can be mentioned as below:

-) At first, by reviewing the works of Spair (1991) and Chomsky (1995) about language, I got clear about language and its significance which was important aspect of my study. Similarly, the works of Good and

Doyle (1979), Brown, (1994), Caney (1998), Nunan (2003) Killen (2003), and Kayi (2006) regarding teaching speaking, speaking strategies, teaching strategies and teaching speaking strategies helped me to broaden and strengthen the theoretical knowledge base in my research area. They also assisted to bring conceptual clarity in this study and focus on my research problems.

) The literatures associated strategies for improving speaking by Wenden (1985), O'Mally and Chamot (1990) and Harmer (1984) provided me enough information about teaching speaking strategies, helped me to formulate my research tools.

) The empirical literature such as the study of GC (2008) on 'Strategies used by teachers in large ELT class', Ghimire's (2008) study on 'The strategies adopted by the teachers at grade twelve', Pandey's (2008) work on strategies used in teaching writing essays', Rokaya's (2008) study on 'Teaching strategies used in the ELT classroom', Dhital's (2010) study on 'Teaching strategies employed by secondary level teachers' and Sapkota's (2011) work on 'Strategies adopted by higher secondary level English teachers' helped to adopt an appropriate methodology. To be specific, these research works facilitated to choose survey research design, sampling procedures, data and collection tools. Moreover, they also supported for the analysis and interpretation of the data.

) From the review of theoretical as well as empirical literatures, the fundamental knowledge as well as lot information regarding this study was found fruitful for the effective conduction of this study which eventually, indeed, helped to develop the conceptual framework of the study.

) Through the review of literature, the clear outline to obtain my research objectives was developed. That is to say, literature review helped this study to become informative, unique, and reliable study since the suitable and relevant research design, sampling procedures, research

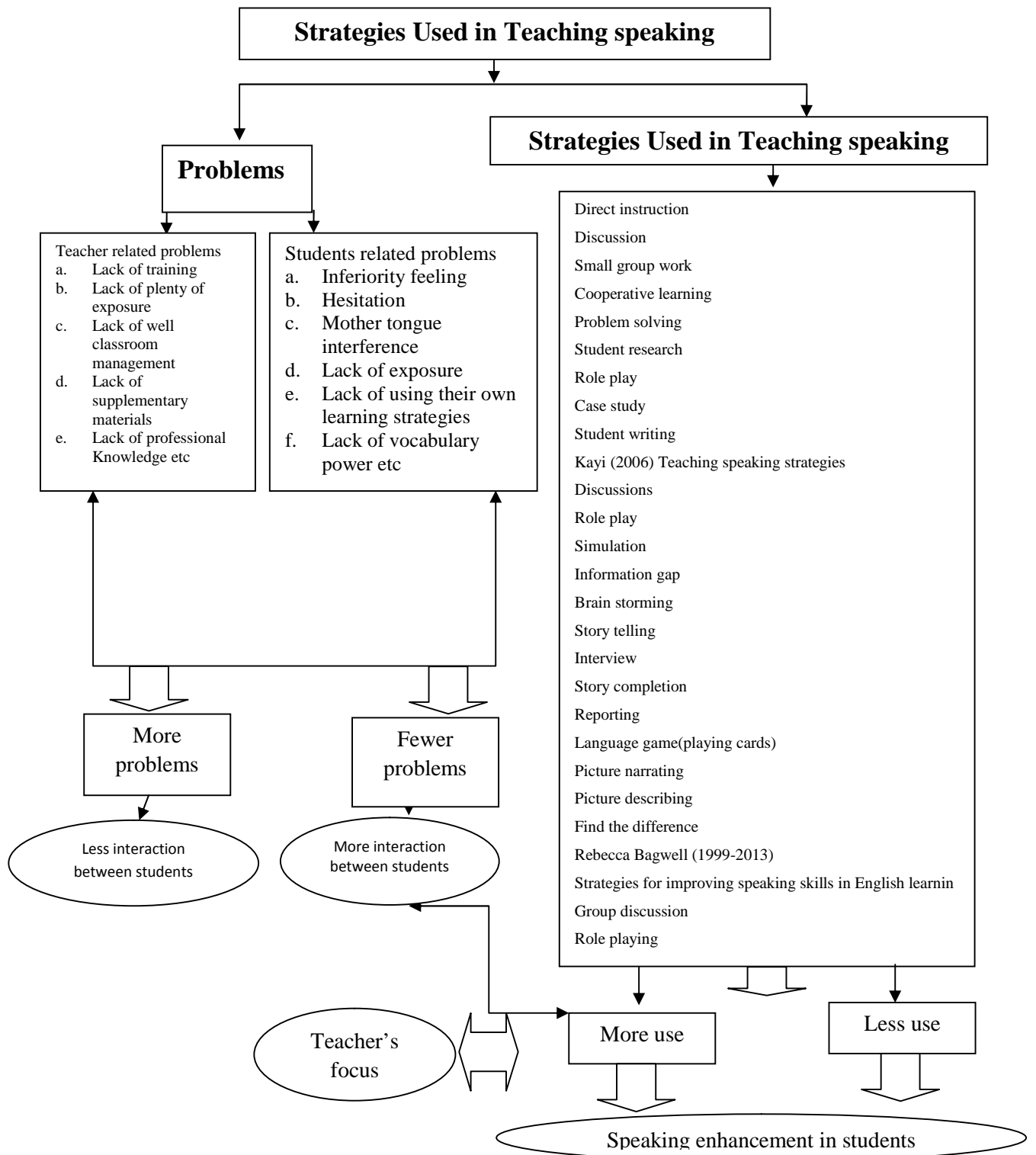
tools and appropriate to procedures for analysis and interpretation of data was adopted.

2.4 Conceptual Framework

This study attempted to find out the extent to which the secondary level English teachers use different teaching speaking strategies employed as well as suggested by Kayi (2006).

For the fulfillment of the research objectives, first of all, review of both theoretical and empirical literature, decision on the sample and development of appropriate research tools was done for the effective conduction of this study. Then after, data were collected, analyzed, tabulated, and interpreted for the assertion of conclusions. After formulating objectives, mainly, by reviewing the different sorts of relevant literatures by various scholars and gaining the plenty of insight from them, I came to draw the following conceptual framework of my research work.

Diagrammatic presentation of my conceptual frame of the study



CHAPTER : THREE

METHOD AND PROCEDURES OF THE STUDY

In order to carry out the research, the following methodology was exploited.

3.1 Design of the Study

Truly speaking, the topic of my study "Strategies used in teaching speaking" itself conveys the actual nature of the research design to be carried out. To be specific, the mixed research design was adopted for the effective conduction of this study. As it has the qualities of both qualitative - use of language and quantitative -use of simple statistical tools like percentage in tables research designs, it is referred as mixed research design. Regarding the mixed research design Kumar (2005, p. 12) asserts "qualitative research advocates the use of qualitative methods while quantitative research advocates the use of quantitative methods. The former is process oriented and latter one is product oriented. The combination of these two research designs is the mixed research design".

Precisely, the survey design was conducted on the strategies used in teaching speaking targeting the secondary level ELT teachers. Regarding the survey research, Cohen et.at forwarded their views that surveys are the most commonly used descriptive methods in education research and may vary from large scale government investigation to small studies carried out by single researcher. Generally, the chief purpose of survey is to obtain a snapshot of condition, attitudes, and/or events at a single point of time. Since survey research is inherently the mixed research design, this study is claimed as the survey research on the basis of the following reasons.

- a. This study was carried out to find out the actual extent to which the secondary level ELT teachers use different teaching speaking strategies.
- b. This study represented the entire Kathmandu district.

- c. The population sample was chosen from the large number of the ELT teachers.
- d. Mainly, observation checklist was used to collect data.
- e. Data were collected at a single point of time.
- f. The results discussion was made using both language and simple statistical tools and tables.
- g. The findings were generalized to the whole population.

3.2 Population and Sample Size

The populations of the study were the secondary level teachers of the Kathmandu district. Mainly, the sample size of study comprised of ten ELT teachers and their 40 ELT classes were observed using observation checklist effectively.

3.3 Sampling Procedure

Though the populations of this research were all the secondary level English teachers, only ten teachers from Kathmandu valley were selected as it was impossible to include all population in this type of research. Among the ten teachers, five from public school and five from private schools of the Kathmandu valley were selected using non- random purposively sampling. Ten schools were selected purposively i.e. non-randomly and one secondary level English teacher was selected from each school purposively. Four classes of each teacher were observed. Altogether, forty classes were observed.

3.4 Tools for Data Collection

Observation checklist was used as a tool of data collection for the fulfillment of specified objectives. To find out strategies used by the teacher, a checklist ranging into different degrees was prepared. The observation checklist was solely based on the strategies given by Kayi (2006).

3.5 Processes of Data Collection

The following procedure was adopted in order to collect the data from the primary sources:

-) At first the various teaching strategies (especially given by Kayi, 2006) and other literature on the topic of the research were studied and developed an observation form for the present purpose.
-) After that the selected schools in Kathmandu valley were visited.
-) The authority and the English teachers of those schools were requested to permit to observe the classes for purpose.
-) Four classes of each teacher were and filled in the forms.
-) Finally, post observation discussion was held on the basis of questions written in the diary.

3.6 Data Analysis and Interpretation Procedure

The collected data were analysed and interpreted using quantitative and statistical tools such as percentage, mean, etc. Similarly, qualitative data were analysed in a narrative way with description.

CHAPTER : FOUR

RESULT AND DISCUSSION

This chapter deals with analysis and interpretation of data collected during the class observation in detail. In the same way, discussion of the result based on the data is also the content of this chapter.

4.1 Results

Under this section, the output that we got after analyzing and interpreting the raw data were dealt and presented below. From the minute analysis of the data collected during class observation, some of the major findings are derived below

-) Out of the thirteen strategies of Kayi (2006), only nine of them were found being used in the schools.
-) The majority (i.e. 60 %) of the teachers were found not using these strategies well. They were found conducting this strategy on an average rank.
-) All the teachers (100 %) were found using information gap activity in teaching speaking. The teachers were found good at using this activity.
-) On average, brainstorming strategy was not used properly in teaching speaking. However, most of the teachers tried to utilize the time appropriately.
-) In average, both the types of the school used below 50% of his strategies. There was no vast difference between public and private schools because both types of schools used these strategies in the same ratio.

-) Though they used some of the speaking strategies of Kayi, they could not use them properly. It means there were problems in using those strategies.
-) Students' active participation and classroom management was found to be better in private schools in comparison to the public schools.

4.2 Discussion

This chapter is mainly related to the analysis and interpretation of the data collected through primary sources. The data gathered through observation checklist and post observation discussion were interpreted separately. The data were analyzed holistically and comparatively. Therefore, this chapter is divided into several heading i.e. holistic analysis of teaching strategies employed by secondary level English teaches and comparative analysis between the strategies employed by the teaching private and public schools.

The collected data from ten different school of Kathmandu valleys by observing the class of each ELT teachers were the first hand information. Mainly, forty ELT classes were observed with the help of observation checklist i.e. four classes of each teacher were observed. Among forty classes, twenty classes were of private schools and equal number of classed were of public comparatively. Similarly I administrated questionnaires to get the real views of the ELT teacher of each school regarding the teaching speaking skill and using strategies to eliminate the speaking problems of the students. All together ten teachers were involved in the study. The data were analyzed and interpreted descriptively, illustratively and comparatively with the help of percentage table.

4.2.1 Holistic Analysis of Class Observation

The observation checklist had five points rank scale ranging from “Excellent to “Poor”. I attempted to observe the degree of using various English language teaching strategies. I mainly focused on thirteen strategies and various

activities under each strategy. I had made a comprehensive and detailed list of various activities under each strategy while observing, I concerned with whether they used all strategies or not and whether they were good in conducting different strategies or not. The checklist had five rank points i.e. Excellent, Good, Average, Below Average and Poor. I tried to analyze all those thirteen strategies used by secondary level English teachers.

4.2.1.1 Information Gap Activity

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partner will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

Among all 13 strategies of Kayi (2006), ‘Information gap activity’ is one of them. It is the most common strategy used in our schools. I observed various activities under ‘Information gap activity’. They were teacher’s role, pair selection by teacher, students’ participation and opportunity for student talking.

Table No. 1
Use of Information Gap Activity by Teachers

S.N.	Teaching strategy	Teaching activity	Rating									
			Excellence		Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Information Gap Activity	Teacher's role	-	-	7	70	3	30	-	-	-	-
		Pair selection by teacher	1	10	4	40	4	40	1	10	-	-
		Student participation	2	20	2	20	3	30	2	20	1	10
		Opportunity for student's talking	-	-	4	40	4	40	2	20	-	-

Above table 1 shows that almost all the teachers used this ‘information gap activity’ in their classes.

In information gap strategy, 70 percent teachers played good role and 30 percent of them played average role.

In pair selection by teacher activity, 10 percent teachers selected pair in excellent ways, 40 percent of them selected pair in good ways, 40 percent of them selected average pair and 10 percent of them selected below average pair.

Similarly, 20 percent teachers were found to be excellent, 20 percent of them good, 30 percent of them average, 20 percent below average and 10 percent of them poor at making student participation in the class.

As for opportunity for students' talking, 40 percent teachers gave good opportunity, 40 percent of them provided an average and 20 percent of them provided below average opportunity for students to talk in classroom.

All the teachers (100 %) were found using information gap activity in teaching speaking. The teachers were found good at using this activity.

4.2.1.2 Discussion in English Classroom

After content based lesson, a discussion can be held for various reasons such as the students may aim to arrive at a conclusion, share ideas about an event and find solutions in their discussion groups. Before the discussion it is essential that the purpose of the discussion activity should be set by the teacher. It is also one of the most common strategies used in our class as well as schools wherein the various activities were observed under discussion such as relevancy of discussion points, grouping and re-grouping of students, teacher's encouragement and pre-instruction for discussion.

The finding of my observation is given below.

Table No: 2
Use of Discussion in Classroom

S.N.	Teaching strategy	Teaching activity	Rating									
			Excellence		Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Discussion in English classroom	Purpose of discussion	-	-	4	40	6	60	-	-	-	-
		Relevancy of discussion points	-	-	4	40	6	60	-	-	-	-
		Grouping and re-grouping of students	-	-	5	50	4	40	1	10	-	-
		Teacher's encouragement	-	-	7	70	3	30	-	-	-	-
		Pre-instruction for discussion	-	-	5	50	5	50	-	-	-	-

Above table 2 shows that using discussion in classroom as teaching strategy, 40 percent of the teachers mentioned purpose of discussion in good way while 60 percent teachers mentioned it in average.

As far relevancy of discussion, points, 40 percent teachers made good discussion points, while 60 percent teachers made average discussion points.

Similarly, 50 percent teachers performed, grouping and regrouping of students in good way, 40 percent of them did it in average and 10 percent of them performed it in below average.

Next, 70 percent of the teachers were found to be good at encouraging students while 30 percent of them performed average in encouraging students.

Finally, 50 percent teachers gave the pre-instruction for discussion in classroom in good way while 50 percent of them gave it in average.

The majority (i.e. 60 %) of the teachers were found not using this strategy well. They were found conducting this strategy on an average rank.

4.2.1.3 Simulation

This strategy was not used by the teachers of any school.

4.2.1.4 Brainstorming for Speaking Improvement

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

It is also most common strategy used in our schools. In case of this study 90 percent teachers were found using it. Various activities were observed in brainstorming for speaking improvement in class. They were context (group/individual), teachers' assistance, time utilization and classroom management. The various activities while brainstorming in ELT class are presented below.

Table No: 3

Use of Brainstorming for Speaking Improvement

S.N.	Teaching strategy	Teaching activity	Rating									
			Excellence		Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Brainstorming in English class	Context	-	-	7	70	2	20	-	-	-	-
		Teacher assistance	-	-	8	80	1	10	-	-	-	-
		Time utilization	-	-	-	-	9	90	-	-	-	-
		Classroom management	1	10	5	50	1	10	1	10	1	10

Above table 3 reveals that 90 percent teachers of my study used this strategy, in using brainstorming as teaching speaking strategy, 70 percent teacher's prepared good context and 20 percent of them prepared average context.

Similarly, 80 percent teachers assisted students in good way while 10 percent of them did it average.

As for time utilization, 90 percent teachers used their time in average way.

In case of classroom management, 10 percent teachers managed the class in excellent way, 50 percent of them managed it good 10 percent did it average, 10 percent did it below average and 10 percent of them performed this poorly.

On average, brainstorming strategy was not used properly in teaching speaking. However, most of the teachers tried to utilize the time appropriately.

4.2.1.5. Story Telling

Students can briefly summarize a tale or story they heard from somebody beforehand or they may create their own stories to tell their classmates.

Storytelling boosts up students' creative thinking. It also helps students express their known stories and write in the format of beginning, development and ending including the characters and setting of the story. It is average used strategy in our classroom. Various activities were observed under while employing this strategy such as students' participation, attention of class, grammatical correctness and teachers' motivation. These activities are presented in the following table.

Table No. 4
Use of Story Telling

S.N.	Teaching strategy	Teaching activity	Rating										
			Excellence		Good		Average		Below Average		Poor		
			No.	%	No.	%	No.	%	No.	%	No.	%	
1	Story telling	Student's participation	-	-	4	40	-	-	-	-	-	-	-
		Attention of students	-	-	4	40	-	-	-	-	-	-	-
		Grammar correction	-	-	2	20	2	20	-	-	-	-	-
		Teacher's Motivation	-	-	-	-	4	40	-	-	-	-	-

Above table 4 displays that only 40 percent teachers of my study used using story telling as a strategy, 40 percent teachers, made good participation students in their class.

Similarly, 40 percent teachers were able to maintain good attention of students.

Next, 20 percent teachers performed grammar correction in good manner, while 20 percent of them did it average.

As for teachers' motivation, 40 percent teachers motivated the class in average way.

4.2.1.6 Role Play

One other way to getting students to speak is role playing. In this strategy, students pretend that they are in various social contexts and have a variety of social roles. Especially, in role play activities, the teacher gives information to the students assigning them the various roles and makes them aware of who they are, what they think or feel and what role they actually has play.

It is also one of the most common strategies used in our ELT classroom.

Different activities were observed under this strategy. These various activities with their details are presented in the following table.

Table No. 5
Use of Role Play

S.N.	Teaching strategy	Teaching activity	Rating									
			Excellence		Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Role play	learner's role	-	-	8	80	2	20	-	-	-	-
		Selection of participants	-	-	7	70	3	30	-	-	-	-
		suitability of role play	-	-	5	50	4	40	1	10	-	-
		Achievement of role play	-	-	1	10	5	50	2	20	2	20

Above table 5 shows that while using role play as teaching speaking strategy, 80 percent teachers provided information about learners' role in the classroom in good way while 20 percent of them did it in average way.

As for selection of participants, 70 percent teachers chose the participants in good way while 30 percent of them did it average.

Next, 50 percent of teachers were good to perform suitable role play while 40 percent of them did it average and 10 percent of them did it below average.

Finally, 10 percent of the teachers got good achievement of role play on their students, 50 percent of them got average, 20 percent of them got below average and 20 percent of them got poor achievement on their students.

4.2.1.7 Interview

This strategy was not used by the teachers of any school.

4.2.1.8 Story Completion

This is a very enjoyable, whole-class free speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he/she stops narrating, then, each student starts to narrating from the point where the previous one stopped.

It is one of the least used strategies in our school. Various activities were observed under this strategy. There were involvement of students, teacher's role and teacher's story beginning. Some important activities are shown in the table below.

Table No. 6
Use of Story Completion

S.N.	Teaching strategy	Teaching activity	Rating									
			Excellence		Good		Average		Below Average		Poor	
			No	%	No.	%	No.	%	No.	%	No.	%
1	Story Completion	Involvement of students	-	-	-	-	2	20	-	-	-	-
		Teacher's role	-	-	1	10	1	10	-	-	-	-
		Teacher's story beginning	-	-	1	10	1	10	-	-	-	-

In the above table just 20 percent teachers had used this strategy.

While using story completion as a teaching speaking strategy, 20 percent teachers could make involvement of student in their classroom.

Similarly, 10 percent teachers maintained their role in the class in good way while 10 percent of them maintained average role in the class.

Likewise, 10 percent of the teachers had good beginning of the story while 10 percent of them had average beginning.

4.2.1.9 Reporting

Before coming to class, students are asked to read newspaper or magazine. In class they were asked to report to their friends what they find as the most interesting news each other. Students can talk about whether they have experienced anything worth telling to their friends in their daily lives before class.

It is also one of least used strategy in our schools. Various activities of teachers and students were evaluated under this strategy. They were students' 'motivation, teacher's encouragement and nature of topic. These activities with their detail information are shown below in the table:

Table No: 7
Use of Reporting

S.N.	Teaching strategy	Teaching activity	Rating									
			Excellence		Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Reporting	Students motivation	-	-	1	10	1	10	-	-	-	-
		Teachers encouragement	-	-	2	20	-	-	-	-	-	-
		Nature of topic	-	-	-	-	2	20	-	-	-	-

Above table 7 reveals that only 20 percent teachers of my study used this strategy. Using reporting as a teaching speaking strategy, 10 percent teachers'

motivated student in good way while 10 percent of them provided average motivation to the students.

Next, 20 percent teachers encouraged students in good way.

As for nature of topic, 20 percent teachers selected average topic.

4.2.1.10 Language Game

This strategy was not used by the teachers of any school.

4.2.1.11 Picture Narrating

Since this activity is based on several sequential pictures, students were asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as rubrics. Rubrics can include the required vocabularies or structures for students to use while narrating.

Only 20 percent teachers of my study used this strategy. It is also least used strategy among all others. Only 2 teachers out of 10 had used it. Under this strategy, various activities were used. These were teachers rubric, nature of topic, student's attention and vocabulary or language structure. They are as follow

Table No: 8
Use of Picture Narrating

S.N.	Teaching strategy	Teaching activity	Rating									
			Excellence		Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Picture narrating	Teacher's rubric	-	-	1	10	1	10	-	-	-	-
		Nature of topic	-	-	1	10	1	10	-	-	-	-
		Students attention	-	-	2	20	-	-	-	-	-	-
		Language structure	-	-	1	10	1	10	-	-	-	-

Above table 8 displays that Just 20 percent teachers of my study used this strategy. While using picture narrating as teaching speaking strategy, 10

percent of teachers provided good rubric for the students while 10 percent of them provided it in average way.

Similarly, 10 percent of teachers selected good topic while 10 percent of them selected average topic.

Next, 20 percent teachers, i.e., all teachers were able to keep students attention while narrating the picture.

Finally, 10 percent of teachers used good language structure, while 10 percent of them used average.

4.2.1.12 Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and getting them to describe what is in the picture. For this activity, students can form groups and each group is given different picture. Then, students also have to discuss the picture with their groups and select a spokesperson for each group to describe the picture to the whole class.

60 percent teachers had used this strategy during my class observation. Various activities like nature of picture, teacher's rubric, students' attention and students grouping are given below:

Table No: 9
Picture Describing in Classroom

S.N.	Teaching strategy	Teaching activity	Rating									
			Excellence		Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Picture describing	Nature of picture	-	-	6	60	-	-	-	-	-	-
		Teacher's rubric	-	-	3	30	3	30	-	-	-	-
		Student's attention	-	-	1	10	5	50	-	-	-	-
		Grouping of students	-	-	2	20	4	40	-	-	-	-

Table 8 shows that only 60 percent teachers of my study used this strategy in their teaching. In picture describing as a teaching speaking strategy, 60 percent teachers, i.e. all teachers selected a good picture.

Next, 30 percent teachers provided good rubric while 30 percent teachers used average rubric.

Moreover, only 10 percent teachers were able to maintain good attention of students while 50 percent of them did it average.

Finally, 20 percent students performed good in grouping of students while 40 percent of them were average in grouping students.

4.2.1.13 Find the Difference

This strategy was not used by the teachers of any school.

4.2.2 Comparative Analysis of the Strategies Used by the Teachers of Public and Private Schools

This section mainly concerns with the comparison between public schools and private schools in relation to various strategies and teaching activities under each strategy of this study. Among the 40 classes of 10 teachers observed, 20 classes of 5 teachers were from public schools and 20 from private schools. To compare them, I have calculated percentage of private and public schools separately. So, here five teachers of public schools and five teachers of private schools are taken as 100 percent separately. Percentage of both types of school teachers using different strategies is added first. Then, the total added percent is divided by total number of strategies. At last average percent of both types of school is shown in table. The table has clearly shown that to what extent public and private school teachers used Kayi (2006) teaching speaking strategies. The comparison is shown in a single table as whole in below.

Table No.: 10
Comparative Analysis of the Strategies

S.No.	Strategies	Schools		Remarks
		Private %	Private %	
1	Information gap activity	100	100	
2	Discussion in ELT	100	100	
3	Simulation	-	-	
4	Brainstorming	80	100	
5	Story telling	20	60	
6	Role Play	100	100	
7	Interview	-	-	
8	Story completion	20	20	
9	Reporting	20	-	
10	Language game	-	-	
11	Picture narrating	-	20	
12	Picture describing	60	40	
13	Find the difference	-	-	
Total		500	540	
Average %		38.46	41.54	

The above table shows the comparison between public and private schools regarding their use of strategies as mentioned by Kayi (2006).

Out of all 13 strategies, only 38.46 percent of them were used by public school teachers whereas, 41.54 percent strategies were used in private schools. Some of the strategies like information gap activity, discussion in ELT, brainstorming, role play were used in both types of schools. To put it in another way, these strategies were employed by all the teachers in both types of schools. But simulation, interview, language game, find the difference had not used at all in public and private schools. Story telling activities was used by 60 percent private school teachers but only 20 percent of public school teachers

whereas, ‘picture narrating’ was used by 20 percent teachers of private schools but not used in public schools. ‘Reporting’ was used by 20 percent of public school teachers but no any teachers of private schools used it.

Though all the strategies of Kayi (2006) seem excellent and practical, we didn’t find its high usage in our schools. Below 50 percent of his strategies were only used to know about this better. I discussed with the teachers of each school on the last day of my observation and noted their responses in my diary.

4.2.3 Analysis of Data Obtained from the Post- observation Discussion

After the observation of all 10 teachers ’40 classes, ‘Post observation discussion ‘’ was conducted with each and every English teacher of each school on the last day. During the observation period it was found that some of the strategies were used by most of the teachers, some of the strategies were used by least number of teachers and some strategies were not used at all. So, to know their views about such a situation post- observation discussions become inevitable and fruitful.

Few questions were noted in personal diary and discussed with the English teacher of each school. According to their responses the findings were analysed descriptively in language only. Their responses were as follows:

- a) Why did you use information gap activity, role play, brainstorming, discussion in your classroom?
 - As the responses to this question most of teachers said that these strategies are easy to conduct and they makes teaching process interesting.
- b) Why do you think almost teachers use discussion in their classroom?
 - Most of the teachers’ responses to this question are that these strategies are easy to apply in class and most of the students get opportunity to talk in English.

- c) Some of the strategies like language game, simulation, interview, find the differences were used by none of school teachers. Why did not you use them in your teaching?
- Majority of responses were that these were difficult and impractical to conduct through they can give practical knowledge to our students.
- d) Brainstorming is one of the commonly used strategies in our schools. Why did you frequently use it ?
- All most all the teachers said that it was easy to employ in classroom and our students find interesting to take part in such activity.
- e) Story completion, picture narrating, reporting were some of the least used strategies. Why do you think these strategies were least used?
- More than 50 percent teachers replied that during the application such strategies, teachers need to know their personal competency over them. So, fewer students tended to participate in these activities. Sometimes we find no participant of students to speak in public schools. Thus, these strategies were least used.
- f) How can we make teaching speaking effective?
- We can make teaching speaking effective but for that purpose we need the help of administration. They need to provide sufficient extra materials related to teaching, decoration in schools with pictures to motivate students towards speaking English and every teacher should speak English with their students. Similarly, every subject teachers should teach in English medium and take good care of whether their students are speaking English or not. If yes, they should be encouraged providing positive feedback. If no, they should be stimulated indirectly towards the speaking of English.

- g) How can we develop English speaking ability of the students?
- Many teachers of private schools replied that we can develop English speaking ability of the students by speaking English with them, by letting them to read books written in English, by encouraging them to speak English with rewards, by giving them or encouraging them to tell jokes, stories poems etc., by avoiding their minor mistakes correction and direct correction of serious/critical mistakes, by giving them opportunities to listen live and recorded talk in English
- h) What are the problems of teaching English speaking?
- Most of the teachers of public schools raised their issues in his questions. They replied that only few students are interested to speak English and rest of them tend to begin to speak Nepali or their mother tongue in teacher's absence.
- I) How often do you teach speaking?
- Most of the teachers of private schools replied that they sometimes use this skill but all the public schools teacher said that they teach speaking only during exam time for the sake of exam. Both types of schools teachers responded that the curriculum of secondary level has forced on reading, writing and grammar rather than speaking. The question pattern is their prime focus so they have problems to focus on speaking.

CHAPTER: FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This is the final chapter of this research report which deals with summary, conclusion and implication made by the researcher after analyzing the data. This chapter is divided into 3 parts, summary, conclusion and implications.

5.1 Summary

Summary is the main theme of the whole study. The whole study has been presented dividing into five different chapters. The first chapter, 'introduction includes the background of the study, statements of the problems, rational of the study, objectives of the study, research questions, significance of the study and delimitations of the study. This chapter provides the picture of the content that necessitates the study the rationale behind selecting the topic, problem that are to be answered in the study, purpose of the study, significance or the usefulness of the study and scope of the work to be performed.

In the second chapter, I attempted to review the 'Store house of knowledge or the theories' which could guide my study. I reviewed the previous works done in the department applying the theories related to my topic. In this chapter I have tried to provide authenticity to my study by presenting theoretical literature, empirical literature and conceptual framework developed on the basis of the review.

The third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection, procedure of data collection and data analysis and interpretation procedure. It attempts to lead the whole research study.

Collected data are presented, analyzed and interpreted in the fourth chapter.

Different strategies of teaching speaking were discussed and dealt specifically in a greater detail. In the context of major findings, out of all 13 strategies only 30.46 percent of them were used by public schools teachers whereas, just a bit higher, 41.54 percent strategies were used in public schools. Some of the strategies like

information gap activity, discussion in ELT, brainstorming, role play were exclusively used in both types of schools. The last chapter summarizes and concludes the whole study in two sections i.e. summary and conclusion. At last some implications are presented in the last section. The implications of the study are categorized under the policy level, practice level and for further research. This chapter is followed by references and appendixes to make the study reliable, valid and authentic.

5.2 Conclusion

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

Therefore, it is essential that language teachers should pay great attention to teaching speaking. As data analysis and interpretation was done systematically, I came to reach the following conclusions

- a) Firstly, rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired for the betterment of the English in our students with the ample use of effective strategies.
- b) Though private schools were thought better, the public schools were not weaker on using Kayi's strategies as there is no vast difference in both types of schools. Hence, both type of schools needs to be equipped with sufficient ELT materials which can be applied by teachers. These materials are required as the ELT teachers have to use most useful and successful speaking strategies in class.
- c) Our curriculum should also focus on speaking skill because it is the prime aim of our learning. Through the appropriate focus on teaching speaking strategies by the trained teachers, the proficiency of our students in English can be enhanced.

- d) Similarly, there are many strategies of teaching speaking which can be followed in our teaching. As ELT teacher lacks trainings regarding teaching speaking, they should be provided ample trainings for the sound development of teaching and learning English. That is to say, English teaching and learning needed to be done through the group activities where students can communicate and collaborate each other.

5.3 Implications

Every study has certain implications. This study has some significant implications as well. The study can be exploited in the field of teaching and learning as well as policy formulation, including further research. The implications of this study have been categorized into various types, which have been mentioned in the following section.

5.3.1 Implications at the Policy Level

Policy is a plan of action agreed or chosen by a certain organization, business, state, etc. Every nation has its own policy in different sectors. Since policy is a higher level action, it works as a catalyst for the development of the country. This study has great implications at the policy level. Some of the implications are mentioned below:

-) The government should formulate special policies for the effective implementation of the curriculum.
-) The government should make mandatory provision for the effective monitoring, supervision, and conduction of teaching learning activities.
-) Textbook must be updated and speaking focused.
-) There should be more illustrations, examples and colorful pictures in our textbook.
-) Real speaking situation of our students will be familiar to the Government so it can formulate other further planning.

5.3.2 Implications at the Practical Level

Speaking itself is a productive skill of language. Without speaking, students cannot get the knowledge and generate much more English exposures. Therefore, students should have good interactive ability. The result of the study showed that teachers are not focusing on teaching speaking with the use of different teaching speaking strategies though this is must for them. The study has several implications at the practical level. The practical level here refers to schools.

Some of the implications are given below:

-) Students should be provided with the great exposure to the authentic speaking situations.
-) Students should be encouraged to speak.
-) Teachers should use as many strategies as possible in their classroom.
-) Speaking should be taken as prime focus but not as a exam oriented matter.
-) Sufficient materials should be provided to students and teachers.

5.3.3 Implication for the further Research

Nothing can be absolutely perfect in this universe. 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. Such implications are presented herewith:

-) This study will be very useful to other researchers who want to study the teaching speaking strategies to promote speaking ability of the students.
-) This study can be very useful to the teachers and others who want to increase the speaking ability of the students.
-) This study can also be beneficial for all who want to study in the related field and subject.

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Appendix 1

Teachers class observation form

Strategies Used in Teaching Speaking

School: Cambridge Int'l School, Kalanki

Class: 10

Name of the teacher: Suresh Ranabhat

Topic: Suggesting
advising

S.N	Strategies	Rating				
		Excellent	Good	Average	B. average	Poor
1	Information gap activity					
1.1	Teacher's role		✓			
1.2	Pair selection by teacher		✓			
1.3	Student's participation		✓			
1.4	Opportunity for students talking		✓			
2	Discussion on English Classroom					
2.1	Purpose of discussion			✓		
2.2	Relevancy of discussion points			✓		
2.3	Grouping and re-grouping of students		✓			
2.4	Teacher's encouragement		✓			
2.5	Pre-instruction for discussion		✓			
3.	Simulation in ELT					
3.1	Students' interest					
3.2	Motivation to Simulate					
3.3	Teachers' role					
3.4	Item brought by students					
4.	Brainstorming for Speaking Improvement					
4.1	Context (individual/group)					
4.2	Teachers' assistance					
4.3	Time utilization					

4.4	Classroom management					
5.	Story telling Activity					
5.1	Student's participation					
5.2	Attention of the Class					
5.3	Grammatical correctness					
5.4	Teachers' motivation					
6.	<u>Role play for using English</u> in different situation					
6.1	Teacher's information to the learners' role		✓			
6.2	Selection of participants		✓			
6.3	suitability of role		✓			
6.4	Achievement of the role			✓		
7.	Interview in teaching speaking					
7.1	Selection of topic or rubric					
7.2	Students' interview questions					
7.3	Students' participation					
7.4	Nature of topic					
8.	Story completion activity					
8.1	Involvement of students'					
8.2	Teachers' role					
8.3	Teachers story beginning					
9.	Reporting					
9.1	Students' motivation					
9.2	Teacher 's encouragement					
9.3	Nature of topic					
10.	Language game like playing cards					
10.1	Teacher's rubric					

10.2	Nature of topic					
10.3	Students' interest					
10.4	Grouping of students					
11.	Picture narrating					
11.1	Teacher's rubric					
11.2	Nature of topic					
11.3	Students' attention					
11.4	Vocabulary or language structure					
12.	Picture describing					
12.1	Nature of picture					
12.2	Teacher's rubric					
12.3	Students' attention					
12.4	Grouping of students					
13.	Find the difference					
13.1	Teacher's role					
13.2	Students' success					
13.3	Nature of picture					
13.4	Sources available					

Appendix 1

Teachers class observation form

Strategies Used in Teaching Speaking

School: *Pankurja H.S. School*

Class: *IX*

Name of the teacher: *Mrs. Sujya Adhikari*

Topic: *Debate*

S.N	Strategies	Rating				
		Excellent	Good	Average	B. average	Poor
1	Information gap activity					
1.1	Teacher's role					
1.2	Pair selection by teacher					
1.3	Student's participation					
1.4	Opportunity for students talking					
2	Discussion on English Classroom					
2.1	Purpose of discussion		✓			
2.2	Relevancy of discussion points		✓			
2.3	Grouping and re-grouping of students		✓			
2.4	Teacher's encouragement			✓		
2.5	Pre-instruction for discussion			✓		
3.	Simulation in ELT					
3.1	Students' interest					
3.2	Motivation to Simulate					
3.3	Teachers' role					
3.4	Item brought by students					
4.	Brainstorming for Speaking Improvement					
4.1	Context (individual/group)		✓			
4.2	Teachers' assistance		✓			
4.3	Time utilization			✓		

4.4	Classroom management		✓			
5.	Story telling Activity					
5.1	Student's participation					
5.2	Attention of the Class					
5.3	Grammatical correctness					
5.4	Teachers' motivation					
6.	Role play for using English in different situation					
6.1	Teacher's information to the learners' role		✓			
6.2	Selection of participants		✓			
6.3	suitability of role			✓		
6.4	Achievement of the role			✓		
7.	Interview in teaching speaking					
7.1	Selection of topic or rubric					
7.2	Students' interview questions					
7.3	Students' participation					
7.4	Nature of topic					
8.	Story completion activity					
8.1	Involvement of students'					
8.2	Teachers' role					
8.3	Teachers story beginning					
9.	Reporting					
9.1	Students' motivation					
9.2	Teacher 's encouragement					
9.3	Nature of topic					
10.	Language game like playing cards					
10.1	Teacher's rubric					

10.2	Nature of topic					
10.3	Students' interest					
10.4	Grouping of students					
11.	Picture narrating					
11.1	Teacher's rubric					
11.2	Nature of topic					
11.3	Students' attention					
11.4	Vocabulary or language structure					
12.	Picture describing					
12.1	Nature of picture					
12.2	Teacher's rubric					
12.3	Students' attention					
12.4	Grouping of students					
13.	Find the difference					
13.1	Teacher's role					
13.2	Students' success					
13.3	Nature of picture					
13.4	Sources available					

Appendix 1

Teachers class observation form

Strategies Used in Teaching Speaking

School: *Ideal Model School*

Class: *IX*

Name of the teacher: *Mr. Nishu Raj Shrestha*

Topic: *Introducing*

S.N	Strategies	Rating				
		Excellent	Good	Average	B. average	Poor
1	Information gap activity					
1.1	Teacher's role	✓	✓			
1.2	Pair selection by teacher	✓				
1.3	Student's participation	✓				
1.4	Opportunity for students talking		✓			
2	Discussion on English Classroom					
2.1	Purpose of discussion		✓			
2.2	Relevancy of discussion points		✓			
2.3	Grouping and re-grouping of students			✓		
2.4	Teacher's encouragement		✓			
2.5	Pre-instruction for discussion			✓		
3. X	Simulation in ELT					
3.1	Students' interest					
3.2	Motivation to Simulate					
3.3	Teachers' role					
3.4	Item brought by students					
4.	Brainstorming for Speaking Improvement					
4.1	Context (individual/group)		✓			
4.2	Teachers' assistance		✓			
4.3	Time utilization			✓		

4.4	Classroom management			✓		
5.	Story telling Activity					
5.1	Student's participation					
5.2	Attention of the Class					
5.3	Grammatical correctness					
5.4	Teachers' motivation					
6.	Role play for using English in different situation					
6.1	Teacher's information to the learners' role					
6.2	Selection of participants					
6.3	suitability of role					
6.4	Achievement of the role					
7.	Interview in teaching speaking					
7.1	Selection of topic or rubric					
7.2	Students' interview questions					
7.3	Students' participation					
7.4	Nature of topic					
8.	Story completion activity					
8.1	Involvement of students'					
8.2	Teachers' role					
8.3	Teachers story beginning					
9. ✗	Reporting					
9.1	Students' motivation					
9.2	Teacher's encouragement					
9.3	Nature of topic					
10. ✗	Language game like playing cards					
10.1	Teacher's rubric					

10.2	Nature of topic					
10.3	Students' interest					
10.4	Grouping of students					
11.	Picture narrating					
11.1	Teacher's rubric					
11.2	Nature of topic					
11.3	Students' attention					
11.4	Vocabulary or language structure					
12.	Picture describing					
12.1	Nature of picture					
12.2	Teacher's rubric					
12.3	Students' attention					
12.4	Grouping of students					
13.	Find the difference					
13.1	Teacher's role					
13.2	Students' success					
13.3	Nature of picture					
13.4	Sources available					

Appendix 1

Teachers class observation form

Strategies Used in Teaching Speaking

School: *Shree Panchankanya S. School, Chhauri*

Class: *10*

Name of the teacher: *Ran Pd Rimal*

Topic: *Expressing
Conditions*

S.N	Strategies	Rating				
		Excellent	Good	Average	B. average	Poor
1	Information gap activity					
1.1	Teacher's role					
1.2	Pair selection by teacher					
1.3	Student's participation					
1.4	Opportunity for students talking					
2	Discussion on English Classroom					
2.1	Purpose of discussion			✓		
2.2	Relevancy of discussion points			✓		
2.3	Grouping and re-grouping of students				✓	
2.4	Teacher's encouragement			✓		
2.5	Pre-instruction for discussion			✓		
3.	Simulation in ELT					
3.1	Students' interest					
3.2	Motivation to Simulate					
3.3	Teachers' role					
3.4	Item brought by students					
4.	Brainstorming for Speaking Improvement					
4.1	Context (individual/group)			✓		
4.2	Teachers' assistance			✓		
4.3	Time utilization			✓		

4.4	Classroom management					✓
5.	Story telling Activity					
5.1	Student's participation					
5.2	Attention of the Class					
5.3	Grammatical correctness					
5.4	Teachers' motivation					
6.	<u>Role play for using English</u> in different situation					
6.1	Teacher's information to the learners' role		✓			
6.2	Selection of participants			✓		
6.3	suitability of role			✓		
6.4	Achievement of the role					✓
7.	Interview in teaching speaking					
7.1	Selection of topic or rubric					
7.2	Students' interview questions					
7.3	Students' participation					
7.4	Nature of topic					
8.	Story completion activity					
8.1	Involvement of students'					
8.2	Teachers' role					
8.3	Teachers story beginning					
9.	Reporting					
9.1	Students' motivation					
9.2	Teacher's encouragement					
9.3	Nature of topic					
10.	Language game like playing cards					
10.1	Teacher's rubric					

10.2	Nature of topic					
10.3	Students' interest					
10.4	Grouping of students					
11.	Picture narrating					
11.1	Teacher's rubric					
11.2	Nature of topic					
11.3	Students' attention					
11.4	Vocabulary or language structure					
12.	Picture describing					
12.1	Nature of picture					
12.2	Teacher's rubric					
12.3	Students' attention					
12.4	Grouping of students					
13.	Find the difference					
13.1	Teacher's role					
13.2	Students' success					
13.3	Nature of picture					
13.4	Sources available					

Appendix I

Teachers class observation form Strategies Used in Teaching Speaking

School:

class:

Name of the teacher:

Topic:

S.N	Strategies	Excellent	Rating Good	Average	Below Average	Poor
1	Information gap activity					
1.1	Teacher's role					
1.2	Pair selection by teacher					
1.3	Student's participation					
1.4	Opportunity for students talking					
2	Discussion on English Classroom					
2.1	Purpose of discussion					
2.2	Relevancy of discussion points					
2.3	Grouping and re-grouping of students					
2.4	Teacher's encouragement					
2.5	Pre-instruction for discussion					
3.	Simulation in ELT					
3.1	Students' interest					
3.2	Motivation to Simulate					
3.3	Teachers' role					

3.4	Item brought by students					
4.	Brainstorming for Speaking Improvement					
4.1	Context (individual/group)					
4.2	Teachers' assistance					
4.3	Time utilization					
4.4	Classroom management					
5.	Story telling Activity					
5.1	Student's participation					
5.2	Attention of the Class					
5.3	Grammatical correctness					
5.4	Teachers' motivation					
6.	Role play for using English in different situation					
6.1	Teacher's information to the learners' role					
6.2	Selection of participants					
6.3	suitability of role					
6.4	Achievement of the role					
7.	Interview in teaching speaking					
7.1	Selection of topic or					

	rubric					
7.2	Students' interview questions					
7.3	Students' participation					
7.4	Nature of topic					
8.	Story completion activity					
8.1	Involvement of students'					
8.2	Teachers' role					
8.3	Teachers story beginning					
9.	Reporting					
9.1	Students' motivation					
9.2	Teacher 's encouragement					
9.3	Nature of topic					
10.	Language game like playing cards					
10.1	Teacher's rubric					
10.2	Nature of topic					
10.3	Students' interest					
10.4	Grouping of students					
11.	Picture narrating					
11.1	Teacher's rubric					
11.2	Nature of topic					
11.3	Students' attention					
11.4	Vocabulary or language structure					
12.	Picture describing					

12.1	Nature of picture					
12.2	Teacher's rubric					
12.3	Students' attention					
12.4	Grouping of students					
13.	Find the difference					
13.1	Teacher's role					
13.2	Students' success					
13.3	Nature of picture					
13.4	Sources available					

Appendix II

Name of English Teacher, School and Type of School

S.No.	Name of the Teacher	School's Name and Address	Type of School
1	Anu Ranjit	Dallu Awasiya Vidhyalaya, Kathmandu -15	Private
2	Bhupal Sin Basta	Shree Futung H.S. School, Phutung	Public
3	Durga Adhikari	Gyankunja H.S. School, Kathamndu	Private
4	Haribol Dhakal	Shree Shivapuri H.S. School, Shivapuri	Public
5	Hari Narayan Shrestha	Shree Neel Barahi H.S. School, Kalimati	Public
6	Megh Raj Shrestha	Idea Model School, Sanepa	Private
7	Ram Pd. Rimal	Shree Panchakanya S. School, Chhauni	Public
8	Sakun Kumar Joshi	Shree Sitapaila H.S. School, Sitapaila	Public
9	Shrijana Koirala	Mahendra Adarsha Vidhyashram	Private
10	Sundar Ranabhat	Cambridge Int'l School, Kalanki	Private