

**STATUS AND CHALLENGES OF LEARNING AND
TEACHING SPEAKING AT HIGHER SECONDARY
LEVEL**

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

**Submitted by
Meena Subedi**

**Faculty of Education,
Tribhuvan University Kirtipur,
Kathmandu, Nepal**

2017

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Proposal Approval: 2014-08-25
Date of submission: 23-03-2017**

DECLARATION

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

Date: 22-03-2017

.....

Meena Subedi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms **Meena Subedi** has been prepared this thesis entitle **Status and Challenges of Learning and teaching Speaking at Higher Secondary Level** under my guidance and supervision.

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DEDICATION

This thesis is dedicated to my

Parents

Who devoted their whole life for my study and made me what I am today.

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ABSTRACT

The present study entitled **Status and Challenges of Learning and Teaching Speaking at Higher Secondary Level**. This study was an attempt to find out status of speaking ability of higher secondary level students and find out the challenges faced by teachers and students on teaching and learning speaking skills. In order to find out the status and challenges of speaking skill the data were collected by using both open and closed ended questions as a set of questionnaire. Forty students and five English teachers of Nawalparasi District were selected through non-random sampling procedure for the study. To meet the objectives of the study, the data were analysed using simple statistical tools like tables and charts. The study has found that higher secondary level students and teachers are facing many challenges while learning and teaching speaking skill. Teachers are facing challenges due to limited time exposure, not having sufficient materials, low participation of students, large number and mixed ability students. Likewise students also face challenges due to mother tongue influence, not provided well trained teachers, imperfectly learned pronunciation and intonation, examination system, large classroom inadequate opportunity to speak in and out of classroom.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and the operational definition of the key terms. The second chapter includes the review of both theoretical and empirical literature along with the implications of the review for the study and conceptual framework. The third chapter deals with research design and method of the study, population sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data interpretation procedures. The fourth chapter includes analysis and interpretation of the results and summary of findings. The obtained data from questionnaire has been analysed and interpreted with the help of tables and charts. Likewise, fifth chapter includes the conclusions and recommendations based on policy related, practice related and further research related. This chapter is followed by references and appendices used for the study.

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LIST OF ABBREVIATION

%	Percentage
eg	Example
ELT	English Language Teaching
etc	excreta
HSEB	Higher Secondary Education Board
OHP	Over Head Project
P	Page
Prof	Professor
S.N.	Serial Number
T.U.	Tribhuvan University

CHAPTER- ONE

INTRODUCTION

This is the study entitled “Status and challenges of learning and teaching at Higher Secondary Level. The introduction parts consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 General Background of the Study

Speaking is one of the four skills of language, other are listening reading and writing. It is a productive and active skill. A good speaker is one who speaks a language accurately and fluently. The goal of teaching a language communicatively is meant to develop accuracy in students and this is given to speaking. (Harmer 2007, p. 343)

Speech is the primary manifested of language .Speaking is an interactive process of constructing meaning that involves producing receiving and processing information. Language is not only known how to process specific points of language such as grammar, pronunciation, vocabulary, linguistic competence but also that when, why and in what ways to produce language (sociolinguistic competence).

Speaking is considered as the ability to express oneself orally in a language. It is regarded as a complex and complicated skill in terms of the structure and vocabulary items. It involves thinking of what is to be said. Speaking is a productive skill like writing. Speaking is the primary medium of communication. Speaking ability lies at the heart of any ELT program that aims at making students able to communicate in English accurately, fluently and appropriately. Ur (2002, p.120) advocates, “Speaking seems intuitively the most important people who know a language are referred to as speakers` of that

language... many if not most foreign language learners are primarily interested in learning to speak”.

Language is primarily speech. Speaking is the output of utterances for communication. We need to speak to express our ideas, opinions, desires and to establish social relationship and friendship. Speaking skill seems to be very difficult to grab the ideas for students who are learning English as a foreign language. This is crystal clear in the context of Nepalese scenario in Nepalese context. It is due to lack of opportunity to practice and hear authentic English outside as well as inside the classroom. We have incorporated various activities such as simple and discourse to enhance speaking skill. It also needs lots of exposure and proper training to develop the speaking skill of the learner's. Though English language is supposed to be complex, it is the most common, normal, extensively used means of communication. Speaking is not only an outcome but a process or means as well as it ultimately leads students to achieve the outcome i.e. communication.

Speaking skill has been more highlighted in the new changes of curriculum design and with each chapter tasks on which speaking has been incorporated. Our young learners of schools and colleges show their passion to improve their speaking skill in English. But in reality, there is not an ample practice and reflection of this skill. Against the background, developing speaking ability is the over reading concern of the English language course as prescribed for school and college level students in Nepal. Speaking skill is theoretically articulated in our language course but it is not realized practically and everyday activities. As a result our students lack communicative and expressive ability as the course expects them to be.

1.2 Statement of the Problem

English is being treated as a universal language because of its vast presence of all over the world. It is the medium which is spoken by the majority of the world population. In Nepalese context, English is taught as a foreign language

in schools starting from grade 1 to bachelor level as a compulsory subject. Various language scholars in the field of ELT supported the idea that all the EFL/ESL English teachers and students were facing challenges during teaching and learning process. Challenges were different from one teacher to another, one student to another and one teaching context to another. Here my concern was to find out the status and challenges of learning and teaching speaking at higher secondary level while teaching English as a foreign language.

Here, the important concern is to find out why the learners faced challenges on learning/practicing English speaking? Why the teachers also faced problem on teaching speaking skill? Why students were poor in English speaking? How could we improve the speaking of students? How the challenges were to be solved? In order to pursue such questions this researcher conducted a survey research to find out the better ways to address remedial challenges and improve speaking performance.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the status of English speaking skill of higher secondary level students’.
- ii. To identify the challenges which were faced by the students and teachers while learning and teaching speaking at higher secondary level.
- iii. To suggest some pedagogical implications based on findings of the study.

1.4 Research Questions

The study was oriented to find out the answer of the following questions:

- a. What is the status of learning speaking at higher secondary level students?

- b. What are the major challenges faced by students' while to speak English language?
- c. What are the reasons for such challenges?
- d. What strategies do teachers use to solve such challenges?
- e. What is the role of teachers in minimizing these challenges?
- f. What is the role of students in minimising these challenges?

1.5 Significance of the Study

Teaching and learning English as a foreign language has been a difficult job. Due to the great change on science and modern technology teaching and learning speaking skill is more challenging. This study will provide the information about the status of learning speaking and its challenges faced by students and teachers while teaching and learning speaking.

This study has explored the status and challenges of learning and teaching speaking skill in ELT classroom especially at Higher Secondary level .The study will be useful for the people who are working in the field of English language teaching and learning. This research will be equally beneficial to curriculum expert and text book writers, syllabus designers, curriculum developer, trainer, trainee teachers, supervisors, researchers and the person who are interested in the field of language teaching and learning. It will be beneficial for the experience and novice teachers both to improve their teaching. Along with them policy makers, researchers and other who are concerned and interested in ELT will be hopefully benefitted by this research and they can also take advantages from the study.

1.6. Delimitation of the Study

The study was limited to the following aspects.

- a. The population of the study was limited to five Higher Secondary School of the Nawalparasi District.

- b. The sample population were five English teachers and forty students of Higher Secondary level school.
- c. This study was limited only to find out status and its challenges faced by teachers and students while teaching and practicing/learning speaking skill only.
- d. Questionnaires were the only tool used for data collection.

1.7. Operational Definitions of the Key Terms

Challenges: Difficulties or problems or issues that ELT teachers and students were facing during teaching and learning English language at Higher Secondary level.

Inhibition: Feeling of fear/embarrassment while speaking.

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

Skill: The ability or knowledge, to do something well. Here skill means finding language skills viz. LSRW

Status: Here status refers to the higher level students English speaking ability in English speaking activity.

Teaching materials: Those materials which were used by the teacher at the time of teaching. These materials helped the teachers to present teaching items easily and the students to learn them effectively.

CHAPTER- TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a summary and critique of research related to a particular issues or problems. It is a preliminary task that the researcher has to go through existing literature in order to acquaint with the available body of knowledge in the area of research. This chapter consists of the details reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also are included under this study.

2.1 Review of Related Theoretical Literature

In this subsection, I discussed different related literature. I read discussed different books to prepare review of related theoretical literature. Here I described various related subject matter such as ELT situation in Nepal, teaching speaking skill, elements of speaking skill, importance of speaking skill, speaking exercise in the text book, challenges of speaking skill and activities for solving speaking problems.

2.1.1 ELT Situation in Nepal

English language is a universal language and it is the medium of communication all over the world. It is a medium that is spoken by the majority of the world population. English is one of the richest languages of the world and it has become the language of science, trade, business, banking, industry, commerce communication, advertisement, diplomacy and internet, education and tourism. It has less native speaker but more non-native speakers. It has many varieties all over the world. It has richest vocabulary in comparison to other language of the world. English is regarded as the voice of progress and modernization. A developing country like Nepal cannot ignore the vast space open to process of progress and modernization through the knowledge of

English. We have to learn English, not because of its universal value but because of its practical utility, particularly in the face of our own limitation. Since English is a universal language, teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades .Nepal is no exception. According to Awasthi (1979, pp.1-4) the history of the English language in Nepal goes back to seventeenth century. When King Pratap Malla ruled over Kathmandu. Later the role of King Prithibi Narayan Shah used the English language to suspect missionaries on supplying information to East-India Company as a business enterprise.

The gravity of the English language is more powerful in each and every field. It has significant influence in the education of Nepal system too. Today, out of total 31 thousands primary to higher secondary schools almost half of the numbers are English medium ones. In such schools all subject except Nepali, are taught in English whereas, in government schools all subject except English language are taught in the national language Nepali. At University level most of the prescribed books and reference books are written in English language and medium of instruction is English .A good number of books, newspapers, magazines are found in English medium .Therefore, the knowledge of English is sought to be of high important. The practice of the English language was introduced in Nepal together with the establishment of the Durbar High School. Since then people were learning English as a foreign language for successful career, personality development and to gain access to the world for knowledge and to decipher the acquire knowledge for studying abroad and various purpose.

At present, English language curriculum in school and higher level has undergone regular updating and improving in Nepal as compared to the past Most of the Governments budget allocated teacher training but, teachers didn't imply what they have learnt from the training inside the classroom. Teachers think that their work is only to complete the course. The main aim of

curriculum is to develop communicative competence in the learner rather than linguistic alone.

2.1.2 Importance of Teaching Speaking Skill

Teaching speaking means teaching the conversational language making the learners able to express their ideas, feelings and opinions with each other. We all know that language is primarily speech because we use language basically for communication by written or spoken form. To live in a society in a comfortable manner; one must be able to speak. In the present time, teaching speaking is very important than other skills. Without speaking people are like an animal. At the age of globalization every people need to speak English to engage any business, for higher education, science and technology, medicine, trade. It is also important for to travel or tour any new place of the world. .

Speech should create good impression on the hearer. Without any conversation in the classroom students' speaking can't be developing. So teaching speaking is much more practical. The more speaking practice the more speaking skill should be developed. In the past speaking is neglected but now teacher have realised the important of speaking and they have been trying to address this skill in the classroom teaching. While teaching this skill vocabulary also teach together because lack of vocabulary students cannot be communicate successfully. The teacher should understand to the real fact that the main purpose of teaching speaking is to develop speaking proficiency with fluency. Everybody should expect students should be fluent and spontaneous in English speaking activity. They should be able to express their personal feelings and opinions freely without any fear and hesitation. That is why teaching speaking is important to develop students own personal life to live in a globalized world.

2.1.3 Elements of Speaking Skill

Speaking is a complex skill, since it is a combination of different skills including: pronouncing words, utterances, stress intonation, fluency, turn-

taking and negotiating meaning. The successful communicators are assumed to develop such speaking skills that are related with pronunciation and expression of speakers' intentions. (Harmer 2007, p. 345) elaborates the idea about the elements of speaking, and writes that 'If students want to be able to speak fluently in English, they need to be able to pronounced phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.'

Nunan (1998, as cited in Hedge, 2008) provides list of features of natural order communication. According to him successful oral communication involves following elements:

1. The ability to articulate phonological features of the target language.
2. Mastery of stress, rhythm and intonation patterns.
3. An acceptable degree of fluency.
4. Transactional and interpersonal management.
5. Skills in taking turns.
6. Skills in interaction management.
7. Skills in negotiation meaning.
8. Using appropriate discourse formulae and gap fillers.

The second language learners are assumed to develop such speaking skill that is associated with pronunciation and expression of speaking intention. The first three elements are based on pronunciation and the other elements are based on the expression of the speaker .For developing of these skills features, different types of tasks and activities are set for the learners and they have to perform them carefully and successfully.

According to Harmer (2001,p.269) elements of speaking are language features (connected speech and grammar, express device, negotiation language) and mental social processing language processing, interacting with other, information processing) .Teaching speaking is that speaking is not only

pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately.

2.1.4 Teaching Speaking Skills

Speaking is one of the most significant skills in the acquisition of new language among four language skills. Being productive skill it is necessary to come out with ample practice and production of language to develop this skill. Speaking can be defined as the ability to express oneself fluently in the foreign language. It is said that speaking is complex and complicated skill. It includes thinking what is to be said in addition to the structure and vocabulary items. Speaking also involves supra segmental elements such as pitch, stress, and intonation .It also includes non -linguistic elements such as gesture, and facial expression .

With the help of speaking, we express our emotion, opinions; desires etc. and establish social relationship and friendships. In other words speech enables us to communicate our intensions, interact with other person and situations. Hence the teaching of speaking is quite demanding and challenging job than other skill teaching. Speaking is a crucial part of second language teaching and learning. Teaching speaking means to make the learners able to produce English speech, sounds patterns used words and sentence stress, selecting appropriate words and sentences. Speaking includes various aspects such as pronunciation, grammar, fluency, vocabulary, comprehension, message and so on. Rivers (1981, p.21) mentioned in speaking classes students must be exposed to three key items:

- a) Form focused instruction that is attention to detail of pronunciation, grammar, vocabulary.
- b) Meaning focused instruction that is opportunities to procedure meaningful message with real communicative purpose.
- c) Opportunities to improve fluency

Speaking is complex and complicated skill. The structure, vocabulary items thinking what to be said, socio -culture context in which we speak non-linguistic and linguistic pattern along with supra-segmental features are really tough to make speaking possible .It is active, productive and primary language skill. Teaching speaking is not only pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately.

According to Munby (1979, as cited in Sharma and Phyak 2006, p.14) identifies the following sub-skills of speaking.

- i. Articulating sound in isolated forms.
- ii. Articulating sound in connected speech.
- iii. Manipulating variation in stress connected speech.
- iv. Manipulating use of stress in connected speech.
- v. Producing intonation patterns an expressing attitudinal meaning through variations in pitch height pitch range and pause.

2.1.4.1 Steps of Teaching Speaking

Different scholars have different steps of teaching speaking but all of them have the similar process .They differ only in the names given to these steps. Harmer (2006, p. 95) points out some basic pattern of teaching speaking engage, activate and study.

Stage I; Engage: Teacher tries to arouse the interest or motivate students.

Teacher tries to get them emotionally involved in the topic. To motivate student's teacher should give the basic background for speaking. The activities and materials in this stage are short games, guessing games and discussion.

Stage II; Study: The teacher models the class orally in the classroom teaching.

The teacher should let the students practice on it. During this phase, the students should get chance to study text.

Stage III; Activate: After the study phase, the teacher tells the students to discuss the topic in the group again and present in the classroom. The students activate what they have learnt.

2.1.5 Speaking exercises in the Textbook

English is the principled international language of diplomacy knowledge, business and tourism. Therefore it has a dominant position in international language. It is a major or international language and one of the six official languages of the UNO. It is a vital tool for communication globally. A high position of world publication in science, technology and commerce is published in English. That is why learning English as a foreign language is assuming important worldwide as well as in Nepal. The English language is taught as a foreign language in all the schools of Nepal from grade one to grade bachelor as a compulsory subject and major subject to master degree and above. Teaching English in school has two main purposes: to enable pupil to share their ideas and feelings with the native speaker of English and to explore them in the vast treasure of knowledge. In present English language curriculum has been regularly updating and improving as comparing to the past with the aim to develop communicative competence in the learner rather than linguistic alone. The learning of English opens up the world for our children and youth. It gives them the ability to become active participant in the knowledge making society and raises their awareness of the multi lingual and multicultural world. For developing communicative competence many speaking practiced exercises are included in the textbook. But in reality students' speaking ability is not developed as the goal of curriculum .This result caused due to different factors like lack of adequate knowledge of teaching skills and techniques on teachers', due to time separation for teaching speaking, low participation of students, large number of students management and infrastructure of school, due to insufficient opportunities to practice and hear authentic English outside as well as inside the classroom

Text books are such materials which should be designed and written to fit and suit the target language. Textbooks are designed and written keeping the students as learner in mind so it is known as student reading materials. In the past, listening and speaking skills were not emphasized like reading and writing in the textbooks. Now a day, it is realised that teaching English language means to enable the students to communicate in that language. So, that all the four language skills are being equally emphasized in the textbook. In case of speaking skill for developing student's communicative capacity, many speaking practiced exercises are mentioned in the textbooks e.g. Meaning into Words (students book) of grade 11 and 12. The speaking practiced exercises are as follow:

- Describing pictures
- Dialogues
- Simulated conversation
- Telling story
- Describing locations and directions
- Comparison of objects using adjectives and adverbs
- Criticizing about things and objects
- Asking advices
- Identifying types and features e.g. a sport car, a racing car, a saloon car
- Asking each other questions, ex –
A: Why are your eyes all red?
B: I have been crying.
C: I have been peeling onion.
D:.....

2.1.6 Challenges of Speaking Skill

Teaching speaking is not an easy task. It is complicated and complex. In Nepal English was taught in the beginning of the school day aiming to develop communicative ability of the learners. But due to various challenging factors

we have never reached the goal of the curriculum. The challenges might be with the teaching learning process, with the students, with the teacher or with the materials, or school infrastructure. Moreover, students passive participation, shy and hesitated nature of students, poor English background lacking with grammar, vocabulary and pronunciation, mixed and large number of students were the big wall in teaching activities. Similarly, lack of training, instructional materials and time allocation on speaking were the main challenges faced by teachers while teaching English as a foreign language. In another part, students also had to face the challenges on learning/practice speaking due to some factors like: mother tongue influence, vocabulary and pronunciation problem, syllabus or examination system. Moreover, lack of focus on language improvement, inadequate opportunity to interact in classroom.

The challenges may lie with the teaching process, instructional materials, background of the students, with academic facility, and the teachers own problems. The challenges of speaking skill were different from teachers to teachers and teaching context. Here are some challenges most of the English teachers faced in day to day ELT classroom mainly teaching speaking are as follows:

- a) Due to student's passive participation
- b) Due to poor English environment
- c) Due to students' poor English background
- d) Due to Shy nature of students
- e) Due to large classroom with mixed ability students
- f) Time allocation for teaching of speaking is not sufficient
- g) Due to vocabulary, grammar and pronunciation problem
- h) Due to lack of confidence in the student
- i) Due to syllabus and examination system
- j) Due to insufficient instructional materials
- k) Lack of sufficient training to the teachers

As Nepal is a developing country, we lack adequate and essential facilities in school which is one of the problems for teaching and learning speaking skill. Speaking is a productive skill. It involves different complexities and problems for teaching and learning English as foreign learners. As similar to the teachers' Students also have faced some challenges in learning speaking the degree of difficulty often differ according to the situation and background of the students .Ur (2002 p.21,) points out the following learner- related problems with speaking activity .

- a) Inhibition: Learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes, fear of criticism, losing face or simply shy nature .Usually they feel hesitation to speak language.
- b) Nothing to say: Because of nervousness and weak feeling about themselves. Most of the students do not speak in English since they know the answer. They are not motivated to speak in the target language.
- c) Low or uneven participation: Very few learners actively take part in speaking in the classroom. The dominance of nonspeaking learners in the class causes the class to make more silence.
- d) Use of mother tongue: Most of the learners have a common tongue. They entertain the same language for their safer and more comfortable zone for their communication.

Beside these, there were many other challenges students were facing every day in language classroom some of them are discussed below:

- a) Classroom size: Heterogeneous classroom with unmanageable size affect students to interact with teachers and not getting time to practice.
- b) Pronunciation problem: It is common problems for non-native speaker. It is difficult to pronounce the sounds that do not exist in the students' mother tongue.

- c) Syllabus or examination system: Though in the course book there are some activities of speaking text but there is no any viva on the examination .so that students and teacher are not giving priority for speaking text thinking not important for examination.
- d) Time exposure: There is not sufficient time to teach/practice speaking in the classroom so the learners cannot develop their habit of speaking in the target language.

2.1.7 Activities Used in Teaching Speaking

A good language teacher is always tactful to select or design the appropriate activities according to the context, number of students, time and material available, need, level and interest of the students. Teaching speaking is much more practical activity. Most of the time, the teacher should involve and engage in students in practical activities from simply ideas sharing activity to acting different roles like dramatization and simulation. There are different activities that an English teacher can utilize while teaching speaking. They can be from simple to complex. Some of the speaking activities that English teacher should incorporate in the classroom are picture description, dialogue, pair work and group work, reading maps, giving direction and debate. Speaking Activities should be selected according to age, level and students' proficiency. Activities used for speaking practice were different from teacher to teacher, level of students' and the goal of curriculum. However they all were important for the promotion for speaking skill. Some of the activities as discussed in Harmer (2007, pp.348-51) are as follows:

- a) Oral drills and recitation: It is an important activity which is used for developing learners teaching speaking skill. Oral dill gives students opportunity for safe practice and accuracy practice. Whereas recitation is useful technique for regulating the pronunciation skill of the learner to promote accuracy in their performance.

- b) Acting from scripts (dramatization): It is an important activity that promote natural speaking behaviour of the learners.in this activity teacher can provide written script by himself or from textbook and asked students to act on scenes of such script .This kind of activity helps to build students confidence and enhance speaking ability.
- c) Unscripted role play (simulation): Students are more imaginative and creative while they are performing in unscripted role play. Simulation is possible through unscripted role-play. Students simulate the real world inside the classroom. And students may develop pragmatic and sociolinguistic competence.
- d) Problem-solving activities: Teacher gives a situation with a problem to the students and asked to find out the solution. In this activity students discuss each other even shy and hesitate student also participate .By this activity students become motivated, encouraged creative thoughtful and active.
- e) Speeches and prepared talks activity: It is an activity where a student makes a presentation on the topic of their own choice. In sometimes students should speak from notes which are prepared already.
- f) Pair and group work (e.g. discussions, debates, projects exercises, picture description and interview): It is an activity where various activities are discussed and performed in group or pair. Pair and group work makes students active and creative as well as make any activity more successful and communicative.
- g) Communication game: In communicative games like information gap activity, fluency based activity, action based activity students can be engaged or participate actively. Games are very useful to provoke second language communication. Games provide excellent source of motivation interest and enjoyment to the learners.

Ur (2002. p, 23) suggests some ideas of overcoming speaking problems of reluctant students by doing following activities;

- a) Use group work: A good teacher focuses on group work and makes the students to communicate more and more. Using group work makes the learner active.
- b) Base the activity on easy language: A teacher should conduct a classroom activity and learning process more natural and comfortable using easy language.
- c) Make a careful choice of topic and task: Activities which are conducted on the classroom should be chosen on the basis of students' level, need, interest and choice.
- d) Give explicit instructions and trainings in discussion skills: teacher should clearly instruct and trained to the learner what to and what not to do teacher in speaking activity.
- e) Keep students speaking in the target language: A teacher should give chance and focus students to speak in the target language in the classroom.

2.2 Review of Related Empirical Literature

There are some researches carried out on teaching and learning different aspects of languages. For example, vocabulary, teaching if genre like teaching story, teaching drama, teaching poetry etc. Only few researches have been carried out on speaking skill in the department of English education. But no research has been carried out to find out the states and challenges of learning speaking at higher secondary level students. However, I have reviewed some literatures that are related to some extent to my study. The review of related literature of the present study is as follow:

Oli (2003) carried out a research entitled 'The Proficiency in the Speaking Skill of the 9th grader from the Public School'. The main objective was to find out the proficiency in the speaking skill of the 9th grader. He selected ten schools from two districts five from each. Two hundred students were tested on the basis of grammar, pronunciation and fluency. The researcher had the responses

of the ten English teacher of the concern school on return form. In this study he found the fact that urban area and the students from were comparatively good at speaking then those of rural area.

Pandey (2007) carried out the research on 'Teaching of Speaking at the Secondary Level, An Analysis of Classroom Activities. She conducted that group work, pair work and discussion are commonly used in speaking activities. Her objectives of the study were to investigate the activities used for teaching speaking and find out practical constraint in conducting speaking activities. Her finding showed that teaching speaking was more problematic because of less time allotment, large number of students and inhibition in them. Her study could not address what stages they followed while teaching speaking. What evaluation activities they do to judge performance of the students.

Timilsina (2008) carried out an research on 'Strategies Implied in Teaching Speaking Skills. His main objectives were to find out strategies employed in teaching speaking by teacher of private school and compare those strategies with that of public school teacher's .His primary source of data were English teachers at lower secondary level of public and private schools. Secondary source of data were both books and journals thesis etc. He used non random sampling procedure where the researchers' judgement and accessibility play major role. He used questionnaire and class observation tools for data collection. His study was only limited to find out teachers used strategies in teaching speaking. This study mainly focused on class observation how and how many strategies used by teachers in teaching speaking. His finding was discussion, role play, strip story, group work strategies were found using to increase students participation in different classroom activities.

Basnet (2009) carried out research on 'Technique of Teaching Speaking Adopted in Language Institutes.' His main objective was to find out the techniques of teaching speaking adopted in language training institute. His

primary sources of data for research were language teachers who taught in language institutes in the Kathmandu valley. His study was conducted on 20 English teachers from 20 language institutes. He used class observation and questionnaire for data collection. His study focused on techniques used by English teacher while teaching speaking in language institute. He also focused on teaching materials used by teachers in class room to motivate student to participate in speaking skill. He found that teachers used different techniques to teach speaking in language classroom. Among them discussion, role play, pair work and dialogue are common techniques. Question answer method is major used to test speaking skill.

Neupane (2009) carried out a research on 'Problems on Teaching and Learning Speaking'. His objectives of the study were to find out the causes of the problems and identify the problem. He used questionnaire and observation checklist for collecting data. His study was limited on the English teachers teaching in the selected school of Nawakot district. He found that the problems on speaking are due to lack of teaching material used in teaching speaking. Lack of vocabulary, large numbers of students, mother tongue interference students shyness etc. are main problems of speaking.

Pangeni (2012) studied are survey research entitled 'Techniques Adopted by English Teachers for Testing Speaking Skills'. Her main objective was to find out the technique adopted and analyse the opinion of the teachers toward the technique used in testing speaking skill. Her study was limited on the English teacher teaching in the selected schools of Palpa District. She used questionnaire and observation technique for data collection tool. Her main focused was to find out how and how much technique used by English teachers to test speaking skills. She came to the conclusion that teacher description, reading aloud, oral interview are common techniques used by teacher for testing speaking.

Dhami(2014)conducted research on Strategies used for developing skill .A case of M.ED students. The objectives of this research were to find out strategies employed for developing skill. It was survey type of research. He carried out research as 45 students from different campuses. He used questionnaire for required information. He found that a substantial number of students applied the use of English language are in daily communication and thinking in mother tongue and translating in English ,Strategies to develop speaking skill.

There are many researches on teaching speaking to find out different techniques, strategies and activity used in the classroom .The present study is different from the above mentioned research comparing with their objectives and so on. There are no research focus on status and challenges of learning and teaching speaking skill at higher secondary level in the department of English education T.U Kirtipur. From this view, my research is different from others so, I carried out the research on “Status and challenges of learning and teaching speaking at higher secondary level”..

2.3 Implications of the Review for the Study

Review of the literature provides the guidelines to carry out a research in a better way. In order to carry out this research in a proper way, the researcher has reviewed different researches which were related to speaking skill. The researcher collected the researches carried by different researches. Similarly, the review of empirical literature has helped me to develop the conceptual framework and to bring clarity and to focus to the research problems. It has also helped me to improve the methodology of the studies and contextualize the finding. In fact Neupane`s (2009) study has helped me to be familiar/ known with problems of teaching speaking. Similarly Pandey`s (2007) has fuelled me to identify the activities used while teaching speaking skills. Likewise, Timilsena`s(2008) study has encouraged me to be familiar with strategies used in classroom for teaching speaking skills. Pageni's (2012) study has provided

me with the techniques used to test students speaking ability, sampling procedure and conceptual framework.

To put in another words, these all studies are to some extent related to my study but not similar. While reviewing the related literature I found that no research work has been conducted in the area of status and challenges faced by teachers and students on learning and teaching speaking skill. So, I have selected this topic. Therefore, my study is new in the field of English education especially in Department of English education and this work is a new attempt in the exploration of above mentioned untouched area.

2.4 Conceptual Framework

Carrying out research needs some frameworks as the research is carried in order to derive the findings. Therefore, the researcher needs to develop a conceptual frame work before the actual analysis of the study .while teaching and learning English speaking as a foreign language teachers and students encounter many challenges such as shy nature of students, vocabulary problem, mother tongue influence etc. The researcher presents some better ways to solve the challenges such as: use of group work, drills , communicative game etc. in this framework. The conceptual framework of my research study is as follow.

Status and Challenges in Teaching and Learning

Status of speaking skill

- Teaching did not give priority to speaking exercise
- Students felt shy and hesitation to speak in English
- Male students participated than

Challenges faced by students`

- Inadequate opportunity to speak, mother tongue influence, large classroom size
- Lack of a focus on language improvement in the curriculum
- Imperfectly learned pronunciation and intonation

Challenges faced by teachers`

- Shy nature of students
- Vocabulary problems
- Lack of teaching material
- Time allocation
- Hesitation to speak etc.

Better way of learning speaking

- Use of group work
- Drill and recitation
- Communicative game
- Discussion
- Debate, Interview.

CHAPTER- THREE

METHOD AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted to fulfil the objectives of the study. This includes design and methods of the study, population, sample and sampling strategy study areas, data collection tools and techniques, data collection procedures and analysis and interpretation of the data.

3.1 Design of the Study

Research design is a fixed set of procedures of conducting a research. There are several designs in practice. This study will follow the survey research designs because it is suitable to illicit attitudinal data using this design. Survey research is most popular design, usually used in social science and in the field of education. Like other several research design, it also has its own procedures, methods to conduct.

In this research, I visited the determined field /area to find out existing data. Specifically, survey research study was selected because survey is a descriptive research. Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology from education to linguistics. Survey research is to select a representative sample from the population as a whole. Cohen, Manion, and Morrison (2010, p.195) state that, “Survey are most commonly used descriptive method in education research and may vary in scope from large scale government investigation through scale studies carried out by a single research. A survey usually addresses the large group of population sampling is necessary to carryout investigation”.

From the aforementioned definition, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in

educational sector to obtain a snapshot of condition, attitudes and events at a single point of time.

According to Nunan (1992, p.140) “The main purpose of survey research is to obtain a snapshot of condition, attitudes and events at a single point of time”. Survey data are collected through questionnaire, interview, test score, attendance rate, and result of public examination an attitude scale. Surveys can be exploratory, confirmatory and descriptive or analytic. So survey data are useful for gathering factual information data on attitudes and preferences, belief and predictions behaviour and experiences both past and present.

Nunan (1992, p.141) suggests the following eight steps of survey research:

- | | |
|--|--|
| Step 1: Define objectives: | What do we want to find out? |
| Step 2: Identify target population: | Who do we want to know about? |
| Step 3: literature review: | What have others said/discovered about the issue? |
| Step 4: Determine sample: | How many subjects should we survey, and how will identify these? |
| Step 5: Identify survey instruments: | How will the data will be collected questionnaire/ Interview? |
| Steps 6: Design survey procedures: | How will the data collection a actually be carried out? |
| Steps 7: Identify analytical procedures: | How will the data be assembled and analysed? |
| Steps8: Determine reporting procedure: | How will be written up and presented? |

This research design will enable me to find out necessary information (data) required to finalize the study. Defining the research objectives is the first and most important steps in the survey research process. A research objective helps researcher to identify his/her destination. It tells about what he/she intends to research. Then, researcher identifies the target population of his or her research while conducting it. Then researcher does the review of different topics which are related to his or her topic. Literature review includes two types of information- theory related to research area and summary of the researches all carried out in that area. Then researcher should mention the population or study population that he/she is interested in studying. Beside this, the sample population should also be mentioned. The researcher should specify the size of the sample. Then researcher need to plan which tools he/she will use while collecting the data then researcher should mention the steps or procedures that he/she follows while collecting data. Procedures may be different depending upon the nature of research, nature of data required for research and the complexities of actual situation. Then researcher should analyse the data without being much elaborative. Finally, researcher analyses and discusses the data to find out the research of the study and some finding is also given with some pedagogical implications.

The discussion above shows that survey is one of the important research methods used in educational investigation. It is mainly carried out to find out people's attitude, opinions and specified behaviour on certain issues, phenomena, events or situations. The finding of the survey is generalizable to the whole group. For this reason, I choose survey design in my research study.

3.2 Population, Sample and Sampling Strategy

Survey research demands a large number of populations. The population of the study consist of English teachers and students of higher secondary school of Nawalparasi district. It is difficult to collect the data from each and every member of the respondents. So for sampling five teachers and forty students

were selected from purposive non- random sampling procedure to complete my research study.

3.3 Study Area

The research area of the study was the academic field of Nawalparasi district which were community /government based school. The researcher carried out this research work in order to find out the status and challenges of learning and teaching speaking skill.

3.4 Data Collection Tools and Techniques

The tools I used to collect the data include questionnaire. I handled the questionnaire to forty students and five English teachers from five higher secondary of Nawalparasi district. I used two types of questionnaires open ended and closed ended to collect the data. Open ended questions was used to find out their attitudes and closed- ended was used to gather structured information regarding the research problems. The questionnaires for students are kept in appendix I and questionnaire for teachers are kept in appendix II.

3.5 Data Collection Procedures

- i. First of all I selected five English teachers and forty students from five higher secondary school of Nawalparasi district and talked to the authority of the school and got permission from them to carry out this research after explaining briefly about purpose and process of this study.
- ii. Then, I consulted with English teachers and requested to the teachers to help in research.
- iii. After this, I distributed the questions to the teachers to collect required information.
- iv. Then, I consulted with students and requested to help in research.
- v. Then, I distributed questions to the students to collect require and asked them to fill it up.

- vi. Finally, I collected questionnaires after the allocated time and thanked the respondents and other school authorities for their co-operation.

3.6 Data Analysis and Interpretation Procedure

There is no single way to analyse and present the data in the research study. Generally the data collected from qualitative research is analysed through description and quantitative research is analysed by using statistical tools. I also used both description and statistical tools to analyse the data.

In this study, the data collected from questionnaire were analysed qualitatively and quantitatively. Qualitatively data was analysed narrative way with the help of description in the form of clues and quantitative data was analysed and interpreted with the help of statistical tool that is in presented in table and chart. In this research study, the information collected from the respondents was processed and put into table and charts in terms of number and percentage.

CHAPTER- FOUR

RESULT AND DISCUSSION

In this chapter I have presented the analysis and interpretation of data which were collected from the questionnaire. Forty students and five English teachers of five higher secondary school of Nawalparasi districts were selected to collect the data related to status and challenges faced by students and teachers on learning and teaching speaking skill . The data were analysed and interpreted by using tables and charts .

4.1 Analysis of Data and Interpretation of the Results

This section is concerned with the analysis and interpretation of the collected data from the primary source. The primary data were collected focusing mainly on the status and challenges of learning and teaching speaking skill at Higher Secondary School. Then, the data were collected through questionnaire. An attempt has been made here to describe in detail the challenges faced by students and teachers on the status of students speaking skill on the basis of the response of the studied teachers and students. So, the collected data from the informant's' i.e. Higher Secondary Level English teacher and students are analyzed and interpreted under the following sub-headings.

The analysis and the interpretation of data have been done under the following heading.

4.1.1. Analysis and Interpretation of Opened question obtained from studied teachers

Different open ended questions were asked to the higher secondary English teachers to identify the status of students' speaking skill and challenges of speaking skill while teaching English as a foreign language. Here I attempted item wise analysis and interpretation of the data below:

4.1.1.1 Status of students speaking skill

The English teachers were requested to show their responses to the question about the status of their students' English speaking skill. The responses given by the teachers are presented in the table as below:

Table 1: Status of Speaking Skill

SN	Status of speaking skill	Reponses of teacher
1	Poor or weak level	60%
2	Good or competent in level	40%

The table above indicates that 60 percent of the total teachers had felt that their students were weak in speaking English because of poor English background, and 40 percent teachers responded that those students who came from private school were good in English speaking according to their academic level. The research shows that majority of the students' English background was poor so that status of speaking skill was not as good as according to the students level.

4.1.1.2 Participation of the students

The English teachers were requested to show their response to the question which was intend to find the students' participation in English language class at higher secondary level. The responses given by the teachers are shown in the table as below:

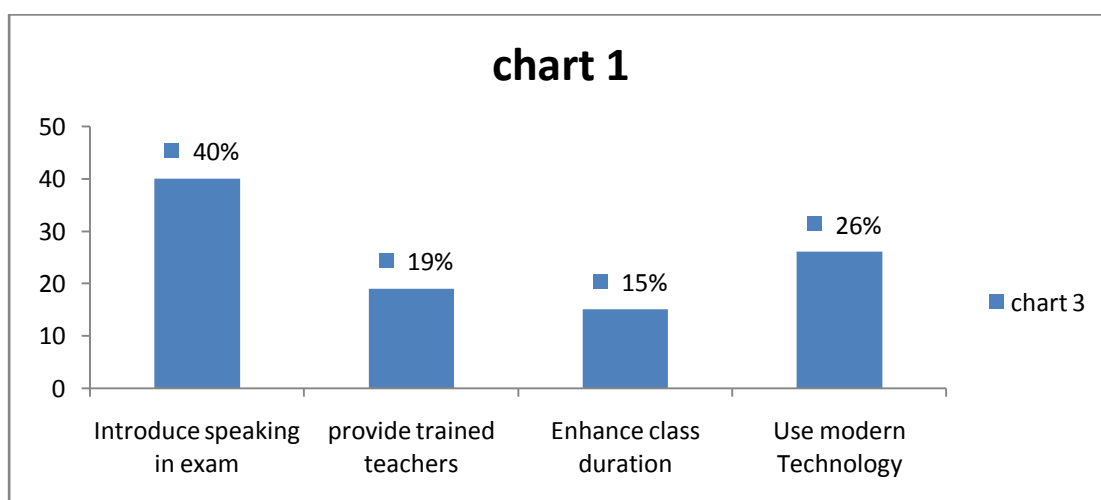
Table No. 2: Participation of the Students

Students	Responses of teachers				
	C1	C2	C3	C4	C5
	Participation	Participation	Participation	Participation	Participation
Female	less	less	less	less	50%
Male	more	more	more	more	50%

Regarding this question four teachers i.e. 80 percent said female students were less participated in the speaking activity but 20 percent teachers said both male and female students were equally participated in every speaking activities. This indicates that most of the teachers found male students are more participated then male students in the classroom.

4.1.1.3 Ways to Solve the Challenges

Teachers were asked another question about the ways to minimize the speaking challenges which were appeared in the class room. For this question, teachers were responded like T1: English should be taught by trained teachers. T2: all sort of modern facility should be insured for teachers, T3class duration for teaching speaking skill should be increase. Likewise other teachers said that curriculum must be changed according to time, age, level and interest of the students. Then speaking practice exercises should be included in the textbook. Speaking items should be in examinations and private tutoring must be avoided. Class tenure is limited so it should be enhanced too



Regarding this question, 40 percent teachers said to include speaking items in examination, 19 percent teachers said to provide well trained teachers, 50 percent teachers said to enhance class duration and 26 percent focused to use modern technology which helps to solve the speaking challenges. Therefore, from the analysis it had been identified that most of the teachers gave priority

to include speaking items on examination and to use modern technology while teaching English language.

4.1.1.4 Evaluation of students speaking ability

Evaluation is a process of knowing students' progress and giving feedback. Evaluation not only judges the students' performance in speaking but also gives feedback to the whole programme. Teachers were asked another open ended question about the evaluation activities done in the classroom. The responses collected from the teachers are shown in the table as below:

Table No. 3: Evaluation of Students Speaking Ability

S.N.	Evaluation activity	Percentage of the informants
1	Giving figure, maps and chart to describe	10%
2	Asking question	10%
3	Giving marks for pronunciation and their fluency	20%
4	Giving any topic to discuss	20%
5	Asking the students to do the exercise of the text book	40%

As mentioned in the table, 10 percent respondents were evaluated by giving figures, maps and charts to describe, 20 percent respondents were evaluated by giving marks for pronunciation and fluency, 20 percent were evaluated giving any topics to discuss, asking questions by 10 percent, and 40 percent respondents were evaluated by asking the exercise given in the text book.

From the analysis it was found that a half of the teachers had evaluated students speaking skill by exercises given on the textbook and gave some topics to discuss.

4.1.1.5. Strategies used to overcome challenges

Teachers were requested to show their responses about the strategies which were used to overcome speaking challenges in the classroom. The teachers could use many strategies to develop speaking ability of the students'. The responses obtained to this question have been shown in the table as below:

Table 4: Strategies Used by the Teachers

S.N.	Strategies	Percentage of the informants
1	Make students participate individual	20%
2	Help for interaction in English using pair work and group work	10%
3	Follow communicative method	30%
4	Arrange debate and discussion of different topic.	10%
5	Let them watch and listen English audio, video and DVD.	20%
6	Establish English environment and encourage speaking in every speech contest.	30%

The table shows that 20 percent teachers responded they had made students to participate individually, 10 percent teachers responded to help while interacting in English using pair work and group work. Likewise, 30 percent teachers followed communicative method, 10 percent teachers used arranging debate and discussion on different topics, likewise 20 percent teachers established English environment in the classroom and 30 percent teachers created English environment and encouraged the students to take part in every speech contest.

4.1.1.6 Challenges Faced by Teachers while Teaching Speaking Skill

Speaking is a primary skill. It is also known as a productive skill of English language. Of all four language skills, speaking seems intuitively the most important skill to the second language learners because it has included all the required for learning language completely .while teaching speaking at any level, teachers were facing many challenges. In this research, I was gathered

through the questions, What are the challenges of teaching speaking skill in higher secondary level? The responses given by the teachers were listed separately in following point as below:

1. Classroom size and students number- In the context of Nepal; government added school had more than 60 students in the classroom which affects teaching and learning process.
2. Students shy nature and hesitation to speak- students were naturally shy and some were hesitated to speak in front the of teachers and friends because of the fear of making mistake and criticism of friends.
3. Lack of teaching materials especially modern technology-Especially government schools had no sufficient materials, they did not have cassette player to play audio tapes in language labs. Some schools in remote area did not have seen computer till their schooling.
4. Mother tongue influence of teachers and students-.This was serious challenges in ELT classroom in Nepal. Since English language is treated as a single subject in ever grade. The students get less exposure which became difficult for them to get competency over the language learning.
5. Difficult to control the students- Large number of students with mixed ability caused problem to control the class.
6. Poor English background-Except English students learnt all subjects in national language. Even English was also taught through translating in Nepali from the beginning level to higher level. This method could not develop student's vocabulary power and they could not understand English properly.
7. Pronunciation and vocabulary problem of student-Without good vocabulary students could not learn English properly. So it caused a serious problem for learning and teaching language skill.
8. Lack of proper training to the teachers. To build the teachers' confidence on teaching, training was very important. If government provide training in a regular interval of time in all urban and rural area,

teachers teaching style would be automatically changed and problem would be solved.

From the above mentioned points, it was clear that most of the challenges were caused because of student's problem; some were related to poor facilities provided by schools, lack of teachers training, management problem of school and lack of instructional material.

4.1.1.7 Suggestions of Teachers to Eradicate Speaking Challenges

The next question was related to the role of teachers' to minimize the speaking challenges. The responses to this question have been pointed as below:

1. Use easy and common language in the classroom.
2. Do not interfere the students' oral correction immediately during the speaking time.
3. Focus on practical class rather than concentrating on finishing the course.
4. Behave like a friend and help weaker students more than other students.
5. Create English environment in the classroom.
6. Teachers should give some useful instruction to the students to improve speaking English and provide as possible as teaching materials which helps to improve students speaking ability.
7. Encourage the students to participate in group work, pair work and project work.
8. Teachers should responds in English if students use mother tongue in English class.

4.2 Analysis and Interpretation of Closed Ended Questions Obtained from Studied Teachers

Teachers were asked some closed ended questions to get specific information about status and challenges of speaking skill. Which are interpreted as below?

4.2. 1 Shyness and afraid to Speak in English

The first statement was asked to the teachers about students' shyness and their weakness to speak. The responses obtained to this statement have been presented in the table below:

Table 5: Shyness and afraid to Speak in English

S.N.	Reason	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree	
		No of teachers	percentage	No of teachers	percentage	No of teachers	percentage	No of teachers	percentage	No of teachers	percentage
1	Students feel shy and afraid to speak	4	80	-	-	-	-	1	20	-	-

From the research it was clear that most of the teachers i.e. 80 percent were faced challenges on teaching speaking due to students shyness and fear to speaking in English in front of the classroom.

4.2. 2 Time allocation for Teaching Speaking

The second statement was asked about the time separation for teaching English. The responds obtained to this statement are tabulated in the table below.

Table 6: Time Allocation for Teaching

Reason	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree
	No of teachers	percentage	No of teachers	percentage	No of teachers	percentage	No of teachers	percentage	No of teachers
Enough time allocated for teaching	-	-	2	40	-	-	3	60	-

From the above table it is clear that there was not enough time allocated for teaching English. 60 percent teachers responded they had not agreed with time separation for teaching English. But 40 percent teachers responded they were agreed with time allocation for teaching speaking.

4.2.3. English Background of the Students

Likewise, the third statement was asked about the English background of the students. The responds gained to this statement are tabulated in the table below:

Table 7: English Background of the Students

Reason	Strongly Agree		Agree		Neutral		Disagree		Strongly agree
	No of teachers	percentage	No of teachers	perc	No of teachers	per	No of teachers	perce	No of teachers
Poor English background of the students	-	-	2	40	-	-	3	60	-

From the research it was clear that most of the i.e. 60 percent found their students English background is poor but 40 percent teachers were not agreed to the students poor English background.

4.3. Analysis and Interpretation of Closed Ended Questions Obtained from Students

The researcher collected the information from the responses of the students using some open ended and closed ended questionnaires to find out their opinion about status and challenges while learning speaking skill.

4.3.1. Status of Learning Speaking

Like teachers, students were also asked about the status of learning speaking of their level. The responses to this question obtained from the respondents are shown in the table as below:

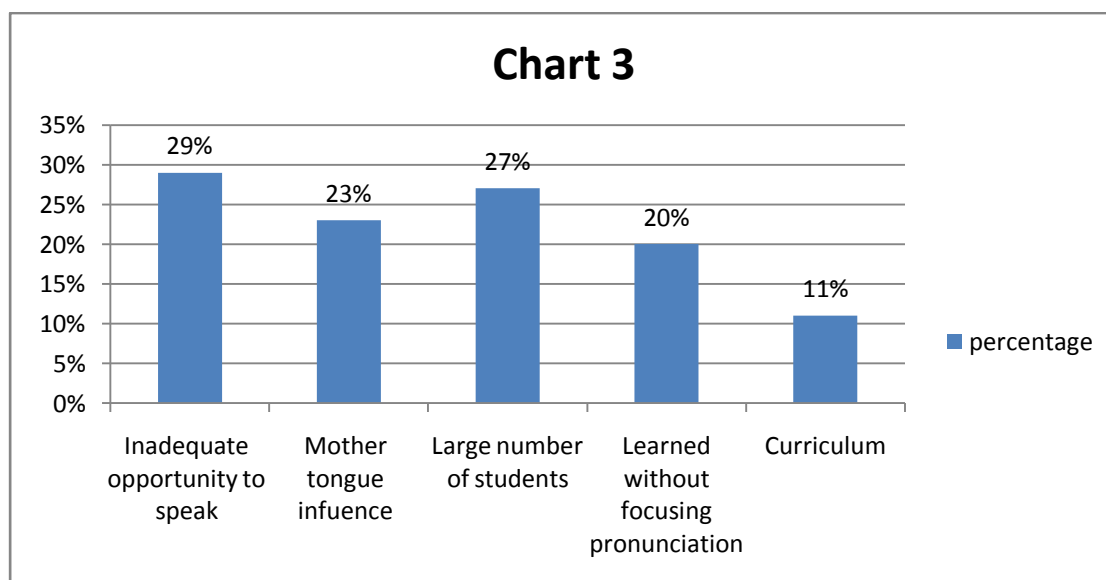
Table 8: Present Status of Learning Speaking

S.N	Students response	Percentage
1	Poor in English speaking	35%
2	Good/competent in English speaking	65%

From the studied students, it was found that 35 percent students responded that they were poor in English speaking but 65 percent student responded that they were competent in every speaking activity conducted in and out of the classroom. From the data it was clear that majority of the students were found good in English speaking. They were participated in all the speaking activity conducted in and out of the school without any afraid and hesitated.

4.3.2. Challenges Faced by Students while Learning Speaking

The next question was related to the challenges faced by students while learning speaking in the classroom. The response obtained from the students is shown in the chart below:



From the above mentioned chart, it was clear that 29 percent students responded that they had faced challenges due to not getting opportunity to practice, 23 percent students responded on mother tongue influence, 27 percent students responded due to large number of students, 20 percent students responded on time allocation and 11 percent students responded due to the curriculum. The result shows that lack of practice or opportunity was main barrier to succeed in English speaking.

4.3.3. Reasons for not Understanding English Properly

Students were asked another question about the reasons for not understanding English properly. The responses obtained from the students are tabulated in the table below:

Table 9: Response of Students for Not Understanding English

Reasons	Percentage of the informants
Pronunciation problem	10%
Teachers fast delivery	25%
Grammatical rules	5%
Mother tongue influence	20%
Lack of vocabulary	10%
Others	30%

The table shows that 10 percent students out of 40 did not understand English properly due to pronunciation problem, 25 percent said due to teachers fast delivery, 5 percent said due grammatical rules, 20 percent said due to mother tongue influence of teachers and students, 10 percent said lack of vocabulary and , 30 percent respondents responds due to all of the above regions .

This result shows that mother tongue influence and teachers fast delivery were the main causes for not understanding English properly..

4.3.4. Role of Students in Minimizing Challenges

The researcher asked another question to the students about the roles of students in minimizing speaking challenges. The responses obtained from the students are shown in the table below:

Table 10: Roles of Students in Minimizing Speaking Challenges

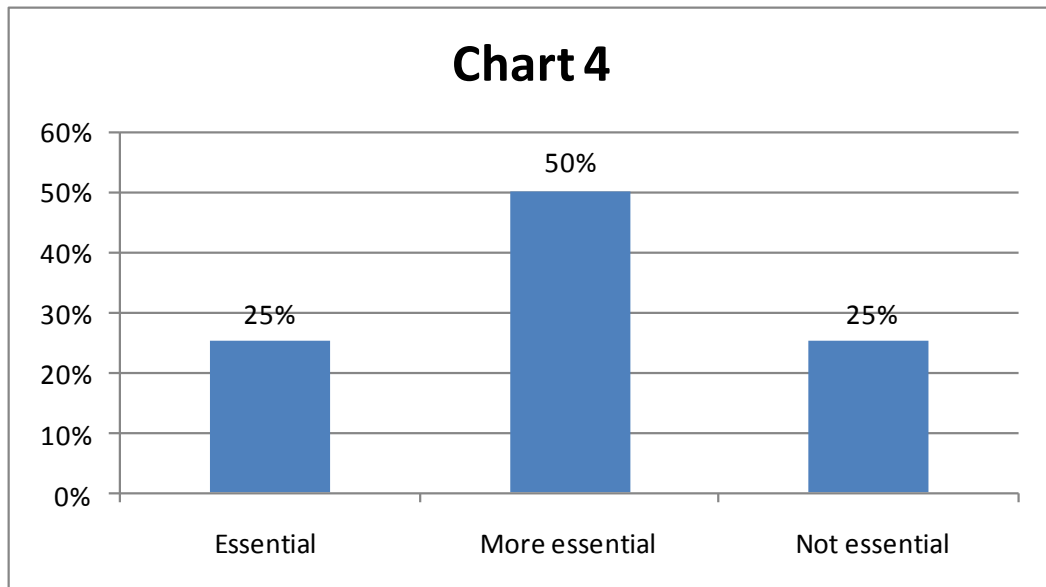
S.N.	Role of students	Percentage of students
1	Participate in every English speaking activity.	38%
2	Practice to speak in English	14%
3	Ask questions and gives answer in English	20%
4	Listen an watch English program in radio and T.V.	18%
5	Learn more vocabularies using dictionary.	10%

From the above table it is clear that out of 40 students 38 percent respondents were response to minimize speaking challenges ,the student have to take part in every English speaking activities, 14 percent students responded on practice in English speaking without being afraid of making mistake. 18 percent students responded to focus on listening and watching the English programme in radio and T.V. 20 percent students responded to ask questions and give answer in English and 10 percent students responded to learn more vocabularies using dictionary to minimizing speaking challenges.

The majority of the students focused that to develop speaking skill students should participated actively in every English speaking activity and interact with teachers and friends in English.

4.3.5. Contribution of Modern Technology

I asked an open ended question to the students about the contribution of modern technology for improving English speaking. Students were responds like it is an essential because it makes complex task more manageable, makes learning interesting and it helps to learn more about English. Modern technology like T.V., Computer, laptop, OHP, Internet helps to improve English speaking and develops mind. Some student responded that without use of technology no one could successes in the world so to learn about the English it plays vital role. Some students responded that it is not necessary because it could not help to pass exam It is just only waste of time.



According to the above mentioned chart 50 percent students focused modern technology is more essential while learning speaking skill in the classroom. In the same manner 25 percent students said modern technology is essential while teaching English. But 25 percent students went against the use of modern technology..

4.4 Analysis and interpretation of closed ended question obtained from studied students

From the students point of view some close ended questions were asked to find out their opinions about the reason on why they were facing challenges while learning speaking skill?

4.2.4.1 Getting Chance to Participate

The first statement was asked about the getting chance to participate in speaking activity in the classroom. The responses obtained to this statement are tabulated in table as below:

Table 11: Getting Chance to Participate

Reason	Strongly Agree		Agree		Neutral		Strongly disagree		Disagree	
	No of student	percentage	No of students	percentage	No of students	percentage	No of students	percentage	No of students	percentage
Getting chance to participate	-	-	10	25	-		-	-	30	75

According to the above table 25% students responded that they got chance to participate in speaking activity and 75 % responded they are not getting chance to participate in all speaking activity.

The result shows that majority of the students are not getting chance to participate in speaking activity.

4.2.4.2. English Teachers Sound Knowledge

Another statement was asked about their English teachers' good sound knowledge for teaching English. The responses obtained to this statement are tabulated in the following table.

Table 12: English Teachers Sound Knowledge

Reason	Strongly Agree		Agree		Neutral		Strongly disagree		Disagree	
	No of student	percentage	No of student	percentage	No of student	percentage	No of student	percentage	No of student	percentage
Teachers good sound knowledge	-	-	12	30	-		-	-	28	70

The above table shows 30% respondents agree, 70% Disagree with the teachers' good sound knowledge. Since majority of the respondents showed that most of the teachers have good sound knowledge but some teachers have problems on pronunciation and intonation correctly.

4.2.4.3. Use of Teaching Materials

Likewise, another statement was asked about using enough teaching materials by teachers while teaching. The responses obtain to this statement are tabulated in the table below.

Table 13: Use of Enough Teaching Materials

Reason	Strongly agree		Agree		Neutral		Strongly disagree		Disagree	
	No of student	percenta ge	No of student	percenta ge	No of student	percent age	No of student	percenta ge	No of student	percent age
Use of enough teaching materials	12	30	4	10	-	-	-		24	60

It was found that 10% student responds their teacher uses enough materials while teaching, 60% students responds that teacher are not using enough teaching material and 30% students strongly agreed that their teacher are using enough teaching material.

4.2.4.4. Large classroom size

Another statement was asked about the ELT classroom. The responses obtain to this statement are tabulated in the table below.

Table 14: Large Classroom Size

S.N.	Reason	Strongly Agree		Agree		Neutral		Strongly disagree		Disagree	
		No of student	percentage	No of student	percentage	No of student	percentage	No of student	percentage	No of student	percentage
1	Large classroom size	6	15	30	75	-	-	-	-	4	10

From the above table it shows that 15% students strongly agree ,75% students agree with their classroom size is large which affect learning English. And 10% students disagree with this statement. The result shows that large number of students is facing challenges on learning due to large classroom size.

4.3 Summary of the study

This is the study entitled status and challenges of learning and teaching speaking at higher secondary level. This study consist of five chapter The first chapter deals with the introduction of the topic in which general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and the operational definition of the key terms are included. The second chapter includes the review of both theoretical and empirical literature along with the implication of the review for the study. It also includes conceptual frame work. The third chapter includes research design, population and sample ,sampling procedure, data collection tools ,data collection procedure and data interpretation procedure .The forth chapter includes analysis and interpretation of the data and the summary of the findings .Then the fifth chapter presents the conclusion of the study and recommendations. Moreover it also suggests some pedagogical implications based on policy level, practical level and further study. This chapter is followed by references and appendices used for the study.

For this study, the total population was 40 students and 5 English teachers from different higher secondary level school of Nawalparasi district. Non random sampling procedure was used as a sampling procedure .To collect the data required for the study, the survey questionnaire was used as a research tool. The data collected through questionnaire have been described and interpreted by applying both qualitative and quantitative procedure.

After applying all the procedures required for the survey research, following findings are carried out:

- i. All the teachers i.e. 80% were responded that male students had participated more actively than female students in speaking activities. But only teacher responded that both male and female students had equally participated in speaking activity.
- ii. All the English teachers i.e. 60% were found that their students were not speak English accurately and fluently according to their level but some teachers considered that their students are good in English speaking.
- iii. Half of the teacher considered that using speaking item in the examination is the better way to enhanced speaking confidence of the student.
- iv. A significant number of teachers i.e. 40% had considered that students were shy and fear while asking something in English. Students lacked interest to speak in the classroom which was caused serious problem in ELT classroom.
- v. A large number of teachers i.e. 40% were evaluated students speaking ability by exercises given on the text book and other teachers were evaluated by giving topic to discuss, using figure, map and chart to describe and question and answer in English.
- vi. All the students i.e. 65% had considered that their English speaking skill in good. They can speak English in fluently and accurately but others students responded that they are poor in English speaking.

- vii. Majority of the studied students had considered that they didnot understand English properly due to teachers' fast delivery, mother tongue influence, lacking knowledge of vocabulary and grammar rules and lack of chance to participate in English speaking activity.
- viii. A half number of students i.e. 50% had considered using modern technology is very essential for developing speaking skill in the classroom.
- ix. A majority of the studied students i.e. 60% were responded that their teachers were not using enough teaching materials while teaching English languages.
- x. Majority of the students considered that they had faced problem due to large classroom size i.e. 75% and not getting chance to participate in speaking activity.
- xi. A significant number of students i.e. 38% responded that to minimize speaking challenges students also could participate in every speaking activity in and out of classroom and focused to reading on newspapers and dictionary.
- xii. Teaching English language skill at any level in the context of Nepal is problematic because there are various challenges, difficulties and issues are associated with teachers students and others. Some of them are present below:
 - Lack of sufficient and adequate practice of language speaking in the class due to limited time.
 - Poor English background of the students.
 - Large classroom size to practice language items.
 - Mother tongue influence of students.
 - Exam oriented teaching and learning.
 - Traditional teaching method without using any material

The following points have been suggested as the solution of these challenges:

- i. Motivate all students' especially shy and weak students to participate in language practice.
- ii. Managed trained teachers to teach, provide adequate time for speaking practice by using instructional materials and students' centred technique.
- iii. Create English environment in ELT classroom.
- iv. Teachers should behave like a friend and make the students free to speak.
- v. Give priority to all level of students and divide the class into different groups to practice speaking skill.
- vi. Use new technology and method while teaching language skills.
- vii. Use pair work, group work, communicative game, discussion, role play etc. in the ELT classroom.
- viii. Except textbook exercise teacher should include extra-curricular activity in the classroom to practice speaking skill.
- ix. Teaching English time should be increased and separate some period for speaking practice.
- x. Use easy and common language in the classroom.
- xi. Encourage students to read dictionary, grammar books and other English books to increase vocabulary and grammar rules.
- xii. Minimized students' size and provide extra time to English class.

CHAPTER- FIVE

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the collected data the conclusion and recommendation of the study have been presented in this chapter. The conclusions and recommendations of the study have been given in two sub headings as below:

5.1 Conclusions of the study

The researcher derives some conclusions after the analysis and interpretation of the data collected from the students and teachers. It was found that the status of higher secondary level students speaking skill was not good due to students own factor; (mother tongue, lack of vocabulary, grammar, pronunciation, having no interest to speak, hesitation and fear) Likewise, due to the teacher the status of students speaking is not improved because of not giving priority to speaking exercises, teaching own traditional method, teaching without using teaching materials mainly modern technology (audio video cassettes/DVD, OHP).

Teachers and students both have challenges on teaching and learning speaking skill. To remove the challenges students and teachers have to give priority on speaking text and students also should participate in every activity related to speaking. Teachers also ought to play the role of friends, helper. Teaching learning should be communicative and student centred method should be used in classroom, use pair work, group work, discussion, question answers and apply different language games in the class to teach students with fun.

The researcher comes to the conclusion that to develop speaking skill students must take part in every activity and teacher also motivate to all students equally to participate all speaking activity conducted in and out of school Teacher should be well trained. More and more techniques and material should be used in the class room. Teaching times should be increased, student's size should be minimized. Speaking should be included in examination, more and more speaking

activity must be conducted in or out the classroom, encourage shy nature of students to participate encourage and make a rule to participate male and female students equally in every activity. Similarly, more researches should be carried out in the field of status and challenges of speaking.

5.2 Recommendations

The recommendations have been suggested on the basis of the aforementioned analysis and interpretation of collected data, summary of findings and conclusion of the study in the following sub heading as below:

5.2.1 Policy Related

Policy is an action of a government to systematize the activities of the people belonging to the particular field .It is long term version of the nation. This study is conducted on to identify the status and challenges of speaking skill would highly helpful for the policy makers of Nepal to formulate policies related to English language teaching and learning.

1. It is suggested that syllabus designer curriculum developer and textbook writers to improve and updating new course as the demand of the world.
2. The government should provide practical training to teach English regularly using enough teaching materials and also supervised whether teachers are transforming their training into ELT class or not.
3. The school supervisor and resource person also provide the teachers practical guide lines in the classroom.
4. It is suggested that effective techniques i.e. question answer, pair work, group work, role play, simulation, storytelling and so on should be introduce in the class room.
5. The government should be suggested that the period of English class need to be increased and provide extra class practice speaking activity.
6. It is recommended that smaller class seized should be rationalized in all level from the beginning to higher secondary level so that teaching and learning process becomes effective and practicable.

5.3.2 Practical Level

The implication of the research study in the practical field or day to day life as kept under the practical level. This study is related to practical field of English language teaching and learning .The ELT practitioners such as curriculum developer, linguistic, textbook writers , supervisor and so on can utilize this study. The major implementations of the practical level are:

1. The English language teacher should teach with teaching materials using students centred method in the English language classroom..
2. The teacher and students are suggested to speak English in English language classroom using common and easy language . . .
3. The teachers are suggested to focus on practical class rather than concentrate to finish the course.
4. Students are suggested to read ELT supervisor can also take help from the finding of this study.
5. Students of any level can get benefit to make learning fruitful and effective.
6. In order to make the students more active to participate in the classroom, all the teacher should address the shy, hesitate and weak students to make teaching and learning effective.

5.3.3. Further Research

I hope the present study would be fruitful to conduct further research. It is one step of study in identify challenges and status of speaking skill at higher secondary level students'. Speaking skill is most powerful skill in communication. It requires continuous practice along with other language (listening, reading and writing)to be competent speaker. This is just an entry in the department of English education.so that we need to take more detailed study .The new researcher can be conducted on various learning strategies and procedure for teaching and learning language skill. This research will provide a valuable secondary source for the researchers .All the new researcher who are interested in this field would certainly be benefitted by this research.

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Appendix-I

Questionnaire for Students

Name:.....Gender.....Age:...

Name of school:.....

Grade/Class :.....Section :

1. Do you understand the lectures in English?

a, Yes b, No

2. If not, why?

a. Pronunciation problem

b. Teacher's fast delivery

c. I don't know English

d. I'm unable to un

e. Grammatical prot

Others (specify).....

3. Do you have any problems to speak in English?

a, Yes b, No

4. If yes, what are the problems? List them.

5. Does your mother tongue hinder to speak fluently?

6. How does your teacher help to speak English fluently and accurately?

7. What are the main challenges appear while learning speaking skill?

8. What is the role of students in minimizing speaking challenges?

9. What do you think motivation is important in helping to learn speaking?

10. What are the activities used by teachers to solve speaking challenges in classroom? Write your opinion.

11. In your opinion, what is the state of learning speaking skill at your level?

12. The English teachers have good sound knowledge for teaching English.

- a. Agree
- b. Disagree
- c. strongly agree
- d. Strongly disagree
- e. Neutral

13. All students get change to participate in speaking skill?

- a. Agree
- b. Disagree
- c. strongly agree
- d. Strongly disagree
- e. Neutral

14. Teachers use enough materials to teacher speaking skill.

- a. Agree
- b. Disagree
- c. strongly agree
- d. Strongly disagree
- e. Neutral

15. I find the English teachers have vocabulary problem.

- a. Agree
- b. Disagree
- c. strongly agree
- d. Strongly disagree
- e. Neutral

16. Most of the classroom are in large size for teaching speaking.

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Strongly disagree
- e. Neutral

Appendix II
Questionnaire for English teachers

Name:.....Gender.....Age:.....

School:.....district:

Educational qualification:.....

1. Are your students really interested in participating in speaking activity?
a. Yes b. No
2. If no ,what may be reason behind it?
3. Do you find any difficulties in teaching speaking?
4. What is the status of learning speaking at higher secondary level students?
5. Is there any challenges to teach speaking? If yes,list them
6. In your class who participate more in speaking boys or girls? why?
7. What are the ways of arousing learner's interest in speaking? How do you encourage them to participate in speaking?
8. What strategies do you used to overcome speaking challenges?
9. Do you use any modern technology for solving such challenges? List them.
10. What is the role of teacher in minimizing speaking challenges?

11. What types of activities you apply to solve those challenges appear in class room?

12. How do you evaluate students' speaking capacity?

13. I find the students feeling shy and afraid of being humiliated to speech English.

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Strongly disagree
- e. Neutral

14. I feel difficulty to encourage students to participate to speak English.

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Strongly disagree
- e. Neutral

15. Time allocated to teach speaking skill is enough.

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Strongly disagree
- e. Neutral

16. I find our students' English background is poor.

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Strongly disagree
- e. Neutral

17. I find the classroom size of the higher secondary school is good for teacher speaking skill.

- a. Agree
- b. Disagree
- c. Strongly agree
- d. Strongly disagree
- e. Neutral

Appendix III

Name of school	Name of students
Jana joti higher secondary school	Him Maya SinJali
	Ram Bahdur Poudel
	Mira Chhetri
	Sabita Poudel
	Anjana Neure
	Bimal Ghimir
	Mohan Darlami
	Manish Lamsal

Name of school	Name of students
Sarswoti Niketan Higher Secondary School	Ghana Shyam Mahato
	Sakuntala Pulami
	Prakash Gautam
	Sirjana Pathak
	Anil Sharma
	Bijaya Bishokarma
	Hari Parsad Bhusal
	Sudip Regmi

Name of school	Name of students
Oxford College of Engineering and management	Ram Prasad Bhurtal
	Hari Prasad Bhusal
	Dhurba Chandra Sapkota
	Sanjeev Mahato
	Uma Regmi
	Santosh Poudel
	Nisha Aryal
	Bimala karki

Name of school	Name of students
Debchuli Higher Secondary School	Devi Lal Chapagai
	Janak Diswa
	Jhabi Lal Biswokarma
	Birendra Chaudhary
	Nirajan Dhungana
	Kameshwor Regmi
	Ranjita Sapkota
	Dhan kumari Chhetri

Name of school	Name of students
Nepal Higher secondary school	Kapil Pandey
	Dharma Raj Ghimire
	Janak Pulami Magar
	Wangel Gurung
	Sitaram Dahal
	Sumitra kafle
	Sushma Poudel
	Sabina Thanet Mahato

Appendix IV

Name of School	Name of teachers
Sarswoti Niketan Higher Secondary School	Rajiv Panta
Jana jyoti Higher Secondary School	Anandha Dhungana
Oxford College of Engineering Management	Chetan Kandel
Devchuli Higher Secondary School	Deb Raj poudel
Nepal Higher Secondary School	Shashi Lamsal