CHAPTER-ONE

INTRODUCTION

This chapter consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

The classroom is a miniature society in which we have the students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on.

In other words, in the classroom, there are students from different backgrounds. There lie individual differences in terms of intelligence, autonomy and attitude. Not only this, the differences can be along with the dimension of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies Therefore, it is self-explanatory that each student in the class is a different individual. Because of such a diverse composition of the classroom, the teachers' responsibilities have been multiplied. The challenge to the language teacher is to recognize and help learners appreciate these differences and similarities, and to design differentiated instruction so that each learner has opportunities to enhance thinking and speaking skills and to learn how other cultures express ideas. The teachers need to create a safe and comfortable learning environment in the class so that they have a place and a voice in the classroom. But creating such environment is really challenging for the teachers.

Teachers should create a good classroom atmosphere where students can take risk and participate freely and enthusiastically in speaking activities. Teachers always want to satisfy their students in the classroom. Some teachers get success while others get failure in their journey. Moreover, some students may find language lessons boring because it is too easy for them while other students think that the lessons are too demanding for them. While teaching

speaking skills, teachers may face many challenges because speaking activities are probably the most demanding for students and teachers in terms of the affective factors involved in. Generally, trying to produce language in front of their classmates and teachers can generate high level of anxiety to the students. In this connection, Hedge (2010) says:

> Students may feel that they are presenting themselves at a much
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> lower level of cognitive ability than they really possess; they may
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> have a natural anxiety about being incomprehensible about
>
> losing face, or they may simply be shy personalities who do not
>
> speak very much in their first language (p.292).

It is very clear to us that at present English language has been made compulsory up to Bachelor's level in Nepal. English is being taught and learnt as an optional subject at school as well as college level. It is spoken as the first, the second and the foreign language all over the world. Regarding school level English curriculum, all the four skills of language are incorporated. These skills develop competence of students over a language. They are equally important. But when we observe ELT practices of Nepal, we find that teaching of speaking skills is to some extent neglected although there is a provision of asking questions or practical examination separately for these skills. It may happen due to teachers' incompetence or unawareness of the importance of these skills. I still remember the days when our teachers used to teach us. Generally, teachers of government-aided schools are found less concerned about teaching speaking skills because when I was a student of school level. I did not find my teachers organizing group works, pair works and any special seating arrangement of the students that enhance students' communicative competence. There was a tendency to teach whole class. My teachers were found very less interested to teach language skills separately. According to my experience as a language learner what I found that learning speaking skills is not an easy job.

Thus, for the successful learning and teaching of speaking skills, it is based on teachers' classroom activities, management, and feedback and encouragement techniques. It is therefore a major responsibility for the teachers to create a reassuring classroom environment in which students are prepared to take risks and experiment with the language. Moreover, it requires teachers to manage physical, academic and disciplinary aspects. If we observe ELT practices of Nepal, we still find the use of teacher-centered techniques. In such ELT classes, teachers rarely address the students' needs, motivation, interests, learning styles and strategies. So, for the successful teaching and learning activity, teachers should update themselves with the new methods, techniques and classroom activities. Thus, this study attempts to find out teachers' practices of managing English classroom to teach and learn speaking skills.

1.2 Statement of the Problem

Classroom management refers to the actions a teacher needs to take in order to maintain order in the classroom. It is a very difficult and challenging job for the teachers. It is one of the most important aspects of teaching without which teaching and learning can not be effective.

Managing and controlling the behavior of students in the classroom is a key issues for a teacher. Due to the lack of proper classroom management, different disciplinary problems are seen in the classroom. In order to solve this problem, this area was selected for the research.

In the same language class, there are some teachers who are less familiar with subject matter, teaching technique, strategies and teaching context. Most of the time they worry about how to manage classroom.

Most of the time, we find there is not co-ordination between students' need, interest, curiosity, theoretical knowledge and classroom performance of the teacher. So, in such situation, the students are not satisfied with the teacher. Because of the different levels of students, it is difficult for a teacher to give proper attention to each student. The teacher has to give special attention to the students' need and interest, otherwise, it is difficult to convince the students

and make them learn smoothly. If the students are totally dependent on the teachers it would create problem. If the teachers do not update their knowledge they would not go with the new curriculum and cannot accommodate the changes.

1.3 Objectives of the Study

The present study had the following objectives:

i. To find out strategies of classroom management used by teachers while teaching speaking skills.

ii. To find out problems and solutions of classroom management and

iii. To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

Following were the research questions:

1. What are the strategies of classroom management used by teachers while teaching speaking skills?

2. What are is existing classroom practices of secondary level English teachers for effective teaching of speaking skills?

1.5 Significance of the Study

New innovative ideas, findings, discoveries, thoughts and theories are challenge for the related field. As this study was to find out the strategies of classroom management used by teachers while teaching speaking skills, first, teachers and curriculum designers are benefited. Teachers can improve their strategies of teaching and classroom management. They can update themselves with the new strategies and findings that help them to manage different types of learners in the classroom. In the same way, curriculum designers can update themselves with the findings of this study. Similarly, this study is a challenge for the students who want to know about different ways of developing their speaking skills and to build confidence. Likewise, this study will also be

equally important for the researchers who want to carry out further research work related to speaking skills of language. To sum up, this study is beneficial for those who are directly or indirectly involved in teaching and learning activities, like teachers, students, institutions, subject experts, policy makers.

1.6 Delimitations of the Study

The study had the following delimitations:

a) The area of study was Kathmandu Valley.

b) The study included five government aided schools and five private schools of Kathmandu valley.

c) This study was limited to teaching of speaking skill in terms of classroom management.

d) The population of this study included thirty secondary level English teachers and fifty students of class ten.

1.7 Operational Definition of Key Terms

Classroom Management: The management of the school should be very conscious about the placement of students, white board and other factors.

Self-monitoring: The activities in which ELT teachers can record their teaching modern to review/ evaluate their own teaching.

Role of Students: Students should be very active in the classroom while their teacher is teaching.

Teacher's Behavior: The teachers should be very positive with his/her students and he should give satisfactory answers.

Communicative Competence: Ability to use grammatically as well as situationally appropriate sentences.

Teaching Materials: Those materials which are used by the teacher at the time of teaching. These materials help the teachers to present teaching item easily and help the students to learn them effectively.

Teaching Activities: Activities that are used to involve the students in speaking. The examples are information gap activities, storytelling, etc.

CHAPTER-TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists the detail overviewed studies and their implication on the study. In the same way, the theoretical concepts and conceptual framework have also been included under this chapter.

2.1 Review of Related Theoretical Literature

This section consists of classroom management, strategies of classroom management, teaching speaking skills, components of speaking, characteristics of a successful speaking activity, activities for developing speaking skills, speaking skills, learning strategies, good language leaning, etc. in order to develop theoretical understanding for the research.

According to Cohen and Manion (1985, as cited in Nunan, 2010) there are five-golden-rules-of-good-classroom management, there are five golden rules of classroom management which are briefly discussed here.

Good Classroom Management Rule 1

Be a mentor not a friend and earn the children's trust by being firm, fair and consistent. Save yourself the humiliation of trying to be the students' best buddy, they were probably laughed at you behind your back. Rather be their mentor, a model for them to copy, not only in terms of learning English but also in terms of how you expect them to behave you are some one they can trust and come to for help. The side of being strict, especially at first. It is harder to become strict if you have been casual and lenient.

The children were trust you if you are consistent, clear in establishing the rules from day on and consistent in applying them. Refuse to go on teaching until your rules are applied. If you are inconsistent, if your yell at the children or lose your cool, suddenly punish a child unexpectedly, put them down, be sarcastic or embarrass them they was know that they can not trust you.

Good Classroom Management Rule 2

Show your EFL/ESL pupils that you care about them. At the same time as being firm and fair in class find opportunities to talk to your ESL students informally outside of class time-for example sharing a walk over to the canteen or down a corridor. When you get the chance ask the children how they are, what sports they like, who their favourite band is at the moment and so on. The children were feel special because you have taken same of your time to speak to them. If the children feel that you know them, you know what they like, what they can't wait to do when they get home and so on, they was truly feel that you care about them. Another way to communicate that you care is to look at your pupils, make eye contract and smile at them.

Good Classroom Management Rule 3

Get closer to your EFL/ESL pupils. Never spend a full class up at the board or at the front, behind your barriers of a desk. Instead, perhaps during an ESL speaking task some times to sit in next to different students and ask them how they are, ask them if they have anything in particular they would like to ask you that they have not understood or just tell them that they are doing well and put a couple of ticks on their work.

Good Classroom Management Rule 4

Praise and encourage good behavior. Children respond for better to praise than criticism, which only makes them shrivel up inside and feel worthless. Never ever, ever use destructive criticism. For too many human beings have a lack of self-love, as it is without propagating it further in the classroom. There is so much good that you can do as an ESL teacher by increasing your pupils' self-esteem through praise and encouragement.

If you listen to a rather shocking numbers of parents, they spend their whole time telling their children to stop doing this or stop doing that, and the whole dialogue is negative. Be conscious and make sure you don not fall into that

trap. Focus on the positive in order to draw more attention to it and apply the universal law of "you attract what you focus on."

Make sure you give plenty of praise and encouragement to ESL students who are well behaved for example give out task to students who are being good, thank them for being well behaved or for doing something quietly. If children are giving your attention, say, "I'm picking Sarah because she has been so good to say."

If a student is being naughty, avoid using his or her name. Children love the sound of their own names- it means they are getting attention. If Johnny is talking, say, "I'm listening to Sarah now."

Good Classroom Management Rule 5

Make your teaching style interesting and varied. Tap into all the different ESL learning styles so that you reach all students in your class. Just standing there talking at the board is not going to interest many children anyway, but aside form that you was miss the children who mainly learn from tactile and kinesthetic experiences. By using a wide variety of ESL classroom games you was by default dabble in auditory, visual, kinesthetic and tactile skills and thus engage all your pupils   at least some of the time.

The other advantages of ESL classroom games are that they engage and motive the children. It's obvious; if a child is enjoying the learning process then he or she is FAR more likely to pay attention! It is important though to choose appropriate games for your class size classroom configuration.

The Secret of Classroom Management

According to Cruzan LR 3., Eggen, and Kauchak. (1994, p. 84) state:

i.   The ideal classroom is not necessarily quite, but may be "noisy" from the sound emanating from classroom discussions.

ii. Classroom management consists of planning lessons, providing a safe learning environment, teaching students, and respondent to student's behavior problems.

iii. The most public schools has been facing the problems with discipline problems, with often more time devoted to discipline than teaching.

iv. Provide clear expectations for your students. Discipline problems often arise due to unclear expectations.

v. Teach rules, policies and procedures during the first or second day of class.

vi. Make sure students know exactly what is expected to them.

vii. Handle the infraction on the day it occurs, often during the same class period. This makes the punishment more effective.

viii. Use technique such as verbal warnings, redirection of students' behavior, and other immediate consequences. This often lessens the loss of instructional time.

ix. Treat all with respect and convey to students that they are all important. Learn all students name within the first three days.

x. Show enthusiasm and smile. Teacher should model appropriate behaviors, such as patience, humor, courtesy, and manners.

xi. Make sure your lessons are well planned and well keep students busy. This can be done with prior planning by using curriculum planning guides, lesson plans, and other materials.

xii. Use methodologies that provide stimulating introductions, and step-by-step instructions.

xiii. Use question and answer sessions to ensure that students are learning the material.

xiv. Provide time for individual independent practice. This can be used to determine the level of comprehension.

xv. Provide students with meaningful activity from bell to bell. Have plans for unexpected interruptions.

xvi. Monitor your students; do not let them get out of your sight.

xvii. Teachers should develop a discipline plan with consequences that can be administered within the classroom. Use referrals to the principle as one of the higher level punishments.

xviii. Do you overreact? Students use this as a motivating factor to misbehave.

xix. Teachers should carefully consider whether a behavior is worth the trouble of correcting.

xx. Teacher should try to relate instructional activities to things that are important to their students.

xxi. Communicate to students that you want them to be successful in and out of the classroom.

xxii. Greet students in the hallway and throughout the school.

When teachers work to improve their classroom management strategies they increase the learning experiences. To reduce the possibility of discipline problems of the students, the establishment of rules in the classroom is very important factor. Teacher should develop rules for the classroom that help present problems before they start by planning before the beginning of shoot.

Teachers must make sure that all the students and teachers have a clear understanding of the rules. Another important factor is the attitude of the teachers. Teaching with enthusiasm and motivation can create a positive leaning experience. Teachers can further create a positive learning experience by developing a pleasant and appealing classroom.

2.1.1 Classroom Management

A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning environment for students. The strategies teachers use to create such classroom environment have been studied and developed as the area of "classroom management" for many years.

Classroom management includes several issues ranging from furniture arrangement to discipline management to dynamics. A well-managed classroom is certainly be more productive than usual. In EFL classes this issue is more crucial as language teaching is heavily based on process more than contents. In 1970s and 80s, researchers and practitioners examined management issues such as how to organize the room, make it safe and establish the rules of behavior for the students in that classroom. Management is defined by Randolph (Bhattarai and Gautam, 2008) as "working with and through others to accomplish the organization's goals". Then, the major reform agenda is to make effective schools on the organizational level. Likewise, Wragged (1981, p.7) defines classroom management as "what teachers do to ensure that children engage in the task in hand, whatever that may be". Here, he focuses on teachers' activities in managing classroom. How the teachers manage their classes depends upon what activities they do apply in the classroom. Successive and goal oriented learning is always directed by the activities that are implemented in the classroom. The activities that the teachers implement in the classes not only help to achieve the goals of learning, but also help to manage the class. By Wragged (1981, P.7) definition of classroom management, we can conclude that learning activities and good management of the class are co-interrelated factors. Less emphasis on the one factor hinders the other too. Thus classroom management is a management of physical as well as psychological management for creating learning environment. It is also a term used by the teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior of students. According to Weinhrich and Kottz (1994, p.6) "Management is the process of designing or maintaining an environment in which individuals working together in groups effectively accomplish selected aims". Management in teaching field refers to the skills, the organization and presentation of lesson in such a way that all pupils are actively engaged in learning.

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by

students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. So, simply, it can be defined as a teacher's ability to co-operatively manage time, space, resources, and students' behaviours and to provide a climate that encourage students' learning. It emphasizes the ability of the teachers to manage the classroom for effective teaching .Classroom management is closely linked to issues of motivation, discipline and respect. . According to Richards et al. (1999, p.38) "Classroom management refers to the ways in which students' behavior, movement and interaction during a lesson are organized and controlled by the teachers to enable teaching to take place most effective". Similarly, Wragged (1981, p.7) defines classroom management as "what teachers do to ensure that children engage in the task in hand, whatever that may be". He focuses on teacher's activities in managing classroom. By analyzing the above definitions, we can say that classroom management is a planned, organized activity, and procedure which allows for effective teaching and learning. So, good classroom management is the key factor for effective learning to take place. It is a highly individualized job because what works for one instructor does not necessarily work for others. However, according to Eggen and Kauchak (1994, p.34) the basic goals of classroom management for almost all instructors are as follows:

) To create the best learning environment possible.

) To develop students' responsibility and self regulation.

It is not possible to have a positive learning environment if student's behaviour goes unchecked and if students have not developed the sense of responsibility that goes along with being a student. Becoming an effective teacher is a unique journey and classroom management is only one important factor that can make the journey more successful for both students and teachers.

Thus, good classroom management is a skill that a teacher acquires over time. It does not talk about one specific way of managing the classroom but different

techniques that a teacher moulds into his/her own unique style. One of the most important factors related to good classroom management is a solid understanding of students' personal and psychological needs. This helps the teacher to understand why problems exist in the classroom. In the same way, successful classroom management involves equal participation of students and teachers to solve classroom related problems. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. So, teachers should not only prepare for what to teach in a period but also prepare themselves for the unexpected behavior of the students. Without a carefully constructed classroom management plan, teachers may develop defensive reactions to disruptive students and this was most certainly seriously compromise their effectiveness as teachers.

2.1.2 Strategies of Classroom Management

Classroom management refers to the actions a teacher needs to take in order to maintain order in the classroom which enables learning to take place. It is one of the most important aspects of teaching without which there is really no way that context can be taught effectively. Classroom management is very important to all educators, parents and students.

Managing and controlling the behaviour of students in the classroom is a key issue for a teacher. How successfully a teacher can manage the classroom has a strong influence on students' achievement and learning. No matter how difficult a task is, effective classroom management strategies can make the task relatively easier for the teachers. To manage the classroom well, first of all the teacher has to understand that the students in the class come from different walks of life. They have different problems of their own, some deal with them while some cannot. Stress and conflicts are prominent in the life of students as well. Though they come to learn, they have a list of activities in their mind which, according to them, are much more exciting than sitting for a forty-five minute period in the class. It is important that the teacher makes this forty-five

minute class exciting, so that the students can learn, and at the same time have fun.

Generally, the points discussed below are the common strategies of classroom management (Eggen and Kauchak1994).

(i)   Making the Class Interesting: A forty-five minute period, where a teacher just speaks and students only hear, is not at all exciting. It is important that the students themselves participate in the process, thus making the period an interactive session instead of a dull lecture. Your classroom management strategies should also include effective teaching strategies, which would keep the students glued to the topics. As a teacher you can plan a few activities in the classroom, which makes children get up from their seat and interact with teachers as well as fellow students. Do not forget that the students have a lot of pent up energy, which has to be released. Avoid taking the class for full forty-five minutes, you can ensure that the last 10 minutes of the class time are spent in discussions.

(ii)   Talking to the Students: Teachers should talk with the students, not just in the classroom or school, but outside as well. Whenever you come across any student in the cafeteria or in your neighborhood grocery store, greet them. If any student has excelled in a particular sport or event, appreciate him or her. Praise their sincere efforts and tell them how they should go on with it. This was make the students feel that you are close to them and you understand them, the result of which was obviously seen in the classroom.

(iii)   Dealing with Disruptive Behavior: Students tend to be naughty, and at times this naughty behavior on their part can disrupt the momentum of the entire class. In such a situation, if you try to yell at them on the top of your voice, you was yourself disturb other students. A wiser thing to do at such a point of time is to just go and stand near that particular student's desk. This was automatically send him a signal that you want him to stop whatever he is doing, and pay attention to you. Most often this works in your favor, if it doesn't you can either take the student outside the class or talk to him after the class is over.

Confronting him in front of the entire class was a bit humiliating and make him more defiant. While talking to him after the class was make him feel that you understand him and he was blurt out his feelings. If both of these classroom management plans to deal with disruptive behavior fail to yield results, you should promptly send the students to the principle.

Harmer (2008, p. 34) has given the following points for effective classroom management.

(i)   The Teacher in The Classroom

Our physical presence can play a large part in our management of the classroom environment. The way we move and stand and the degree to which we are physically demonstrative can have a clear effect on the management of the class. All teachers, like all people, have their own physical characteristics and habits, and they take these into the classroom with them. However, there are number of issues to consider which are not just matters of personality or style and which have direct bearing on the students' perception of us. They are: proximity, appropriacy, movement and awareness

(ii)   Using the Voice

Perhaps our most important instrument as teachers is our voice. How we speak and what our sounds like have a crucial impact on classes. When considering the use of the voice in the management of teaching, there are three issues to think about. They are : Audibility, variety and conservation

(iii)   Talking to Students

The way that teachers talk to students, the manner in which they interact with them is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, require teachers to empathise with the people they are talking to by establishing a good rapport with them.

(iv)   Giving Instructions

There are two general rules for giving instructions. They must be kept as simple as possible, and they must be logical.

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(v)   Student Talk and Teacher Talk

Classes are sometimes criticized because there is too much Teacher Talking Time (TTT) and not enough Student Talking Time (STT). Good teachers use their common sense and experience to get the balance right.

(vi)   Using the L1

An English language classroom should have English in its, and for as possible there should be an English environment in the room, where English is heard and used as much of the time as possible. For that reason, it is advisable for teachers to use English as often as possible, and not to spend along time talking in the students L1.

(vii)   Creating Lesson Stages

We have to include different stages in our lessons. Teachers need to focus the students' attention, or point it in some new direction. This can sometimes be difficult, especially when teachers try to draw a speaking activity to a conclusion or when students are working in groups. Some teachers clap their hands to get the students' attention. Some speak loudly, saying things like, Thank you ... now can I have your attention, please. Sometime, teachers speak loudly in order to force the students to listen to them. Another method for the teacher is to raise his or her hand. When individual students see this, they raise their hands briefly in reply to indicate that they are now going to be quiet and wait for the next stage.

(viii)   Different Seating Arrangements

There are various seating arrangements. They are:

Separate tables: This is especially useful in mixed ability classes where different groups of students can benefit from concentrating on different tasks.

Solowork: It allows students to work at their own speed, allows them thinking time and allows them to individuals. When solowork takes place, students can relax their public faces and go back to considering their own individual needs and progress.

Circle and Horseshoe: In smaller classes, many teachers and students prefer circles or horseshoe. In a horseshoe, the teacher probably be at the open end of the arrangement. Since that may where the board, overhead projector or computer are situated. In a circle, the teacher's position - where the board is situated - is less dominating.

Orderly rows: There are various advantages of this arrangement. The teacher has a clear view of all the students and the students can see the teacher - in whose direction they are facing. It makes lecturing easier; enabling the teacher to maintain eye contact with the people he or she is talking to.

(ix) Different Students Grouping

Whatever the seating arrangements in a classroom, students can be organized in different way: they can work as a whole class in groups, in pairs or individually.

Similarly Dixie (2008 as cited in Khatri, 2011, p.10) has suggested following techniques for classroom management:
(i)   body language
(ii)   eye contact
(iii)   the voice
(iv)   gesture
(v)   punctuality
(vi)   knowing people by name
(vii)   the structure of lesson
(viii)   using praise appropriately

(ix)   optimum control

In the same way, Krishnamacharyulu (2008, p. 7) gives the following factors influencing managing classroom activities.

(i) Stages of Learning

Stages of learning vary from preprimary to university. Students differ in their learning needs from stage to stage and therefore universal rules and procedure

cannot be applied mechanically to all stages of learning. Therefore, it is imperative on the part of the teachers to understand the stage of learning, growth and development of the child, nature of children of different age groups and their impact on learning process and classroom management.

(ii) Objectives of Teaching Learning

Objectives of teaching learning serve as a sort of "reference points" to the whole system and it is therefore vitally important as a first step in the design of any educational system that the objectives of teaching and learning are spelt out in "unambiguous and measurable terms stage-wise and subject-wise to avoid confusion".

(iii) Models of Teaching

A model of teaching is a plan or pattern that can be used to design instructional material and guide instructions in the classroom and other settings. The most important function of why model of teaching is to improve the instructional effectiveness in an interactive situation of curricula in transaction.

(iv) Conditions of Learning

Learning is a direct personal experience: It is an active, continuous and life long process. There are many theories of learning. All theories attempt to describe and explain the conditions under which learning does and does not occur. Significant learning takes place only in non-threatening environments.

(v) Organizing of Teaching

Teaching is organized into three levels as a continuum from memory level to reflective level. The memory level teaching is the prerequisite for organizing reflective level is the understanding level teaching. It is continuum from thoughtless teaching to most thoughtful teaching.

(vi) Other Important Determinants

There are some other important determinants of classroom management. They are: Components of school subjects, strategies of teaching, forms of motivation and types of discipline of classroom management.

Thus, all the above strategies can be categorized into four broad headings. They are: physical strategies, social and cultural environment, psychological strategies and ethical consideration or value dimension. Being a teacher it is very important to have strong management skill.

2.1.3 Teaching Speaking Skills

In the case of foreign and second language learning and teaching, we can define speaking as the ability to express oneself fluently and accurately in a foreign language. It is the most complex and complicated linguistic skill that involves thinking of what is to be said. People speak when they want to express their ideas, opinions, desires and establish social relationship and friendship.

Speaking includes contextual practice of language. The purpose of language teaching is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. But it is especially difficult in a foreign language because effective oral communication requires the ability to use language appropriately in social interaction. It requires more than its grammatical and semantic rules. In other words, the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on spot .Speaking also involves supra-segmental elements such as, pitch, stress and intonation. In addition, non linguistic element such as gestures and body language, facial expression may accompany speech. In this connection, Ur (1996, p. 120) writes, "of all the four language skills (listening, speaking, reading and speaking), speaking seems intituitively the most important: people who know a language are referred to as 'speakers of that language'". Thus, learning to speak in a foreign language is the most important task because those who can communicate in that language are

referred to as the speakers of that language. Stressing on the importance of speaking, Bygate (1997) states:

> Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transaction. It is the skills by which they may make or lose their friends. It is the vehicle par excellence of social ranking, professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought.
>
> (p. 37)

The primary purpose of teaching any language is to develop an ability to speak fluently and accurately. Language is primarily speech. Therefore, language teaching program should give due emphasis on teaching speaking without neglecting other skills.

A major objective of the most of the language teaching programs is to prepare the learners for meaningful interaction, making them able to use and understand natural speech from the genuine interaction. According to Ur. (1996), "Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course". Speaking is not merely a single skills. It is the combination of several sub skills. To be a fluent speaker of a language, we need to get the mastery of those skills related to speaking. Munby (1979, as cited in Sharma and Phyak, 2006, p. 214) has identified the following sub skills of speaking:

⟩ Articulating sounds in isolate forms.

⟩ Articulating sounds in connected speech.

﹚ Manipulating variation in stress in connected speech.

﹚ Manipulating the use of stress in connected speech.

﹚ Producing intonation patterns and expressing attitudinal meaning

﹚ Through variations in pitch, height, pitch range and pause.

Thus, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years English language teachers have continued to teach speaking just as a repetition drills or memorization of dialogues. However, today world requires that the goal of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances..

2.1.4 Components of Speaking

As speaking is a complex and complicated skill, it consists of several elements. Speaking ability has often been compared with communicative ability and the components of communicative ability are considered to be the components of speaking ability. Harmer (2007) elaborates the ideas about the elements of speaking, and writes,

> If students want to be able to speak fluently in English, they need
>
> to be able to pronounce phonemes correctly, use appropriate
>
> stress and intonation patterns and speak in connected speech. But
>
> there is more to it than that. Speakers of English – especially
>
> where it is a second language – was have to be able to speak in a
>
> range of different genres and situations, and they was have to be
>
> able to use a range of conversational and conversational repair

strategies. They was need to be able to survive in typical

functional exchange, too. (p. 343)

Hedge (2010, p. 296) provides a list of features of natural oral communication. According to him, successful oral communication involves developing the following components or elements:

- The ability to articulate phonological features of the language comprehensibly ;
- Mastery of stress, rhythm, intonation patterns ;
- An acceptable degree of fluency ;
- Transactional and interpersonal skills ;
- Skills in taking short and long speaking turns ;
- Skills in the management of interactions ;
- Skills in negotiating meaning ;
- Conversational listening skills (successful conversations require good listeners as well as good speakers) ;
- Skills in knowing about and negotiating purposes for conversations;
- Using appropriate conversational formulae and fillers.

2.1.5 Characteristics of a Successful Speaking Activity

Classroom activities that develop learners' ability to express their thoughts and feelings in term of speech seem to be important components while teaching and learning a second language. Although it is very difficult to design and administer adequate activities in the class, the teacher is obliged to manage it because of the importance of speaking skills. Ur (1996, p. 120) identifies four characteristics of a successful speaking activity. They are as follows:

i. **Learners Talk a Lot:** The learner is provided with adequate opportunity to talk in order to develop speaking skills. The teacher is the proper guide to them. Most of the class period is allotted to the activity in which the learners are involved.

ii. **Participation is Even:** All the learners are provided with equal opportunity to speak. Classroom discussion is not dominated by minority talkative learners. The role of the teacher is to distribute and balance the time span for all the participants fairly. Furthermore, some shy learners are aptly encouraged by the teacher.

iii. **Motivation is High:** Learners are eager to speak because they are interested in the topic and have something new to say about it. The participants want to contribute to achieving a task objective. In a successful, speaking activity, the participants are highly motivated to the task and interested in the subject matter.

iv. **Language is of an Acceptable Level:** Learners express themselves in utterances that are relevant, easily comprehensible to each other. An acceptable level of language accuracy is found in the speech. Every participant can understand the speech easily. Speakers use the acceptable language structures.

2.16 Activities For Developing Speaking Skills

The teacher has to use different activities for developing speaking skills. He/she has to give opportunities to talk through role-play, pair work, group work, discussion. Therefore, the teacher should create classroom environment where students have real life communication/authentic communication and meaningful task that promote oral language. According to Kayi (2006), some activities to promote speaking are:

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

(ii)   **Discussion**: A discussion can be held on various reasons. The students may arrive at a conclusion, share ideas about an event, or find solutions in their group discussion. Before discussion, it is essential that the purpose of the discussion activity is set by the teacher. The student can be involved in agree/disagree discussion or they can be involved in presenting opinion. Lastly, in class or group discussions what even the aim is, the student should always be encouraged to ask questions, paraphrase ideas, express support, check for classification or so on.

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

(iv)   **Information Gap**: In this activity, students are supposed to be working in Pairs. One student was information that other partner does not have and partner was shared their information. Information gap activities serve many purposes such as problem solving or collecting information.

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

(vi)   **Story Telling**: Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling foster creative thinking. It also helps students express ideas in the format of beginning, development and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddle or

jokes as an opening. In this way, not only was the teacher address students' ability, but also get attention of the class.

(vii) **Interviews:** Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also in outside and helps them becoming socialized.

(viii) **Reporting**: Before coming to class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find as the most interesting news.

(ix) **Picture Describing**: Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokes person for each group describes the picture to the whole class.

(x) **Find the Different**: For this activity, students can work in pairs and each couple is given two different pictures, for e.g. Picture of boys playing foot ball and another picture of girls playing tennis. Students in pairs discuss the similarities and for differences in the pictures.

2.2 Review of the Related Empirical Literature

Among different aspects of teaching learning process, classroom management is one. The meaning of classroom management is the skills of organizing, managing a class for effective teaching /learning process. As a teacher, we have to adapt to the level and age of the students we are teaching. Once a teacher loses control of his classroom, it becomes more difficult for him to regain that control. Classroom management is closely linked to the issues of motivation, discipline and respect. It relies upon creating an environment where teacher and

students have good faith and understanding. If the teacher has sound knowledge about the classroom management, it certainly helps for effective learning process. As we do not find any research work related to classroom management while teaching and learning language skills, I struggled very hard for the review of related literature. Some of related to my study are reviewed here:

Pokhrel (2000) carried out a research entitled "Teaching communicative functions: inductively and deductively". The main objective of his study was to find out which strategy: inductive or deductive is better to teach language functions. He followed an experimental research design. All the 10th grade students of a government-aided school were sample. He used pre-test and post-test to collect the data. He found out that the inductive method was relatively more effective than the deductive method for teaching communicative functions.

Timilsina (2005) carried out a survey research entitled " A study on students' ability of communicative skills in English". The main objective of his study was to determine the students' ability to communicate orally in English and to compare the achievement of the students in terms of different variables. He selected ninety students of Kathmandu, Lalitpur and Bhaktapur district using random sampling procedure. He used test items as the main tool of data collection. He analyzed systematic collected data using quantitative approach.

 Oli (2007) conducted a research on "The impact of information gaps in developing speaking skills: A practical study". The main objective of this study was to measure the impact of information gaps in developing speaking skills. He used experimental research. He carried out the research on fifty students of grade ten. He used both pre-test and post test to collect the data. He found out that information gap activities have positive impact 6-on developing speaking skills.

Timilsaina (2008) carried out a study in the title "Strategies employed in teaching speaking skills". His main objective was to find out strategies

employed in teaching speaking by teachers of private schools and compare those strategies with that of public school teachers. He used survey research design. He selected 20 English teachers as sample .Ten from public and ten from private school. He used classroom observation check-list and questionnaire as tools to collect the data. He observed four classes of each teacher. He found out strategies used by private schools teachers are better than public school.

Osti (2008) conducted a research work on the title "Performance on listening and speaking versus reading and speaking". His objective was to find out the differences in the scores of reading/ speaking and listening/speaking examinations. He used survey research design. The total sample population for this study fifty students and fifteen secondary level English teachers. He used questionnaire to collect the data. He found that out of the hundred students only one student secured the distinction marks in reading/speaking exam whereas more than thirty five students secured distinction marks in listening/speaking exam.

Basyal (2010) carried out a research work on the title "Strategies of classroom management used by secondary level teachers". The main objective of this study was to identify the common strategies used by the secondary level English teachers for classroom management. He used survey research design. The total sample population included 9 teachers from government-aided secondary school of Syangja district. Classroom observation checklist and questionnaire were used as research tools for data collection. The findings of the study showed use of gestures, eye contact with the students, use of teaching aids and use of black board were more effective strategies. Similarly, motivation was found more effective strategies.

Ram (2014) carried out a study on "Classroom management in English language teaching". His main objective was to identify the different classroom management strategies used by the teachers for classroom management in government-aided schools and private schools. He used survey research design.

The population for this study was all the government-aided and private secondary level teachers. All together ten teachers, five from government-aided and five from private secondary schools were selected using non-random sampling method as a sample. He used classroom observation checklist as the main tool as well as diary and questionnaire as the supportive tool. The findings of the study showed that out 30 classes, talking to students, using the voice, use of gesture, regular eye contact with students, way of using teaching aids, performance capacity and skills of classroom management were found more effective strategies in private schools than government-aided schools.

Although there are some research works which have been carried on classroom management but there is not any research work which has been carried out to find out teachers practices of managing English classroom to teach and learn speaking skills. Therefore this study is different from above reviewed research study in terms of objectives, research tools, sample population, research process and so on. The researcher has reviewed different previous research works which are related to present research work to some extent. The reviewed research works have been carried out with different objectives, methodology, research question and in different situation. So after reviewing all those research works, researcher updated himself with research process and methodological tools which are very beneficial to his research work. In order to conduct those research works the researchers have used survey research design. So, as the present study is survey research, researcher got ideas on the process of survey design after reviewing those research works. As above researchers have used classroom observation check-list and questionnaire as tool of data collection, these works have direct implication to the present study because researcher was also use questionnaire, classroom observation check-list for data collection. Finally, researcher has got some insights on classroom management and its aspects along with the different strategies used in teaching speaking.

2.3 Implication of the Review for the Study

Defining and reviewing the related literature is central and most important task for researchers in any research. It is very important task for any research while conducting a research work in any topic or subject matter. Timilsena (2009, p. 30) states, "One of the essential primary tasks when you undertake a research is to go through the existing literature in order to account yourself with the available body of knowledge and area of interest." In the initial stage of research it helps to establish the theoretical root of our study, clarify our ideas and develop our methodology.

As a researcher, I reviewed some of the books and research works. These works helped me to conduct research practically. The review of the above literature has number of implication in many researches such as:

- Ram (2014) research helped me to give concept on my study.

- Basayal (2010) research provided me theoretical background of my study and also helped me to formulate objectives, research questions.

- Oli (2007) research work helped me to select methodology.

- Timilsaina (2008) research helped me to get concrete ideas to conduct my research and it gives me more knowledge about speaking skills.

2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study.

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┌─────────────────────────────────────────────────────────────┐
│      Classroom Management in Teaching Speaking Skills         │
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Strategies of Classroom Management	Influencing Factors of Classroom Management	Characteristics of a Successful Speaking Activity	Activities for Developing Speaking Skills
Making the class interesting	Stages of learning	Learners talk a lot	Role play
Taking to the students	Objectives of teaching learning	Participation is even	Discussion
Dealing with disruptive behaviour	Models of teaching	Motivation is high	Simulations
The teacher in the classroom	Conditions of learning	Language is of an acceptable level	Information
Different seating arrangement	Organizing of teaching		Brainstorming
Students grouping	Other important determinants		Story telling
	Other important determinants		Interviews
			Reporting

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CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to proceed this study ahead and to fulfill the above objectives:

3.1 Design and Method of the Study

To carry this research, I used survey research design. These research designs are popular research design in the field of social science and education. Survey is used for collection data in most are of social inquiry.

Survey research usually addresses the group of population. Sampling is a most to carry out the investigation. The sample should be representative of the study population as a whole. Sampling is done to obtain the population as a whole; sampling is done to obtain the practicality of the study. But, the selection of a representative sample from population, as a whole, is a difficult but very important and sensitive task for the researcher. No other research matches the strength of survey research in its potential for handling external validity. So that survey is one of the important research methods used in educational investigation. In survey research, the researcher do not manipulate the environment. According to Cohen and Manion (1985, as cited in Nunan, 2010):

> Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through to small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and events at a single point of time.
>
> (p. 140)

They further state that "the purpose of survey is generally to obtain a snapshot of conditions, attitudes or events at a single point of time." In this sense survey research is different from other types of researches as experimental and quasi-

experimental research in terms of population of the study and nature of collecting data.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct research activity, researchers have to follow the systematic process. Nunan (2010, p. 141) suggests the following eight–step procedures of survey research design.

Step 1: Defining Objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does s/he want to find out; should be clearly written in their research work. If they carry out research work without defining objectives, it leads them nowhere.

Step 2: Identify Target Population

This is the second step of survey research design under which target population of the study should be mentioned. For example students, teachers, etc.

Step 3: Literature Review

Under this step, related literature should be reviewed. It helps to know about what others said/ discovered about the issues.

Step 4: Determine Sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify Survey Instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design Survey Procedures

After preparing appropriate tools for data collection, the process of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify Analysis Procedures

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode and median.

Step 8: Determine Reporting Procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.2 Population Sample and Sampling Strategies

Survey research demands a large number of populations. So, the populations of this study were all the secondary level English teachers and students. The sample for this study were 10 English teachers and fifty students of class 10 from the selected schools of Kathmandu valley. The students and teachers were selected using purposive non-random sampling procedure.

3.3 Study Area/Field

The researcher selected five government-aided and five private secondary level schools from Kathmandu valley. One teacher from each school was selected. Altogether ten teachers were sample population for this study. She observed three classes of each teacher. Similarly, five students from each school were selected. Altogether fifty students were sample population for this study.

3.4 Data Collection Tools and Techniques

The main tools of data collection for this study were questionnaire and observation checklist. Questionnaire was used in order to find out students' opinion towards English language teachers. It consisted of a set of different close item in a form like scale. Different types of open-ended questions were also used in order to meet the objectives of this study.

3.5 Data Collection Procedure

In order to collect the authentic data after the determination of pre-requisites, I visited the selected schools and build rapport with concerned people after getting approval. Then, I explained the selected students and teachers about the purpose of my study. Moreover, I explained the difficult terms used in survey questionnaire and observation checklist to the students and teachers. Then, I requested the selected students and teachers to fill out the survey questionnaire and checklist to return it as soon as possible.

3.6 Data Analysis and Interpretation Procedure

By and large, most of the survey researches are qualitative and quantitative in nature. Being a survey research, it has the characteristics of both qualitative and quantitative analysis. After collecting the raw data, I analyzed it descriptively and statistically.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of analysis of data and interpretation of results. The results and discussion of data collected from classroom observation and diary notes of speaking skills are presented in this chapter. This study primarily aimed at finding out strategies of classroom management for effective teaching of speaking skills. This chapter presents the result and discussion of collected data from primary sources. The information is tabulated and discussed after direct classroom observation.

Tabulation of information and its discussion is followed by result and discussion using tools like table, bar-chart and percentage. All the statistical tools have been used to make the result and discussion comprehensive.

4.1 Analysis of the Classroom Observation Checklist

The researcher observed three classes of each ten secondary level English teachers i.e. in total, thirty classes were observed. The observation was conducted in class ten. The topics included in the checklist are analyzed below simultaneously.

4.1.1 Physical Facilities of the Classroom

Physical facilities refers to how well the class is facilitated in terms of size and shape of the classroom arrangements of the student's desks and benches, teaching materials, decoration of the classroom, electricity, students seating arrangements and condition of windows, doors, floor, roof etc. in classroom.

Table No. 1

Physical Facilities of the Classroom

S.N.	Observed Items	Responses							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Size and Shape of the classroom	-	-	27	90	3	10	-	-
b.	Arrangements of student's desks and benches	-	-	24	80	6	20	-	-
c.	Teaching materials	-	-	6	20	18	60	6	20
d.	Decoration of the classroom	-	-	15	50	9	30	6	20
e.	Electricity	-	-	24	80	6	20	-	-
f.	Students' seating arrangements	-	-	15	50	15	50	-	-
g.	Condition of window, door, floor, roof in classroom	9	30	18	60	3	10	-	-

Table clearly shows that in terms of size and shape of the classrooms, 90% of them are good. Similarly, 80% of classes have good arrangements of desks and benches. But in the case of teaching materials, only 20% of the classes are good whereas, 60% of them are just average. Likewise, 50% of the classes had good decoration. Approximately 30% of them had average, whereas, 20 % of them had poor decoration. About 80% of the classes had good electricity. In the

matter of seating arrangements of the students, 50% had good arrangements whereas, 50% had just average type. About 30% of the classes had excellent condition of window, door, roof and floor.

4.1.2 Teachers in the Classroom

Teachers in the classroom refer to the personality of the teacher along with his gestures, facial expression, his voice and competence over subject matter.

Table No. 2

Teachers in the Classroom

S.N.	Observed Items	Responses							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Personality	6	20	15	50	9	30	-	-
b.	Movement in the classroom	-	-	18	60	12	40	-	-
c.	Competence over subject matter	-	-	24	80	6	20	-	-
d.	Use of gesture, facial expression and rough-tune	-	-	15	50	15	50	-	-
e.	Use of voice in terms of audibility, variety	9	30	15	50	6	20	-	-

The above table shows that in the observation of 30 classes, it was found that 20% of the teachers had excellent personality, whereas, 50% of them had good one. Approximately, 60% movements were done by the teachers while

teaching; however, 40 % of them did only average movements in the class. Talking about competence over their subject matter about 80% of the teachers had good knowledge about their subjects. In case of using gestures and facial expression while teaching, it was found that about 50% of the teachers were good in it, whereas, other 50% did not seem to use expression properly in their teaching. Similarly, only about 30 % of the teachers had excellent audible voice and other 50% had good clear voice.

4.1.3 Students in the Classroom

Under this topic, the researcher observed the students in the class. She observed their interests in learning, attention in class, how frequently they used L1, either they respond to their teacher's question or not, how actively they participated in different communicative activities and their discipline in the class.

Table No. 3

Students in the Classroom

S.N.	Observed Items	Responses							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Interest in learning	-	-	9	30	12	40	9	30
b.	Attention	-	-	9	30	12	40	9	30
c.	Use of L1	-	-	12	40	18	60	-	-
d.	Response to teacher's question	-	-	18	60	9	30	3	10
e.	Participation in different communicative activities	-	-	6	20	15	50	9	30
f.	Discipline	6	20	12	40	9	30	3	10

It shows that only about 30% of the students had good interest in the learning of speaking English and so was their attention in the class. Approximately 60% of the students used L1 raising this score the average one. Despite the low interest in learning speaking 60% of the students responded well to their teacher's questions. Due to the impact of less interest only 20% of the students participated actively in different communicative activities organized by their teachers and nearly 40% of the students were found disciplined in the class.

4.1.4 Classroom Practice

It refers to different activities conducted in the class while teaching speaking. Under this the researcher observed how often the students interacted with their teachers, how actively they involved in the interaction with their friends, what was the duration of teacher talking, was any discussion held or not, was role play used for teaching speaking and what a but the use of pair work.

Table No. 4

Classroom Practice

S.N.	Observed Items	Responses							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Interaction among students and teachers	-	-	12	40	12	40	6	20
b.	Student talking time(STT)	-	-	21	70	9	30	-	-
c.	Teacher talking time (TTT)	-	-	9	30	21	70	-	-
d.	Discussion	-	-	18	60	12	40	-	-
e.	Role play	-	-	6	20	24	80	-	-
f.	Pair/ Group work	-	-	15	50	15	50	-	-

It was found that there was average interaction among the teachers and students in the speaking class in the government aided schools whereas in private schools it was good. While talking about student talking time, it was good with overall 70% and teacher talking time was just average with the same ratio which is a good symptom of teaching speaking. Even discussion was good in the class. But role play was not found in good practice in the maximum schools. Pair or group work was found in good uses in some of the private schools on the other hand it was just average in practice in the government schools.

4.1.5 Students' Seating Arrangements and Grouping

Students' positions in the class play one of the major roles in their learning. So, the researcher involved this topic under observation in which she noticed different types of seating arrangements like circles, horseshoes, orderly rows and separate tables.

Table No. 5

Students' seating arrangements and groupings

S.N.	Observed Items	Responses							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Orderly rows	9	30	18	60	3	10	-	-
b.	Circles	-	-	-	-	21	70	9	30
c.	Horseshoes	-	-	-	-	21	70	9	30
d.	Separate tables	-	-	6	20	3	10	21	70

It was found that practices of orderly rows seating arrangements was good in most of the schools even with 30% of the classes had excellent practice of orderly rows. However, arranging the students in circles and horseshoes were

found average in use with 70% of classes overall. Use of separate tables for teaching speaking was also not seen in efficient practices. In fact, it was quite poor with 70% overall. It shows that, teachers do not focus better on the seating arrangements of the students while teaching speaking in the class.

4.1.6 Analysis of the Questionnaire

The questionnaire was prepared for the students and they were motivated to write the genuine answer. There are altogether 14 questions among which question no. 1, 2, 4, 5, 6, 8, 9, 11, 12, 13 and 14 are close ended questions whereas question no. 3,7 and 10 are open ended or opinion based questions. They are analyzed below.

Firstly Close Ended Questions are Analyzed

4.1.7 Motivating the Students Before Teaching the Lesson

Motivation plays vital role in making the teaching efficient. It helps the teachers to attract the attention of the students towards their teaching. It also helps the students learn effectively. Therefore, teachers must motivate their students before teaching the lesson.

Figure No.1

Motivating the Students

It was found that 100 % of the students responded that their teachers motivate them before starting the lesson.

4.1.8 Use of Speaking Skills in ELT Classes

By using speaking skills, teachers can make their students speak better in classes. A skillful teacher applies the skills of speaking in ELT classes.
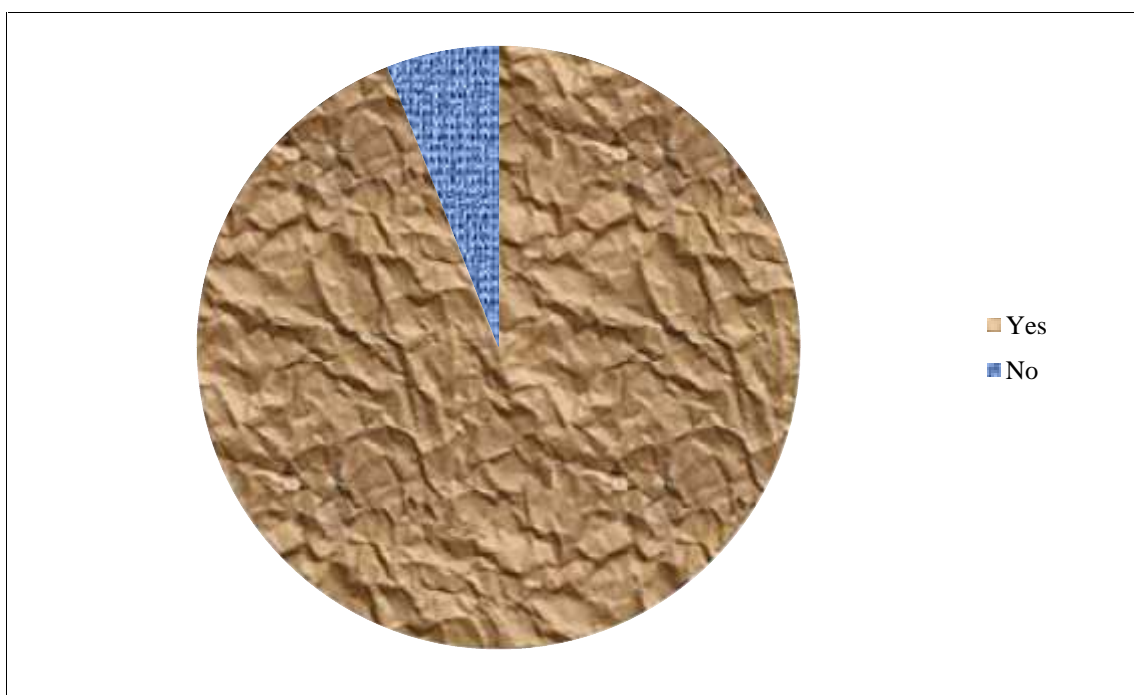

Figure No. 2

Use of Speaking Skills in ELT Classes

About 94% of the students replied that their teachers use speaking skill in ELT classes, whereas, other 6% students of some government schools said that their teachers do not use speaking skill in ELT classes.

4.1.9 Telling Jokes and Singing Songs to Motivate Students

Students have to attend the classes of different subjects in the same day which make them monotonous and reduce interest in learning. As teaching speaking is completely a practical thing a teacher must have to motivate his students before starting teaching. In this regard, the students were asked if their teachers tell joke or sing song in class before teaching. Their responses were like this:
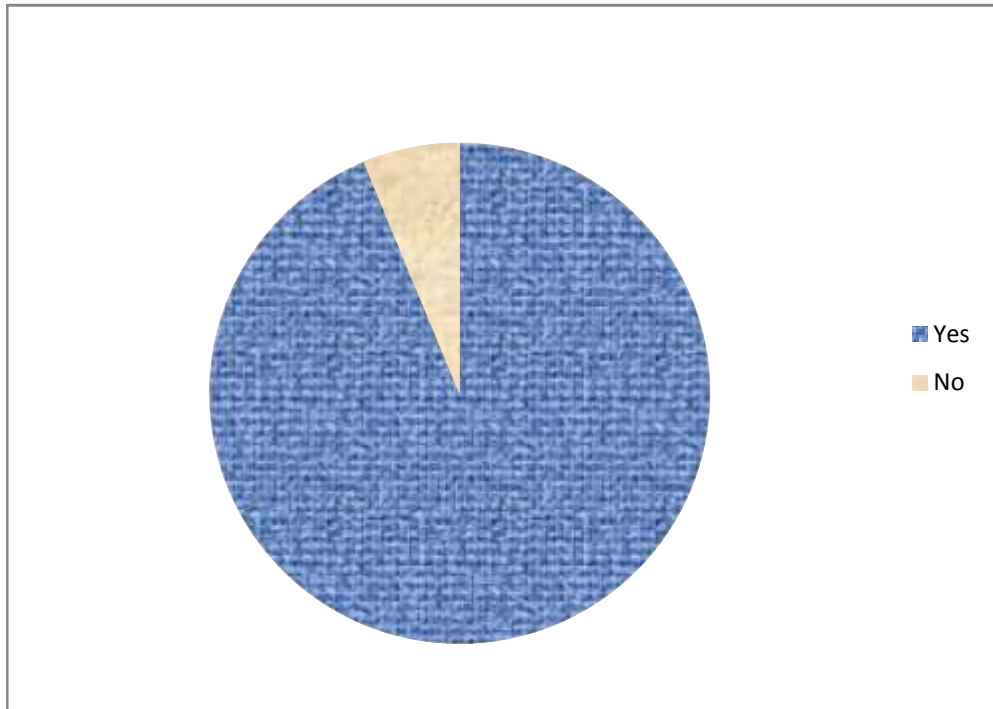
43

Figure No.3

Telling Jokes or Singing Songs to Motivate Students

Maximum students i.e. 98% of them responded that their teachers motivate them by telling jokes or singing songs however very few of them said that their teachers do not entertain them like that and continue teaching seriously which make them feel bored.

4.1.10 Using Cassette Player to Teach Speaking Skills

The teachers can play cassettes containing the recordings of some model speaking to help their students learn speaking. It also helps the students to learn pronunciation. They can play the rhymes, poems, pronunciation, etc.

Figure No. 4

Use of Cassette Player to Teach Speaking

It was found that about 30% of the students said that their teachers use cassette player to teach speaking skills but 20% of the students in which most of them were of government schools, said that their teacher do not use cassette player.

4.1.11 Interaction with Friends and Teachers in the Classroom.

Speaking is something which is not taught theoretically, but it is completely a practical based teaching. If the students interact more and more in the targeted language then, only the teachers are supposed to have done better teaching.
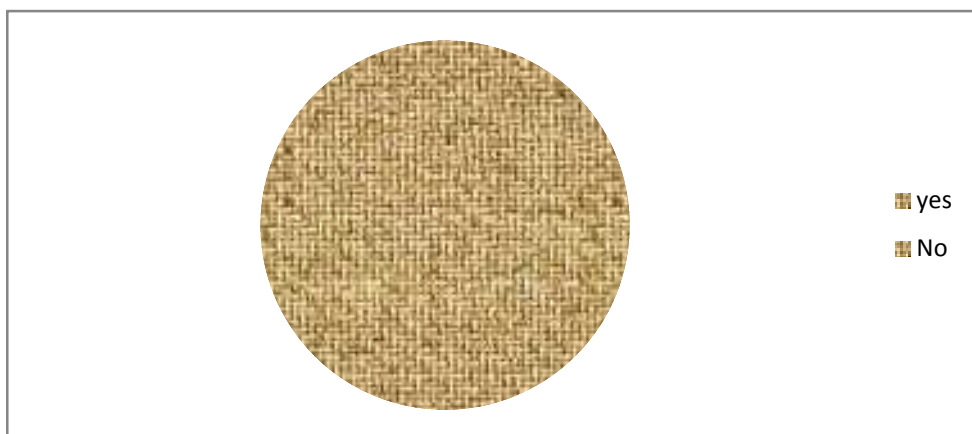

Figure No. 5

Interaction with Friends and Teachers

The chart clearly shows that 100% of the students' response was positive regarding this question that means they interact with their friends and teachers in the classroom.

4.1.12 Organizing Extra-curricular Activities to Enhance Students' Speaking Ability

Teachers should organize different types of extra-curricular activities in the speaking class and motivate their students to participate in those activities. This helps them to enhance their speaking ability and even to built up their confidence to speak in the mass.
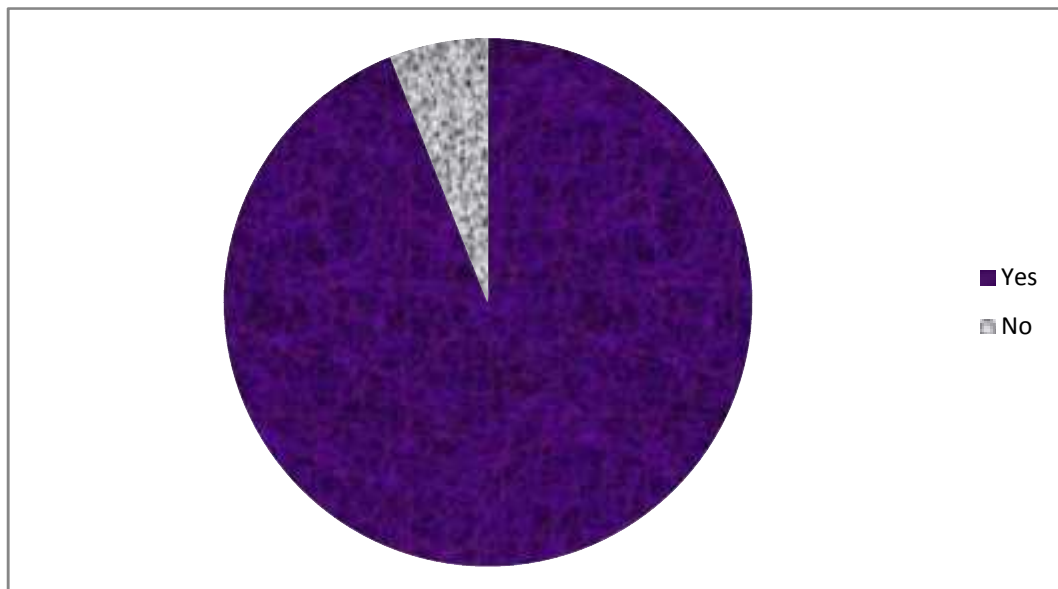
Figure No. 6

Organizing Extra-curricular Activities

The research showed that maximum teachers organize extra activities in their ELT classes to enhance their students' speaking potentiality but some very less % of teachers do not do so.

4.1.13 Activities Organized to Enhance Speaking Skills of Students.

There are different types of activities that teachers can organize in their classes like oratory contest in which they can make their students deliver speech on certain topic, they can organize debate competition. They can also organize role play and make their students act like different professionals. Similarly,

they can engage their students in group discussion by giving them certain issues to discuss with their friends or they can even conduct drama for their students. In this regard, students' responses were like this:

Table No. 6

Extra-Curricular Activities Organized in the Class

Extra-curricular Activities	No. of students	%
a. Oratory contest	20	40
b. Role Play	2	4
c. Group Discussion	10	20
d. Dramatization	3	6
e. All of above	14	28
f. None	1	2

As the table shows, maximum students said oratory contest is the main activity organized by their teachers in class, whereas, about 4% of them said that Role play is often organized in their class. Nearly, 20% of the students replied that their teacher make them involve in group discussion, however, only 6% of them voted for dramatization as it needs lots of preparation. About 28% of them replied that their teachers organize all the above mentioned activities in the class, whereas, 2% said that no activity is organized in their class which proved that some teachers do not show any interest in teaching speaking to the students.

4.1.14 Analysis of Open Ended Questions

In question no. 1, the students were asked what do their teachers do when they make noise in the class and their responses were like this:

Table No. 7

Techniques Applied by Teachers to Control Noise in the Class

Responses of the Students	No. of Students	%
The teachers scold them.	15	30
The students are given punishment.	15	30
The teachers just tell them to be quiet.	12	24
They ask questions from the book.	8	16

Out of 50 students, nearly, 30% of them said that they are scold by the teachers when they make noise in the class whereas 30% other said that they are even given punishment for making noise. About 24% students told that the teacher ignores noise and simply tell them to be quiet. Likewise, 8% of the students responded that their teachers try to distract their attention by asking questions from the books. It shows that very few of the teachers apply their trick to control noise in the class. Otherwise most of the teachers just take it on the granted and follow the traditional way to do so.

In question no. 3, the students were asked how their teachers motivate them and their responses were like this:

Table No. 8

Activities for Motivating the Students before Starting the Lesson

Responses of the Students	No. of Students	%
Encourages them with positive speech	6	12
Ask questions on the related topic	15	30
Introduces famous personalities	5	10
Share own experiences with students	6	12
Talk on some other topic	4	8
Tell stories	12	24
Show inspirational videos	1	2
Make students share their knowledge	1	2

About 12 % of the students said that their teachers motivate them with their positive speech before starting the lesson. They tell them the importance of education and give them inspiration. Likewise, 30% of them said that they are asked questions on the related topic so that their attention can be drawn towards the lesson. Similarly, 10% students responded that their teachers share their own experiences top motivate them. Some other said that their teachers discuss on some other important topic to motivate them, whereas, 24% of the students said that their teachers tell them inspirational stories to encourage them. Very few of them said that they are shown inspirational video before starting the lessons. So, it is clear that teachers are applying modern techniques to inspire their students before teaching the lesson.

In question no. 7, the researcher had asked the students about the pre-communicative activities organized by their teachers in the class and they responded like this:

Table No. 9

Pre - Communicative Activities for the Students

Responses of the Students	No. of Students	%
a. Work on vocabulary	14	28
b. Talk on different topics	9	18
c. Make students read articles in the class	4	8
d. Play cassettes	6	12
e. Share own experiences	6	12
f. Make students sing songs or tell jokes	9	18
g. No activities	2	4

Table clearly shows that maximum teachers (28%) make their students work on vocabulary under pre-communicative activities, whereas, minimum % of teachers (8%) make them read articles in the class. It also shows that most

teachers even make their students talk on different topics before the actual communication class. Never the less, some 2% of students said that no pre-communicative activities are performed in their classes which is not a good sign of teaching speaking. And such condition was even found in some private schools.

In question no. 9, students were asked about the activities carried out by their teachers to encourage shy students in their class and they responded like these:

Table No. 10

Activities to Encourage Shy Students in the Class

Responses of the Students	No. of Students	%
a. Motivate them to speak by giving examples of smart students	21	42
b. Engage them in various tasks	13	26
c. Ask chapter related questions	6	12
d. Make them sing a song	2	4
e. Make them read aloud	4	8
f. Make them share their own experiences	3	6
g. Ignores them	1	2

Among the different activities mentioned by the students motivating shy students with the examples of good students got the highest score with 42% whereas just ignoring them is at the lowest score with at 2% at all. Similarly, engaging them in various activities also seems to have adopted by many teachers nearly 26% which is one of the unique work of a good teacher. This helps them to explore their capabilities.

Likewise, in question no.10, they were asked about the problem they face while speaking in the classroom. Their responses are as follows:

Table No. 11

Problems Faced by the Students while Speaking in the Class

Responses of the Students	No. of Students	%
a. Grammatical error	10	20
b. Nervousness	7	14
c. Teachers can't interpret their intentions	2	4
d. Pronunciation problem	3	6
e. Lack of confidence	4	8
f. Teased by friends	8	16
g. Feel shy	10	20
h. No problem	6	12

Among the achieved responses, grammatical error and feeling shy to speak in class are at the highest score with 20% of all. Table shows that the students face behavioral problem rather than academic one like teased by friends (16%), nervousness (14%), and others. However, some students of private school mentioned that they face no problem while speaking in the class which is a good sign of confidence. Some even said that the teachers could not understand what they want to say which mostly happens due to language errors.

Lastly in question no. 13, students were asked about the kinds of free-communicative activities organized by their teachers and they responded like these:

Table No. 12

Free-Communicative Activities Organized by the Teachers

Responses of the Students	No. of Students	%
a. Role Play	8	16
b. Presentation on different	9	18
c. Group Discussion	12	24
d. Speech	8	16
e. Debate	2	4
f. Free conversation	6	12
g. Drama	5	10

Among the different activities mentioned by the student's, group discussion is the maximum one with 24% of them whereas organizing debate competition for the students is minimum with only 4%. In some private schools, it was found that the teachers take the students to the language lab and give them a certain topic on which they have to give a presentation. However, it was found that various numerous activities are organized by the teachers to increase fluency level of the students.

4.2 Summary of Findings

After analyzing and interpreting the data, the following summary of the findings have been derived.

- In terms of shape and size of the classroom, it was found that 90% of the schools were good. The classrooms were average in size and they were almost fit for the number of the students.

- It was found that about 80% of the classes had good arrangements of desks and benches. However, some of the schools i.e. 20% of them had just average arrangements which were the result of poor concentration of the teachers in the classroom.

- While talking about the teaching materials, it was found that only 20% of the classes were facilitated with good materials for teaching, whereas,

60% of them had just average materials which include chalk, duster and textbooks.

- Similarly, 50% of the classes had good decorations which gave the class a pleasant look but the other 50% had just average decorations which are the complete lack of interests of both teachers and the students.

- In the case of seating arrangements of the students in the classroom, it was seen that 50% classrooms were arranged in terms of desk and bench.

- About 30% of the classes were excellent regarding the condition of windows, door, roof and floor and the rest were also good except some government schools.

- As personality of the teachers in the classroom counts on their teaching, it was found that almost all the private school teachers had a sound personality but government school teachers were not found so conscious about their appearance.

- In case of movements of teachers while teaching, it was seen that maximum teachers i.e. about 60% of them did good movement in the class approaching each of their students. However expected result was not found in some of the government schools.

- Talking about competence of the teachers over their subject matter, about 80% of them had good knowledge about their subjects.

- In case of using gestures and facial expression while teaching, it was found that half of the teachers were good in doing so, whereas, other half were not found using the expressions properly.

- Similarly, only about 30% of the teachers had excellent audible voice and other 50% had good clear voice, whereas, rest of them did not have clear voice.

- The survey result shows that 30% of the students had good interest in larning of speaking English and so was their attention in the class.

- About 60% of the students used L1 in the class, whereas, it was found that private school students used L1 very less.

- It was seen that average interaction among the teachers and students took place in the speaking class despite their low interest in learning speaking.

- While talking about student talking time it was good with overall 70% and teacher talking time was just average with the same ratio which is a good symptom of teaching speaking.

- Even discussion was good in class but role play was not found in good practice in the maximum schools. However, pair or group work was found in good use in some of the private schools on the other hand it was just average in practice in the government aided schools.

- While talking about the seating arrangements of the students, orderly rows was found good in practice in most of the schools. However, arranging the students in circles and horseshoes were found average in use with and 70% classes overall. Use of separate table was also found poor in practice. It shows that teachers do not focus in the seating arrangements of the students while teaching speaking.

- Motivating the students before starting the lesson helps them to learn even efficiently and it was found that 100 percent of the teachers motivated their students in the class.

- Maximum teachers ranging 94% used speaking skills in ELT classes however, some very were not found doing so.

- Use of jokes and songs for motivating the students was found in maximum classes as reported by 98% of the sample population.

- About 80% of the students reported that their teachers use cassette player for teaching speaking which helps them in learning speaking effectively, however, 20% of the students had negative answer on this topic among which maximum were of government school.

- Interaction plays a vital role in speaking class and so was found in the survey. Almost all the teachers held interaction in their speaking classes.

- Maximum students responded that their teachers organize extra – curricular activities to enhance their speaking ability whereas some government schools' students were deprived of it.

- Various extra- curricular activities are organized by the teachers to enhance their speaking ability. Among them, oratory contest and group discussion was found maximum in use.

- Making noise in the class is a natural phenomenon of students, so, it is teacher's duty to maintain silence in the class in order to tech smoothly. Most of the students i.e. about 60% replied that their teachers scold them or even punish them for making noise which is not acceptable. However, some other responded that they are asked questions or told jokes by the teachers.

- When they were asked how their teachers motivate them, few of them reported that their teachers deliver positive speech in the class whereas, some others said that they are asked questions on the related topic. About 24% of the students said that their teachers tell them inspirational stories to motivate them.

- While talking about the problems faced by the students in speaking English in the class, it was found that maximum students commit grammatical error. At the same time, some of them feel nervousness and some others said that their teachers can not interpret their intentions. Some have pronunciation problem, whereas, some lack confidence while speaking English in their classes. Some even said that they are teased by their friends.

- In free-communicative activities, most of the students replied that group discussion is used frequently in their classes along with presentation on different topics and role play.

CHAPTER-FIVE
CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions being based on findings of the study. Further, some recommendations for policy level, practical level and further research level has been made on the basis of findings discovered from the study.

5.1 Conclusions of the Study

On the basis of the findings of the study, I would like to conclude that in majority of the classroom, scatting arrangement was not appropriate to enhance students speaking skill because in most of cases orderly rows were found good in practice. Use of separate tables, arranging the students in circles and horseshoe were rarely in practice in most of the schools. Regarding the students participation in speaking activities, private schools were found to have good practice of engaging students into pair work and group work than in government aided school. In contrary, teaching speaking skills in ELT classroom was found to be in good practice because data shows that about 94% teachers had the practice of teaching speaking skills to their students. Similarly, most of the teachers were found to use cassette player while teaching speaking skills. They were found to have the practice of conducing interaction classes and extra-curricular activities to enhance their students speaking skill especially in private schools but these practices were found poor in practice in terms of public schools.

As a whole, I would like to conclude that management of the classroom in teaching speaking was good in practice in private schools in comparison to government aided schools of Kathmandu Valley.

   i.   Students should motivate in speaking stage. To motivate students; teachers should use several funny activities. For example: telling jokes, poems, short stories, asking quiz questions etc.

ii. Teachers should use several contextual examples to make comprehensive to the texts.

iii. Teachers should use teaching materials. For this, teachers might be used from the classroom setting; like podium, door, board, teachers' cap, ring, teacher herself etc.

iv. Students should leave to predict the content through titles.

v. Teachers and students should discuss about the topic at pre- speaking stage.

vi. Teachers should use making lists of notes of information, students' loud speaking, asking comprehensive questions, conversation across time in while speaking stage.

vii. Teachers should write the lists of notes of information on the board while students are speaking.

viii. Teachers should explain the texts and ask the comprehensive questions across time.

ix. Teachers should use 'conversation across time'. This makes the classroom texts-oriented.

x. Teachers should use 'previewing, summarizing the texts and creative speaking exercises in speaking stage.

xi. Teachers should use previewing and summarizing the texts and students should be encouraged to write some creative speaking exercises in this stage.

xii. Teachers should use 'discussion and explanation' frequently. These techniques make the texts comprehensive.

5.2 Recommendations of the Study

On the basis of above mentioned findings and conclusions, the following recommendations of the study has been made.

5.2.1 Policy Level

i. English language teachers should be provided with different in-service training on how to manage ELT classroom while teaching speaking skill to their learners.

ii. Training program organizers and teacher education should include different techniques of teaching speaking skills in their training package to enhance teachers' ability to teach speaking skill in meaningful way.

iii. The policy makers like ministry of education, district of education are responsible for making clear policy for the improvements of English language teachers. They should focus on the creation of supportive environment in the school. So that teachers can teach speaking skill in better way.

iv. School management committee, head teacher should provide teachers with enough resources and appropriate environment to implement different techniques of teaching speaking in English language Classroom.

v. There should be the provision of regular supervision.

5.2.2 Practical Level

i. Speaking is a complex skill since it is a network of skills including pronouncing words and utterances with proper stress and intonation, making speech as accurate and fluent as possible and so on. It means, speaking is a complex task. Therefore, teachers need to have better planning for this.

ii. Teachers need to make their learners involve in speaking activities such as drill, role play, group work, pair work, picture description, having discussion on certain topic, dramatization, debate activities and so on.

iii. Teachers need to attempt their best to create a relaxed atmosphere in the classroom. So that learners do not frighten of speaking in front of the rest of the class.

iv.   Teachers should base speaking activity on easy language. They should make a careful choice of topic and task to stimulate their learners to learn speaking skill.

v.   It is better to give explicit instructions and training in discussion skills to the students. It helps students to speak in the target language.

5.2.3 Further Research Level

There are many researches carried out in the field of English language teaching but till now, no researches have been carried out on classroom management in teaching speaking. Therefore, students from different universities should carry out further researches in this field.

Appendix-I

Questionnaire for the Students

Student's Name: **Class:**

School' Name: **Date:**

(1)   Is speaking skill taught in ELT classes by your teacher?

(a)   Yes   (b) No

(2)   Does your teacher tell jokes and sings song to motivate the students?

(a)   Yes   (b) No

(3)   What kinds of problems do you face while speaking in the
        classroom?

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(4)   Does your teacher organize extracurricular activities that enhance
        students' speaking ability ?

(a)   Yes   (b) No

  (5) If yes, what types of activities does your teacher organize under

    extracurricular activities?

(6)How often does your teacher encourage the students for spelling contest ?

(a) Always   (b) Often (c) Sometime (d) Rarely   (e) Never

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(7) What kinds of activities does your teacher use under pre-communicative activities?

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(8) Do you interact with your friends or teachers in the classroom?

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   (a) Always   (b) Often (c) Sometime (d) Rarely   (e) Never

(9) How often does your teacher use the audio-visual devices in the classroom?

   (a) Always   (b) Often (c) Sometime (d) Rarely   (e) Never

(10)What does your teacher do when students make noise in the classroom?

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(11) How often do you actively participate in English communication class ?

   (a) Always   (b) Often (c) Sometime (d) Rarely   (e)Never

(12) How often does your teacher focus on development of Speaking Skills?

   (a) Always   (b) Often (c) Sometime (d) Rarely   (e) Never

(13) Does your teacher use player to teach speaking skill ?

   (a) Yes   (b) No

(14) How often does your teacher give you some tasks related with speaking skill ?

(b) Always   (b) Often (c) Sometime (d) Rarely   (e) Never

Appendix-II

Questionnaire for the Teachers

Teacher's Name: **Address:**

School' Name: **Date:**

(1) Are there sufficient materials for teaching English in the classroom?

   Yes (   )   b) No (   )

(2) Is the furniture appropriate for comfortable sitting, study and group

   discussion?

   a) Excellent (   )   b) Good (   )

   c) Average   (   )   d) Poor   (   )

   3. Do you feel easy to manage the classroom?

   a) Always (   )   b) sometimes (   )   c) Never   (   )

(3)   How do you encourage backbenchers to participate in learning activities?

   ………………………………………………………………………………

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(4) Do you interact with your students in the classroom?

   a) Always (   )   b) Sometimes (   )   c) Never   (   )

   6. Do you conduct any games in classroom practice?

   Yes (   )   b) No (   )

(5) How do you define classroom management?

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(6) What is the role of teacher in classroom management?

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(7) Which instructional techniques do you follow mostly? Put down the numbers 1 to 4 according to the priority.

    a) Lecture and discussion (   )

    b) Demonstration and role play   (   )

    c) Explanation and illustration   (   )

    d) Group work and individual work   (   )

    e) Others ………………………………………..

(8) What may be the appropriate ways to improve your classroom management?

    i)…………………………………………………………………….

    ii)…………………………………………………………………….

    iii)……………………………………………………………………

Appendix - III

CHECK-LIST FOR THE CLASSROOM OBSERVATION

Teacher's Name: **Class:**

School's Name:

S.N.	Observed Items	Responses			
		Excellent	**Good**	**Average**	**Poor**
1.	**Physical Facilities of the classroom** - Size and shape of the classroom - Arrangement of the students' desks and benches - Teaching materials - Decoration of the classroom - Electricity - Students' seating arrangements - Condition of window, door, floor, roof in classroom				
2.	**Teachers in the classroom** - Personality - Movement in the classroom - Competence over subject matter - Use of gesture, facial expression and rough- tune - Use of voice in terms of audibility,variety				

3.	**Students in the classroom** - Interest in learning - Attention - Use of L1 - Response to teachers' question - Participation in different communicative activities - Discipline				
4.	**Classroom practice** - Interaction among students and teachers - Student talking time (STT) - Teacher talking time (TTT) - Discussion - Role play - Pair/ group work				
5.	**Students seating arrangements and groupings** - Orderly rows - Circles - Horseshoes - Separate tables				

Researcher

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