

CHAPTER ONE

INTRODUCTION

This study entitled **Challenges Faced by English Teachers in Teaching Speaking** attempts to explore the challenges in teaching speaking and find out the ways to overcome them. This chapter consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms.

1.1 Background of the Study

English language teaching and learning in the present context has become more challenging. The issues of linguistic and cultural imperialism, political and cultural identity as well as methodological diversity have made the teaching learning of English language more challenging. It is much more challenging in the rural context. As most part of our nation is covered by rural area, this has been the challenge for the majority.

Today, English language classrooms are witnessing an increased number of students in terms of racial, cultural and ethnic diversity. In other words, classrooms are receiving a large number of students with different needs, interest and abilities. The diverse composition of student in ELT classroom has brought about many challenges. Similarly, mixed ability of their students, lack of necessary strategies to address those differences and ability are the other reasons. However, responding to diversity as well as mixed ability of student in classroom is not an easy job. This fact is realized by Solomon (1991), and he comments “there are no universal solutions or specific rules for responding to ethnic, gender and cultural diversity, and research on best practice is limited” (as cited in Davis,1999,p. 1).

While teaching in those conditions, 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 this process. Moreover, some students may find language lesson boring because it is too easy for them while other students think that the lesson are demanding for them. While teaching speaking skill,

teachers may face many challenges because speaking activities are probably the most demanding for students and teachers in terms of affective factors involved. 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 lower level of cognitive ability than they really possess; they may 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)

Thus, for the successful learning and teaching of speaking skill, it is based on teachers' classroom activities, management, providing 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 risk and experiments with the language.

1.2 Statement of the Problem

Almost all the ELT classes consist of mixed ability groups which vary significantly in terms of their communicative competence. Communicative competence refers to the ability to apply and to use grammatical rules, knowledge of forming correct utterances and using those utterances appropriately in different contexts. Because of the mixed ability groups, there is heterogeneity in the classes. Heterogeneity is found in the large classes where uniformity in knowledge can be impossible. Therefore, it creates a situation that challenges teacher's teaching materials and techniques.

It will be not wrong to say that teaching in mixed ability classes is problematic for the teachers. Moreover, this is also a challenge for students, curriculum developers, syllabus designers as well as government to make affective policy about education.

Regarding this, Harmer (1987, p.160) states that "mixed ability classes are major pre-occupation for most of us because they appear to make planning and the execution of plans in lessons extremely difficult". Tomlison (1995, as cited in Harmer, 2008, p.127) states that "there are varieties of learning options designed around student's different abilities and interests. If we follow those options of learning, we will be successful to handle the mixed ability EFL classes."

In the secondary level English curriculum of Nepal, all the four skills of language are incorporated. These skills develop competence of students over a language. They are equally important from the examination point of view. But when we observe the ELT practices of grade ten English teachers we find that teaching of speaking skill is to some extent neglected although there is a provision of asking questions or practical examination separately for this skill. In ELT classroom some students always worry about speaking and therefore lose face in front of their classmates. In other words, students may feel very shy, anxiety, fear of criticism and losing of face. Such students are always found to be worried about possible mistakes and errors. Generally, teachers of community schools are found less concerned about teaching speaking skill.

The case of rural area like Tanahun is more challenging in this regard. A person is not compelled to speak in English living in those areas. Till there is no motive to learn, challenges remain alive.

Therefore, the above realities and considerations urged me to carry out a survey research on the title ‘Challenges faced by English Teachers in Teaching Speaking.’

1.3 Objectives of the Study

The objectives of this study were as follows:

- (a) To find out the challenges faced by Grade Ten English Teachers in teaching speaking.
- (b) To find out the ways to face those challenges.
- (c) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

- (i) What are the challenges that Grade Ten English teachers face in teaching speaking to the students?
- (ii) What are the affecting factors for teaching speaking?
- (iii) What are the ways to face the challenges?

1.5 Significance of the Study

The findings of this research work have been expected to be beneficial to all the teachers, students, policy makers as well as curriculum designers and subject experts

of English language teaching. They could be familiar with the challenges that are seen in classroom while teaching and learning of speaking. This work could provide important ideas on common problems of teaching and learning speaking skill in classroom as well as the typical problems seen in rural context of our country. Curriculum experts and textbook writers can utilize the findings of this research work while designing curriculum syllabus and writing textbooks.

1.6 Delimitations of the Study

This research work had the following delimitations:

- (i) This study was limited to the challenges in teaching speaking only.
- (ii) This study was limited to the thirty Grade Ten English teachers teaching at the government aided secondary level schools in Tanahun district.
- (iii) This study was limited to the data collected through questionnaire.

1.7 Operational Definition of the Key Terms

Challenges: Problem or difficulty that someone faces while carrying out any activities.

Communicative competence: Ability and knowledge of the speakers of a language to interact successfully in various social contexts by using appropriate forms of language.

Heterogeneous class: A class where students not only differ in language acquisition ability but also in age, attitudes, skills and interests.

Respondent: A person who answers questions. In this extent, it refers to the teachers teaching English at secondary level.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with review of theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study.

2.1 Review of Theoretical Literature

This sub- section deals with different theoretical perspectives related to the present research work.

2.1.1 English Language Teaching in Nepal

English is one of the largest and most widely used languages all over the world that is being used as a lingua-franca for international communication. It has got large vocabularies as well as written body of knowledge in comparison to the study of other languages existing all over the world. It has become an indispensable vehicle for the transmission of modern human civilization. In this connection, Karn (2008) says,

If we look at the media, we find that more than half of the world newspapers, more than fifty percent of the scientific and technological periodicals, more than sixty percent of the world's radio programs are broadcasted in English and it is also the language of seventy percent of the world's mail. (p.44)

English language is the master key to the store house of knowledge and it plays the role of library language in developing countries like Nepal. It is regarded as the language with the largest vocabulary and noblest bodies of literature and medium of communication. In the context of Nepal, English language has been regarded as the heart of the education planning in government aided schools. It is taught as compulsory subject from grade one to diploma level. In addition to the compulsory English course, there are different optional subjects in all the levels. All the subjects except Nepali are taught in English. Therefore, English language has become the source of the whole education system in Nepal.

Accordingly, it has occupied an important place in the academic world. It is a language of prestige in both governmental non-governmental schools of Nepal. Nepal has got the membership of the international organization like the UNO, SAARC, UNESCO and so on. In these organizations all people use English as a common language. In the lack of English language, it is impossible to get success in higher levels of education another factor for the spread of English education is that most of the donor countries providing financial assistance and technicians to Nepal use English.

2.1.2 Challenges of ELT in Nepal

English language teaching is taken as inevitable for communicative and academic purposes and especially the immense attraction of the young generation towards English is also notable in the context of Nepal. As Goldfus (2011, p. 1) states, “As a result of the multi culture classroom in the 21st century language teachers face new challenges; a bridge between theory and practice is a persistent problem.” It is the problem faced by most of the ELT teachers in our context too. He further emphasizes, “to raise standards of teaching and teacher education and to meet the challenges of education in the new global setting is really a big challenge”. According to Karn (2008):

In 1984, a survey of English language teaching was carried out in Nepal. The reporter clearly pointed out the lack of required proficiency among the English language teachers in Nepal. Several other studies indicated the low standard of English teaching in Nepal. Only about 50 percent of English teachers of Nepal are trained. We cannot expect better results from the remaining 50 percent untrained teachers. (p.55)

Though the history of ELT in Nepal has more than a century, it has not met the level of expectation. As the demand and use of English is growing rapidly ELT situation is not free from the challenges. To quote Bista (2011), “...a number of challenges in English education has noticed in terms of curriculum, textbooks, methodologies and use of teaching resources both at schools and college levels.” Similarly, the major issue in ELT is its environment because there is an overall lack of English speakers for students to interact with them. Teachers in non -native English contexts can face

additional challenges when they teach English to the students who have limited exposure to the target language outside the classroom or have only been exposed to their own culture. Moreover, most of these teachers also have studied English in similar contexts. According to Awasthi (2003, pp.203-204), some of the major challenges are as follows:

- The main issue of English language teaching in Nepal is the lack of adequate English language proficiency of the English teachers teaching from primary to university level.
- The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
- The findings of the researchers carried out so far, mostly by master's degree students have not yet been considered for implementation.
- There is the lack of co-ordination between/among the in-service and/or pre-service teacher training programs run by different agencies and institutions.
- Availability of materials and access to electronic resources, have been a luxury until now for a large majority of teachers.
- There is a lack of database of English teachers of all levels of education.

In addition to this, some of the common major challenges of English language teaching in Nepal especially in rural areas are; lack of class implications of learning of teacher training, lack of sense of professionalism, large classes, mixed ability classes, use of mother tongue and lack of facilities and equipments.

Despite the above challenges, future of English in Nepal is bright. Most of the government-aided schools also have started to use English medium of instruction. Modern computer technology and multimedia have entered in our English classrooms. This will obviously, lead to the extension of the scope and horizon of ELT in Nepal.

2.1.3 An Introduction to Language Skills

Simply, skill means ability to do something well. There are four basic skills in any language. In other words, language includes four important skills. These are: listening, speaking, reading and writing. These skills cannot work properly in isolation. They are integrated to make communication meaningful and effective.

A language is comprised of three aspects and four skills. Aspects are vocabulary, grammar and functions. The skills are: listening, speaking, reading and writing. Listening and reading skills are receptive skills while speaking and writing are productive skills. The micro skills of language are also classified into active and passive skills as well. In this classification, speaking and writing come under active skills and listening and reading come under passive skills. This classification is not always true because this classification is done on the basis of activeness of the body, but not on the basis of mental activeness. On the basis of importance, there are primary and secondary skills. Listening and speaking skills are primary skills and reading and writing are the secondary skills.

2.1.4 Speaking Skill

Language is learnt for interaction. But, most language programs do not give much attention to speaking. Speaking is a productive skill in an oral mode. For Chaney (1998, as cited in Kayi, 2006, p.1), "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts." Thus, speaking takes place in different situations where we are conveying the message verbally and non-verbally. Speaking is a productive skill like writing; speaking is a very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how he wants to say.

2.1.4.1 Teaching Speaking Skill

Speaking is one of the four most significant skills for the acquisition of a new language. Speaking can be defined as the ability to express oneself fluently 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 relationships 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, nonlinguistic 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 writing), speaking seems the most important: people who know a language are referred to as ‘speakers of that language’”. Thus, learning to speak in that language is 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 skill 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.vii)

The primary purpose of teaching any language is to develop an ability to speak fluently in that language. Language is primarily speech. Therefore, language teaching program should give 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, p.120), “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 skill. 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) 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 appropriate in each communicative circumstance.

2.1.4.2 Activities for Teaching Speaking Skill

The learners increase their speaking abilities only if they involved in the speaking activities. For Ur (1996), “Classroom activities that develop learners’ ability to express themselves through speech would be seen an important component of a language course”. Simply, it is difficult to design and administer such activities in the mixed EFL classroom. Anyway, teacher has to use different activities for developing

speaking skills of the students. He/ she has to give opportunities to talk through role-play, pair work , group work, discussion etc. therefore, the teacher should create classroom environment where students have real life communication/authentic communication and meaningful task that promote oral language. If we manage such environment in the classroom, students get benefit to promote their speaking abilities.

In communicative language teaching, collaborative learning is inevitable.

Collaborative learning makes the students cooperative, visualizes the real life communication on which authentic activities and meaningful tasks promote oral language. Harmer (2008) provides following activities to teach speaking:

- Information-gap activities.
- Story telling.
- Describing favorite objects.
- Telling about famous people.

According to Kayi (2006), some activities to promote speaking are:

Role Play: One way of getting students to speak is role play. 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...

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.

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.

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

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

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

Interviews: Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow. 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.

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.

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 spokesperson for each group describes the picture to the whole class.

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 football and another picture of girls playing tennis. Students in pairs discuss the similarities and differences in the pictures.

Discovering secrets: For this activity, whole class can be included. One of the students is sent out of the class and the remaining students hide something important. Then the student who was sent out will be called into the class and has to ask different questions or finding out where the hidden object is.

Describing favorite object, place and people: For this activity, students should be informed of various objects, place and people so that they could use while expressing their opinion and description.

Debate: It is one of the real life learning techniques. Teacher can give some of the burning debating issues in the class and involve his students. It can be either competitive or voluntary.

The above mentioned activities are helpful in getting students to practice 'speaking-as-a skill'. Actually, when the students get involved in the activities, the teacher makes note where the students make the mistakes and after finishing the activity, the teacher encourages the students in a right way for getting success in speaking.

2.1.4.3 The Relation between Listening and Speaking

In course of mastering these skills both to native and foreign language learners listening followed by speaking occurs first. Regarding this issue, Broughten (1978) says 'Listening should proceed speaking. It is impossible to expect a student to produce a sound which does not exist in his mother tongue or a natural sentence using the stress, rhythm and intonation of a native speaker of the foreign language without providing him with the model of the form he is to produce. It is not possible to produce satisfactorily what one has not heard'. Alternatively saying, regardless of mother tongue or foreign language, one cannot be a good speaker unless he is a proficient listener. Effective speaking depends on successful listening for second language learners. Therefore, these two skills are interdependent to each other.

2.1.4.4 Challenges in Teaching and Learning Speaking Skill

Although speaking comes naturally to humans, it is not as simple as it seems. There are a number of complexities and challenges which are associated with speaking. The challenge is most frequently seen in teaching foreign languages. Generally, Nepalese teachers face different challenges while teaching speaking. While learning foreign language because of hard and conscious effort the learners make for accuracy they often speak slowly and cannot make timely utterances. So, they cannot participate in conversation. Because of their first language interference, over conscious learning, anxiety etc. makes their spoken English absurd. Mostly grammar is taught deductively. Because of the same reason students' grammar competency is poor and they don't like their weakness be exposed in the class. Due to this they rarely speak. Pronunciation skill of the students is very poor. There might be various reasons like teacher's inability, lack of students' effort or no sufficient exposure. They hardly make utterances and even that are full of mistakes in pronunciation aspect. It is said that for the elementary level communication, a student of secondary level needs the vocabulary range of about four thousand and five hundred. Though they seem to say something, their low vocabulary hinders them. In the context of Nepal, a student hardly receives any chance to speak English outside the classroom, while the situation of rural area is worse. Single English period a day might certainly be insufficient. Students could do well if they got chance to practice English in an informal setting.

Davis and Pearse (2008, p. 39) present three genuine situations when the L2 learners experience challenges with speaking:

- Many people do not like to speak in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.
- Recognizable pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with strong regional accent in our own language, and it is hard to interpret a non-native speaker's 'Ease ... eat ... tree...jet? As 'Is it three yet?
- Like listening, speaking takes place in 'real time' and speakers do not usually have time to construct their utterances carefully. In conversation, the most common kind of speaking, we have to do many things all-

together: understand what the person is saying, say what we want to when we get the chance to speak, be prepared for unexpected changes of topic and think of something to say when there is long pause.

Similarly, Ur (1996) points out the following learner related challenges with speaking activities:

Inhibition: The learners feel shy to speak a foreign language. Students are found worried about their possible mistakes. The students are often inhibited about trying to say things in a foreign language in a classroom. Thus, fear of criticism, hesitation and nervousness of the speakers are hindrances in a foreign language class.

Nothing to say: Students are not motivated to speak. They feel that they do not have any motive to express themselves. So happens even if they are not inhibited. They are found complaining that they cannot think of anything to say. By the result, they do not speak. It happens due to the lack of appropriate motivation.

Low or uneven participation: Only active and talkative learners speak occupying most of the class period. Majority of the students do not speak adequately. Some shy students do not speak at all. Thus, only minority of the learners occupies most of the time and by the result speaking practice will be imbalanced. The talkative students can have the tendency to dominate other students. The majority of the students get normally discouraged to take part in the classroom speaking activity.

Mother-tongue use: The learners feel easier and more comfortable to talk in their mother tongue. They feel that to talk in the target language is unnatural. This situation is highly problematic in a large class because the teacher cannot pay attention to all the learners. If the learners are less disciplined or motivated, they highly share their mother tongue to speak. By the result, the learners are found less exposed in the target language. Furthermore, the learners speak their mother tongue because they feel difficult to speak the target language.

Along with the above learner related challenges, the following challenges can be generally found while teaching speaking skill:

- Students' English background is poor.

- Students’ attitudes towards learning English speaking skill, teachers’ techniques of teaching speaking and speaking topics in the textbook is not much positive.
- Frequency of students’ speaking participation is not satisfactory.
- Students hardly attempt self- improvement of speaking skill. They totally depend on teachers. They have high expectations towards teachers.

2.1.4.5 Components Underlying Speaking Effectiveness

Carrasquillo (1994) says, “Language proficiency is not a one dimensional construct but a multifaceted modality, consisting of various levels of abilities and domains”.

Alternatively, Second language learners need to know not only linguistic knowledge, but also the culturally acceptable ways of interactions with other in different situations and relationship. According to Hymes (1971, as cited in Carrasquillo (1994)), theory of communicative competence consists of grammatical, psycholinguistic, sociolinguistic and probabilistic language components.

Thus, to speak fluently one has to achieve above mentioned competency.

2.2 Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports.

Oli (2003) carried out the research entitled “The Proficiency in Speaking Skill of the Ninth Grade”. The main objective of the study was to find out the proficiency of the speaking skill of the ninth graders from public school of Dang and Rukum districts to compare the speaking proficiency of the ninth graders of the same districts on the basis of variables such as school wise, district wise, and urban versus rural. Test item was used as the research tool in the study. He found that speaking skill proficiency of the students from the public school in our country is not satisfactory and adequate to meet the specific objective of the English curriculum.

Chapagain (2006) undertook a research entitled “Problems in Teaching and Learning Listening Skill.” It was confined to Lower Secondary Level of Surkhet District. He

gathered primary data from 30 English teachers having at least one year experience. He also observed 20 English classes. The researcher came to the conclusion that scarcity of instructional materials, large number of students, overuse of L1, faulty examination system and dissatisfaction of the teachers towards the curriculum were the problems in teaching listening skill.

Osti (2008) carried out a research entitled “Performance on listening and speaking versus reading and writing”. The objective of the study was to find out the differences in the scores of reading/ writing and listening/ speaking examinations. The total sample population for this study was fifty students and fifteen secondary level English teachers. Non-random sampling procedure was used in order to select the sample for this study. He used questionnaire to collect the data. He found that out of the fifty students only one student secured the distinction marks in reading/writing examination whereas more than thirty-five students secured distinction marks in listening/speaking examination.

Karki (2010) carried out an action research on “Use of language games in teaching speaking skill”. The objective of the study was to find out the effectiveness of language games in teaching speaking skill. The researcher used both primary and secondary sources of data collection. Students of grade nine from Shree Saraswati Secondary School of Sunsari district were selected using non-random judgmental sampling procedure for teaching and testing purposes as the sample of research. The researcher included thirty-four students of the selected class. He used pre-test, two progressive tests and post-test in order to elicit the required data. After conducting that research, he found the result that the language games are better in teaching to develop the speaking skill.

Asal (2011) carried out a research entitled “The proficiency of speaking skill through direct method in grade ten: A classroom practical study”. The main objective of his study was to find out the speaking proficiency of grade ten students through direct method. He used primary sources to facilitate his study. The total sample population of his study was eighty students of secondary level of Bajhang district. He used purposive non-random sampling procedure to select the sample of this study. Similarly, he used questionnaire as the major tool to collect his data. The findings of

this study showed that a direct method had a positive impact in the development of speaking proficiency of the secondary level students.

Pangeni (2012) carried out a research entitled “Techniques adopted by English teachers for testing speaking skill”. The main objective of her study was to find out the techniques adopted and analyze the opinion of the teachers towards the techniques used in the testing speaking skill. All the secondary level English teachers of Palpa district were the study population of her study. She selected 40 English teachers from 20 secondary schools. She selected 2 teachers from each of the school using non-random judgmental sampling procedure. Regarding research tools, questionnaire and classroom observation, checklist were used in her study. Thus, the findings of her study showed that teachers were found using different techniques for testing speaking skill. Among them picture description, reading aloud, oral interview, telling a story were more common in the classroom. Moreover, the findings of this study showed that 30% of the teachers felt speaking test easy task whereas 70% of the teachers felt speaking test as a difficult task.

Poudel (2014) carried out a research on “Practices of teaching speaking skill”. The main objectives of this study were to find out activities used by secondary level English teachers to teach speaking skill and to explore English teachers consideration on the variables like proximity, appropriacy, movement and personality in ELT classroom. The research design of this study was survey. He selected 40 secondary level English teachers from Lamjung district as a sample population for his study. He used purposive non-random sampling procedure to select the sample. Under the tools of data collection, he used questionnaire and classroom observation checklist. The findings of this study showed that warm up activities were most important to initiate the speaking classroom. To be precise, under warm up activities, content revision was found most practiced activity by the teachers. Similarly, it was found that teachers were aware of different variables in speaking classroom like proximity, appropriacy, movement and personality of teachers.

While reviewing the literature, I have gone through different literature, different articles and books. Reviewed studies were related to speaking skill. In order to carry out those research works, the researchers have used survey research and action

research design. For example, Karki (2010) research work was an action research and others like Pangeni (2012), Poudel (2014) were survey.

Therefore, after reviewing these studies, I got ideas about the process of research design. Specially, Poudel (2014) research work helped me to frame the title of this study and all the other reviewed works updated me with the theoretical background of the speaking skill.

2.3 Implication of the Review for the Study

Some research works have been conducted under this area, but numerous research works have been carried out internationally. My related literature review works were very much helpful for my study. The research work carried out by Asal (2011) helped me to find out the problem of my research. Similarly, the research work carried out by Chapagain (2006) helped me to frame the objectives and research questions for my research.

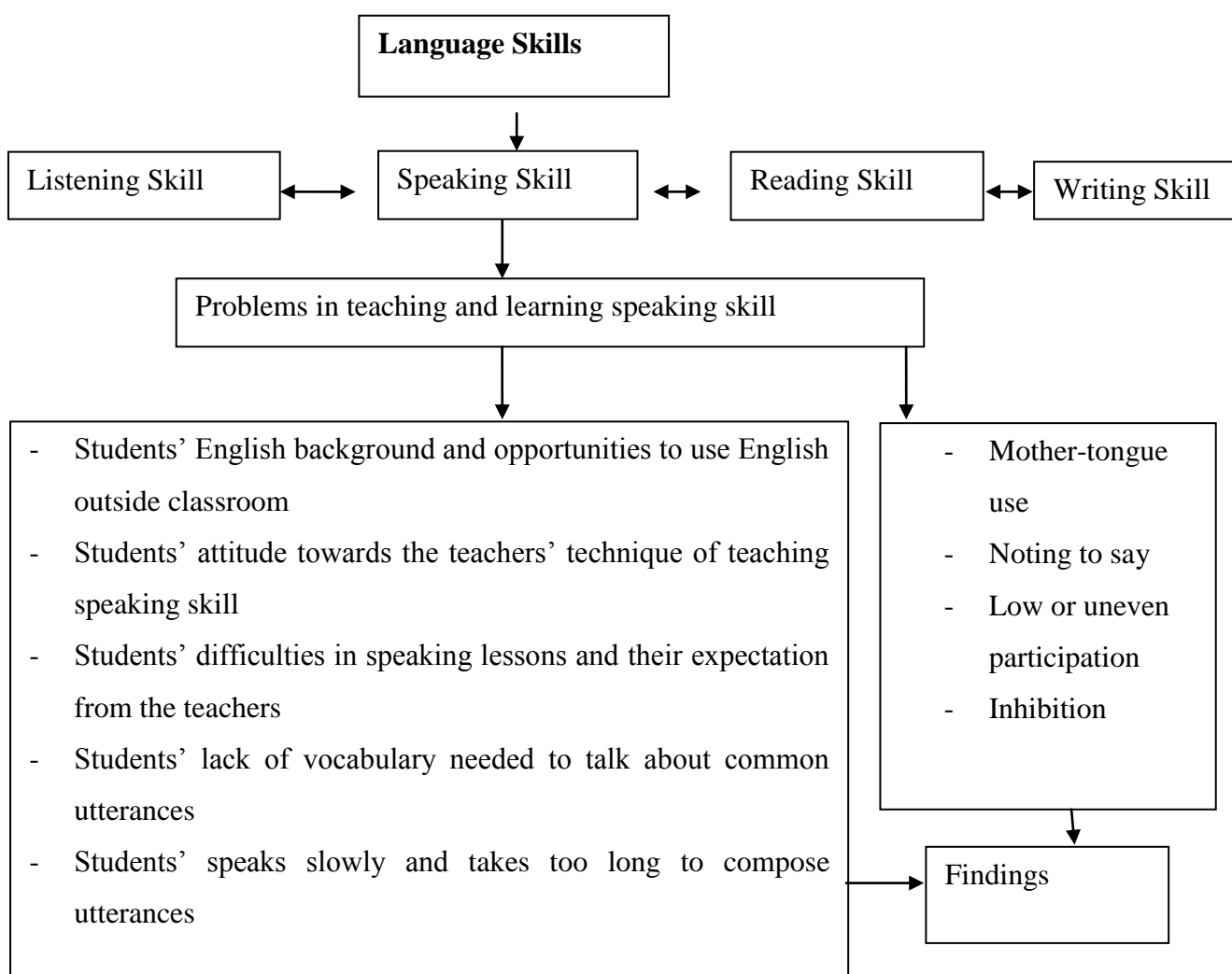
The research work carried out by Poudel (2014) helped me to frame the title of this study and all the rest reviewed study updated me with the theoretical background of the speaking skill. Moreover, those research works have been carried out with different objectives, methodology, and research questions and in different situation. So, after reviewing all those research works, I updated myself with research process and methodological tools which are very beneficial to my present research work. As above researchers used classroom observation checklist and questionnaire as tool of data collection, these works have direct implication to my research study because I will also use questionnaire for the data collection.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the researchers and his/her own conceptualization of the relationship between different variables.

While carrying out this research, the researcher also consulted different theories related to this study and literature review and develop conceptual framework.

Theoretically, this research is based on the challenges of speaking discussed as by Ur (1996), Davis and Pearse (2008).



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, design and method of the study, population sample and sampling strategy, data collection tools and techniques, data collection procedure and data analysis and interpretation are included.

3.1 Research Design and Method of the Study

While carrying out any research work, researchers have to follow a certain research design. There are different research designs, such as experimental, quasi-experimental, survey, historical, ethnographic, case study, action research and so on. Among them, this research study was based on qualitative research design. Basically, this is a qualitative exploration of problems faced by English teachers in teaching speaking skill.

3.2 Population of the Study, Sample and Sampling Strategy

The population of this study consisted of all the secondary level English teachers of Tanahun district. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. Therefore, the sample consisted of thirty Grade Ten English teachers teaching in thirty government aided schools. The main purpose of quantitative research is to find out the teachers opinion on the issue of teaching speaking. So, I selected teachers purposively according to factors as mentioned above.

3.3 Area of Study

I chose study area from the challenges of speaking skills. In this area, I intended to figure out the challenges faced by English teachers while teaching speaking skill. I carried out this research basing on the population of Tanahun district. I chose all the secondary level English teachers as my study population. I made 30 teachers respond to the questionnaire.

3.4 Tools for Data Collection

The questionnaire was used as a research tool in this study. The questionnaire was used in order to find out the problems faced by grade ten English teachers in teaching speaking skill. Different types of open-ended and closed ended questions were used in

order to fulfill the objectives of this study. The questionnaire includes questions based on the thematic groups such as teacher related, student-related, technique related and so on.

3.5 Data Collection Procedure

The researcher went to the selected secondary schools and built rapport with concerned people. Then, she explained to the selected teachers about the purpose of the study. Moreover, the difficult terms used in the questionnaire were explained to them. Then they were requested to fill in the questionnaire and to return it as soon as possible.

3.6 Data Analysis and Interpretation

The data collected from informants were analyzed and interpreted to find out the challenges faced by secondary level English teachers while teaching speaking. The prime focus of analysis of raw data is to gain insight into the various challenges faced by teachers. This study more specifically intended to describe the challenges faced by English teachers in teaching speaking. In this study, I used questionnaire as a major tool to collect data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the results from primary sources. Using collected data, I gathered the information and analyzed them under the following headings.

- (i) Challenges in teaching speaking
- (ii) Attempts to overcome those challenges
- (iii) Summary of findings

4.1 Challenges in Teaching Speaking

Teaching speaking to secondary level students in rural context of Nepal is challenging because of the problem, difficulties and issues associated with them. The challenges are common, general and crucial. Being based on collected data, an attempt has been carried out to analyze the challenges and possible ways to overcome them. Analysis has been made under following sub- headings:

4.1.1 Challenges Related to Teachers' Personal and Professional Factors

Teaching speaking has been challenging due to the challenges related to teachers. A teacher not only presents lesson in the class but presents himself as well. So, the personal and professional qualities who have effect on teaching. The sub- headings presented below describe the answers of question number one according to the information of respondent teachers.

4.1.1.1 Lesson plans

As per the first hand data collected from the field, out of 30, 20 teachers were of the single opinion that teachers' habit of not being prepared for the class is one of the striking challenges. For the proper classroom conduction, a teacher must be prepared.

They stated that they have to plan before presenting lesson. But they could hardly manage time for planning. They were provided with very little leisure time in school. Teaching throughout the day made them too tired to do anything at home. One interesting thing is that Nepalese English teachers can perform satisfactorily enough in classroom even without any lesson plan.

4.1.1.2 Teacher's inadequate command over spoken language

Fifteen of the respondents pointed out that the teachers themselves lack command over spoken English. Teachers' weak command over spoken English may misguide students and even hinders their learning. They opined that the teacher's voice input is misleading in different situations.

Teacher is supposed to be the role model of learning. What the teacher says is everything for a child. One of the respondents stated his experience of his childhood that he remembered the pronunciation of the word 'knife' from his teacher as /knaIf/ and he understood only later that it was wrong. He added that he was conscious about not making himself such example.

As it is believed that listening is receptive skill, a child receives information for speaking through listening. It is what called language exposure.

The respondents were asked how much commanding they were over spoken English. They said that they were not as they expected themselves to be. They said that they too could get not proper language input while they were at their early schooling age. Some of the memorable experience regarding this aspect, one of the respondents said that his teacher used to make a mistake while pronouncing the word 'often'.

4.1.1.3 Teachers' knowledge about curriculum

Curriculum is an overall plan for learning, in our context; it is set at national level by CDC and guides all the formal education. Objectives, content, methodology and techniques of evaluation are the main components of it.

Table 1: Knowledge and use of curriculum

S.N	Responses	Respondent
1.	I've gone through	9
2.	No curriculum at school	5
3.	Once it was but not now	4
4.	I haven't gone through	12
	Total	30

During the data collection, the questions related to the knowledge of curriculum were asked. Twelve of them said that they have not followed the objectives of curriculum. Only 9 of them knew about the curriculum. The fact is disappointing. If a teacher does not know the objectives, how she can teach and get learning outcome? Majority of the respondents agreed that they do not know the provisions of curriculum. They do not know what kind of learning outcomes should be developed in students. This meant teaching is going nowhere. Moreover, 4 of the respondents had been lent the book once then it was misplaced.

4.1.1.4 Teachers' knowledge about recent trends

The dimension of knowledge is expanding day to day. To make the students meet the need of today, a teacher should be updated. But, according to the respondent teachers they hardly read any teaching related journals, take part in different conferences. They seemed to have a false belief that they should only teach, not read.

Despite having advantages, they thought themselves of not being updated. According to them, there was no chance of being updated. Schools in the remote area were out of reach of any kind of communication media except radio. They got chance for trainings but even they were less informative. According to them, only permanent teachers got chance to attend such training. What the teacher had is text book that was printed about a decade ago. Due to these kinds of situation, teachers were not updated and it caused challenge in teaching and learning.

4.1.1.5 Indifference to the classroom problem

Nineteen of them opined that habit to remain indifferent to the classroom problem is a cause of challenge. Teacher can go nowhere escaping from the problem. He should be in class as a rule. They are supposed to have forgotten that one who solves the classroom problem is none other than teacher himself.

The challenge according to the respondents, in government aided school was to be indifferent to the classroom problem. One of the respondents stated that most of the teachers were carefree about what happened in classroom. They hardly thought it was their duty to address those problems. They stated the classroom problems which remained same from the past.

Unsolved classroom problems create challenges. If noisy students keep on doing so, it affects listening. Shy students get no chance of exposure. Moreover, learning should be cooperative, but there lacked feeling of cooperation. Teachers only thought of completing their course and preferred not to bear any headache showing concern on them.

4.1.1.6 Lack of sharing culture

About 22 of the respondents stated that there is the lack of sharing culture among the teachers as a challenge. Problems in ELT are somehow similar and sharing one's problem might help to pick out the solution by other and the other could get its advantage. But this aspect is lacking.

According to the respondents, behind existence of the challenges in teaching language, sharing culture is responsible. Following were the remarks the respondents made on why there was lack of sharing culture:

Table 2: Sharing culture

S.N	Reasons
1.	Feeling of competition
2.	Not willing to show one's weakness
3.	No more teachers of same subject in a school
4.	No sufficient sharing programs
5	No habit of learning from others

The reasons presented in table 2 were only the striking ones. Due to the lack of sharing, best practices remain hidden and problems remain forever. These have been the common trends of teachers and regarded as challenge.

4.1.1.7 Teaching resources

Teacher is the only source for the students. Teachers should be as much resourceful as they could address the learning need of students. But the teachers were not found to be resourceful.

Another striking challenge in teaching speaking is teacher's inability to manage resource. Teaching the textbook only is not the job of a good language teacher. For successful language teaching, a teacher must manage as many authentic materials as he can.

During the data collection, the respondents say that the teacher had nothing than a textbook. Schools in remote area are so poor that they only have chalk and duster as teaching materials. One informant opined that the school should be equipped with ICT facility from where teacher can collect resources. He further added that they lacked minimum condition to be equipped with ICT.

4.1.2 Challenges Related to Students

During the study, the teachers were asked to point out the challenges related to teaching speaking. Their opinions have been analyzed and presented as follows:

4.1.2.1 Students' passive participation

Learning takes place while the learner actively takes part in various classroom activities. But the students were the passive audience of the teacher.

Teaching and learning is regarded to be a tri-polar system where 'student' is taken as the most important component. Without the active participation of students in classroom even the best practice done by the teacher will be worthless.

Table 3: Reasons of students' passivity

S.N	Responses	No. of respondents
1.	Same method of teaching	16
2.	No variety of activities	3
3.	No reward for activeness	6
4.	No use of technology in class	5
	Total	30

They were asked about the reasons of students' passive participation, 16 of them answered that it is due to the same method of teaching; 3 of them replied that, the reason is no variety of activities; 6 of the respondents answered that the reason of passivity is no reward for activeness. In the view of 5 teachers, the reason is no use of technology in class.

Same method for everyday is monotonous. The variety of activities like role play, drama, picture describing, debate, games etc. have to be used to foster students' speaking ability. But this aspect seemed neglected. On the other hand, students prefer the use of technology. But the schools were not able to manage this because of financial conditions. There was not satisfying attempt of rewarding the active students.

4.1.2.2 Students' nature of having nothing to say

Students learn to speak by speaking. They should be provided sufficient time for speaking. But, their nature of saying nothing seemed problematic. Their home circumstance made them do so. The children are regarded disciplined if they remain

quiet. From the very childhood they are taught not to speak while elders are talking. If speaking is disturbed by any reason, the language learning process will be in problem.

Table 4: Students’ nature of saying nothing

S.N	Responses	Respondents
1	Yes	27
2	No	3
	Total	30

According to the table, 27 of the respondents answered that the students’ nature of nothing to say is problem in language class but, only 3 of them answered that it is not a problem.

4.1.2.3 Exam oriented learning

According to the teachers, the exam oriented learning strategy of students is a challenge. One of the affecting components of formal education is the exam, and the marks obtained. The school administration, guardians and whole nation are in favor of good marks in exam. On the other hand, marks allotted for speaking skill is very low and often conducted just for formality. Thus, exam oriented learning strategy is a challenge in teaching speaking.

4.1.2.4 Students’ inhibition

Learning language goes in the process of ‘Trial and Error’. Leanness makes various attempts not taking the errors seriously. Students hesitate to speak because they are afraid of committing mistakes and being laughed at. The statement “Students’ inhibition affects teaching and learning speaking skill” was asked in the questionnaire. For this, the responses were analyzed as follow:

Table 5: Effect of students' inhibition

S.N	Responses	No. of respondents
1	Agree	20
2	Disagree	2
3	Not sure	8
	Total	30

The table shows that, 20 of the informants agree with the statement stated in the questionnaire. Only 2 of them disagree with that and 8 of the respondents are not sure about the affect of students' inhibition in teaching speaking skill.

4.1.2.5 Students' attitude towards learning speaking

Students' attitude and feelings about the learning of English keep significant values in determining and finding out their perception on it. The researcher asked to the informant teachers to express their students' attitudes. Here, an attempt has been made to analyze their responses.

Table 6: Students feeling in learning English

S.N	Particulars	Number of Responses
1.	Easy	4
2.	Interesting	4
3.	Boring	8
4.	Difficult	14
	Total	30

The information presented in the table 7 shows that learning English is difficult and boring for the majority of students. Few of them only are reported to have taken it as easy and interesting. Attitude towards learning English for most of the students in learning English is negative. The negative attitude towards learning English indicates that the learners are not well-motivated to learn the language, which is very challenging for the learning of speaking to take place.

4.1.3 Teaching Techniques

The challenges existed because of the techniques of teaching. The researcher asked to the informants to choose the error correction technique which is responsible to create challenges in teaching speaking. Here, an attempt has been made to analyze their responses.

Table 7: Teaching techniques

SN	Responses	Respondents
1.	No technique for creating exposure	7
2.	Lack of suitable error correction technique in speaking	11
3.	Not using variety of techniques of teaching speaking	7
4.	Lack of speaking exercise	5
	Total	30

According to the presented idea of respondents, the teachers did not have knowledge of techniques of creating exposure. The other striking problem of not having suitable error correction technique seemed realistic. A single language function can be expressed through various forms but ability to identify and use the right one in right time by the student is far from our expectation. A language class should be full of various activities but the teachers said that they were not used so often.

4.1.4 Challenges of Rural Setting

Teaching speaking in rural context was regarded as the challenge by almost all the respondents. The informants were requested to choose the responsible reasons which make teaching speaking skill more challenging in rural area. Here is an attempt to analyze their responses.

Table 8: Challenges of rural setting

SN	Particular	
1.	Lack of language exposure	7
2.	English is less likely to be used for rural live hood	8
3.	Difficult to manage authentic materials	10
4.	Lack of supplementary materials for language learning	5
	Total	30

According to the views presented in the table 9, there are mainly four affecting factors to teach English speaking in the rural context. Firstly, in rural area speaking English only takes place in class. Similarly, people living in rural area can manage their life even if they do not know English. This kind of ‘No Need’ feeling is a problem. Likewise, being not well connected either by transportation or by communication, it is quite difficult to manage authentic materials for language learning. Other striking cause is lack of supplementary materials of language learning. The other reality is qualified teachers like to be centered in city area. Thus, teaching English speaking in rural context is challenging.

4.1.5 Present Provision in Education

According to the informants, challenge in teaching speaking occurs because of the provision in education. They stated the policy related challenges as:

Table 9: Present provision in education

SN	Responses	Respondents
1.	Insufficient time for teaching English language skill	9
2.	No incentive for English teacher	7
3.	Fault in assessment system of language skill	10
4.	Schools are not well equipped	4
	Total	30

The table is prepared on the basis of the views presented by the teachers during the collection of data, and it deals with the challenges created by the policy makers.

According to the table, 9 informants agree that there is no sufficient time for teaching English language skill. Only single period English teaching never becomes productive. On the other hand, teaching English is challenging but English teacher gets equal benefit like other non- challenging subject teacher. It lowers the job satisfaction. According to 10 informants, there is fault in assessment system of language skill. Language is primarily spoken but the least mark is allotted to speaking skill. Moreover, assessment of speaking is done just for formality. According to 4 respondents, the schools are not well equipped with supporting materials.

4.1.6 Challenges Related to Recent Disasters

The informant teachers were asked to write one challenge if they thought that the disasters added challenges while teaching speaking. Challenges related to recent disaster were as follows:

4.1.6.1 Destruction of school building and resources

Shree Bishnu Secondary School, Bandipur 1, Tanahun, the school of one respondent was damaged by landslide in 2072 B.S. Likewise, the disastrous earthquake left incurable damage of everything in the same year. The condition of government school became worse. Apart from physical damage, it affected psychological aspect as well.

The following challenges were stated by the informants under this heading;

- Compulsion to run classes in TLC's
- Migration of the bright students
- Physically as well as psychologically distorted
- Students are less willing to talk
- Schools remained closed for long time and set courses couldn't be finished

4.1.6.2 Compulsion to run classes in TLC's

The school building collapsed and those remaining were not so safe to run the classes inside. Then in very short time TLC's were constructed to run classes. Such TLC's were certainly ill-facilitated.

4.1.6.3 Migration of the bright students

Relatively bright students who belong to good family migrated and only those who had nowhere to go remained there with fear.

4.1.6.4 Physically as well as psychologically Distortion

In such a condition of disaster, even a wise loses hope and becomes helpless. Both the teachers and students were distorted as they lost family members, house and almost everything. Teaching in such situation was certainly could not take place.

4.2 Attempts to Overcome those Challenges

Teachers are the people who can solve the classroom problems in real Thinking that, I asked them about their attempts of facing the challenges they pointed out. Their ideas are presented and analyzed as follows:

Teacher as a facilitator: The respondent teacher commonly agreed that a teacher should play the role as a facilitator. Teacher should create non-threatening environment so that the students could take part without hesitation. The respondents were in the view that most of the students feel difficult to approach their teacher. The teacher cannot understand learning level and teach accordingly until the students don't come to him and ask without hesitation. The respondents stated the advantages of this kind of role as:

- It lessens the distance between teacher and students.
- It is one of the professional features of an ideal teacher.
- It is the trend of today.

Involvement in teacher's professional development programme: The informants pointed out the need of involvement in teachers' professional development programme like seminar, workshop, sharing programme, ICT related training etc. as frequently as possible. Two of the respondents told that they took part in the NELTA conference recently and learnt important knowledge in ELT clinic there. All of them wanted but only few of them got involved.

Management of inclusive classroom: According to the respondent teachers, managing the inclusive classroom can help to overcome the problem in teaching speaking. Because of the various individual, social and psychological aspects,

students hesitate to participate. According to them, management of inclusive class insures the maximum participation of the students in learning. Every children feels comfort in inclusive class either he is poor or rich, boy or girl physically well or not.

Teaching English through English: The informants commonly agreed that English should be taught through English. Many of them tried to use maximum English throughout the period. And they viewed the positive impact as follows:

- It provides language exposure to the students.
- It is the right use of the limited time provided to English language.
- It provides the learners with language input.

According to the respondents, having the above stated advantages, teaching English should be done through English. And that was what their attempt to overcome the challenge. The teachers tried their best to apply this technique. If the teacher uses English most of the time, it will give students practice in listening and responding to spoken English.

Implementing their knowledge and skill: According to the respondents, almost all the teachers teaching at government aided schools are qualified and trained. The challenge remains no longer if they utilize their knowledge and skill. Most of the respondents were committed to implement their knowledge and skill.

Development of sharing culture: The respondents agreed that they would start sharing problems and the best practices for minimizing the challenge. The teachers of teaching English language from nearby schools planned to meet each other once a month.

Counseling the students: According to the respondents, their students were psychologically affected by the disaster and they tried counseling the students to make them to ready to come and study at school. They found this attempt producing good result.

Involvement to construct TLC's: According to the respondents, they were involved in constructing Temporary Learning Centers to continue teaching learning in the school after the school buildings were collapsed by the earthquake.

4.3 Summary of Findings

Teaching English speaking is challenging because of different reasons as: teachers' personal and professional quality related, student related, teaching technique related, present provisions related, rural context related and the disaster related causes.

Despite having a number of challenges and obstacles, the teachers are teaching with hope to get improved.

After analyzing the data collected, the researcher came up with following findings.

- Twenty teachers out of thirty, appear in the class without concrete planning. They found enough confident even without lesson plan.
- The teachers themselves lack proper speaking proficiency. They were afraid of committing errors and skipped the challenging part.
- Only nine of the respondents had the knowledge of curriculum. They did not know the learning outcome of speaking skill set by secondary English curriculum.
- The teachers seemed carefree about classroom problem and its possible drawbacks.
- Most striking point was that they did not have sharing culture.
- Teachers were not able to manage authentic resources of teaching. One and only source for them was textbook.
- Different attempts of making the students active were reported as no good.
- Students wanted to remain quiet even in language class to maintain discipline.
- Students as well as whole education system seemed running behind exam and marks that obtained rather than learning skills. Speaking skill was regarded to be less important in the viewpoint of exam.
- Most of the students felt learning English as a tough job.
- There seemed lack of varieties of activities that could be applied in classroom while teaching speaking.
- Teaching English speaking in rural and under-resourced setting seemed challenging.
- The present secondary English curriculum was regarded to be demanding.
- Teachers had not sufficient time for planning.

- Teaching had been challenging in the disaster affected area where students are psychologically and physically distorted.

But the English teachers are hopeful of bringing positive changes. They kept on making great effort to overcome the challenge in certain extent. After analyzing the data, they were found to have made following attempts to face the challenge:

- Teachers change their role as facilitator.
- They tried to manage the class inclusively.
- They use English as the medium of instruction while teaching English.
- They started sharing their ideas, practices, experiences related to teaching English.
- They carried out psychological counseling to the students who were psychologically distorted.
- They reported that they actively involved in constructing TLC to resume teaching learning at school after the disaster that destroyed the school buildings.

Thus, the continuous effort of language teacher, active and motivated students, favorable policy, rural development, safety constructions from natural disaster are seemed to be the ways to create challenge free teaching learning.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The main purpose of this research was to find out the challenges faced by English teachers in teaching speaking. In order to carry out the research, the researcher prepared questionnaire to obtain the data for the study. Then the collected data was analyzed and presented. The population of the study was consisted of thirty English teachers from thirty different government-aided secondary schools of Tanahun district.

This study found that, the teachers themselves lacked the knowledge of curriculum. They were not able to manage authentic resources of teaching and they themselves lack proper speaking proficiency. From teacher's perception, there was not the active involvement of the students in learning classroom, students wanted to remain quiet in language class to maintain discipline. Moreover, teaching English in the rural and under-resourced setting seemed challenging. It was found that the main challenges in teaching speaking were English teachers' inadequate command over spoken English, insufficient time for teaching speaking, exam oriented learning. Despite these challenges, English teachers were hopeful to bring positive changes. So, they kept on making great effort to overcome those challenges.

5.2 Recommendations

On the basis of major findings of the study, the following recommendations have been made on the aspect of policy, practice and further research.

5.2.1 Policy Related

According to the findings and conclusions of my research, the following policy related recommendations will be helpful.

- Sufficient support from the concerning bodies is necessary for the development of teacher's proficiency.
- Awareness of curriculum should be managed for the teachers making it highly available in schools.

- Different forums of sharing should be managed so that teachers share their ideas there.
- Teaching in rural areas should be made attractive by extra incentives. So that, the qualified person likes to go there and resources could be managed.
- Schools should be the center for learning. They should be well facilitated by ICTs, allocating sufficient funding.
- Curriculum designers should minutely study the present situation and should design the curriculum to meet the need and ability of every child.
- Strategies and mechanism to face natural disaster should practically be planned and implemented at education sector first so that the students bring the knowledge and skill to the society. The school level curriculum should include lessons related to safety and precautions from natural disaster. Likewise, school buildings should be constructed according to the scientific norms as the future of the whole nation is inside the classroom.

5.2.2 Practice Related

The findings and conclusions of my research will be helpful and be a guideline in practice level. Practice related recommendations are as follows:

- Teacher's continuous professional development programmes should be carried out fruitfully not as formal duty to be completed.
- Teachers are suggested to keep on teaching English through English and apply the knowledge and skill in the class.
- Plan less confidence of the teacher is just an over confidence. So the teacher should plan for the class to minimize challenges.
- Teacher should be careful enough about the classroom problems and its long term effects.
- Students' activeness can be increased through the opportunities of exposures, real life context and use of recent technologies. It gives them the idea that English is a real language not only for exam.
- Students should be the active speaker not merely a disciplined listener.
- Preoccupied thinking of taking English as a tough job can be cured presenting the example of street children and illiterate porters in Kathmandu speaking English fluently with the foreigners.

5.2.3 Further Research Related

This study has been limited because of different circumstances like time, area it covered while collecting data, money and manpower included.

Teaching English speaking must be challenge free even in those places where English is taught as L2 or EFL. To create such an ideal situation various effective research works have to be carried out. Recommendations under this heading can be presented as:

- Invention and implementation of group work, pair work that can activate learners.
- Explore the areas related to this topic for further research related to speaking skill.
- Further studies should be carried out to address challenges caused by mixed ability, mother tongue of the students.

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APPENDIX

QUESTIONNAIRE

Dear Sir / Madam

I have prepared this questionnaire for my research entitled 'Challenges Faced by English Teachers in Teaching Speaking' under the guidance of **Mr. Padam Lal Bharati**, Lecturer, Department of English Education, **Saptagandaki Multiple Campus**. The correct information provided by you will be helpful for completing my study. It will be used only for research purpose. I would appreciate your honest response.

Researcher:

Aruna Dhakal

Saptagandaki Multiple Campus

Teacher's name:

School's name:

Qualification:

Experience:

Date:

Closed and open-ended questions

- (1) What may be the teachers' personal and professional aspects that make difference while teaching speaking skill? Write and describe one aspect.

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

- (2) What is the most striking reason for students' passive participation?

- a) Same method of teaching
- b) No variety of activities
- c) No reward for activeness
- d) No use of technology in class

- (3) Do you think the students' nature of nothing to say affects teaching speaking skill?

- a) Yes
- b) No

- (4) Students' inhibition affects teaching and learning speaking skill.

- a) Agree
- b) Disagree
- c) Not sure

- (5) What is your students' feeling in learning speaking skill in English?

- a) Easy
- b) Interesting
- c) Boring
- d) Difficult

- (6) Which one of the error correction techniques is responsible to create challenge in teaching speaking?

- a) No technique for creating exposure
- b) There is lack of suitable error correction technique in speaking
- c) Not using variety of techniques of teaching speaking
- d) Lack of speaking exercise

(7) Which one of the following reasons is responsible to make teaching speaking skill more challenging in rural area?

- a) Lack of language exposure
- b) English is less likely to be used for rural live hood
- c) Difficult to manage authentic materials
- d) Lack of supplementary materials for language learning

(8) Do you think the disastrous earthquake added challenges while teaching speaking?

If 'yes' write about one challenge.

- a) Yes
- b) No
- c) Not sure

Challenge

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

(9) Do you think it will have positive impact if we interact in English with your students in the classroom?

- a) Yes
- b) No
- c) Not sure

(10) How often do you use group work in your classroom while teaching speaking skills?

- a) Sometimes
- b) Always
- c) Never

(11) How often do you organize extracurricular activities in your classroom that enhance students' speaking ability?

- a) Sometimes
- b) Always
- c) Never

(12) How often do you teach speaking skill separately to the students of SLC level?

- a) Never
- b) Sometimes
- c) Always

(13) Do you face students' mother tongue interference in the classroom while teaching speaking skill?

- a) Yes
- b) No

(14) The teacher faces many problems while teaching speaking skill as well as dealing with a mixed ability students in ELT class.

- a) Disagree
- b) Agree
- c) Not sure

(15) The teacher faces many problems on the basis how well behaved school administration is.

- a) Agree
- b) Disagree
- c) Not sure

(16) Do you think the ethnicity of students affects teaching speaking skill?

- a) Yes
- b) No
- c) Not sure

(17) How do you teach when you find your classroom very noisy?

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(18) How often do you involve your students in brainstorming while teaching speaking skill?

- a) Sometime
- b) Always
- c) Nature of topic
- d) Never

(19) How do you teach the students who take long time to compose utterances?

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(20) How do you teach the shy students who do not like to participate in classroom activities?

- a) By motivating
- b) By discussing the importance of English language
- c) By praising students answers
- d) By encouraging students for participation

(21) Have you gone through the secondary level English curriculum while teaching?

- a) Yes
- b) No
- c) Not sure

(22) Have you got any typical example of committing spoken error either by you or by other? If 'yes' write example.

- a) Yes
- b) No

Example

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(23) How do you overcome the problems of teaching speaking skill?

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(24) Would you like to suggest some techniques that could be useful to teach speaking skill successfully to the SLC level students?

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(25) Which one of the following provision in education makes teaching speaking skill challenging?

- a) Insufficient time for teaching English language skill
- b) No incentive for English teacher
- c) Fault in assessment system of language skill
- d) Schools are not well equipped