CHAPTER ONE

INTRODUCTION

The present work has been carried out entitled**Classroom Activities Used and Challenges Faced by Grade X English Teachers in Teaching Speaking Skill**. This is the first chapter which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of 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 and learning of English language more challenging.

In this 21st century, 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, interests and abilities. Hence, this diverse composition of students in ELT classrooms has brought many challenges as well as opportunities to the English teachers and language learning students. Since, the goal of teaching speaking skill is to develop communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest level. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that they apply in each communication situation. Similarly, we can see language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking.Likewise, students are often too embarrassed or shy to say anything

when they do not understand another speaker or when they realize that a conversation partner has not understood them. Therefore, to encourage and to fulfill this function of teaching speaking skill, the role of English language teachers is highly demanded. Good teachers are expected to be able to recognize the diversity as well as individuality of theirstudents, formulate necessary strategies and address those differences and ability. However, responding to this individuality oftheir students in ELT classroom is not an easy job. The very fact is also realized by Solomon (1991) and presented in these words: "There are no universal solutions or specific rules for responding to ethnic, gender and cultural diversity, and research on best practices is limited" (as cited in Davis, 1999, p. 1).

Anyway, every teacher from his/her part creates and 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 lessons boring because it is too easy for them while other students think that the lessons are too 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 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 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 English teachers to create a reassuring classroom environment in which students are prepared to take risks and experiment with the language.

1.2 Statement of the Problem

One of the main tasks assigned to foreign language teaching at school is that of training students to be communicatively competent. 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.

In any second language teaching and learning, speaking is always believed to be the most vital skill. Learning a target language makes no sense if students cannot communicate in it successfully. For many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as a repetition ofdrills or memorization of dialogues. However, with the rapid progress of globalization, English speaking skill is thought to be the key to one's success in his career. The goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course. A great deal of researches and views of experienced teachers has shown that students are often hesitant and anxious about speaking the target language in class. Despite teachers' efforts to provide students with opportunities to develop their communicative skill, how to teach and learn speaking skill effectively is still a challenging question to both teachers and students. Hence,

this situation is very common in our context. Most of the students find speaking, especially important, yet challenging one. What can we, as teachers, do to help our students overcome their challenges and take advantage of opportunities to practice speaking? For me, as a teacher, mastering methodology is very important. Especially, I am interested in teaching speaking skill. But how to conduct an effective speaking lesson is very difficult. Therefore, I hope that the present study will help to facilitate my teaching. Hence, all the above mentioned reasons have inspired me to conduct a research entitled "Classroom Activities and Challenges Faced by Grade X English Teachers in Teaching Speaking Skill".

1.3 Objectives of the Study

The objectives of the study were as follows:

(i) To explore the grade X English teachers' classroom activities used and the challengesthey face in teaching speaking skill.
(ii) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

(i) How do the grade X English teachers teach speaking skill?
(ii) Do the grade XEnglish teachers apply varied activities in teaching speaking skill in ELT classroom?
(iii) What are the challenges that teachers face in teaching speaking skill?

1.5 Significance of the Study

The findings of this research work will be beneficial to all the teachers, students, policy makers as well as curriculum designers and subject experts of English language teaching. Through the findings of this study, all the teachers,

students, policy makers, curriculum designers, subject experts and other researchers will be familiar with the classroom activities and the problems that occur in ELT classroom while teaching of speaking skill. Teachers will be updated with the classroom activities of teaching speaking skill. Similarly, they will be interested in order to find out the solutions of those challenges after being familiar with the findings of this study. This research will equally be beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and writing textbooks conveniently.

1.6 Delimitations of the Study

This study was delimited tothe following areas:

(i) This study was delimited to the grade X English teachers' classroom activities and the challenges they encounter in teaching speaking skill.
(ii) This study was delimited to the 20 grade X English teachers, teaching in Palpa district.
(iii) This study was delimited to the data collected through questionnaire and classroom observation checklist.
(iv) This study was delimited to the survey research design.

1.7 Operational Definition of the Key Terms

The operational definitions of the key terms are presented as follows:

Activities: In this study, the term activities referto the activities which are used to teach speaking skill to grade X students.

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

Challenges: Difficulty that someone faces while carrying out any activities. In this study, it refers to the difficulties and problems that the grade X English teachers encounter while teaching speaking skill.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this chapter, related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study are included.

2.1 Review of Related Theoretical Literature

This part deals with the different theoretical background of the study.

2.1.1 English Language Teaching in Nepal

The sole responsibility of planting the seed of English language in Nepal can be traced back to late Jung BahadurRana who for the first time established a school in one room of his palace after hiring some teachers from Britain in 1853 A.D. which was named as Darbar School and then formal English teaching and learning curriculum was developed.

Now, English language teaching is growing as a profession in Nepal. It has got separate status nowadays. Similarly, it is taken as inevitable for communicative and academic purposes and especially the immense attraction of the young generation towards English is also notable here. As Goldfus (2011, p.1) states, "As a result of the multi cultural classroom in the 21st century language teachers face new challenges; a bridge between theory and practice is a persistence 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.

Though the history of ELT 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, p. 4), "…a number of challenges in English education have noticed in terms of curriculum, textbooks, methodologies and use of teaching resources both at schools and colleges 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 researches carried out so far, mostly by master's degree students have not yet been considered for implementation.
- There is a lack of co-ordination between/ among the in-service and/or pre-service teacher training progammes 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.

Thus, it can be concluded that, no transfer of training into action/practice, lack of modern technology and knowledge of its operation, lack of motivation on the part of students, linguistically heterogeneous classes, over load of teachers,

no systematic selection and appointment of teachers, very poor condition of overall educational sectors are some of the crucial issues which exert negative influence in English language teaching situation in Nepal.

2.1.2 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 instruction includes four important skills. These skills are: listening, speaking, reading and writing. These four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The main reason for isolating these skills and discussing them separately is to highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way.

In other words, a language is comprised of three aspects and four skills. Aspects represent competence of language while skills represent performance of language. The performance of language can be seen from four skills. They include: (i) listening (ii) speaking (iii) reading (iv) writing skill. Listening and reading skills are receptive skills while speaking and writing are productive skills.

It is also argued that receptive skills are passive skills and productive skills are active skills. But it is not so in reality. People generally perceive receptive skills partially. Listening is perceived as hearing only. But it is more than this: it is getting message from something we hear. Furthermore Hinkel (as cited in Harmer, 2008, p.265) states that skills cannot be learnt in isolation. Harmer (ibid) writes: receptive skills and productive skills feed off each other in a number of ways what we say or write is heavily influenced by what we hear and see. The focus upon skills differs on the basis of method and approaches followed. Generally, there are four language skills: listening, speaking, reading and writing skill.

On the basis of function, skills are classified into two types: Receptive skill and Productive skills. Receptive skills are involved in receiving message whereas productive skills are involved in the production of language for conveying message. Thus, listening and reading are the receptive skills and speaking and writing are productive skills.

Likewise, the micro skills of language are 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/muscle but not on the basis of mental activeness.

On the basis of importance there are primary and secondary skills. They are also called speech and writing. Speech includes listening and speaking, the primary skills, and writing includes reading and writing in particular, the secondary skills.

2.1.3 Speaking Skill

Speaking is a productive skill like writing but speaking occurs is in an oral mode. It takes place in different situations where we are conveying the message verbally and non-verbally.

In other words, speaking is an activity when people use their voices to deliver theiropinions, suggestions, information even critic. When people talk about something, ofcourse,there are many elements that they should understand. Generally, these elements are: the topic ofwhat the speaking is about, vocabulary, grammar, and intonation, etc. Topic ofspeaking is important to be mastered by speaker because by mastering the topicthe speaker will be easier to divide the important things from the topic that will beasked to the listeners. The second element is vocabulary, it is important forspeaker in order to speak well at least the speaker has enough vocabularies toexpress some idea. Grammar is very useful when people speaking, becausegrammar is able to give implicit

meaning in speaking activity. The last one isintonation; by using the appropriate intonation probably make the informationsuccessfully transferred to the listeners. All of the elements are needed to make agood understanding between speaker and listener.Anderson and Bachman (2009, p. 1) claim that speaking skills are animportant part of the curriculum in language teaching, and this makes them animportant object of assessment as well. As it is known that language ability canbe measured from four language skill, however, nowadays people usually judge thelanguage skill from how well someone able to speak in language itself. Theprofessionals are expected to have good speaking skill; in addition, many peoplespeak in order to show their ability and influence someone, for examplepoliticians, teacher, lawyer however president.

Regarding speaking,Brown (2004, p. 140) states that “Speaking is productive skill that can be directlyand empirically observed, those observations are invariably colored by accuracyand effectiveness of a test – takers listening skill which is necessary compromisesthe reliability and validity of an oral production test”. From that statement it can beconcluded that listening skill has a big influence in speaking skill. Listening is afirst language skill that should be taught when the learners learn about language becauselistening skill can give the learners how to improve speaking skill. By listeninglearners able to learn how to speak from the models, it will give a good effect tolearners. In addition listening able to add the vocabularies mastering; influence thepronunciation and intonation.

From all the above statements, it can be concluded that speaking skill is animportant skill to be mastered when someone learn about language especiallyforeign language. Speaking skill becomes the most important skill since peoplehave belief that language mastery is able to be judged from how well someonespeak. In language teaching, language is essentially speech. Someone on his or herdaily life needs to be able in using English as good as possible in order to make acomprehensible situation in speaking. In addition, the language function shouldalso be involved in this skill which it involves the

use of grammar,comprehension, fluency, and all of these should be used appropriately in a socialinteraction. Therefore the appropriate classroom activities and technique are needed toimprove and to teach students' speaking skill.

2.1.3.1The Importance of Speaking Skill

Speaking skill is the productive skill in the oral mode. Like the other skill,speaking is more complicated that seems at first and involves more than justpronouncing words. Generally, there are five components of speaking skill that are as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker the English learners have to master all ofthe components. However, besides those linguistic components above there aremany factors that influence speaking ability. Turk (2003, p. 5) states that if wewant to improve speaking skills then first we must be aware of ourselves, ourmotivations, behavior patterns, and likely mistakes. From that statement it can beconcluded that our own motivation and also our environment are the emphasisfactors in improving speaking skill. If the learners have a high motivation toimprove their speaking skill, they will study hard and find many sources andmodel about speaking skill. The environment is the next important factor thatinfluences learners speaking skill, because if people around the learners are able tospeak well it will be easy for the learners to copy their way to speak.

Thus, speaking skill has become the important aspect of language. When studyingthe language, especially English without practicing to speak is useless. Murcia and Olshtain (as cited in Gruyter 2006, p. 139) state that speaking in a secondlanguage has been considered the most challenging of four skills. They have given the facts as it involves a complex process of constructing meaning. The above statement candescribe that speaking skill is the most important thing to be mastered whenpeople learn English because speaking is a process of constructing meaning; itcovers almost all of language components. Through

speaking someone canexpress their minds, ideas, and thought freely and spontaneously. In additionpurpose of teaching speaking is to guide both the teachers and students to use thetarget language as a common language in teaching learning process even in theirdaily life.

In global era speaking ability in English is useful in many situations andplaces. Such as in the school, apply for a job, or when someone goes to the othercountry because English is international language. That fact requires people tomaster English active in order to make verbal interaction with people around theworld.

2.1.3.2Teaching Speaking Skill

Speaking is one of the four most significant skills for theacquision of a new language. Speaking can be defined as the ability to express oneself fluently in a foreign language. Turk (2003, p. 2) says “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts".

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, 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 writing), 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 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 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, 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, as cited in Phyak and Sharma, 2009, 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 appropriate in each communicative circumstances..

2.1.3.3Activities for Teaching Speaking Skill

Teaching speaking is a very important part of foreign language learning. The ability tocommunicate in a second language clearly and efficiently contributes to the success of thelearner in school and success later in every phase of life. Therefore, it is essential thatlanguage teachers pay great attention to teaching speaking rather than leading students topure memorization, providing a rich environment where meaningful communication takesplace is desired. With this

aim, various speaking activities such as role play, group discussion, pair work, etc cancontribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same timemake their learning more meaningful and fun for them.

The students 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 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. 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 this concern, Cross (1992) says:

> If the teachers want their students to become creative in the ways in which they used the foreign language and to develop communication strategies, then they must provide opportunities for interaction in situation where what the students hear and say in reply is relatively unpredictable. Their whole attention must be engaged by the task or topic (p. 294).

Students learn to speak in second or foreign language by interacting. When they get opportunities to interact in second or foreign language, surely they will be able to reply their queries in unpredictable ways. That activities should be more interactive and interesting. Language teaching is most effective when the

whole attention of the learners is engaged by activity, not by the language. Thus, the whole attention of the learners should be captured by the activities. Then the students feel comfortable and ease to speak.

In communicative language teaching, collaborative learning is inevitable. Collaborative learning makes the students cooperative. Collaborative learning visualizes the real life communication on which authentic activities and meaningful tasks promote oral language. Harmer (2008, pp. 129-131) 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 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…

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 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 will be open to sharing new ideas.

Story telling: Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling 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 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 spokes person 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 foot ball and another picture of girls playing tennis. Students in pairs discuss the similarities and for differences in the pictures.

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.

2.1.3.4 Challengesin Teaching 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 foreign languages. Generally,Nepalese teachers face following learner-related challengeswhile teaching speaking:

- Speaks slowly and takes too long to compose utterances

- Cannot participate actively in conversation
- Spoken English doesn't sound natural
- Poor grammar
- Poor pronunciation
- Lack of vocabulary needed to talk about common utterances
- Lack of communication strategies
- Limited opportunities outside of class to practice

Davies 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 other 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, p.121) 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 inthe 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 pinpointed with speaking skill:

- Students' English background
- Students' motivation for learning English
- Students' attitudes towards learning English speaking skill
- Students' opinions on the speaking topics in the textbooks
- Frequency of students' speaking participation

- Opportunities to use English outside classroom
- Students' self-improvement of speaking skill
- Students' attitude towards the teachers' techniques of teaching speaking skill
- Students' difficulties in speaking lessons
- Students' expectation from the teachers

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. Some of the scholars and past theses have been reviewed considering them as related literature and also as evidence to the present study.

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 exam whereas more than thirty five students secured distinction marks in listening/speaking exam.

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 judgemental 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 forty secondary level English teachers from Lamjung district as a sample population for this 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.

2.3 Implications of the Review for the Study

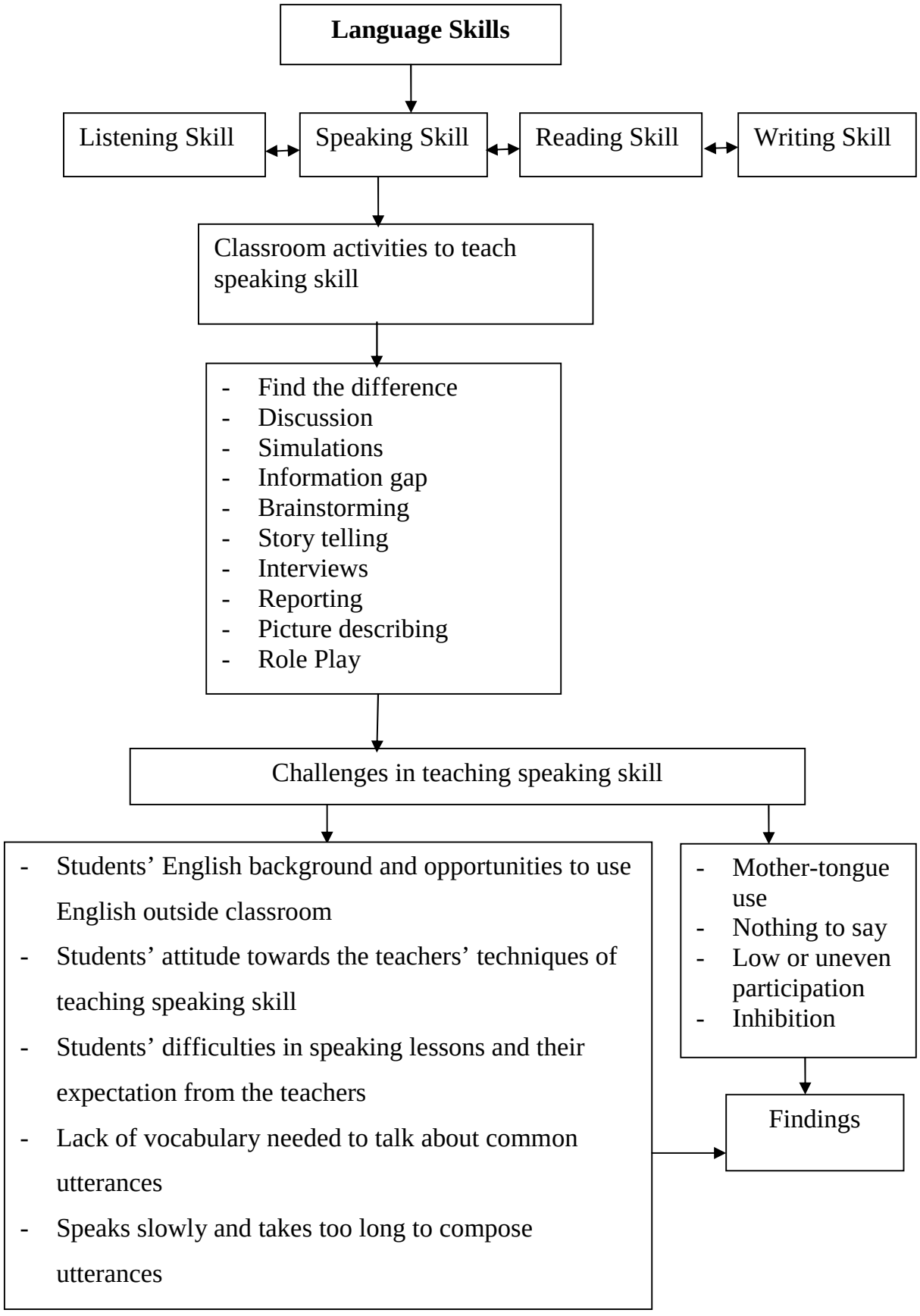
The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure that the researcher read widely around the subject area in which s/he is interested.

Thus, I have reviewed different previous research works, articles and books related to my research work to some extent. In other words, while reviewing the literature, I have gone through different exiting literature, different articles, ELT journals and books. All the reviewed studies are related to the periphery of teaching speaking skill. In order to carry out those research works, the researchers have used survey research and action research design. For example, Karki's (2010) research work was an action research and others research works likePangeni's (2012), Poudel's (2014) were survey. Therefore, after reviewing those researches, I got ideas about the process of survey design. Specially, Poudel's (2014) research work 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 check-list and questionnaire as tool of data collection, these works have direct implication to my research study because I will also use questionnaire and classroom observation checklist for the data collection.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables. While carrying out this research, I also consulted different theories related to this study and literature review and develop my concept/conceptual framework. Thus, the present study is based on the following conceptual framework:


Language Skills
Listening Skill
Speaking Skill
Reading Skill
Writing Skill
Classroom activities to teach speaking skill
- Find the difference
- Discussion
- Simulations
- Information gap
- Brainstorming
- Story telling
- Interviews
- Reporting
- Picture describing
- Role Play
Challenges in teaching speaking skill
- Students' English background and opportunities to use English outside classroom
- Students' attitude towards the teachers' techniques of teaching speaking skill
- Students' difficulties in speaking lessons and their expectation from the teachers
- Lack of vocabulary needed to talk about common utterances
- Speaks slowly and takes too long to compose utterances
- Mother-tongue use
- Nothing to say
- Low or uneven participation
- Inhibition
Findings

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 procedure are included.

3.1 Design and Method of the Study

The research topic itself reveals the nature of the research to be undertaken. I adopted the survey research design. Survey is a research design that is widely used in social and educational researches. Primarily, it is carried out in the large numbers of population to find out an attitude, belief or behavior of particular group of people or an individual as well. It is mostly used to generalize the findings in a large number of populations. It is cross-sectional in nature. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where the whole population for the data collection is not feasible. According to Cohen and Manion (1985, as cited in Nunan, 2010) say;

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

They further state that “The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in 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, 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. Otherwise these will be fake data. 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 he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives it will lead 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 tool for data collection, the process/ ways 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 analytical procedures

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

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.

Finally, survey research is always carried out in the natural setting. So, I had selected this research design because it provided me an authentic and reliable data to procede my research work. Moreover, it helped me to find out the grade X English teachers classroom activities and the challenges they encountered in teaching speaking skill.

3.2 Population, Sample and Sampling Procedures

The population of this study consisted of all the secondary level English teachers of Palpa district. Since it is a small-scale study, it was difficult to collect data from each and every member of the respondents. Therefore, sample consisted of 20 secondary level schoolsand 20 grade X English teachers of Palpa district. From each school one grade X English teacherwas selected as sample using purposive non-random sampling procedure.

3.3 Study Area/Field

The geographical area of the study was Palpa district. Similarly, the academic area of the study was language skill, specially speaking skill.

3.4 Data Collection Tools and Techniques

Questionnaire and classroom observation checklist were used as research tools in this study. These tools were used in order to find out the grade X English teachers classroom activities and the challengesthey encounteredin teaching speaking skill.

3.5 Data Collection Procedure

I went to the selected secondary schools and built rapport with concerned people. Then I explained to the selected grade X English teachers about the purpose of my study. Moreover, I explained the difficult terms used in the survey questionnaire to the teachers. Then I requested the selected grade X English teachersto fill in the survey questionnaire and to return it as soon as possible. Similarly, I observed two classes of each teacher in order to find out their classroom activities and the challenges that they encountered while teaching speaking skill.Hence, I observed40 classes of those grade X English teachers.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. In this study, two types of research tools were used viz. classroom observation checklist and questionnaire. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Systematically collected data will be analyzed and interpretation will be made on the basis of the results.

4.1 Analysis of Data and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the results. This has been done separately on the basis of tools employed.

4.1.1 Analysis of Data Collected through Questionnaire

First of all, all the twenty selected grade X English teachers were given a set of questionnaire in order to find out their classroom activities and challenges that they faced in teaching speaking skill. And then, those collected data were analyzed and interpreted. Therefore, the following section consists of the analysis of the data that I found in my study.

4.1.1.1 Teaching Speaking Skill Separately

This section is concerned with the teaching of speaking skill separately to the students of grade X. Hence, grade X English teachers were given a statement. The statement was '*How often do you teach speaking skill separately to the students of grade X?*'

In response to this statement, I got the following data which are given in the table below:

Table1

Teaching Speaking Skill Separately

Question aspect	**No. of the teachers**	**Percentage**	**Responses**
How often do you teach speaking skill separately to the students of grade X?	12	60%	Sometimes
	5	25%	On the basis of nature of the topic
	3	15%	Always
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 60% teachers sometimes teach speaking skill separately to the students of grade X. Similarly, 25% teachers teach speaking skill on the basis of nature of the topic and 15% teachers always teach speaking skill separately to the students of grade X. Thus, it can be concluded that speaking skill is taught separately to the students of grade X.

4.1.1.2 Students' Attitude towards Communicative Activity

This section is concerned with the attitude of grade X students towards communicative activities. Here, in response to the question '*What is the attitude of your students towards communicative activity?'*I got the following data from the grade X English teachers which are given in the next page.

Table No.2

Students' Attitude towards Communicative Activity

Question aspect	No. of the teachers	Percentage	Responses
What is the attitude of your students towards communicative activity?	10	50%	- Worried of committing mistakes
	6	30%	- Interesting
	4	20%	- Reluctant - Nothing like to say
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 50% teachers say that their students always worry of committing mistakes. Similarly, 30% teachers say their students are interested whereas 20% teachers say their students are reluctant and no one likes to say in communicative classroom. Thus, it can be concluded that students worry of committing mistakes while involving in communicative activity.

4.1.1.3 Important Techniques for Motivating Students in Participating Speaking Activity

In order to find out the most important techniques for motivating the students in participating speaking activity, grade X English teachers were asked a question. The question was '*Which of the following techniques do you think most important to motivate the students in participating speaking skill?*'

In response to this question, I got the following answers which are given in the table below:

Table3

Important Techniques for Motivating Students in Participating Speaking Activity

Question aspect	**No. of the teachers**	**Percentage**	**Responses**
Which of the following techniques do you think most important to motivate the students in participating speaking skill?	8	40%	Asking question
	6	30%	Telling jokes
	4	20%	Telling short stories
Total	2	10%	Singing a song
	20	100%	

The above table shows that out of 20 grade X English teachers, 40% teachers ask questions to motivate the students in participating speaking activity. Likewise, 30% teachers tell jokes whereas 20% teachers tell short stories to motivate their students. In the same way, 10% teachers sing a song to motivate their students in participating speaking activity. Thus, it can be concluded that asking questions is the most important technique to motivate the students in participating speaking skill.

4.1.1.4Roles Performed by the Teachers when Students Collaborate with their Classmates on a Certain Task

Regarding the roles performed by the grade X English teachers while students are interacting or collaborating with their classmates on a certain task, I got the following data which are given below:

Table4

Roles Performed by the Teachers when Students Collaborate with their Classmates on a Certain Task

Question aspect	**No. of the teachers**	**Percentage**	**Responses**
What do you do when students are interacting /collaborating with their classmates on a certain task?	10	50%	Playing roles like Director, monitor, manipulator, facilitator, co-communicator, friend and resource person
	6	30%	Controller, manager, organizer and counselor
	4	20%	Guide, conductor, instructor and prompter
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 50% teachers perform the roles like director, monitor, manipulator, facilitator, co-communicator, friend and resource person while students collaborating with their classmates. Likewise, 30% teachers perform the roles like controller, manager, organizer and counselor whereas 20%teachers perform the roles like guide, conductor, instructor and prompter while students collaborating or interacting with their classmates on a certain task. Thus, it can be concluded that director, monitor, manipulator, facilitator, co-communicator, friend and

resource person are the important roles to be performed by the teachers while students collaborating with their classmates.

4.1.1.5 Organization of Extracurricular Activities in the Classroom for Enhancing Students' Speaking Ability

Regarding the question '*Do you organize extracurricular activities in your classroom that enhance students' speaking ability? If yes what are they'*, I got the following answers from the grade X English teachers which are given in the table below:

Table5

Organization of Extracurricular Activities in the Classroom for Enhancing Students' Speaking Ability

Question aspect	**No. of the teachers**	**Percentage**	**Responses**
Do you organize extracurricular activities in your classroom that enhance students' speaking ability? If yes what are they?	15	75%	- Group discussion - Debate - Telling stories - Giving speech
	5	25%	- Oratory context - reporting public news
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 75%teachers organize group discussion, debate, telling stories and giving speechwhereas 25% teachers organize oratory context and reporting public news as extracurricular activities in the classroom that enhance students' speaking skill. Thus, it can be concluded that group discussion, debate, telling stories and

giving speech are the important extracurricular activities that enhance students' speaking skill.

4.1.1.6Division of Students for Group and Pair Work in the Classroom

In order to find out grade X English teachers practices of dividing students in group and pair work for communicative language practice in the classroom, they were asked a question. The question was '*How often do you divide your class in group and pair work for communicative language practice?*' In response to this question, I got the following answers from the teachers which are given in the table below:

Table6

Division of Students for Group and Pair Work in the Classroom

Question aspect	**No. of the teachers**	**Percentage**	**Response**
How often do you divide your class in group and pair work for communicative language practice?	12	60%	On the basis of nature of the topic
	6	30%	Sometimes
	2	10%	Always
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 60% teachers divide their students in group and pair work on the basis of topic. Similarly, 30% teachers divide their students sometimes whereas 10% teachers always divide their students in group and pair work for communicative language practice. Thus, it can be concluded that teachers should divide their students in group and pair on the nature of the topic.

4.1.1.7 Telling Story or Talking about Famous people in English

This section is concerned with the telling story ortalking about famous people in English while teaching speaking skill. Hence, regarding the question '*Do you tell story or talk about famous people in English while teaching speaking skill?*' In response to this question, I got the following answers from the grade X English teachers which are given in the following table:

Table7

Telling Story or Talking about Famous people in English

Question aspect	**No. of the teachers**	**Percentage**	**Response**
Do you tell story or talk about famous people in English while teaching speaking skill?	10	50%	Sometimes
	6	30%	On the basis of nature of the topic
	4	20%	Always
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 50% teachers sometimes tell story or talk about famous people in English. Likewise, 30% teachers tell story or talk about famous people in English whereas 20% teachers always tell story or talk about famous people in English while teaching speaking skill to the students of grade X. Hence, it can be concluded that teachers should talk about famous people in English while teaching speaking skill.

4.1.1.8Use of Group Work while Teaching Speaking Skill

This section is concerned with the use of group work in the classroom while teaching speaking skill. Hence, regarding the question '*How often do you use group work in your classroom while teaching speaking skill?*' I got the

following answers from the grade X English teachers which are given in the following table:

Table8

Use of Group Work while Teaching Speaking Skill

Question aspect`	**No. of the teachers**	**Percentage**	**Response**
How often do you use group work in your classroom while teaching speaking skill?	9	45%	On the basis of nature of the topic
	6	30%	Sometimes
	5	25%	Always
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 45% teachers use group work on the basis of nature of topic. Likewise, 30% teachers use group work sometimes whereas 25%teachers always use group work in their classroom while teaching speaking skill. Hence, it can be concluded that group work should be used in the classroom on the basis of nature of topic as majority of the teachers does this.

4.1.1.9Involving Students in Role Play while Teaching Speaking skill

This section is concerned with the involving of students in role play while teaching speaking skill. Hence, regarding the question '*Do you involve your students in role play while teaching speaking skill? If yes how often?*' I got the following answers from the grade X English teachers which are given in the next page.

Table9

Involving Students in Role Play while Teaching Speaking skill

Question aspect	**No. of the teachers**	**Percentage**	**Response**
Do you involve your students in role play while teaching speaking skill? If yes how often?	12	60%	On the basis of nature of the topic
	5	25%	Sometimes
	3	15%	Always
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 60% teachers involve their students in role play on the basis of nature of topic. Likewise, 25% teachers involve their students sometimes whereas 15% teachers always involve their students in role play while teaching speaking skill. Hence, it can be concluded that students should be involved in role play in the classroom while teaching speaking skill on the basis of nature of topic as majority of the teachers does this.

4.1.1.10Involving Students in Brainstorming while Teaching Speaking Skill

This section is concerned with the involving of students in brainstorming while teaching speaking skill. Hence, regarding the question '*How often do you involve your students in brainstorming while teaching speaking skill?'*,I got the following answers from the grade X English teachers which are given in the next page.

Table 10

Involving Students in Brainstorming while Teaching Speaking Skill

Question aspect	No. of the teachers	Percentage	Response
How often do you involve your students in brainstorming while teaching speaking skill?	9	45%	On the basis of nature of the topic
	8	40%	Never
	3	15%	sometimes
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 45% teachers involve their students in brainstorming on the basis of nature of topic. Likewise, 40% teachers never involve their students in brainstorming whereas 15% teachers sometimes involve their students in brainstorming while teaching speaking skill. Thus, teachers should involve their students in brainstorming on the basis of nature of topic.

4.1.1.11 Challenges Faced by the Teachers in Teaching Speaking Skill

This section is concerned with the challenges that the teachers face in teaching speaking skill. In the classroom, some students always worry to speak badly and therefore losing face in front of their classmates. In other words, some 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. In this study, grade X English teachers provided different types of challenges in teaching speaking skill. Some of the major challenges that they provided are as follows:

- Large number of students
- Students' hesitation to speak in the class

- Lack of vocabulary in students
- Lack of teaching materials, like tape recorder, video player and audio/video cassettes
- Students' nature of nothing to say
- Students' poor background in English
- Students' mother tongue interference.

The aforementioned challenges are faced by grade X English teachers while teaching speaking skill. Moreover, grade X English teachers writethat most of their students are introvert and did not like to speak in the English classroom. Similarly, almost all the grade X English teachers saythat students' poor grammar, pronunciation and hesitation are the main challenges of teachers to address while teaching speaking skill.

4.1.1.12 Challenges of Using Pair/Group Work and Role Play Techniques while Teaching Speaking Skill

This section is concernedwith the challenges of using pair/group work and role playtechniques in the classroom. Hence, regarding the challenges of using pair/group work and role play techniques while teaching speaking skill, I got the following data from the grade X English teachers:

Table 11

Challenges of Using Pair/Group Work and Role Play Techniques while Teaching Speaking Skill

Question Aspect	**No. of Teachers**	**Percentage**	**Challenges**
To teach grade X students using pair work, group work and role play technique is challenging. What do you think? Please, give reason to support your answer.	12	60%	- There will be noise in the class. - To maintain discipline in the class - lack of students' logical thinking - Lack of time due to over loaded period to teach. - It is time consuming.
	8	40%	- Students' shyness - To address individual differences in the class - Large number of students - Obligation to finish course on time
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 60% teachers face challenges like *noise in the class, maintaining disciplinary problems, lack of students' logical thinking, lack of time due to over loaded periods to teach* whereas 40% teachers face *students' shyness, individual differences in the class, large number of students and obligation to finish course on time* are the challenges of using group/pair and role play techniques in the classroom. Thus, it can be concluded that teachers face challenges in using pair, group work and role play techniques while teaching speaking skill to the students of grade X.

4.1.1.13Overcoming the Challenges of Teaching Speaking Skill

This section is concerned with the techniques of overcoming challenges of teaching speaking skill. Hence, regarding the question '*How do you overcome the challenges of teaching speaking skill?'*,I got the following answers from the grade X English teachers which are given in the following table:

Table12

Overcoming the Challenges of Teaching Speaking Skill

Question aspect	**No. of the teachers**	**Percentage**	**Responses**
How do you overcome the challenges of teaching speaking skill?	13	65%	- Discussing the importance of students' fluency in English - Using simple language and vocabularies - Implementing the strict rules for students' participation in communicative activity
	7	35%	- Listening and addressing the students' problems and difficulties - Addressing the students' individual differences - Encouraging shy students and admiring their responses
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 65% teachers discuss the importance of students' fluency in English, use simple language and

vocabularies, implement the strict rules for students' participation in communicative activity for overcoming the challenges of teaching speaking skill. In the same way, 35% teachers listen and address the students' problems and difficulties, address the students' individual differences, encourage shy students and admire students' responses for overcoming the challenges of teaching speaking skill.Hence, it can be concluded that teachers should discuss the importance of students' fluency in English, use simple language and vocabularies, implement the strict rules for students' participation in communicative activity to overcome the challenges of teaching speaking skill as majority of the teachers use these activities.

4.1.1.14 Teaching Different Types of Students

This section is concerned with the teaching of different types of students like slow who take long time to compose utterances and shy who do not like to participate in classroom activities. Hence, to teach the above types of students, I got the following types of responses from the grade X English teachers which are given in the next page.

Table13

Teaching Different Types of Students

Question aspect	**No. of the teachers**	**Percentage**	**Responses**
How do you teach slow and shy students?	11	55%	- By motivating - Using language games - By encouraging and playing the roles of supporter, facilitators and friend
	9	45%	- Praising the students' answers - Giving extra time and classes to the slow learners - Focusing individual differences in the classroom
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 55% teachers teach slow and shy learners by motivating, using language games, by encouraging and playing the roles of supporter, facilitators and friend. Similarly, 45%teachers teach the slow and shy learners by praising the students' answers, giving extra time and classes to the slow learners, focusing individual differences in the classroom and so on. Thus, it can be concluded that motivation, language games and roles like supporter, facilitator and friend are the important activities to teach the slow and shy learners as majority of the teachers use these activities.

4.1.1.15Techniques Useful to Teach Speaking Skill

This section is concerned with the useful techniques of teaching speaking skill. Hence, In response to the question '*Would you like to suggest some techniques that could be useful to teach speaking skill successfully to the grade X students?'*, I got the following data from the grade X English teachers which are given in the table below:

Table14

Techniques Useful to Teach Speaking Skill

Question aspect	**No. of the teachers**	**Percentage**	**Responses**
Would you like to suggest some techniques that could be useful to teach speaking skill successfully to the grade X students?	14	70%	- Discussion - Story telling - Interviews - Reporting - Role Play
	6	30%	- Information gap - Brainstorming - Picture describing
Total	20	100%	

The above table shows that out of 20 grade X English teachers, 70% teachers use discussion, story telling, interviews and reporting as useful techniques for teaching speaking skill. Likewise, 30% teachers use information gap, brainstorming and picture describing techniques as useful techniques for teaching speaking skill.Hence, it can be concluded that discussion, story telling, interviews and reporting are the useful techniques for teaching speaking skill.

4.1.2 Analysis of Data Collected through Classroom Observation Checklist

This section is concerned with analysis and interpretation of data that I collected from classroom observation checklist. In this study, 20 grade X English teachers were sampled. Two classes of each sample teacher were observed. Hence, the data that I found with the help of classroom observation checklist are discussed below:

4.1.2.1 Challenges Related to Students while Teaching Speaking Skill

This section is concerned with the challenges related to students in the classroom while teachers teaching speaking skill. In this study, I found teachers were facing many kinds of challenges related to students while teaching speaking skill. The data that I found in my study are presented below:

Table 15

Challenges Related to Students while Teaching Speaking Skill

Description of challenge	**Responses 'Yes" in no. of classes**	**Percentage**	**Running Commentary**
- Students' hesitation and anxiety to speak	31	77.5%	- Feel shy - Have low confidence - Afraid of mistakes
- Students speak slowly and take long time to compose utterances	34	85%	- Afraid of committing mistakes - Lack of vocabulary and creativity - Poor in logical thinking
- students' poor background in English	29	72.5%	- Seems poor in fundamental concepts of English language - Rare vocabulary knowledge
- Among teachers and students interaction	36	90%	- Rare interaction among teacher and students - Students' poor response to the

			teachers' queries
- Among students and students interaction	25	62.5%	- Rare interaction among students and students - Lack of students' interest - Teachers not providing such type of environment
- Low and rare participation of students in conversation	32	80%	- Students' negligence towards it - Students' anxiety of committing mistakes
- students' poor grammar and pronunciation	35	87.5%	- Lack fundamental concepts of grammars - Poor pronunciation - Wrong use of grammar

The above table shows that out of 40 observed grade X English teachers' classes, in 77.5%classes teachers faced the students'hesitation and anxiety to speak. In those classes, I observed students felt shy, had low confidence and afraid of making mistakes while speaking.

Similarly, in85%observed classes, I found students spoke slowly and took long time to compose utterances. In those classes, I observed students were afraid of committing mistakes, lacking vocabulary and creativity as well as poor in logical thinking.

Likewise, in 72.5% observed classes, I found students were poor in basis knowledge of English. In those classes, I observed students were poor in fundamental concepts of English language and had rare vocabulary knowledge.

In the same way, in 90% observed classes, I found students had problems in interacting with the teachers.I found poor interaction among teacher and students and students had poor responses to the teachers' queries.

Similarly, in 62.5% observed classes, I found students had problems of interacting among students. In those classes, I found rare interaction among students and students, lack of students' interest towards it and teachers also did not providing sufficient such type of environment for it.

Likewise, in 80% observed classes, I found students had low and rare participation in conversation. In those classes, I found students' negligence towards it and students' anxiety of committing mistakes while speaking.

In the same way, in 87.5%classes, I found students had poor grammar and pronunciation. In those classes, I observed students lack fundamental concepts of grammars, poor pronunciation and wrong use of grammar while speaking.

4.1.2.2Challenges Related to Teachers while Teaching Speaking Skill

This section is concerned with the challenges that the grade X English teachers face while teaching speaking skill. Hence, in this study, I found grade X English teachers faced many challenges while teaching speaking skill. The data that I found are presented below:

Table 16

Challenges Related to Teachers while Teaching Speaking Skill

Description of challenges	**Responses 'Yes" in no. of classes**	**Percentage**	**Running Commentary**
- Challenges in maintaining medium of instruction	24	60%	- Many students do not understand English - Which mother tongue should be used because class is multilingual
- Challenges in excessive check of homework/class work	19	47.5%	- Large number of students - obligation to finish course on time
- Difficulty in organizing teaching learning activities	18	45%	- Some students' negligence towards English language learning - Teachers' lack of organizing teaching learning activities like role play, group work and pair work
- Challenges in determining the individual needs	31	77.5%	- Introvert and extrovert students - gap between slow and

of each students			fast learners
- Challenges in using pair/group work due to students' rare participation in communicative activities	33	82.5%	- Afraid of committing mistakes - Students' negligence towards working in group/ pair work - Students' lacking motivation
- Challenges in addressing individual students in the classroom	34	85%	- Large number of students - Multilingual and multicultural classroom - Many students many needs, interests and curiosity
- Challenges in excessive use of mother tongue by the students	16	40%	- Challenges in addressing students' mother tongue - Minimizing students' mother tongue - Encouraging students to use English only in English classroom

The above table shows that out of 40 observed grade X English teachers' classes, in 60% observed classes teachers faced challenge of maintaining medium of instruction. In those classes, I found many students did not

understand English taught by their teachers. Teachers faced challenge in deciding to use mother tongue as the class was multilingual and multicultural.

Similarly, in 47.5% observed classes,I found teachers faced challenges in excessive check of homework/classwork. In those classes, I observed large number of students and obligation to finish course on time.

Likewise, in 45% observed classes, I found teachers faced challenges in organizing teaching learning activities like group/pair work. In those classes, I observed some students' negligence towards English language learning, teachers' lack of organizing teaching learning activities like role play, group work and pair work, students were poor in fundamental concepts of English language and had rare vocabulary knowledge.

In the same way, in 77.5% observed classes, I found teachers faced challenges in determining and pointing out individual differneces in the classrooms. In those classes, I found Introvert and extrovert students, gap between slow and fast learners.

Similarly, in 82.5% observed classes, I found teachers faced challenges in using pair/group work in the classroom. In those classes, I found students' negligence towards working in group/ pair work, lack of motivation.

Likewise, in 85% observed classes, I found grade X English teachers faced challenges in addressing individual students in the classroom. In those classes, I observed large number of students, multilingualas well as multicultural classroom students.

In the same way, in 40%observed classes, I found teachers faced excessive use of mother tongue by the students. In those classes, I observed students had poor grammar and pronunciation. In those classes, I observed teachers' challenges in addressing students' mother tongue, minimizing students' mother tongue, encouraging students to use English only in English classroom.

4.1.2.3 Communicative Activities Used in the Classroom while Teaching Speaking Skill

This section is dealt with the communicative activities that were used in the classroom while teaching speaking skill. Such different activities used in the class have been presented in the next page.:

Table 17

Communicative Activities Used in the Classroom while Teaching Speaking Skill

Communicative activities	No. of classes	Percentage
Describing pictures and picture differences	20	50%
Role play	18	45%
Discussion	15	37.5%

The above table shows that out of 40 observed classes in 50% classes, grade X English teachers use picture describing and picture differences activities while teaching speaking skill. Likewise, in 45% classes, teachers used role play activity whereas in 37.5% classes teachers used discussion activity for teaching speaking skill. Hence, it can be said that picture describing and picture differences activitiesare most used communicative activity in the classroom while teaching speaking skill.

4.1.2.4 Communicative Activities Used in Real Life Situation

This section is dealt with the communicative activities used in real life situation while teaching speaking skill. Such different activities used in the class have been presented in the next page.

Table 18

Communicative Activities Used in Real Life Situation

Activities in real life situation	No. of classes	Percentage
Telling stories and experiences	21	52.5%
Reporting	10	25%
Oral description	4	10%
Oral games	2	5%

The above table shows that out of 40 observed classes in 52.5% classes, grade X English teachersuse telling stories and experiences asreal life situation. Likewise, in 25% classes teachers ask students to report something whereas in 10% classes teachers ask students for oral description while teaching speaking skill. In the same way, in 5% classes teachers provide oral games to the students for communicative practice. Hence, it can be said that telling stories and experiences are the important communicative activities used as real life situation.

4.2 Summary of Findings

This study was limited to the 20 grade X English teachers. Those English teachers were selected from Palpa district in order to explore the grade X English teachers classroom activities and the challenges that they face in teaching speaking skill. In order to collect the data for this purpose, questionnaire and classroom observation check list were used as research tools. Hence, the summary of findings provided by these research tools are separately given below:

4.2.1 Summary of Findings

This section deals with the summary of findings collected from questionnaire and classroom observation check list.

A. Findings related to activities used in teaching speaking skill:

(i) Findings from questionnaire

- It was found that group discussion, debate, telling stories and giving speech , group and pair work and telling story or talking about famous people in English were the common classroom activities used by grade X English teachers in teaching speaking skill.
- Likewise, it was found that out of 20 grade X English teachers, 60% teachers sometimes taught speaking skill separately to the students of grade X.
- Similarly, it was found that out of 20 grade X English teachers, 40% teachers asked questions to motivate their students in participating speaking activity.
- Likewise, it was found that out of 20 grade X English teachers, 50% teachers performed the roles like director, monitor, manipulator, facilitator, co-communicator, friend and resource person while students collaborating with their classmates.
- In the same way, out of 20 grade X English teachers, 75% teachers organized group discussion, debate, telling stories and giving speech for teaching speaking skill.
- Similarly, out of 20 grade X English teachers, 60% teachers divided their students in group and pair work on the basis of nature of topic.
- Likewise, out of 20 grade X English teachers, 50% teachers sometimes told story or talk about famous people in English while teaching speaking skill.
- In the same way, out of 20 grade X English teachers, 45% teachers used group work on the basis of nature of topic.
- Similarly, out of 20 grade X English teachers, 60% teachers involved their students in role play on the basis of nature of topic.

- Likewise, out of 20 grade X English teachers, 45% teachers involved their students in brainstorming on the basis of nature of topic.
- In the same way, out of 20 grade X English teachers, 55% teachers taught slow and shy learners by motivating, using language game, by encouraging and playing the roles of supporter, facilitators and friend.
- It was found that out of 20 grade X English teachers, 70% teachers used discussion, storytelling, interview and reporting as useful techniques for teaching speaking skill.

(ii) Findings from classroom observationchecklist

- It was found that out of 40 observed classes in 50% classes, grade X English teachers used picture describing activity while teaching speaking skill.
- Likewise, it was found that out of 40 observed classes in 52.5% classes, grade X English teachers used telling stories and experiences in real life situation for teaching speaking skill.

B. Findings related to challenges faced in teaching speaking skill

(i) Findings from questionnaire

- It was found that students' poor grammar, pronunciation and hesitation were the main challenges for the grade X English teachers to address while teaching speaking skill.
- In the same way, it was found that out of 20 grade X English teachers, 10 50% teachers said that their students always worried of committing mistakes while speaking.
- Likewise, large number of students, students' hesitation to speak in the class, lack of vocabulary in students, lack of teaching materials, like tape recorder, video player and audio/video cassettes, students' nature of nothing to say, students' poor background in English and

students' mother tongue interference were found common challenges faced grade X English teachers while teaching speaking skill..

- Similarly, out of 20 grade X English teachers, 60% teachers faced challenges like noise in the class, maintaining disciplinary problems, lack of students' logical thinking, lack of time due to over loaded periods to teach.
- Likewise, out of 20 grade X English teachers, 65% teachers discussed the importance students' fluency in English, use simple language and vocabularies, implement the strict rules for students participation in communicative activity to overcome the challenges of teaching speaking skill.

(ii) Findings from classroom observation checklist

- It was found that out of 40 observed grade X English teachers' classes, in 77.5% classes teachers faced the students' hesitation and anxiety as a challenge to teach speaking skill.
- Similarly, out of 40 observed classes in 85% classes, students spoke slowly and took long time to compose utterances.
- Likewise, out of 40 observed classes in 72.5% classes, students were found poor in basis knowledge of English.
- In the same way, out of 40 observed classes in 90% classes, students had problems in interacting with the teachers.
- Similarly, out of 40 observed classes in 62.5% classes, students had problems of interacting among their classmates.
- Likewise, out of 40 observed classes in 80% classes, students had low and rare participation in conversation.
- In the same way, out of 40 observed classes in 87.5% classes, students were found having poor grammar and pronunciation.
- Similarly, out of 40 observed grade X English teachers' classes, in 24 60% classes teachers faced challenge of maintaining medium of instruction while teaching speaking skill.

- Likewise, out of 40 observed classes in 47.5% classes, teachers faced challenges in excessive check of homework/classwork.
- In the same way, out of 40 observed classes in 45% classes, teachers faced challenges in organizing teaching learning activities like group/pair work.
- Similarly, out of 40 observed classes in 77.5% classes, teachers faced challenges in determining and pointing out individual differences in the classrooms.
- Likewise, out of 40 observed classes in 82.5% classes, teachers faced challenges in using pair/group work in the classroom.
- In the same way, out of 40 observed classes in 85% classes, grade X English teachers faced challenges in addressing individual students in the classroom.
- Similarly, out of 40 observed classes in 40% classes, teachers faced excessive use of mother tongue by the students.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

The present study has found out the grade X English teachers classroom activities and challenges that they face in teaching speaking skill. The objective of this study was to explore the grade X English teachers' classroom activitiesused and the challenges that they face in teaching speaking skill. In this study, 20 grade X English teachers of Palpa district were sampled using purposive non-random sampling procedure. Similarly, two types of research tools were used in order to collect data for this study. They were questionnaire and classroom observation checklist. Thus, after the analysis of the data, It was found that group discussion, debate, telling stories and giving speech , group and pair work and telling story or talking about famous people in English were the common classroom activities used by grade X English teachers while teaching speaking skill. Similarly, it was found that students' poor grammar, pronunciation and hesitation were the main challenges for the grade X English teachers to address while teaching speaking skill. Likewise, it was found that out of 20 grade X English teachers, 50% teachers performed the roles like director, monitor, manipulator, facilitator, co-communicator, friend and resource person while students collaborating with their classmates. In the same way, it was found that out of 40 observed grade X English teachers classes, in 77.5% classes teachers faced the students' hesitation and anxiety as a challenge to teach speaking skill. Similarly, out of 40 observed classes in 85% classes, students spoke slowly and took long time to compose utterances. In the same

way, out of 40 observed classes in 85% classes, grade X English teachers faced challenges in addressing individual students in the classroom.

5.2 Recommendations

The findings of this research work as summary and the gist as conclusion will be utilized in the following mentioned three levels:

5.2.1 Policy Related

The following policy related recommendation can be made:

- Secondary level English teachers should be given different types of long and short term trainings for effective teaching of speaking skill.
- Policy makers should formulate policy for effective teaching of speaking skill using pair/group work, role play and group discussion.

5.2.2 Practice Related

The following practice related recommendation can be made:

- Teacher can carry out an action research for better learning and teaching of speaking in the title effectiveness of group discussion in teaching speaking skill.
- Teachers should use group/pair work, telling about the famous people in teaching speaking skill.

5.2.3 Further Research Related

The following further research related recommendation can be made:

- The further action research can be conducted in the effectiveness of teaching and learning of speaking skill.

- The further researcher can explore the use of pair/group work, role play and group discussion for effective learning of speaking skill.

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Appendix I

Questionnaire

Dear Sir/Madam

This questionnaire is a research tool for gathering information for my study work entitled **"Classroom Activities Used and Challenges Faced by Grade X English Teachers in Teaching Speaking Skill"** under the supervision of **Mr. ReshamAcharya**, Teaching Assistant, Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be great value to me. I am interested in your personal opinion. So, please feel free to put your responses required by the questionnaire. At the same time, I assure you that the responses made by you will be exclusively used only for the research study.

Thank You

Researcher

Loknath Bashyal

T.U., Kirtipur, Kathmandu

Personal Details

Name of the Teacher:

Name of Institution:

Qualification:

Date:

Class:

(i) How often do you teach speaking skill separately to the students of grade X?

(a) Sometimes

(b) Always

(c) Nature of the topic

(d) Never

(ii) What is the attitude of your students towards communicative activity?

(a) Interesting

(b) Worried of committing mistakes

(c) Reluctant

(d) Any, other.....

(iii) How do you involve your shy students in communicative activity?

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

(a)Yes

(b) No

(v) Which of the following techniques do you think most important to motivate the students in participating speaking skill?

(a) Telling jokes

(b) Telling short stories

(c) Singing a song

(d) Asking questions

(vi) What do you do when students are interacting /collaborating with their classmates on a certain task?

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(vii) Do you organize extracurricular activities in your classroom that enhance students' speaking ability? If yes what are they?

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(viii) How often do you divide your class in group and pair work for communicative language practice?

(a) Sometime

(b) Always

(c) Nature of the topic

(d) Never

(ix) Do you tell story or talk about famous people in English while teaching speaking skill? If yes how often?

(a) Sometimes

(b) Always

(c) Nature of the topic

(d) Never

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

(a) Sometimes

(b) Always

(c) Nature of the topic

(d) Never

(xi) Do you involve your students in role play while teaching speaking skill? If yes how often?

(a) Sometimes

(b) Always

(c) Nature of the topic

(d) Never

(xii) How often do you involve your students in brainstorming while teaching speaking skill? Give reason to support your answer.

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(xiii) What kinds of challenges do you face while teaching speaking skill?

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

(a) Yes

(b) No

(xv) Students' poor grammar, pronunciation and hesitation are the main challenges of teachers to address while teaching speaking skill. What do you think?

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(xvi) To teach grade X students using pair work, group work and role play technique is challenging. What do you think? Please, give reason to support your answer.

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(xvii) Which of the following is the challenge of teachers while teaching speaking skill?

(a) Students' inhibition

(b) Students' difficulties in speaking

(c) Students' nature of nothing to say

(d) Students' poor background in English

(xviii) How do you overcome the challenges of teaching speaking skill?

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

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(xx) How do you teach slow learners?

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

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(xxii) 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

(xxiii) Would you like to suggest some techniques that could be useful to teach speaking skill successfully to the grade X students?

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Appendix II

Classroom Observation Checklist

Teacher's Name: **Date:**

School's Name: **Class:**

S.N.	Description of Challenges and Classroom Activities	Yes	No	Running Commentary
1	Students' hesitation and anxiety to speak			
2	Students' speak slowly and takes long time to compose utterances			
3	Students' poor background in English			
4	Challenges related to frequent interaction - Among teacher and students			

	- Among students and students			
5	Challenges of low and rare participation of students in conversation			
6	Challenges in maintaining medium of instruction			
7	Challenges in excessive check of homework/classwork			
8	Difficulty in organizing teaching learning activities			
9	Challenges in determining the individual needs of each students			
10	Challenges in using pair/group work due to students' rare			

	participation in communicative activities			
11	Challenges in addressing individual students in the classroom			
12	Challenges in excessive use of mother tongue by the students			
13	Students' poor grammar and pronunciation			
14	Communicative activities - Information gaps - Opinion gap - Role play - Dramatization - Discussion - Describing pictures - Picture differences - Guessing games			

15	Activities in real life situation - Oral games - Telling stories and experiences - Oral description - Reporting			

Researcher

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