

CHAPTER ONE

INTRODUCTION

The introduction part of this study entitled **Managing Large Class for Teaching Speaking: Practices and Problems** 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 definitions of the key terms.

1.1 Background of the Study

Teaching of English takes place all around the world. It is used as second language (L2) in most of the countries. English is taught and learnt as compulsory as well as optional subject in Nepal. Teaching is a process of helping students to learn something. It involves interaction among many elements of whole education system such as teacher, learner, methods and teaching materials. In this regard, Harmer (2008) says teaching and learning English consists of four skills. They are listening, speaking, reading and writing. Communication includes speaking skill along with its aspects and elements. Speaking skill has become the important aspect of language.

Similarly, speaking has played an increasingly important role in second or foreign language setting as a means of communication in the daily life. It can be defined as the ability to express oneself fluently in a foreign language. Richards (2008) says that the mastery of speaking skill in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their spoken language proficiency. It is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues (Kayi, 2006). However, today's world requires that, the goal of teaching

speaking should be the improvement of students' communicative skills then only students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances.

Teaching speaking in ESL/EFL context appears to be extremely difficult for teachers to make their teaching successful. In this regard, Kayi (2006) says that, speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing though it is interrelated. It needs habit formation because it is a real communication. It is a productive skill so it needs practicing as often as possible. Teaching speaking is affected by different factors such as: large classroom, mixed ability class, lack of physical facilities and teaching materials, teaching methods and technique, lack of enough exposure in English, poor economic condition of school and students, lack of interest of students in learning English, opportunities in the classroom, poor comprehension, and mother tongue interference.

Among these problems, teaching speaking skill in a large class often has created problem for many teachers. Similarly, learners sometimes have some constraints when they want to talk in the classroom. They feel afraid of making mistake; they are reluctant to be judged by the hearer. In this regard, Zhang (2009) argues that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. In the large classroom it is practically difficult to have a proper conversation with students, and even the physical setting of the classroom become the challenging job for the teachers to create interactive environment inside the classroom.

Teaching speaking has an important standing in global communication. Both oral and written communication speaking skills are essential around the world. Since the aim of teaching English speaking is not only to develop knowledge of

grammar and written skills but also to teach oral skills, the aim of English language education is to provide learner with the capabilities to understand the language and the ability to both write and speak. However, there are so many existing problems so far due to the teaching and learning process. It is necessary to study these issues in order to discover the problems with speaking by analyzing the types of problems and reasons behind the problems. Most of the students and teachers find speaking, especially important, yet challenging one. Thus, in this study I tried to explore the practices and problems of teaching speaking in large and heterogeneous classes.

1.2 Statement of the Problem

Speaking is one of the important skills which is taught for the communicative purpose. But in the context of Nepal, I have experienced that speaking has given less priority. To be specific, in my experience, teaching speaking skill is really challenging where there is lack of things such as: lack of physical facilities, lack of teaching materials, teaching methods and technique, lack of enough exposure in English, poor economic condition of school and students, lack of interest of students in learning English, large class size, mixed ability class, government policy, poor comprehension rate, mother tongue interferences and so on.

In this regard, I have tried to explore the issue of teaching speaking skill in the large classroom. In the classroom, learners come from different learning backgrounds. In many community schools, there are large numbers of students who learn together. So, most of the English teachers might have to face many problems while teaching. They often have problems of student involvement, classroom management and material preparation. The teachers do not have much time to give priority to each student and to involve them in different sort of communicative tasks such as group work, pair work and role play. When I was a student of secondary level, I did not find my teachers organizing group work, pair work and any special seating arrangement of the students that

enhance students' communicative competence. They were simply focusing on content in their own way to the whole class regardless of student's involvement in discussion and interaction. Speaking skill is most ignored skill of language in Nepalese ELT context. Large class has become a problem for teaching and learning speaking skill, as it is quite difficult to give equal opportunity to practice. Here, my concern was to find out the practices and problems of teaching speaking in large class at secondary level community school. On the other hand, the classroom practice determines the effectiveness of learning. The good practice enhances effective learning achievement. In this way, my concern was to observe how speaking has been practiced by the teachers in those classes. Though, there are many studies related to teaching speaking, the problems and practices on it has been found one of the less-researched areas. In this regard, I wanted to address those practice and problems in this study.

1.3 Objectives of the Study

The main objectives of the study were as follow:

- a) To find out the practices of teaching speaking in large classes.
- b) To find out the problems in teaching speaking in large class.
- c) To suggest some pedagogical implications.

1.4 Research Questions

The present study was intended to find out the answers of the following questions.

- a) How do teachers practice speaking skill in their classroom instruction to improve students' speaking proficiency?
- b) What practical problems they have been facing so far while teaching speaking skill in large classes?

1.5 Significance of the Study

This research has presented the practices and problems of teaching speaking in large class. This study will be useful to all those teachers who are teaching English. And also it will be useful to the teachers, students, researchers and educationists as well as curriculum designers as a useful reference to the other researchers to collect information about problems of teaching speaking in language classroom. This study will be helpful to language teachers for developing different learning activities to enhance students speaking skill. Similarly, it is important in the field of English Language Teaching (ELT). This study is beneficial to those who are directly or indirectly involved in teaching learning English.

1.6 Delimitations of the Study

This study was limited to the practices and problems related to teaching speaking in large class. Similarly, it was limited to the practices and problems in secondary schools of Kathmandu district. It was confined to the case of only one English teacher of secondary level community school. Sample was selected only through non-random purposive sampling procedures and data were collected through observation and diary keeping.

1.7 Operational Definitions of the Key Terms

The following key terms used in this study have been defined from their operational point of view.

Problem: A problem refers to the difficulties that secondary level English teachers have been facing while teaching speaking in large class.

Community School: Those schools that are regulated by the approval and regular support of the government.

Large class size: in my study, the class which has 40 or above students in a classroom is called large classroom.

Speaking skill: refers to the ability of expressing ones' ideas, emotions, thoughts and feelings fluently and accurately in interactive ways.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This unit is basically concerned with review of theoretical literature which is related to the study. After that, a glimpse of previous studies related to the present study is discussed in next sub-heading. Then, how the particular reviewed study is beneficial for the researcher is discussed in the subsequent section. At last, the whole summary of the study is shown in a framework.

2.1 Review of Related Theoretical Literature

Review of theoretical literature refers to the review of existing theoretical body of knowledge in the area of researcher's interest. This sub chapter tries to generate the various theoretical perspectives related to practices and problems of teaching speaking in large classes.

2.1.1 An Introduction of Language Skill

A language is basically used in real-life situation in the order to receive information and for communication. In this regard, Harmer (2008) says language skills can be characterized as receptive, which involves reading and listening, then as productive including writing and speaking. They are integrated not only while we are teaching and learning a language but also in real-life situation while we are using it for various purposes.

Similarly, language skills are very essential for teaching and learning a foreign or second language. In this regard, Hinkel (2006, as cited in Harmer, 2008, p.265) classifies that skill together makes little sense to talk about the skills in isolation. He points out it as, 'in meaningful communication, people employ incremental language skills not in isolation, but in tandem'. In teaching and learning process, four language skills are related to each other. Similarly, one skill demands another skill because if we are reading and speaking, we often

mix what we are doing with other skills. Likewise, among these skills, speaking is the most important, complex, complicated task in teaching and learning process because it needs more practice to improve the communicative competence. In this regard, Ur (1996, p.120) says “Of all the four language skills (listening, speaking, reading and writing), speaking seems intuitively 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.

2.1.2 Speaking as a Skill: Nature and Aspects

Speaking is the action of conveying information or expressing one’s thoughts and feelings. It is the delivery of language through the mouth. Talking about the nature of speaking skill, Harmer (2008) says:

If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English will have to be able to speak in a range of different genres and situation, and they will have to be able to use a range of conversation and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too. (p.343)

Speaking means, speak fluently with correct pronunciation as well as understand the situation and able to speak by using different genres. Students and teachers need to know the appropriate use of stress and intonation patterns while teaching and learning speaking skill.

Similarly, Widdowson (1978, as cited in Souheir, 2013, p. 16) says, speaking can be understood in two ways: in terms of usage, and use. In terms of its

usage, speaking is producing bits of language such as words and sentences that are grammatically correct by means of the vocal organs. So, speaking is simply a productive skill that is expressed through the aural medium. However, in terms of its use, speaking is both productive and receptive. Hence, it is a communicative activity which occurs in natural communication, and which can be considered as a part of a dialogue or any other type of oral communication. In the same way, Thornbury (1989, p. 1) says that speaking is so much a part of daily life that we take it for granted. Speaking is used for expressing our ideas, feelings, desires and opinions in our daily life. With the help of speaking, we express our feelings, thoughts, ideas, opinions, and desire to establish good relationship and friendship.

Likewise, speaking skills are the skills that give us the ability to communicate effectively. It is one of the skills that have to be mastered by students in learning English. In this regard, Richards (2008) states that in speaking, we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to communicate easily and explore their ideas. Thus, second language learners can practice speaking orally or in a written mode. Though the aim of teaching English speaking is to communicate and express their feelings, thoughts, emotions without any hesitation, anxiety etc. and communicate fluently and appropriately.

2.1.3 Teaching Speaking Skill

Speaking is with no doubt, one of the most important language skills, students can acquire during their English as the Second Language (ESL) classes. In the past, there had always been strong emphasis on teaching grammar and vocabulary as the crucial tools for communication, but as Thornbury (2005) claims “It is generally accepted that knowing a language and being able to speak it are not synonymous” (p. IV). Similarly, the goal of teaching speaking skill is to communicate efficiently. Learners should be able to make themselves

understood, using their current proficiency to the fullest. In the same way, Talley and Hui-ling (2014) observe that teaching speaking skill should endeavor to expose learners to authentic, practical settings for speaking English and encourage active learner involvement in the interaction. Similarly, people usually give an equal importance to know a language and speak a language. However, Ur (1996) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language.

Similarly, the aim of teaching speaking is to make students able to communicate well. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Likewise, Haozhang (1997) says that the focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. The teaching and learning of speaking is the development of the ability to interact successfully in that language and this involves comprehension as well as production. Learners must acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners because speaking is not only pronouncing utterances correctly but also expressing ideas and emotions contextually and appropriately.

In this regard, Richards and Renandya (2002) view:

The ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved. Speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the

time we spend with friends. When we engage in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone, about something, or to clarify information. (p.201)

They mean to say that, all different skills have their own importance as well as they are related to one another. Among these skills, speaking is important and complex task. We cannot communicate if we don't know the main purpose of the speaking. Throughout the conversation, we communicate easily as well as express our emotion, feelings, desire and engage different sort of activities. The primary purpose of teaching any language is to develop an ability to speak fluently in that language. Speaking is a crucial part of second language learning and teaching. In this regard, (Hedge, 2008) most of the language teaching programs are to prepare the learners for meaningful interaction, making them able to use and understand natural speech from the genuine interaction. We can say that, 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. Rather than just have students 'speak' in the classroom, teacher should be teaching students specific speaking skills, known as sub-skills or micro skills. Lackman (2010) has pinpointed the following sub skills of Speaking:

- a) Fluency
- b) Accuracy with words and pronunciation
- c) Using functions
- d) Appropriacy
- e) Turn-taking skills
- f) Relevant length
- g) Responding and initiating
- h) Repair and repetition
- i) Range of words and grammar

j) Discourse marker (p.3)

The points above posit that the students should have the fluency of spoken language, they communicate language accurately with words and pronunciation, use appropriate function, need to know the turn-taking skills, maintain the relevant length, responding with correct words and grammar and understand the discourse situation while learning speaking. Above mentioned sub skills are related to the teaching speaking skill. If the teacher focuses on the all above speaking sub skills while teaching in the classroom, it might be possible to reduce some problems and to improve the oral production of the students. As we know that the main focus of teaching speaking means to improve the communicative competence, the teachers provide different teaching learning strategies using with different sub skills, there is no doubt, students definitely improve their speaking skills. So, speaking sub skills are very important to the teaching learning process. However, the success of a language program, and advances in language teaching have sometimes been seen as being dependent on the teachers and students. Teachers are the key factors to develop communicative competence through the teaching learning process.

2.1.3.1 Teacher's Role in Speaking Skill

Teacher's role in the classroom changes according to the activity and its purpose. They have to play key role to motivate and involve the students in speaking activities if they really want to improve students speaking abilities. Browne (2007, p.34) states, the teachers have a threefold role in developing learner's oral language. At first, they need to plan opportunities for talk, provide models of different types of speaking and listening, and respond to and develop learner's contributions. So, the teachers need to plan different activities that develop speaking and listening skills. Browne (2007,) defines:

Learners need to model of the vocabulary and speech habit that they want them to learn. As well as providing models through their everyday use of language in the classroom, practitioners can provide demonstrations of particular uses and forms of language by asking for information; describing an object; recounting an experience; and giving reasons for their opinion. p.34

In language classroom, teacher is the facilitator to provide such an opportunity to communicate each other and do some activities in the classroom. If the teacher gives some activities with examples students' surely follow these kinds of demonstrations in their real life situation. A good ESL/EFL teacher must be able to recognize the language problems as well as work to find solutions. Even a small weakness in teaching methods can help to create a more productive and casual environment for both teachers and students. Teachers and students both play important role in speaking classroom. Teachers are models who give opportunity to speak, manage their speaking task, arrange classroom, and organize different effective learning materials, build good rapport with students, encourage students to do some creative work and so on.

Harmer (2008) said, to facilitate students with the 'new' language, teachers should have students exposed to the language, understand its meaning, understand its form (how it is constructed) and practice it. Therefore, in order to encourage their students to speak, teachers must do something different than they usually do in teaching other skills. Teachers can create more enjoyable speaking class by doing some activities such as role-play, discussion or some kinds of games to promote students' speaking ability. Thus, taking only one particular role and strictly following it might be unwise and unpractical.

2.1.3.2 Student's Role in Speaking Skill

Student is the responsible person, not only in the language classroom but also in the overall program of teaching and learning process. While the task of providing input is a responsibility of the teacher, the learners also have certain responsibilities. They need to process the intake and come with the output. One important responsibility of the learners is to attend to the input they receive. In this regard, Lee & Van Pattern (2003, as cited in Briggs, 2014, p.13) say, input gets processed in (learners') working memory and it becomes intake. This intake, in turn, eventually becomes part of learners' inter-language via occasions when learners are pushed to produce output (Swain & Lapkin, 1998; Swain, 2005, as cited in Biggs, 2014, p.13).

Output plays an integral role in second language acquisition. In teaching learning process, different practices and activities take place through the input-intake-output. Students can improve little by little, receiving input. To improve their speaking ability, they must use the language to interact with their teachers, friends, and others in a meaningful way. Learners are active participant; they are resourceful person, negotiator to play the role of interactively in language classroom. Different activities like role play, group work, and pair work plays important role in language classroom and help to foster the students speaking ability. Students are responsible to act out the different learning activities in the classroom. Teachers create a good atmosphere by using different activities which help to develop students speaking ability. Hence, I would like to discuss different classroom teaching learning speaking activities.

2.1.4 Activities for Teaching of Speaking Skill

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know the different kinds of situations in the world. People who have ability in speaking will be better in sending and receiving information or message to one another. The learners increase their speaking abilities only if they involve in the

different kinds of speaking activities. In this regard, Ur (1996) says, “Classroom activities that develop learners’ ability to express themselves through speech would be seen as an important component of a language course”. As language learners who had learned English intensively, the students should be able to interact orally each other through English.

Similarly, the goal of fluency-focused activities is according to, Davies and Pearse (2000) say, “To practice different utterances of newly acquired language in natural communication”. In different activities, learners are not expected to avoid mistakes at any cost; they are encouraged to be able to express their opinions, react spontaneously to real-life situations and to convey the message as quickly as possible. Unfortunately, in real teaching and learning, most of the students have difficulty in their speaking production. They looked inhibited in the activities that involve oral skill. Many of them felt afraid of being criticized and humiliated in front of their classmates. As a result, they avoided being part of this kind of activities. It shows that students only have activities that involve reading and writing skills. They are not used to speak and have no motivation. So, it is necessary to implement different activities which might help students to enhance speaking skill and get chance to develop communicative competence. Kayi (2006) has identified some activities to promote speaking skills which can be discussed in following way:

-) Discussion
-) Role Play
-) Simulation
-) Information Gap
-) Brainstorming
-) Storytelling
-) Interviews
-) Story Completion
-) Reporting

-) Playing Cards
-) Picture Narrating
-) Picture Describing
-) Find the Difference

As mentioned above, different activities help to promote speaking skill in teaching learning process and support to enhance communicative competence. To create classroom speaking activities that will develop student's communicative competence, increase students involvement, enhance students speaking proficiency, build good rapport with all types of students, reduce anxiety and create good teaching and learning environment and so on.

Similarly, Harmer (2008, pp.348 -352) provides the following activities for teaching speaking:

Acting from a script: It is a type of speaking activity in which students are asked to perform scripts of a play or a film. Harmer (2008,p. 348-349) claimed that students can be engaged in activities where they act out scenes from plays, their course books, or even from dialogues written by themselves in front of the class providing that the teacher creates an appropriate atmosphere for the activity.

Communication games: Communication games are activities which increase interaction among students through talking to one another in order to solve a puzzle, draw a picture, put things in the right order, find similarities and differences between pictures, and so on (Harmer 2008, p.349). Communication games are mainly useful because they provide students with the opportunity to speak using the target language and maximize interaction in the language classroom.

Discussion: In order to develop speaking skills in learners, the teacher can make them discuss a topic in pair or groups. Discussions range from formal to informal. Kayi (2006) says, if the teacher provides controversial sentences like

‘people learn best when they read vs. people learn best when they travel’. Then each group works on their topic for a given time period, discuss with their friends and present their opinions to the class. Discussion can be managed in different ways such as buzz group, instant comments, formal debates, unplanned discussions and reaching a consensus.

Prepared talks: Prepared talks are very common activities in which the students choose a topic, prepare it, and then present it in front of the whole class. Because of preparation and preplanning, prepared talks are usually formal and written. However, learners had better speak from notes rather than from long texts because they will be reading rather than speaking (Harmer 2008).

Questionnaires: In questionnaires, students can choose any topic that seems interesting to them and design a questionnaire. Questionnaires are very useful activities that help the learner acquire different language patterns through the repetition of those structures, and they thus develop their communication proficiency (ibid 352).

Simulation and role-play: Simulation and role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP). Similarly, when students are doing simulation and role plays, they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly (Harmer 2008, p.352).

Likewise, teachers are the facilitators to facilitate their students and provide them right instruction. The teacher explains the activity rules when teaching learning process in the classroom. As the result, the teacher can decide the suitable activities to improve the students’ ability, especially in speaking skill. For example, the teacher use ‘pair work’ and ‘group work’ activities. They ask their student to make a conversation with their friend in one table. It includes

asking question and giving information. In this way, the students will be able to do different speaking activities comfortably in the classroom.

The above mentioned activities are proposed for teaching speaking. They almost all aim at maximizing interaction among language learners, and at developing their communication proficiency. Different activities set up in the classroom to create opportunities and purposes for verbal communication practice. In second language classroom, both teachers and students are actively participated and share their own attributes with the help of different activities. Different activities help to create a good atmosphere to interact to each other. It plays crucial role and it can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning. During the teaching process, teacher also faces the different problems in teaching speaking. Hence, here is the discussion about the problems in teaching speaking skill.

2.1.5 Problems in Teaching Speaking Skill

Speaking is one of the four skills that are considered to be the fundamental product of building a language. However, speaking problems can be major challenges to effective foreign language learning and communication. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. In this regard, Ur (1996, p.121) argues that students “are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”. So because of these reasons students are afraid to use English in the classroom. Similarly, Brown and Yule (1999, as cited in Efrizal, 2012, p.2) state, “Speaking is depending on the complexity of the information to be communicated; however the speaker sometimes finds it difficult to clarify what they want to say”. In most of the language classroom, learners try to respond to

their teachers but the complexity of speaking affects the communicative purpose and learners find difficult to clarify what they want to say.

As language learners who learn English language intensively, they should be able to interact orally through English. But in fact, most of the students do not use English in their conversation. They prefer to use Nepali language than English in their conversation. In my experience, method in teaching English that is used by English teacher in classroom was traditional method that made English atmosphere in classroom boring and monotonous.

Learning English as a second language has long been of interest for teachers and educators. Everyone tries to reduce the obstacles and difficulties in learning English. But unfortunately, few people are able to reduce these problems. Many students and teachers of English language have always encountered with problems. There are a number of complexities and problems which are associated with speaking. Davies and Pearse (2008, p.39) present three genuine situations when the L2 learners experience problems with speaking:

1. Many people do not like speaking 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.
2. 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?'
3. Like listening, speaking takes place in 'real time', and speakers do not usually have time to construct their utterances carefully. In conversation, the commonest kind of speaking, we have to do many things all together: understand what the other person is saying, say what we want when we get the chance to speak, be prepared for unexpected changes of topic, and think of something to say when there is a long pause.

Similarly, Ur (1996, p.121) presents some other factors that cause difficulty in speaking, they are given below:

- a) *Inhibition*: students are worried about making mistakes, fearful of criticism, or simply shy.
- b) *Nothing to say*: students have no motive to express themselves.
- c) *Low or uneven participation*: only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while other speaks very little or not at all.
- d) *Mother tongue use*: learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

As many teachers' observations indicate, the above situations occur in language teaching and learning classrooms. Besides above mentioned problems, there are other problems as well. They are: no sufficient provision or regular training for English language teachers, no transfer of training into practice, lack of modern technology, lack of physical facilities, lack of teaching materials, over load for teachers, lack of proper guidance, illiterate parents, lack of language lab for language teachers and students, lack of motivation on the part of students and so on.

In the context of Nepal, teachers and students both often face problems with speaking English in language classroom. Public schools are overcrowded. In such situation, teachers face many difficulties to conduct students centered activities in the classroom. So, teaching in large class is often problematic. But where there is a problem, there is solution too. There are many opportunities for teachers to improve their teaching. They should be aware of taking good opportunity to reduce these kinds of problems.

2.1.6 Teaching in Large Classes

The class is determined by the teaching learning activities. In small classes, it is easy for the teachers to make contact with each student, to ask question individually, to pay attention to individual students, to check their tasks, to get feedback from them and so on; but in big/large classes, it is difficult. If the classes are very big, it becomes difficult to organize dynamic and creative teaching and learning sessions. English language classes vary greatly in size. In this regard, Hayes (1997) says that there is no quantitative definition of what constitutes a large class, as people's perception of this varies from context to context. There is no any fixed number which is called large class. As it is discussed by Hess (2011), thirty students or more than in one class in secondary and primary levels are called overcrowded. On the other hand, there is not an exact number or clear definition to establish large classes.

Similarly, Ur (1996) specially proposes that the exact number does not really matter: what matters is how you, the teacher, see the class size in your own specific situation. According to her, a large class varies from place to place. In some private schools, a group of twenty students may be considered large. She further says, in her own situation, if there are 40-50 students within one class and in some other places numbers go up to the hundred is large class. The average of large classes in Lancaster University is around 50 and in China 50-100 normally called large. Large class is the one that includes more students than teacher can manage and prepare resources (Qiang & Ning, 2011). In the context of large classes, teachers generally feel greater burden and challenges than in the small classes. Being specific to the matter of large ELT classroom, Harmer (2008, p.125) says:

Many commentators talk about large classes as a problem, and it is certainly true that they present challenges that smaller classes do not. He has given examples through asking questions like; can we give students

personal attention? How can we get students interacting with each other? What can we do to make organization smooth and effective?

According to him, large classes are often problematic. In teaching learning process, different teachers feel difficulty because of the time limit, no any interaction with teachers and students, lack of personal attention with each student. Different questions are raised regarding the problems in language classroom. We can see large class is often problematic. In my experience, many teachers do not maintain these questions properly in language classroom. However, there are also many benefits of teaching in large classes. Teaching in large classes provides the opportunities for teachers to improve organizational and managerial skills (UNESCO, 2006). Similarly, Hess (2000, as cited in Harmer, 2008) points out some benefits in large classes that there are always enough students to get interaction going, and there is a rich variety of human resources. Furthermore, there are many possible 'teachers' in the class, and, as she says, she never gets bored because the challenge is great!

According to Hess (2001, pp. 2-4), there are some elements in successful large group teaching which are as follows:

- a) Be organized
- b) Established routines
- c) Use a different pace for different activities
- d) Maximize individual works
- e) Use students
- f) Use worksheet
- g) Use pair and group work
- h) Use chorus reaction
- i) Take account in vision and acoustics
- j) Use the size of the group to your advantages

Above mentioned elements are the best ways to manage a large group teaching in language classroom. There is no any specific way to teach a large class. One can develop his/her own way to deal with it. If the teacher organizes the language classroom well, the students themselves establish routines, use different activities perfectly, increase individual work, group work, pair work and so on. Moreover, at government schools, a class of any size (small or large) appears to be an acceptable norm. Large classes are reality in many schools and many countries. Large classes are often perceived as one of the major obstacles to ensure quality education. They often have problems of student involvement, classroom interaction, classroom management, rapport building, students' talking time, and material preparation. It is a common problem of teachers. If the teacher wants to reduce those problems, they need to manage the teaching and learning activities, teaching and learning materials properly. If they cannot, they may have problem to achieve the goals of teaching and learning.

2.1.6.1 Problems of Teaching in Large Classes

In a large class, a teacher generally feels greater burden and challenges than in small one. The teaching learning process gets very slow in large class. There are many distractions and disturbances in such classes. Hess (2001, p.4) says, "Sixty to seventy five students are not so exceptional around the world but large classes thirty or more students in elementary multilevel classes as the kind of classes that have been roughly arranged". The problem of a large class is that there are so many students; the teacher cannot give attention equally to all of them. Therefore, when questions are asked, only more able and less shy students are eager to answer, the lesson would never be finished on time, and uninvolved students would get bored and start to do something else. So, in large classes, the students get less opportunity to practice speaking in their language classroom. According to Ur (1996), "Large classes are always heterogeneous, and heterogeneous classes are especially problematic when they are large". Within a class, number of students comes from the different learning background so they are different from each other. Their learning ability,

attitude towards language, learning experience, age, gender and so on make them different from one another. There is difficulty to interact with heterogeneous students, so heterogeneous classes are problematic.

A large class presents many problems for both teachers and students, but it also has several advantages. The teachers can exploit to help their students study better. If there are many students, more competitions take place, large class can encourage student's confidence and having many students in one class means sharing more experiences.

Hayes (1997, as cited in Thaher, 2005) classifies the problems associated with teaching in large classes into five categories. They are as follows:

- a) Discomfort caused by the physical constraints
- b) Control problems (discipline aspects)
- c) Lack of individual attentions
- d) Difficulty on evaluation
- e) Problems of charging learning effectiveness (p.3)

Discomfort: Many teachers are worried by the physical constraints imposed by large numbers in confined classrooms. They feel unable to promote student interaction, since there is no room to move about. Some teachers also feel that teaching in large classes is physically very wearing.

Control: Teachers are often worried by the discipline aspects of large classes. They feel they are unable to control what is happening, and that the classes become too noisy.

Individual attention: Many teachers are concerned that they are neglecting the needs of their students as individuals.

Evaluation: Teachers feel a responsibility for checking all of their students' work, and are worried if they cannot do so.

Learning effectiveness: All teachers want their students to learn English. They are understandably worried if they don't know who is learning what.

Large number of students is problem while teaching speaking in language classroom. Large class means heterogeneous class. Students come from different background. So, the teacher cannot control while teaching learning process. Sometimes due to the problems of physical facilities, teacher do not have time to give attention of each student, evaluation system is very weak in large class, time limitation and students talk to each other and so on. Teacher cannot teach effectively because of the large number of students.

Similarly, Hess (2001, pp. 2-4) identify, the following challenges that the teacher encounter in the large and heterogeneous class.

Intimacy: Remembering student's name can take a while. Teachers may feel that they do not get to know their students as well as they would like to.

Anxiety: Some teachers feel anxious being so outnumbered by the students. In addition, some students are afraid to ask questions or participate in large class.

Students' needs: Meeting individual needs can be difficult or impossible when class size is very big. Large number of students makes difficulty to find the students personal need, interests and expectation within a class.

Marking: Grading assignment and tests can be very time consuming, and the teacher's pay will generally be the same for a similar class.

Distractions: There are more distractions for teachers in large classes, such as latecomers and people chatting while the teachers are teaching. Students talk to each other rather gives focus on the class subject.

Preparation: Making photocopies for a large class can be very time consuming. Other teachers may be bothered by how much time they spend using the photocopier.

Noise level: Large classes can become out of hand when students are working in pairs and groups. At times they may feel more like a disciplinarian than a teacher.

Monitoring students: Teachers may find it difficult to keep students on tasks as they monitor pair and group work.

Space: There is limited space in a classroom for energetic activities such as role playing.

Textbooks and resources: There may not be enough textbook or computers available for all students in large classroom. There is lack of physical facilities which makes problem to handle large number of students.

Thus, teaching in the large class is challenging for the teachers. If the teachers are prepared well with their lesson plan, material preparation, and classroom activities they can easily handle the large classes. If they are not well prepared, they might have problem in teaching speaking in large classes. Students demand different activities, methods, resources in learning process so the teacher must be aware of the overcoming problems in teaching and learning process. Teaching in large class is often problematic, but different activities like role play, discussion, pair work, and group work can help to reduce these challenges and engage them into the developing speaking ability.

2.1.6.2 Managing Large Classes in Teaching Speaking

The term ‘Classroom management’ doesn’t have just one definition. However, it most generally, refers to the way in which a teacher or instructor sets up the classroom so that students can learn more effectively. Classroom management is the key to achieve the expected learning behavior of the students through the interaction. A good teacher should make his/her classroom easier and enjoyable for both students and teacher and create a good environment for learning. The physical atmosphere in which teaching and learning takes place has an enormous effect on classroom management. In this regard, Wright (2005) says,

The nature of any classroom is thus an amalgam of local in-time activities and psychological and social processes on the one hand, and external influences, on the other, adding further layers of complexity...Managing classrooms means managing this complexity, simultaneously contributing to the moment-by moment unfolding of classroom life, and the longer story of formal education (p. 15).

Managing large class means managing the whole classroom atmosphere for teaching and learning. Classroom is the place where tri-polar interaction takes place among students, teachers and materials. So, teachers should adopt variety of roles and responsibilities to manage classroom for effective teaching and learning.

Considering teaching English in large classes as a great problem and a real world issue which is worrying Nepali English teachers to manage large class properly. Sharing ideas and information with various activities occurring at the same time can make classrooms noisy. Teachers, who encourage students to work in groups or pairs, or ask their students to get up from their seats for a particular learning activity, they have difficulty to get out of their seats. In this regard, Pedder (2006) says in larger classes, more time is needed for non-academic activities related to administrative and organizational procedures and to the management and control of discipline. Reductions in the quantity of learning opportunities constrain teachers from achieving the necessary pace, depth and breadth of curriculum coverage as class size increases (p. 224). So, managing large classes become problematic as the large class is noisy and overcrowded. Similarly, in large class, teachers and students have to face some difficulties like; physical space, such as the arrangement of the desks, the placement of the teacher's desk, and observed front and back of the classroom itself.

2.2 Review of Related Empirical Literature

Learning experience is most powerful thing that helps to develop a new thing. The experience can be built up through the review of available literature. Every research is based on the previous background literature which is very essential for the new study. The researchers need to know about what already is done in past and what can be done in future? Some research works related to my study that I have reviewed is the documents and books to gain knowledge about the field which made clear concept regarding the methodology and procedure of conducting this research. The major researches that I reviewed are given below:

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 of Sunsari district were selected using non-random judgmental sampling procedures 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.

Poudel (2014) carried out a research on “Practices of Teaching Speaking Skill”. The main objective of the study was to find out activities used by secondary level English teachers while teaching speaking skill and to explore their awareness on the variables like proximity, appropriacy, movement and personality in ELT classroom. The researcher purposively selected 40 secondary level English teachers from 20 schools. Twenty secondary level schools were selected as sample for this study. He used classroom observation checklist to collect the data for this study. He observed teachers’ practices and activities used in classroom while teaching speaking skill and their awareness on the variables like proximity, appropriacy, movement and personality in the

classroom. Thus, the findings of his study showed that describing pictures, picture differences, discussion, telling stories and experiences were mostly practiced by the teacher while teaching speaking skill. Similarly, teachers' proximity, appropriacy and physical movement in the classroom reasonably maintained.

Joshi (2015) carried out a research on "Teaching Speaking Communicatively in Minimal Resourced Classes". The main objective of the study was to find out the problems faced by the English teachers while teaching speaking communicatively. The researcher used both primary and secondary sources of data collection. All high school English teachers from Kanchanpur district were selected using purposive non-random sampling procedures to select the sample of this study. He used questionnaire and observation checklist as tools for data collection. The major findings of this study showed that almost all English teachers had some problems while teaching speaking communicatively in minimal resourced classes related to lack of sufficient teaching materials, shyness of the students, limited time allocated in syllabus, lack of sound knowledge of teachers about communicative approach.

Subedi (2015) carried out the research entitled "Strategies Used by Students for Promoting Communicative Competence". The aim of this research was to find out the communicative strategies employed by the class XII learners for promoting their communicative competence. In order to fulfill the objective of the study, forty higher secondary level students were selected through the purposive non-random sampling procedure. The researcher used questionnaire as a tool of data collection. The major findings of the research were that students used different strategies such as repetition strategy, memorization strategy, reduction strategy, collaborative strategy and cooperative strategies to promote the communicative competence.

Bashyal (2016) carried out a research entitled "Classroom Activities used and Challenges Faced by Grade X English Teachers in Teaching Speaking Skill".

The main objective of the study was to find out the grade X English teacher's classroom activities used and challenges they face in teaching skill. To meet the objectives of this research study, he selected 20 grades X English teachers from 20 secondary schools of Palpa district using purposive non-random sampling procedure. He used questionnaire and classroom observation checklist to collect the data for this study. The main findings of this study showed that group discussion, debate, telling stories, 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, students' poor grammar, pronunciation and hesitation were the main challenges while teaching speaking skill.

Bista (2017) carried out a research on "Effectiveness of Language Games to Enhance Speaking Ability of Grade Eight Students". The objective to the study was to find out the effectiveness of language games in developing speaking skill. The primary data for this research was all the students who are studying in grade eight at Janaki Secondary School, Pyuthan. Both pre-test and post-test were used while taking test. The pre-test was taken before the actual classroom teaching and the post-test was taken after the experimental teaching. The researcher used various games to teach speaking skill. The main finding of this study showed that the use of language games has a positive impact in developing speaking skill of the students.

My research is different from all above mentioned researches because none of the studies is conducted on 'Managing Large Class for Teaching Speaking: Practices and Problems'. Many researches have been also conducted on speaking strategies, challenges of classroom activities in teaching speaking skill but my research is different from above mentioned studies in the sense that this is concerned with managing large class for teaching speaking: practices and problems of different public schools.

2.3 Implications of the Review for the Study

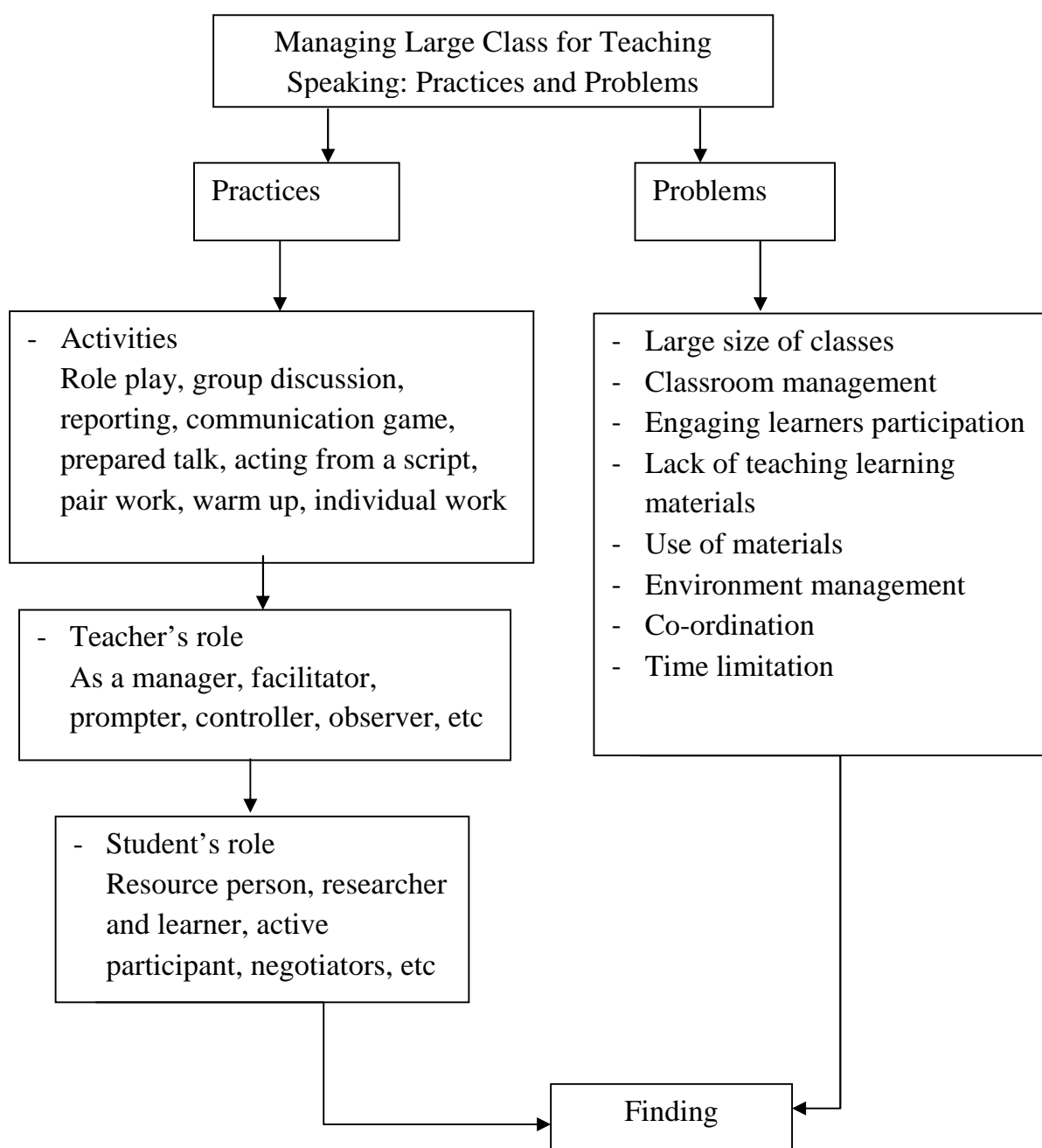
Reviewing the related literature is the most important part of any study. The above mentioned reviews of related literature are supportive document for this research. Reviewing literature also helps the researcher to be familiar with technicalities, procedures, and practicalities of conducting research. The review of theoretical literature provided me with a theoretical background and has broadened my knowledge base in research area. It informed me about the several issues; problems related to teaching speaking skill in large class size and mixed ability classes. Similarly, the review of empirical literature helped me to develop the conceptual framework and bring clarity and focus to the research problems.

While reviewing the different studies, I found many ideas about the problem with speaking skills which helped me to great extent. The study of Joshi's (2015) helped me to be familiar with impact of teaching materials. Likewise, the study of Poudel's (2014) helped me to be familiar with different activities practiced in teaching speaking classroom. Similarly, Bashyal's (2016) study helped me to be familiar with common activities and different challenges of the speaking skill in language classroom and it also helped me to select appropriate research tools as well. In the same way, Karki's (2010) study helped me to be familiar with the effectiveness of language games in teaching speaking skill. From the review of Subedi's (2015), I became able to find out the speaking strategies used by the students for promoting their communicative competence.

I got so many ideas from the above reviewed literature. So, the above mentioned reviews helped me in so many ways, from refining methodology to developing research tools. The main focus of literature review is to examine and evaluate what has been said before on a topic and establish the relevance of this information to our own research. After reviewing these works, I have got lots of ideas of teachers regarding practices and problems in managing large classes for teaching speaking in community schools.

2.4 Conceptual Framework

A conceptual framework is the representation of theories by researchers and their own conceptualization of the relationship between different variables. I reviewed many theories related to my research. With the help of different theories, I got a many ideas about how one variable is related to another and how to develop conceptual framework regarding any research. After the intensive study of a number of theories and researches, I came up with a conceptual framework which is diagrammatically presented as below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, design and method of the study, population sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures, data analysis and interpretation procedures and ethical considerations are included.

3.1 Design and Methods of the Study

The design of this study was the case study because I observed and analyzed a case of managing large ELT class, focusing on teachers' practices and problems in teaching speaking. In this research, I followed qualitative methods to collect the data to complete this study. The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive and heuristic and rely heavily and inductive reasoning in handling multiple data sources (Marriam, 1988). These types of researches are most commonly used in the field of social sciences and life sciences. The goal of qualitative research is to develop understanding of at social or human problems from multiple perspectives. It is based on naturalistic and controlled observation. So, in-depth investigation of a single case by a participant observer is called case study. The term case study is defined as up-close, in-depth, intensive and detailed examination of a case as well as its related contextual conditions. The researcher Yin (2003, p.13) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially, when the boundaries between phenomenon and context are not clearly evident. According to Larsen-Freeman and Long (1991):

A longitudinal approach (often called a case study in the SLA field) typically involves observing the development of linguistic performance, usually the spontaneous speech of one subject, when the speech data are

collected at periodic intervals over a span of time... The longitudinal approach could easily be characterized by at least three of the qualitative paradigm attributes: naturalistic (use of spontaneous speech), process-oriented (it takes place over time) and ungeneralizable (very few subjects).(p.11-12)

Similarly, Nunan (1992, p.8) defines case study as “center on a single individual or limited number of individuals, documenting some aspects of their language development, usually over an extended period of time”. In case study, the researcher typically observes the characteristics of an individual unit- a child, clique, a class, a school, or a community in long period of time. This kind of research is conducted in natural setting. So, it focuses on why and how behavior occurs. It uses the detailed narratives that provide in-depth understanding of context and behavior. Likewise, Domyei (2007) says, cases are primarily people, but researchers can also explore in depth of a programme. In fact, almost anything can serve as a case as long as it constitutes a single entity with clearly defined boundaries. A case study is an in-depth investigation of a given social unit resulting in a complete, well organized picture of that unit. For Cohen, Manion and Morrison (2005, p.184), “Case studies are ‘a step to action’. They begin in a world of action and contribute to it. Their insights may be directly interpreted and put to use; for staff or individual self-development, for within institutional feedback; for formative evaluation; and in educational policy making”. This type of research is done in natural setting. So, it takes step to action and makes study evocative, descriptive, interpretive and analytical. Different steps itself is not enough, steps have to be used in action is important thing.

As we know that, research is a systematic process of investigating, we cannot conduct research haphazardly. The researcher needs to follow the systematic process to conduct the good research. If the researcher follows unsystematic

way to conduct the research, there might be the possibility of obtaining fake data. So, I systematically followed the case study design to collect the valid and reliable data and select a school from Kathmandu district to find out the best solution of the problems. This research design made me able to find out the important and necessary data and gave the best way to finalize the study.

3.2 Population, Sample and Sampling Strategy

In the case study, a unique or typical case was taken and intensive data were collected by analyzing the events associated with that very case. So, English teachers of community schools of Kathmandu district were the population of this study. The sample of this study included a secondary level school and the English teacher of that school. I adopted purposive non-random sampling strategy for the selection of the school and the teacher; it is because I required a large class to observe the practices and problems of managing large class for teaching speaking skills. The case of this study was a teacher who has been teaching for 10 years in the field of education. At present, he is teaching at grade 9 and 10 in government school. He has completed LL.B and he is doing M. Phil in English education. He is 31 years old and has long experience of teaching in large classes at secondary level. So, I selected him as a case for my study. As it is a case study, I observed his secondary level classes for a month regularly to collect the data for my study.

3.3 Research Tools

I used observation and diary keeping as the main tools for collecting the data. I used non participant observation as a research tool where one teacher's class was observed with the help of observation checklist. In the same way, diary keeping was another tool which helped me to keep important information while observing the class.

3.4 Sources of Data

Data are the information derived from the informants, researches, articles, books, thesis, journal etc. which helps the researcher to justify, analyze and draw appropriate findings of research. For my study, I collected data from both primary and secondary sources.

3.4.1 Primary Sources

The data were collected through the observation of teacher's classes of teaching speaking. So, the primary data was the information taken from the observation of classes of a teacher.

3.4.2 Secondary Sources

I used the secondary sources as well to collect the data. I went through the different books, articles, journal, thesis, research, informants for my research study. For examples: Harmer's 'The Practice of English Language Teaching' (2007), Brown's 'Language Assessment: Principles and classroom Practices' (2004), Browne's 'Teaching and Learning Communication, Language and Literacy' (2007), Nunan's 'Research Methods in Language Learning' (2010), Yin 'Case Study Research Design and Methods' (2003) and so on.

3.5 Data Collection Procedures

For collecting primary data required for this study, I followed certain procedures. So at first, I went to a community school (field) of Kathmandu district and built good rapport with the principal. I created good environment and clarified the purpose of visiting him/her and requested to meet secondary level English language teachers. After that, I got permission and met him and established good rapport and then I explained the purpose of my visit to him. Then, I observed one teacher's class for a month. During my observation, I kept diary recording where I noted all the activities which are applied while teaching speaking skill in large English classroom. I filled up the observation

checklist to collect the data for my study. And finally, I thanked to the respondents and other school authority for their kind cooperation.

3.6 Data Analysis and Interpretation Procedures

The process of data analysis started after the collection of raw data from observation and diary keeping. This research design is based on the qualitative case study so; qualitative raw data were systematically collected. And then systematically collected data were analyzed, transcribed, coded, interpreted and then presented descriptively.

3.7 Ethical Considerations

Ethical consideration is one the most valuable ornaments that the researcher should follow while conducting his/her research work, I took an approval for this study from the committee of the Department of English at Tribhuvan University. After obtaining the approval, I went to the community school of Kathmandu district. To accomplish the research work, I considered the ethical value like conducting research by taking permission of authority, keeping the responses of the respondents' secret and avoiding plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of data collected from the primary sources. The qualitative data collected through the observation checklist and classroom diary have been analyzed descriptively, and thematically.

4.1 Analysis of Data and Interpretation of the Results

This study aimed at analyzing the effectiveness of speaking practice exercises, as it is one of the most crucial and learning-oriented aspects in the language education field. The entire study was based on considering and acting upon the speaking activities inside the classroom. I collected data from a teacher teaching in a public school which is located in Syuchatar, Kathmandu. I only focused class nine students because as the large number of students were studying in the class. The concern of my study was how teachers practice the speaking skills in their classrooms to improve students speaking proficiency and what practical problems they have been facing while teaching speaking skill in large classes. And the data obtained from the case was analyzed and interpreted in different headings and sub-headings.

4.1.1 Activities Practiced in Teaching Speaking in Large Class

Speaking is one of the most desirable skills that English learners must develop. A great number of EFL learners study English just for the sake of using it for their interpersonal communication. Richards and Renandya (2004) state that, large percent of the world's language learners study English in order to develop proficiency in speaking. Since speaking is one of the four major skills necessary for effective communication in any language, speaking skills should be developed along with the other skills. The integrated skills enhance the students' ability to communicate easily.

In my study, I observed the activities that the teacher designed to involve students in the practice of speaking skills. I found that the teacher involved his students in different activities to enhance students' speaking proficiency. He assigned different tasks to increase the students' participation in different activities. He had own belief of teaching and learning. So, he adapted different teaching learning activities such as: warm up activities, discussion, group work, pair work, picture differences, individual work, telling jokes, describing pictures and so on which helped him to increase students' involvement in language classroom. From the observation and diary writing, I found following activities which were frequently practiced in classroom.

4.1.1.1 Everyday Warming up

Generally, warming up activities is used before starting the new lesson to motivate the students inside the classroom. The main intention of the warm up activity is to attract the students' attention in order to give positive vibes to the all students in their learning process. A number of warming up activities like jokes, choosing pictures, brainstorming, guessing games, short stories, life experiences, question and answers and so on were practiced in the language classroom by the teacher. The main purpose of using those activities is to motivate the learners towards learning.

In my study, I observed a class for a month to find their practices of using warm up activities before starting the classes. I found that the teacher was using *Good morning, How are you? Have you done your homework?*, and so on in speaking classroom to motivate their students towards the lesson. I found content revision as mostly used activity in the classroom. The teacher revised previously taught lesson in the beginning of the class. When he entered into the class, he just asked some common questions as warm up activities like, '*How are you?*', '*Have you done your homework?*', '*How about the study?*' and so on. The teacher rarely used other kinds of warm up activities, for example,

songs, guessing games, brainstorming and so on. Here is a classroom vignette that supports the use of warm up activity in the classroom.

Classroom Vignette 1: 'How are you?'

It was the first day on 4th January 2018; I started to observe a class for a month. I went to the school at 9:00 am and was waiting for a teacher to go into the class. The teacher came and we greeted each other and he asked me to come inside the class. It was grade nine. Before I started to observe the class, I talked with the teacher and school authority. So, we entered into the class and all the students stood up and greeted us. They were watching me continuously because I was new in that class. Then, the teacher introduced me and told the reason why I was there. We greeted each other. I took a seat at the last bench and then the teacher started to teach. He just asked some questions like:

Teacher: *'Have you done your homework?'*

Students: Shouted loudly, *'Yes Sir'.....*

Teacher: *'Could you tell me which tense did we learn yesterday?'*

Student1: *'Present Perfect Tense Sir'.*

Teacher: *'Could you tell the structure of present perfect tense?'*

The teacher also used Nepali language to be comfortable and feel easy to tell them what did they learnt the day before. The student remembered himself and told the tense structure then teacher said *'Very Good'* and thanked him. The teacher tried hard to make him speak in English and pushed up with many clues at least to produce some sentences. Finally, he was enabled to speak out. The teacher asked all the students one more time to memorize it. He revised the previous lesson briefly. Similarly, he initiated to check homework. The teacher randomly checked students' homework. He had problems of checking homework in large class. I found that the teacher could not give attention to all students. Some students talked with their friends and copied their friends' homework. So, the class was overcrowded. After some minutes, the teacher started new topic and wrote it on whiteboard. The teacher started the class by

giving the structures and examples based on the text. Sometimes, he taught the lesson by using mother tongue to explain all the content, provided some feedback to motivate students and sometime scolded to do better and so on. During my observation, I found that the teacher always warmed up his students by using different warm up activities like, '*Good Morning!*', '*How are you?*', '*Have you done your homework?*', '*How was the study about?*' and so on. The teacher usually asked question answer to warm up his students.

Above vignette shows that the teacher used warm up activities to begin the class and revised previous classes. Students had given positive attention while they heard different kinds of questions in the class. It plays vital role to engage students into interaction in different language teaching activities. Students were motivated, alerted, encouraged when different warm up activities practiced in the class.

From the overall observation, I came to realize that warming up activities supported the teacher to get students' attention toward learning. Similarly, he developed personal relationship with the students, encouraged them, gave those positive vibes and energized them towards in learning a language. Hence, students become more alert, motivated, thoughtful, creative and intuitive when different warm up activities are included and practiced in language classroom. The finding is similar to what Yang (1999, as cited in Zhichang, 2001) says, these warm up activities motivate students. Not only do they arouse students' interests and associations with the texts, but they also improve their thinking skills, creativity and positive learning environment which help to energize students willing power to learn effectively.

4.1.1.2 Discussion

Discussion is an important part of teaching learning process which helps to develop students speaking proficiency, participation, creative thinking, and so on. Students overcome their English speaking anxiety with the help of different discussion tasks. They become familiar to the class, teacher, their friends and

the speaking task as well. There might be a number of groups formed in the class for discussion. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

In my study, when I observed a large class, I found that they used discussion activity to manage the class and conclude the lesson to find out the best solution at the end of class. The teacher frequently used whole class discussion. Whole class discussion and story-telling were the mostly used classroom activities though students were noisy in their discussion groups. I observed the teacher comprised of whole class discussion, group discussion, pair discussion.

Classroom vignette 2: 'Title of the movie: Jhola.'

It was the date on 12th January 2018, when I reached the school and was waiting for the teacher in same time and same class. The teacher came, we greeted and after some minutes, we went to class nine. We entered into the class and all the students stood up and said 'Good Morning Sir and Miss'. That time they were familiar with me and we greeted each other. Before entering into the reading text, the teacher asked his students some questions like:

Teacher: 'Have you watched any movies recently?'

Student1: 'Yes Sir'

Student2: 'Ah Sir maile asti matra chakka panja 2 hereko thiye, dami cha sir'.

Other students: 'Maile pani hereko sir'

I noticed that, students were excited when they heard the word 'movie' and then the students shouted loudly 'Yes Sir'. Some students said the names of different movies as well. We laughed when we heard the name of movie 'Chakka Panja 2'. At that time, the teacher could not hear all students' voice properly, the class was very noisy. After that, the teacher used Nepali language 'Chakka Panja 2 kasto khalko movie ho ani timiharu le k bujeu, ani k lesson

payeu’ and he said in English ‘*Can you share your experiences with us in English?*’ Then, students became silent, they could not speak any word. The teacher repeated many times ‘*Who wants to say?*’ but the students did not respond and at last, he asked one student and encouraged him to say something that she experienced. The student tried hard to speak in English but at last she could not speak and she said that ‘*Sir Nepali ma vanam?*’ I noticed that, she was so worried and hesitated to speak in English in the class. The students became nervous when asked to answer questions in class because they were worried about their English proficiency and feared about making mistakes. Almost all the students felt shy and nervous while speaking in English.

However, the teacher shared something from his own experience. And then he wrote title of the movie: ‘*Jhola*’ on the whiteboard which was based on the text. Some students said ‘*I have already watched this movie*’, some said ‘*it is all about the ‘Sati Pratha*’ which depicted Nepali society and so on. Whatever, all talked about the movie ‘*Jhola*’ briefly. At first, he read all the text, explained all the story of the movie and traditional culture of Nepalese people in English and repeated to explain it in Nepali. The teacher code switched and mixed when he analyzed the text differently. He also recommended them to watch this movie. I found the teacher was giving different topics to the students for discussions. During observation, he provided following topics for discussion: movies, importance of computer in students’ life, visit to a new place and so on. Likewise, he gave some specific topics for discussion. Almost all days he focused on discussion for language teaching.

Above vignette shows that the teacher almost all the time used whole class discussion while teaching and learning process. It plays vital role to engage all the students in different sorts of teaching leaning activities. In language class, the teacher often used mother tongue for making easy to understand the lesson. I noticed that the students were worried about in speaking English in the class. They tried to speak in English but they could not expose their feelings fluently. But sometimes students felt easy and more comfortable in discussion session

because the teacher facilitated their students to make comfortable while teaching learning process. The teacher kept encouraging them to participate in different classroom interaction by using both Nepali and English.

From the observation, I noticed that after the content-based lesson the class usually holds a discussion. In class or group discussions, whatever the aim is, the students should always be encouraged to ask questions like; ‘What do you mean by Sati Pratha?’ ‘Is that real story?’ Similarly, they were encouraged to paraphrase ideas, express support, check for clarification, share their views that helped in their study. Likewise, it helped them to be familiar with each other which developed the sense of co-operation and co-ordination.

4.1.1.3 Group Work

Generally, group work means pupils working together as a group or team. It is highly demanded activity in language learning classroom and plays an important role in teaching learning process. Group work helps to increase the quantity of language practice opportunities, for improving the quality of student talk, for individualizing instruction, for creating a positive and effective climate in the classroom, and for raising students’ motivation. In the same way, different group activities make student active and give some chance to exchange their information between the participants and gain new knowledge throughout practices. Likewise, students can be successfully integrated into the language classroom. It helps to bridge the gap between the teacher-student and student-student participation in interaction. It can expand certain types of classroom interaction.

During my classroom observation, I found that the teacher sometime used group work activities to increase students’ participation and interaction in language classroom. The teacher divided students into small groups to manage the large class. It was difficult to give priority for each group but the teacher tried his best to get involved, shared, and learnt from the different students. Here, I would like to present a classroom vignette to support my findings.

Classroom Vignette 3: 'Role of education in human life'.

It was the date on 18th January, 2018, I reached school at the same time. We entered into the class and greeted each other. The teacher started the class by using different warm up activities. He checked student's homework randomly and discussed previous lesson thoroughly. At the beginning of the class, the teacher asked question '*what is the role of education in human life?*' '*Can you say the role of education in human life?*' The students shouted loudly and said something about the role of education in human life but the class was overcrowded and the teacher did not understand what they were telling about it. And then, the teacher asked some students individually, and then one student said that '*education leads human beings in right path, without education human beings are disabled*' then he stopped only saying few sentences. After that, the teacher added some other sentences to describe the role of education in human life. He used English and Nepali to explain it and described briefly. The teacher wrote topic on the whiteboard. Then, the teacher told them '*today we are going to do group work, are you ready to do this task?*' then the students asked '*Kasto group work sir?*' and the teacher formed the group and gave instruction what to do in group work, what to present and how to perform it. Similarly, he divided class into six groups including two benches in one group and he created the name of group like A, B, C, D, E and F. Furthermore, he told them to choose the group leader for their group. After some minutes, they chose their leader then, he told them think carefully, discuss with their friends, write something and present in front of the whole class. Then, students were discussing with each other at that time the class was so noisy. They had done their classwork and then the teacher called only some groups in front of the class due to the lack of time because it was difficult to finish all task within one period. Students committed mistakes in their writing and teacher corrected their sentences and added some more sentences in the class. In addition, some students presented very confidently, but some felt difficult to write and speak

out in English. Most of the students had written wrong grammar and pronounced wrongly. But, they were so excited to do these types of activities.

Above vignette shows that group work plays vital role to engage students in classroom interaction. Students were enthusiastic to participate in these types of activities but in some cases it was not effective for all students. I found that only active students participated in speaking task and performed so nicely but all students did not involve in speaking activities equally. Similarly, the teacher could not give priority for each student because of the large number of students and lack of time. Though, students do not have enough time to practice these activities in the classroom which gave less opportunity to interact with each other.

From the observation, I came to the conclusion that group work was really effective activity which helped the teacher to manage the large class properly. It supported to manage the large class but some introvert learners did not fully participate in performing classroom activities that require interactions in English. However, if the teacher organized group work, the students became more engaged and involved in those types of activities which enhance students self-confident in the classroom.

4.1.1.4 Pair Work

The term 'pairs' is used to indicate a very common form of classroom interaction, where two people are speaking and everyone else is listening. There are two ways in which this happens: Teacher-students pair and student-students pair. The teacher provides the students with verbal instructions on how to perform the task just before beginning of the activity. So, the learners are attempting different complicated task to perform and to increase speaking performance. Pair work is mostly used activities in classroom and it is also relatively quick and easy for the teacher to set up. It increases students talking time, co-operation, to make students' independent and so on. It is effective to provide time for individuals and each learner. The students are paired to

discuss a problem and its solutions. In a pair, the atmosphere tends to be more protective and private than in a group. Students prepare and rehearse their ideas in pairs, then share them in a group.

When I observed a class, I found that the teacher often used pair work to involve students in speaking task. The teacher provided some dialogues and texts to interact them. That helped to build up students' confidence to talk in English in front of the whole class. Sometimes, the teacher created some situations and told the students to do some activities.

Classroom vignette: 4 'Apologizing and Respond to an Apology'.

It was the date on 23rd January, 2018. I went to the school on time and we entered into the class. When we entered, the class was very noisy students were gossiping so loudly then they suddenly stood up and greeted us. The teacher started the class by checking home assignments. I found the teacher was not able to check all students' homework because of the large number of students. After some minutes, the teacher asked the students about the previous lesson and they discussed thoroughly. Then, the teacher told them to turn page and explained that day's topic '*Apologizing*' and he wrote topic on the whiteboard. He explained some situations like '*If you or your friend stepped on your toe, how to react, how to say sorry for him/her and what should you do?*' He just gave some examples like:

A: Ouch! You stepped on my toe!

B: Oh no! I'm ever so sorry. I didn't realize that you are nearby me.

C: It's ok.

Similarly, he talked about the pair work which was based on the text and read some dialogues to clarify the lesson. In the same way, the teacher asked them to make their pair partner to do pair work. Students were excited to choose their close partner in the task. The teacher asked the students to make a dialogue based on the specified topic and asked them to perform it in front of

the class. Another activity was that the teacher asked the students to perform accordingly by reading a dialogue on their students' work book. During teaching process, he often code mixed and code switched to explain the lesson. When he assigned, some students were excited to do that type of work, some felt hesitation to work with their friends, some felt difficulty to write a dialogue and some were anxious about doing the task in front of the class. The teacher called a pair and asked to perform their dialogues in front of the class. They performed like:

Student 1: Excuse me! You sit on my book.

Student 2: Oh! I'm really sorry. I did not see your book on the bench.

Students 1: It's ok.

The students gave attention to their teacher and their friend's performance. Likewise, some students felt shy to present their work, sometimes they were laughing, turning their head here and there. I noticed that, their physical movement showed they were feeling hesitation and shy to perform in front of the whole class. Fear of making mistakes hinders the learning process and speaking task but some pair of students performed their work so confidently and some were anxious to participate and used wrong grammar and pronunciation while doing speaking task. But students were seen comfortable with their friends rather than to the teacher. The teacher could not include all the students in that work because of limited time. So, only few students got chance to perform.

Above vignette shows that the teacher tried to do some speaking activities but due to the lack of time, students participation, confidence, knowledge of grammar and pronunciation, students' hesitation for speaking task affect the teaching learning process. The teacher and students code switched and code mixed while doing some activities inside the classroom. During my observation, when the teacher was doing some activities to improve students speaking proficiency he could not reach the goal of that task. Only the active

students involved in different types of speaking task and enjoyed to learn the lesson. But other students were worried about speaking; it is usually seen at the initial level as they are afraid of being criticized by teachers and other students.

From the overall observation, I came to realize that students often felt less inhibited in a pair, and they can talk about more personal feelings or experiences than they would even in a small group. It is really effective activity which includes all students in discussion and mentions the most interesting or amusing points that are made in the language class. The students felt shy while speaking in English but when students performed together they felt comfortable as well as did so confidently.

4.1.1.5 Individual Work

Individual work constitutes one of the most common practices in language classroom. Generally, individual work means to make students participate in different work individually. The teacher provides some topics or task to the students and they themselves should participate in different tasks without getting help from the others. It is really an enthusiastic activity which gives more pleasure for all students and compulsory participation is needed. In large classes, it is impossible to involve all students individually in the task but if it can be managed it becomes more effective as well as benefited while doing some individual work.

During my classroom observation, I found that usually students were involved in individual work. The teacher wrote some topics on white board and asked them to write something about the topic. And students did that task separately. Similarly, the teacher wrote some topic on board and told them to make sentences individually. Students produced their own work by using teacher's instruction. In the same way, use of library, self-access materials were least used teaching activities in the classroom.

Classroom Vignette: 5 'Importance of Family'

It was the date on 28th January, 2018; it was sunny day, I reached school on time. The school environment was so crowded and so dusty because there was a big building under construction. When the teacher came, we entered into the class. He always did his own warming up activities and started his class so nicely. He just initiated his class by writing '*An essay about your family*' on white board. Similarly, he talked about essay writing and gave them some instruction for how to write descriptive essay. Likewise, he asked students questions like:

Teacher: '*Why the family is important for everyone?*' and he again repeated his question in Nepali '*Hamilai kina pariwar chahincha ra tyo hamro lagi kina mahatopurna huncha?*' He again said that '*Can you say something about your family or importance of your family?*'

Student 1: Suddenly stood up and said in Nepali '*Pariwar bina hami adhuo hunchau sir*'.

Students 2: '*Hamro sampurna aawasyekta pariwar le pura gardinchan and hamro baba ra mommy hunu vayena vani hami ke garna sakdainau*' and so on.

The teacher often repeated his question in Nepali. And then students shouted so loudly in Nepali. The teacher encouraged students to answer in English and said some lines in English but they extremely hesitated and were anxious while using English and used wrong grammar and pronunciation. Some students said some line of the importance of family in their life, at that time, other students gossiping each other and the class was overcrowded. Both teacher and students discussed briefly about the family. The teacher just added some more points about essay writing. He wrote some lines on the white board like '*My family is important for me for the different reasons*' and gave some clues to write something about it. i. e.:

For basic need

For education, health, security, other purposes.

For all types, emotional touch and conclusion.

The teacher described all above lines and told them to write something about it. All students were doing their task so interestingly. Some active and brilliant students did their classwork so fast and showed their classwork to the teacher. The teacher checked classwork and asked to read what they had written in their copy and corrected their mistakes orally. During my classroom observation, he taught almost all the lessons by giving individual tasks. He gave some topics like essay about global warming, use of mobile phone, importance of education in human life, and so on. But in some cases, I found that all the students did not write their classwork. Because of large number of students, the teacher could not give attention to the all students. The teacher wanted to conduct some extra activities to make students more clear about the topic but time did not permit him to do so.

Above vignette shows that in class, all the students participated in individual work but only some active and brilliant students performed speaking task in front of the classroom. Furthermore, they were involved in different learning activities but because of some reasons like: lack of confidence, lack of time, learning materials, afraid of making mistakes hindered in speaking.

From the observation, I came to realize that individual work is important to give equal opportunity and responsibility to the students. The students are participating in different tasks individually and themselves do their work in their own way. Such type of activities help students to become autonomous by making them to do their work themselves. It leads the students for their self-directed learning in the class.

4.1.1.6 Activities for Creating Real Life Situation in Learning

Different teaching speaking activities are applied in the language classroom. It helps to develop the speaking skill in real life situation. Oral game, telling short stories and experiences, and oral description are put under real life situation for teaching speaking. Different real-life experiences enhance the student's creativity, willingness, build thinking power through the different topic under the speaking activities and so on.

During my classroom observation, telling stories and sharing experiences were mostly practiced activities by the teacher. I noticed that, the teacher told some short stories and their life experiences to explain the lesson. When the teacher said some experience like; on the topic of '*Visiting a new place*'. He explained like:

'We went to the Pokhara five month ago. It was amazing place; also called city on Phewa Lake, in central Nepal. It is blessed with extreme and remarkable nature beauty. This place is famous for center of adventure like white water rafting, trekking, and paragliding and so on. We visited Phewa Lake, Temple Barahi, Devi's Fall, Gupteswor Cave, Begnas Lake, World Peace Stupa, and so on we enjoyed a lots with beautiful nature'.

Like that, he shared his own experiences when he visited Pokhara with his family. At that time, students gave much more attention rather than doing other works. Then, the teacher asked students to tell short stories and their own life experiences, they seemed so excited to share their memorable incidents either in Nepali or English in the whole class. It helped them to build their confidence level, creativity, and thinking power. I saw when the teacher used some short stories to grab students' attention at that time; they felt happy as well as enjoyed their teaching and learning session. Sometimes, the teacher orally described some situation and told them to write accordingly. He taught some lessons orally and connected the lesson with some experiences. From the

observation, it was found that, oral games and oral description were least used activity by the teacher in the class.

From the overall observation, I came to know that students enjoyed much more when they listened real-life experiences rather than some objects explained. They became happy to share their experiences with the teacher when they found others' life experiences. It helped them to make critical thinker, built their confidence power which led them to do something new.

4.1.1.7 Role of Teacher in the Classroom

The teachers are the most influential factors for effective teaching and learning. In this regard, Alharbi, (2015) says, teachers should facilitate the learning process by providing learners with knowledge. Similarly, they are considered as a source of knowledge and choice of methodology in the classroom. The teacher's role is more of a facilitator whose major aim should be to prepare a safe and friendly environment where students are led to a certain degree of autonomy. Likewise, Scrivener (2005) says, what a teacher can do for his students is to "Help create the conditions in which they might be able to learn" (p. 18). Without getting teachers support, it is difficult for students to do different learning activities related to listening, reading, writing and speaking tasks effectively in the classroom. They are responsible person as well as one kind of leader who successfully leads their students in a right path. The teacher exhibits their leadership in multiple ways. Some roles are formal with designated responsibilities and other more informal roles emerge as teacher interacts with their peers and students inside or outside the classroom.

In my study, I found that the teacher performed different roles like guide, facilitator, feedback provider, prompter, model, instructor, and so on during his intervention. He played his role as a facilitator to encourage students for better learning by involving them in different teaching learning activities. I noticed that, almost all the days, he facilitated his students while teaching speaking inside the classroom. The teacher emphasized personal nature of teacher-

student interaction. He guided his students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Similarly, when the teacher worked with students on different tasks he provided much support and encouragement. He focused on students' need and goal to make the class effective and enthusiastic.

Likewise, the teacher and students always worked together, shared information and the boundaries between teacher and student were not as formal. He always provided more opportunities for participants to openly express how they felt about the task. In other words, when they were asked to express their own feelings they felt difficult to speak in English and they seemed hesitated to share their thoughts in class. The teacher always supported them to do something better or encouraged them to speak out something they wanted. I also found that, the teacher often instructed and inspired them to explore their knowledge and their creativity. He shared his knowledge to the students through different teaching learning activities and mostly he applied some common activities to clarify the lesson. He tried to use different teaching strategies in the classroom to make students clear about the content but due to the low participation, hesitation and anxiety of the students he confronted many challenges for applying different teaching activities. But he always encouraged to his students for doing better in real-life situation. He provided them feedback to build their confidence, monitored them to take responsibility, and told them to take right decision in teaching and learning.

From the observation, I found that the role of teacher in the class is important for the students' learning. Similarly, he played different roles like: guide, instructor and facilitator, and feedback provider to encourage students for correcting their mistakes, bringing new ideas, explore their creativity and share their knowledge to other students in the classroom.

4.1.1.8 Classroom Management

Classroom management encompasses both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students and effectively handling the discipline and adjustment of individual students. In this regard, Tan et.al (2003) argues that, classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom. Likewise, it also affects the student's language teaching and learning. In my study, I focused my attention to the way of what practices do they apply to manage the large class? And whether the teacher is aware of problems that he faced in large class or not? Hence, these issues are discussed and analyzed on the basis of collected data from classroom observation checklist and research diary.

a. Seating Arrangement

Seating arrangement plays vital role in teaching and learning in the classroom. There are many ways of sitting in classes when they are working as a whole group. According to Harmer (2008), there are mainly four types of seating arrangements: Orderly rows, circles, horseshoes and separate tables. In many schools and universities, we can find students are seating in a different seating arrangement like; large circle, groups sitting around the different table in different parts of the room and sometime used separate table and so on. Among them, one of the most common seating arrangements is to have students seated in orderly rows. Different teachers have different techniques to manage the class. Seating arrangement is also another variable which impacts student participation in language class. In my study, I found all the classes were organized in orderly rows. In orderly rows, students were following rotation to

manage the large class and equally had chance to have seat on the first to last bench. Teachers had clear view of all the students and the students had seen the teacher in whose direction they were facing. But, in this type of seating arrangement, a teacher did not easily walk up and down making more personal contact with individual students and watching what they were doing. It was also found that he did not build good bonding individually because of the maximum number of students within a class. He often failed to maintain all students' participation in different activities. But one important thing that I found was students were following rotation to get equal chance to sit on the first to last bench which helped to get equal opportunity to participate in different teaching activities. Furthermore, some shy students enjoyed to sit at the corner of the bench and neglected to do different tasks in the class.

4.1.1.9 Giving Responsibilities to the Students

Giving responsibilities means motivating students to learn themselves. Students' responsibility occurs when students take an active role in their learning by recognizing they are accountable for their academic success. Similarly, it is demonstrated when students make choices and take actions which lead them toward their educational goals. If the students take responsibility of their learning session, they can do something good in different teaching speaking activities. Students themselves get more responsibilities than the teacher they automatically involve in different activities and it is sure that they make progress during lesson. In most of the condition or in school, we can see teachers are responsible rather than students. Teachers do everything to manage the class, student's progress, write their homework and classwork and so on. In the country like Nepal, we can find the number of schools where the teachers do their classwork on the white board some creative works as well and focus on drill, repetition, memorization learning activities. They do not give any task to the students to do themselves and students do not take responsibility in the classroom. Similarly, the teachers are the responsible person if they give focus to the student-centered teaching which helps to encourage students'

responsibility for their own learning. They also need to establish good relationship with their students for involving their students in a self-directed learning. During my classroom observation, I found appointed class monitors to collect the homework, to rub the white board, to tell some information in class as the most practiced responsibilities of students to manage the class. I noticed that students felt happy when they got that type of responsibility in the class. Similarly, they were motivated to do something happily inside or outside the classroom. In learner-centered classroom, the students were seen as being able to assume a more active and participatory role than in usual in traditional way of teaching. The teacher developed personal relationship with students, encouraged them, and gave them some positive feedback to involve in different activities and made them responsible for their own work and learning.

4.1.2 Problems Faced by the Teachers while Teaching Speaking in Large Class

My second objective in the study was to find out the problems in teaching speaking in large class. So, I equally paid attention to the problems faced by teacher in their classroom practice in large class. Teaching in large classes is difficult for teacher to maintain discipline in the class, especially, for the students who lack self-control, to satisfy all needs of students who have different interest, personality, capacities, to organize efficient class activities due to the constraints of time and space, to provide equal chances for the students to participate and practice, to give timely and effective feedback and evaluation. Similarly, Hasan (2012, as cited in Rohin, 2013, p.5) says, large classes are creating problems and they are challenging for teachers and students. This is true because the large class of English teaching is conventional manner in Nepalese schools, universities and colleges. Large-class is the biggest problems often encountered in language teaching and learning. But like some foreign researchers such as Ur (2000) and Hess (2001), who argue that large classes can provide richer human resources and greater

opportunities for creativity than smaller class. The more students, the more ideas, and therefore, provide more opinions and possibilities.

During my classroom observation, I found that the teacher faced many problems to apply their classroom activities in large classroom. He wanted to create English environment in the classroom but he was not able to do so. He tried hard to engage all students in different teaching speaking activities like: warm up activities, group work, pair work, individual work, discussion and so on but large number of students, lack of sufficient teaching materials, mother tongue interference, lack of knowledge of grammar and pronunciation, and lack of time hindered to engage all students in different activities. I found many benefits, opportunities as well as some problems to teach English speaking to enhance student speaking proficiency which have been analyzed thematically.

4.1.2.1 Classwork and Homework Correction

Homework gives students an opportunity to practice different teaching activities in the classroom. It is a task assigned to students by school teachers. If the students complete significant amounts of homework and classwork, they involve in different teaching learning activities, it helps them to foster their learning ability. It helps teacher to give feedback to the students. In large class, homework and classwork are essential to the students to manage the class as well as to give equal responsibility for learning. It provides students a chance to practice language at their own speed. If the students do not get any response from their teacher they are not motivated to learn. So, homework correction is needed to encourage and to involve student's participation in different activities. It is also the biggest problem of large class in government –aided schools.

During my classroom observation, I found that the teacher always assigned homework and classwork for students to develop student content knowledge and performance of different tasks. He always checked student's homework and classwork during the class time but I noticed that the teacher did not check

all students' homework and their classwork for correction. He randomly checked students' homework and classwork because of very limited time and maximum number of students within a class. During the class, only active students did their home assignment and teacher provided them some positive feedback like: *Very good, Good, You did very well! Well done!* He corrected their mistakes and inspired them but weaker or passive students did not do or submitted their homework and classwork to the teacher. The teacher did not have time to respond for all students and correcting their mistakes and errors while checking their assignment. So, the weaker students were likely to be not motivated for doing their homework and did not get any response to improve them in learning session. Similarly, it was difficult for him to check homework of all students because of the maximum number of students and limited time of the period.

From the overall observation, I came to realize that homework and classwork correction is really important to give feedback to the students. If the students get immediate feedback for their work they are definitely motivating to do different work positively.

4.1.2.2 Hesitation and Anxiety

Speaking foreign language in front of the class is rated as the biggest cause of anxiety and hesitation for the students. In the language classroom, students are worried about making mistakes and they hesitate to speak in the whole class. Even the teachers are also anxious of students for not taking any responsibility in language class. In the context of Nepal, English is learnt as foreign language which is difficult for every learners and teachers.

During my classroom observation, I found that hesitation and anxiety affect students learning process. The teacher was teaching by using different activities and students were involving in those activities, at that time, I noticed that the students became totally nervous when the teacher asked them some questions in English, felt uneasy, they had fear of negative evaluation and fear to be

criticized by their friends. Similarly, I noticed that teacher was also anxious of managing large students in all kind of activities. It was found that large numbers of students were facing same problem. And only some intelligent and active students confidently expressed their feelings in front of the class. However, when the teacher asked any question in Nepali, all students were excited to answer the question and then when the teacher asked any question in English, they felt so nervous. Likewise, I noticed that their facial expression showed that nervousness during their speaking time. They were anxious to explain anything from English. I saw students were more confident in Nepali rather than English during the teaching learning session. Many students hesitated to speak in English due to pronunciation difficulties and fear of criticisms.

From the overall observation I came to know that, hesitation and anxiety are major obstacles to be overcome in learning to speak another language and to expose the inner feelings in front of the whole class.

4.1.2.3 Low Participation in Conversation

Student's engagement in interaction, skills, performance and different activities are becoming increasingly important in language teaching and learning. If students are involved in different activities, they become better critical thinkers, motivated and learn better when they are prepared for class and participate in discussion. In the context of Nepal, students' participation in conversation in English classroom, management of students' participation in different activities are the main problems of language class. There are various reasons that students fail to participate in conversation.

During my classroom observation, I found that students rarely participate in English conversation and involvement in different activities like: pair work, to give answer of any questions, group work, and speaking in front of whole class and so on. Therefore, only the brilliant and active students participated in different activities during teaching and learning speaking inside the classroom.

In the classroom, large number of students leads to fewer participatory opportunities for students. Similarly, in large class, I found that fewer students participated in different activities and there was very limited time to take part in activities for all students. When the teacher spoke in English, they listened him silently and actively but when he asked some questions and told them to take participate in different conversation, they became nervous. Shyness, nervousness, large class, hesitation, time limitation were obstruction that hindered students' participation in different conversation. Thus, low students participation is another biggest problem of language class in government-aided schools.

From the overall observation, I found that low participation means less involvement in different learning activities in the class. Because of the low participation of students in different activities, it is difficult for the teacher to conduct learning activities. Similarly, students were less participated in English conversation during teaching leaning process due to the fear of mistake, shyness and hesitation.

4.1.2.4 Teaching Aids

Teaching material plays vital role in the language classroom. If there are sufficient teaching materials available in the schools, the teachers can teach with the help of different materials which makes class effective and enthusiastic. Similarly, it helps to engage all students in learning activities and motivated to learn effectively. In the country like Nepal, we can find many schools not having sufficient teaching materials. The teachers are still facing many problems of regarding the teaching aids during the classroom teaching.

Likewise, in my study, I found that the teacher had same problem during his teaching learning lesson. I found, only some limited materials like textbook, white board, and markers were used. Similarly, as an extra material, a teacher only used newspaper in his classroom. Sometimes, he used mobile phone to search something important for teaching. Similarly, I noticed that the teacher

downloaded some needed materials on his mobile phone and he just used it to teach students. Hence, when I was studying in school level, my teachers used to use above mentioned limited materials but at present, I still found the same materials to teach students inside the classroom. In the book, there were lots of teaching activities but due to the limited number of teaching learning materials, like textbook, white board, and marker, it was difficult for the teacher to conduct all the activities properly. When I was observing class, I found one change from past to present i.e. we were taught with black board but now, the teacher teaches with the white board. During my classroom observation, I did not find any other teaching learning materials like: audio-video, pictures, ICT related materials while teaching inside the classroom. He tried hard to maintain large number of students and he taught them without sufficient teaching learning materials. There was crisis of different teaching learning resources in the language class.

From the overall observation, I came to realize that teaching materials are important to make classroom activities effective and enthusiastic. But the lack of teaching materials limits to expand different activities in language classroom.

4.1.2.5 Use of Mother Tongue

In second language class, another problem the teachers teaching English in Nepal have been facing is the use of students' mother tongue (L1) in the class. When a teacher makes his students practice in pairs or groups, some students start speaking their mother-tongue. It is often felt that teachers and students overuse their mother tongue. Use of mother tongue is one of the biggest problems in language class at government-aided schools in Nepal.

During my classroom observation, I found that students were using their mother tongue while learning English language in the classroom. The teacher also used mother tongue to explain the lesson and to communicate during the class time. Students were anxious while speaking English inside the class but

when they used mother tongue; they suddenly started to talk so confidently and without any hesitation. During teaching process, the teacher asked about their family, one student stood up and said that '*Family is important to protect us and to fulfill our needs.....and....and....*', then the students said '*Sir aaudina Nepali ma vanam?*' After that, the teacher added something more about the importance of family in our life. Students and the teacher shared same mother tongue to describe the lesson as well as to do daily activities in the class. In this situation, the students' mother tongue could be used as a resource for the teaching and learning of English. But in some cases, it is not beneficial as well as effective for language class. If the teacher uses more English in class, the more input the students will get, and the more they hear, the more they will be turned in to the target language. It means the use of mother tongue limits opportunities for exposure to target language.

Likewise I found less use of target language and students got less English exposure which hinders their language learning. They felt easy to use mother tongue rather than to use target language which made problems to the teacher for developing students' speaking proficiency. I found the excessive use of Nepali language in English class; it is felt that the main reason behind maximum use of mother tongue is the low exposure on the part of students in English language. Rana (2009, as cited in Khati, 2011 p.4) says that except certain English medium schools, the students hardly have enough exposure to English language, only 5, 6 hours of classes a week. This is not sufficient for different reasons. They have quite less access to other audio video exposure and hardly enough time and room for language performance in the schools. In remote localities, the situation is even worse. Rana found above mentioned condition in his research. I also found similar problems like: students hardly performed different activities with limited time, poor background of English, less enough exposure to learn English language and less time to give opportunities to involve students in different teaching learning activities.

From the overall observation, I came to realize that excessive use of mother tongue is another biggest problem in language learning. Sometimes, teacher tried to create English environment to give equal opportunities to participate in different activities but the mother tongue interference hindered them while teaching speaking inside the classroom.

4.1.2.6 Grammar and Pronunciation

Every language has its own grammar and pronunciation. Teaching of grammar and pronunciation plays a vital role in language teaching. A grammar of language is very important for the individuals who are learning the language, and then the pronunciation of that language is important to use or pronounce properly. But the knowledge of grammar is perhaps, more important for the second language learners than the native speakers. If the second language learners do not know the proper use of grammar and pronunciation of that language, it creates problems for meaningful arrangement of forms and function and their tone and intonation while learning the language. In the context of Nepal, government-aided schools have problems related to grammar and pronunciation in language learning classroom.

During my classroom observation, I found that students had maximum problem of grammar and pronunciation while learning in the class. The teacher asked students '*Did you do your homework?*' and students replied '*Yes I do*'. They committed this type of mistakes during learning language. Students wanted to write and speak English but due to the lack of knowledge of grammar and proper pronunciation, they felt difficulty to use it. The teacher taught some structures of grammar and told them to make some sentences and students made sentences through the structure. But I noticed that the teacher had not focused to teach the word pronunciation. Some students were really good at grammar and to read the word, sentences and phrases but majority of the students were poor in using grammar while doing any tasks. Similarly, I saw the main problem was large number of students in a class; the teacher did not

have time to treat students individually. So, only the active and brilliant students participated in different activities rather than the weaker ones. Time limitation, lack of English exposure, lack of interest to learn English were the major problems while learning language in the large classroom.

From the overall observation, I found that grammar and pronunciation are the biggest problems of language class. Students participated in different classroom activities but the students did not perform better due to the lack of grammar and pronunciation knowledge of English in language class.

4.1.2.7 Time Management

Time management is an essential aspect of meaningful learning. If the learners get more time for learning session, they definitely do better practices in the class. Students learn more when they are intensely involved in learning process and are encouraged to apply their knowledge in many situations. Similarly, government-aided schools have problem of time management in Nepal. Only five, six hours of classes a week is not sufficient for language learning in large classes. We know the proverbs 'Practice makes a man perfect' like that if students get more chances to practice during their language learning session, they become more proficient in language. But the condition is not like that. They are only taught English subject in 45 minutes per day in schools. Bhattarai (2001, as cited in Khati, 2011, p.5) states that in 45 minutes class period more than 80% hours are consumed by Nepali language in the schools.

During my classroom observation, I found that the teacher had very limited time to teach students with different activities. He was unable to finish all tasks within limited time. Similarly, lack of sufficient practice in target language was another problem in the class which led students to use Nepali frequently in English classroom. Students did not have enough time to get opportunities for oral practices. The students listened to the teacher because they were not involved in different teaching speaking activities in the class due to the insufficient time. It was found that the problem of time limitation restricted to

get more opportunities in different activities. So, time limitation with large number of students was one of the major problems in teaching speaking activities.

From the overall observation, I came to know that within one period, the teacher was not able to involve all students in different activities and the students did not get sufficient time to practice and perform in the class which hindered leaning language.

4.1.2.8 Classroom Management

A successful teaching requires more than controlling students' behavior and the class. The teachers are responsible as well as good manager who establish and maintain effective learning environment in the class. In large class, classroom management is also a problem. The teacher has to manage the classroom considering different factors such as physical facilities, number of students, and students' attitude towards activities while teaching.

During my classroom observation, I found that the classroom was not managed properly due to the lack of physical facilities. There were the students sitting on the benches very haphazardly. The teacher tried to follow the rotation model to manage the classroom but due to the lack of desk and benches, he was unable to manage class properly. The ways of arranging desks and benches were orderly rows which made difficulty to conduct group work, pair work, and collaboration in learning and to provide feedback to the students for the teacher. The classroom management affected the students' learning and the teacher's contact with one another. Students did not equally participate in learning activities. Similarly, I saw the teacher could not manage the classroom environment, students' needs and their interests because they did not have enough physical facilities and other excessive materials for managing class. Students had problem to see written notes on the board from the last bench. Thus, large class size and large number of students are creating problems for language learning in class.

From the overall observation, I came to know that without sufficient physical facilities, there was problem of managing the large class successfully. Hence, classroom management has great influence on teaching learning language. Rotation is way of managing the class effectively but due to the large number of students, it has created problem for the teacher to involve all students in different speaking activities.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes the findings drawn from the analysis and interpretation of the data. It also includes conclusion of the study and some applicable recommendations at different levels on the basis of findings of the study.

5.1 Findings

On the basis of analysis and interpretation of data, following findings have been outlined.

5.1.1 Findings related to the Practices of Language Teaching Speaking in the Large Class

- i. The teacher involved students in various activities such as warm up, discussion, group work, pair work and individual work in order to, develop their speaking proficiency.
- ii. It was found that the teacher worked hard to manage the large class which was rich in varieties of human resources. Therefore, he used large number of students for group work, whole class discussion, pair work, and individual work.
- iii. Similarly, it was found that the teacher conducted various activities like: group work, individual work and pair work to manage the large class. But among these activities, the students were mostly involved in individual work like: write an essay on 'Importance of education in human life' and some other topics and make sentences based on the structure.
- iv. It was found that the teacher focused on class discussion to engage students in the class. The students participated and shared their ideas, opinions, experiences regarding the given topic in the class. It helped them to overcome their English speaking anxiety through the discussion tasks.

- v. Likewise, it was found that the teacher always encouraged students by saying, *Good, Very good, Well Done!, You did very well, Thank you!* to involve students in different activities and facilitated to build their self-confidence for different speaking tasks.
- vi. It was found that the teacher provided opportunity to get a leadership through the group work which helped them to develop habit of learning in collaboration.
- vii. Similarly, it was found that the students always followed rotation to manage the large class which gave students equal chance to participate in different activities.

5.1.2 Findings Related to the Problem of Teaching Speaking in Large Class

- i. It was found that in large classroom, there was a problem in discipline aspect of the students where they did not pay attention to the teacher.
- ii. It was found that students participated in different activities such as group work, whole class discussion, pair work, individual work but they felt difficulty to speak in target language.
- iii. It was found that the students who were extrovert and active mostly participated in speaking activity whereas introvert students rarely participated in such activities.
- iv. It was found that due to the lack of resources, the teacher did not use different materials according to the nature of the content except daily materials and his own mobile.
- v. It was found that the teacher did not use any audio-video aid to teach any activities in language class. However, he used only limited materials like; textbook, whiteboard and marker.
- vi. It was found that students used their mother tongue excessively in the classroom which affected their language learning.

- vii. It was found that the teacher did not focus to the pronunciation aspect in the language class.
- viii. It was found that there was the problem of time management in the large class. Because of that, all the students did not get chance to take part in speaking activities equally.
- ix. It was found that students followed rotation to manage the class but all of the students could not perform the activities equally because of lack of uniformity in task competition.

5.2 Conclusion

The present study was a qualitative study conducted to find out the practices and problems of teaching speaking in large classes. In this way, based on the findings, it can be concluded that the teacher practiced different activities to teach speaking skill in large classroom. He involved students in various activities such as warm up, discussion, group work, pair work and individual work in order to develop their speaking proficiency. But while applying those above mentioned techniques, he faced different problems such as students low participation, anxiety and hesitation, lack of proper instructional materials according to the content, lack of classroom facilities, and massive use of mother tongue to teach speaking skill.

In large classes, due to the large number of students, teachers lose the control of the class and it decrease students' language proficiency. Beside these, students are not comfortable in large classes, the reasons are, class become noisy, there is not enough seat space for students and the class environment is not well. Similarly, in large classes, it is also difficult for students to change their place or move to the other side for making group work, on the other hand, the students usually cannot take opportunity to explore themselves in the classroom.

In the context of developing country like Nepal, most of the community schools have greater number of students in the classes. Large classes have

some positive aspect like students get opportunity to know about the different culture, it helps to develop social function or relation but it has created problem for the teachers to conduct different teaching learning activities in the classroom. Though the findings of this research explored some problems of teaching speaking in large classroom, some ways can be useful to minimize those problems such as doing more activities outside the school, by playing different speaking games, participating in events or inviting people from an English speaking country as a way of comprehending its practical use. Similarly, new technologies can be used to motivate the students because they consider teaching through different techniques something different and interesting.

5.3 Recommendations

On the basis of the findings of the study, I would like to recommend following points of recommendation to be applicable in policy level, practice level and the further research level.

5.3.1 Policy level

Every country has different policies in education field. In the changing time and situation, the provision should be brought regarding compulsory training of large class management by government. From the findings of the study, I would like to put following recommendations.

- i. The government made a policy regarding limited number of students within a class. In my observation, I found it was not implemented in school. So, the government should strict or make strong policy to implement it in practice level.
- ii. Curriculum development center should develop teacher's guide to conduct speaking activity effectively.
- iii. The government made a policy for teachers in different practical and skill-based training, seminar, workshop which helped them to

develop knowledge about teaching. But, I found that the teacher faced many problems in implementing knowledge gained through different trainings in the real classroom because of the school environment and facilities. So, the government should be aware to create learning environment and it should provide contextual training to the teacher which can be easily used in the classroom.

5.3.2 Practice Level

The government should evaluate the efficiency of the teacher training programs in shaping the necessary practices of teachers. Some of the practice related recommendations from the findings of the study are as follow:

- i. The teacher should encourage extrovert students to help introvert students for developing speaking skill. It is because, in my observation, I found that only extrovert students participated in discussion and other activities.
- ii. Teacher - students and student - student interaction should be employed in the classroom. It is because, in my observation, I found very rare interaction between student- student and teacher- students in English in the class.
- iii. The teacher should apply speaking test, and activities as mentioned in the curriculum. Because, I found that the teacher could not do all speaking activities mentioned in the curriculum.
- iv. The teacher should design the different tasks for different levels of the students. For the reason that large class means heterogeneous class. So, the tasks should be designed on the basis of student's level and interest.
- v. The teacher should use different audio-video materials to teach listening activities which help to develop students' speaking proficiency. Because, in my observation, I found that the teacher did not use any audio-video materials while teaching speaking in the class.

5.3.3 Further Research

This work can serve as a reference tool for those who are interested in and want to carry out further research on this topic.

- i. Experiment and analysis of audio visual aids to improve listening and speaking skills at secondary school, higher secondary school and college level
- ii. Role of pictures in teaching speaking skill
- iii. Improving student' speaking proficiency by using games
- iv. Effectiveness of classroom discussion and role play to develop speaking skill in secondary level

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Appendix I

Checklist for the Classroom Observation

Name of the Teacher:

Class:

Name of the School:

No. of Students:

Teaching Item:

S. N	Observation items	Yes	No	Running Commentary
1.	Practices of teaching language classroom Warming up activities <ul style="list-style-type: none"> - Content revision - Jokes - Songs - Guessing games - Brainstorming - Questioning 			
	The Teacher in the classroom <ul style="list-style-type: none"> - Facilitator - Monitor - Promoter - Feedback provider - Instructor 			
	Different seating arrangement <ul style="list-style-type: none"> - Orderly rows - Circles - Horseshoes - Separate tables 			

	<p>Ways of encouraging students participation</p> <ul style="list-style-type: none"> - Read/write individually - Get them produce their own work - Teacher facilitation - Use of library/self-access material 			
	<p>Classroom speaking activities</p> <ul style="list-style-type: none"> - Simulation and role play - Acting from a script - Discussion - Describing pictures - Individual work - Picture differences - Guessing games - Role play - Communication game - Prepared talked - Questionnaire - Playing cards - Group work 			
	<p>Ways of managing large class as advantages</p> <ul style="list-style-type: none"> - Cracking jokes - Sharing varieties of the life experiences - Acting different personality 			
	<p>Distributes responsibilities of students in a class</p> <ul style="list-style-type: none"> - Appoint class monitors - Asks to teach the others 			

	<ul style="list-style-type: none"> - Leadership - Get students to listen 			
	<p>Activities to teach speaking in real life situation</p> <ul style="list-style-type: none"> - Oral game - Telling stories and experiences - Oral description 			
2.	<p>Problem of teaching speaking in large classes</p> <p>problems in excessive check of homework/classwork in large class</p>			
	Students' hesitation and anxiety to speak in whole class			
	Problems of low and rare participation of students in conversation			
	problem of enough materials to teach speaking skill			
	problem of mother tongue in teaching English			
	Students' poor grammar and pronunciation			
	Problem of time limitation in language classroom			
	Problems of classroom management			