

CHAPTER ONE

INTRODUCTION

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

1.1 Background of the Study

In Nepal, English language has been teaching and learning as a foreign language. It is global language as well as lingua franca of the world. Here, most of the students find learning English language as a difficult task but in reality, it depends on learning style, strategies, motivation, attitudes and the availability of the resources. Moreover, it depends on techniques, activities and strategies used by the teacher while teaching in the classroom.

If we go through the history of language teaching, in general it came into practice in the twentieth century. Regarding this Richards and Rodgers (2005, p.1) clearly state, “Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies.”

English language teaching in the present context has become more challenging. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning of English language more complex. Today English language classrooms are witnessing an increased number of students in terms of racial, cultural and ethnic diversity. Classrooms are receiving large number of students with different needs and abilities. The diverse composition of students in the classroom has brought about many challenges as well as opportunities to the teacher. In this context, the role of English teachers is highly demanded. Good teachers expected to be able to recognize diversity among the students, formulate necessary strategies

and address those differences. However, responding to diversity is not easy job. The very fact also realized by Solomon (1991) and presented in these words: “There are no universal solutions or specific rules for responding ethnic, gender and cultural diversity, and research on best practices is limited” (as cited in Davis, 1999. p.1)

Teacher should create a good classroom atmosphere where students can take risk and participate freely and enthusiastically in speaking activities. Teachers always want to satisfy their students in the classroom. Moreover, some students may find language lessons boring because it is so easy for them. In the same way, other student think that the lessons are too demanding for them while teaching speaking skill, in mixed ability Classroom, teachers may face many problem challenges because speaking activities are probably the most demanding for students and teachers in terms of the affective factors involved in. Generally trying to produce language in front of their classmates and teachers can generate high level of anxiety to the students. In this connection, Hedge (2010) says:

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

Thus, for the successful learning and teaching of speaking skill, it based on teacher’s classroom activities, providing feedback and encouragement techniques. It is therefore a major responsibility for the teachers is to create a resourceful classroom environment in which students are prepares to take risks and experiment with the language within their own ability.

1.2 Statement of the Problem

At present, English language has made compulsory up to Bachelor's level and used as foreign language in Nepal. Regarding secondary level English curriculum, all the four skills of language are incorporated. Those skills develop competence of students over a language. Most of the English language classrooms are mixed in ability so it difficult to address all skills. Again, among the four skills, teaching speaking skill neglected to some extent in the mixed ability classroom. Teachers not care about the low proficient students. They focused to the bright students to use the English language. In real ELT classroom, teaching speaking skill has not given any time and important skill even though is a primary skill. I still remember the days when our teacher teach us English subject. My teacher did not care about the teaching speaking skill. According to my experience as a language learner, what I found is that learning speaking skill is challenging job in mixed ability classroom.

Harmer (2007.p.127) says, "It is inconceivable that any two students will have exactly the same knowledge of English at a onetime". In the classroom, there are students from different background. There are an individual difference in terms of intelligence, autonomy and attitude. Not only this, the difference can be along the direction of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities. Some students may feel very shy, anxiety, fear of eroticism and losing of face. Such students are always worried about possible mistake and error. In this situation if the teacher cannot handle the classroom appropriately while teaching language it may create great problem. Generally, teachers of government-aided school are less concerned about teaching speaking skill. There are tendency to teach whole class. Thus, the above realities and considerations urged me to carry out a survey research on speaking skill in mixed ability classroom.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out activities used by secondary level English teachers to teach speaking skill in mixed ability classroom.
- b. To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The research questions of my study were as follows:

- a. What are the activities used by English language teachers while teaching speaking skill in mixed ability class?
- b. How do the teachers perceive the mixed ability class?

1.5 Significance of the Study

The methodology, finding and conclusion of my research will be beneficial to all the teachers of English. They will be familiar with the teacher's activities in teaching speaking skill. According to my recommendation, especially in mixed ability classroom they can apply those activities in their real classroom. They will also know the role of teacher's activities to increase student participation and address the mixed ability in English language teaching (ELT) classroom. This research will equally be beneficial curriculum experts and textbook writer in the sense that they can utilize the findings of this research work while designing curriculum, syllabus and writing textbooks conveniently. At last, this work will give valuable ideas in teaching speaking skill that will be fruitful to any ELT practitioners.

1.6 Delimitation of the Study

This study was limited to teacher's activities to teach speaking skill in mixed ability classroom, within four private and public secondary schools of Tanahun district. Four secondary level English teachers were the participants.

Observation and interview were the tools for data collection. In addition, Purposive judgmental-sampling procedure selected.

1.7 Operational Definition of the Key Terms

Mixed Ability – It refers to the group of learner with many differences e.g. level of knowledge, language learning ability, intelligence, motivation learning style etc.

Pair work – Pair work represent the learning activity, which involves learning and working together in pair.

Role Play –Role-play is the classroom activities, which gives students an opportunity to practice language pretending to be something or somebody.

Verbal- Capable of speech.

Proficiency: It is the students' skill or knowledge in speaking English.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is an essential task for any researcher to acquire theoretical knowledge about related topic. This chapter includes several sub-chapters like review of theoretical literature, review of related empirical literature, implication of the review for study and conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical knowledge is necessary for researcher to have enough knowledge about the selected topic of research. The researcher cannot go further in the research process without theoretical knowledge and concept of the research topic. The theoretical concepts of the study have presented as follow:

2.1.1 Language Skills

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

In other words, a language is comprised of three aspects and four skills. Aspects represent competence of language while skills represent performance of language. The performance of the language can see from four skills. In this connection, Ur (1996, p.120) writes, “of all the four language skills, they include: (I) listening (II) speaking (III) reading (IV) writing skill”. Listening

and reading skills are receptive skills while speaking and writing are productive skills.

Receptive skill is a term used for reading and listening, skills where meaning extracted from the discourse. Productive skill is a term for speaking and writing, skills where students actually have to produce language themselves (Harmer, 2007). Furthermore, Hinkel (2006, as cited in Harmer, 2007, p.265) states that skills cannot learn in isolation. Harmer (ibid) write: receptive skills and productive skills feed off each other in a number of ways that we say or write is heavily influenced by what we hear and see. The focus upon skills differs on the basis of method and approaches followed. Generally, there are four language skills: listening, speaking, reading and writing skill.

Based on functions, skills classify into two types: Receptive Skills and Productive Skills. Receptive skills are involved in receiving message whereas productive skills are involved in the production of language for conveying message. Thus, listening and reading are the receptive skills and speaking and writing are productive skills.

2.1.2 Speaking Skill

Speaking is a productive skill and occurs in an oral mode. It takes place in different situations where we are conveying the message verbally and non-verbally. All of the elements need to make a good understanding between speaker and listener. Therefore, speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of the assessment as well. In this regards Nunan(1989, Cited in Hedge, 2010, p.296) provides the following components or elements of speaking skill:

-) The ability to articulate phonological features of the target language;
-) Mastery of stress, rhythm and intonation patterns;
-) An acceptable degree of fluency;
-) Transactional and interpersonal management;

-) Skills in taking turns;
-) Skills in interaction management;
-) Skills in negotiating meaning through the strategies such as comprehension check, repetition requests, clarification requests, and so on
-) Using appropriate discourse formulate and fillers.

Regarding speaking, Brown (2004, p.140) states that “Speaking is productive skill that can be directly and empirically observed, those observations are invariable colored by accuracy and effectiveness of a test-takers listening skill which is necessary compromises the reliability and validity of an oral production test”. Listening skills has a big influence in speaking skill. Listening is a first language skill that should taught when the learners learn about language because listening skill can give the learners how to improve speaking skill. By listening learners able to learn how to speak from the models, it will give a good effect to learners. In addition listening able to add the vocabularies mastering; influence the pronunciation and intonation.

Therefore, speaking skill is an important skill to be mastered when someone learn about language especially foreign language. Speaking skills becomes the most important skill since people have belief that language mastery is able to be judged from how well someone speak. In language teaching, language is essentially speech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in a social interaction. Therefore, the appropriate classroom activities and techniques needed to improve and teach students’ speak skill.

2.1.2.1 The Importance of Speaking Skill

Speaking skill is the primary skill in the oral mode. Like the other skill, speaking is more complicated than it seems at first and involves more than just pronouncing words. Generally, there are five components of speaking skill. They are pronunciation, vocabulary, grammar, fluency and comprehension. To be a good speaker the English learners have to master all the components. Besides those linguistic components above, many factors influence speaking ability. Harmer (2007) states that:

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. However, there is more to it than that. A speaker of English- especially where it is a second language- will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too (p.343).

Thus, speaking skill has become the important aspect of language. When studying the language, especially English without practicing to speak is useless. Ur (1996, p.120) writes, "Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of language course". Speaking skill is one of the most important primary skills to master when people learn English because speaking is a process of constructing meaning: it covers almost all of language components. Through speaking, someone can express his or her minds, ideas and thoughts freely and spontaneously. In addition, the purpose of teaching speaking is to guide

both the teachers and students to use the target language as a common language in teaching learning process even in their daily life.

In global era, speaking ability in English is use in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is international language. That fact requires people to master English active in order to make verbal interaction with people around the world.

2.1.2.2 Teaching Speaking Skill

Speaking is one of the four most significant skills for the acquisition of a new language. Speaking can defined as the ability to express oneself fluently in a foreign language. Chaney (1998, as cited in Kayi, 2006) says, “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

It is the most complex and complicated linguistic skill that involves thinking of what is says. People speak when they want to express their ideas, opinions, desire and establish social relationship and friendship. Speaking includes contextual practice of language. The purpose of language teaching is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class directed to equip students with the language skills they really need. However, it is especially difficult in a foreign language because effect oral communication requires the ability to use language appropriately in social interaction. It requires more than its grammatical and semantic rules. In other words, the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on spot. Speaking also involves supra segmental elements such as, pitch, stress and intonation. In addition, non-linguistic element such as gestures and body language, facial expression may accompany speech. In this connection, Ur (1996, p. 120) writes:

...of all the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speakers of that language as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

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. Speaking is however, a skill, which deserves attention every bit as much as literary skills, in both first and second languages. Learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. They may make or lose their friends by the skill. It is the vehicle for excellence of social ranking, professional advancement and business.

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

A major objective of the most of the language teaching programs is to prepare the learners for meaningful interaction, making them able to use and understand natural speech from the genuine interaction. According to Ur (1996, p.120), "Classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course". Speaking is not merely a single skill. It is the combination of several sub skills. To be a fluent speaker of language, we need to get the mastery of those skills, related to speaking. Munby (1979, as cited in Phyak and Sharma, 2009, p.214) has identified the following sub skills of speaking:

) Articulating sounds in isolate forms.

-) Articulating sounds in connected speech.
-) Manipulating variation in stress in connected speech.
-) Manipulating, the use of stress in connected speech.
-) Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause.

Thus, speaking is the process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts, Chaney (1998, as cited in Kayi, 2006). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years English language teachers have continued to teach speaking just as a repetition drills or memorization of dialogues. However, today world requires that the goal of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

2.1.2.3 Activities for Teaching Speaking Skill

Teaching speaking is very important part of foreign language learning. The ability to communicate in a second language clearly and efficiently is contributes to the success of the learner in the school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place desired. Oradee (2012, as cited in Gonzalez, et al. 2015, p. 96) writes, "Three communicative activities were used to develop speaking skills: discussion, problem solving and role playing". With this aim, various speaking activities such as role-play, group discussions, pair work, can be contributing a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

The students increase their speaking abilities only if they involved in the speaking activities. For Ur (1996), “Classroom activity that develop learners’ ability to express themselves through speech would be seen an important component of a language course”. Simply, it is difficult to design and administer such activities in the EFL classroom. Anyway, teacher has to use different activities for developing speaking English skills of the students. He /She have to give opportunities to talk through role-play, pair work, group work, discussion. Therefore, the teacher should create classroom environment where students have real life communications/authentic communications and meaningful task that promote oral language. If we manage such environment in the classroom, student gets benefits to get their speaking abilities. In this concern, Brown (2001) says:

We have learned to differentiate between transactional and interactional conversation. We have discovered techniques for teaching students conversation rules for topic nomination, maintaining the conversation, turn taking, interruption and termination. Our pedagogical storehouse has equipped us with ways to teach sociolinguistic appropriateness, styles of speech, non-verbal communication, and conversational routines (such as “Well, I have gotta go now”). With in all these foci, the phonological, lexical, and syntactic properties of language can attend to either directly or indirectly (p.268).

Students learn to speak in second or foreign language by interacting. When they get opportunities to interact in second or foreign language, surely they will be able to reply their queries in unpredictable ways. Those activities should be more interactive and more interesting. Language teaching is more effective when the whole attention of the learners engaged by activity not by the

language. Thus, the whole attention of the learners should be captured by the activities then the students feel comfortable and ease to speak.

In communicative language teaching, collaborative learning is inevitable. Collaborative learning makes the students cooperative. Collaborative learning visualizes the real life communication on which authentic activities and meaningful tasks promote oral language. Harmer (2007, p. 129-131) provides following activities to teach speaking:

Information-gap activities: An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information-because they have different information, there is a 'gap' between them. For information gap activity to work, it is vitally important that students understand the details of the task.

Story telling: We spend a lot of our time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. The best stories, of course, are those, which the students tell about themselves and their family or friends. We can also offer them chances to be creative by asking them to talk about a scar they have, or to tell the story of their hair, or to describe the previous day in either positive way or on negative way.

Describe favorite object: It is an activity, in which student asks to talk about their favorite objects (things like MP3 players, objects with sentimental value, instrument, clothes, jewelry, pictures etc). They think about how they describe their favorite object in terms of when they got them.

Telling about the famous people: Student thinks about five famous people. They think all of people and recognize best one giving with reason in English.

Meeting and greeting: Student role- play a formal/business social occasion where they meet a number of people and introduce themselves.

Student presentations: Individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations must be given some kind of listening task including, perhaps, giving feedback.

Balloon debate: A group of students is in the basket of a balloon, which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters (Napoleon, Gandhi, Cleopatra, etc) or professions (teacher, doctor, lawyer etc) have to argue why they should be allowed to survive.

Moral dilemmas: Students are presented with a 'moral dilemma' and asked to come to a decision about how to resolve it. For example, they are told that a student has been caught cheating in an important exam. They give focus on the student's (far-from-ideal) circumstances.

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

Role Play: One way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as when they are what they think or feel. Ur (1996, p. 132) writes, "Rehearsals and other preparation are rather time consuming, but the results can contribute a great deal both to learning and to learner confidence and morale".

Discussion: A discussion can hold on various reasons. The students may arrive at a conclusion, share ideas about an event, or find solutions in their group discussions. Before discussions, it is essential that the teacher set the purpose of the discussion activity. The student can be involved in agree/disagree discussion or they can be involved in presenting opinion. Lastly, in class or group discussions whatever the aim is, the student should always be

encouraged to ask questions, paraphrase ideas, express support, check for classification or so on. Harmer (2007, p. 128) says, “When student suddenly want to talk about something in a lesson and discussion occurs spontaneously, the results are often highly gratifying”.

Simulation: Simulations are very similar to role play but what makes simulation different from role-play is that they are more elaborate. In simulations, student can bring item to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing. Harmer (2007, p. 125) says, “In simulations, students act as if they were in a real-life situation”.

Information gap: In this activity, students are supposed to be working in pair. One student will have information that other partner does not have and partner will share their information. Information gap activities server many purposes such as problem solving or collecting information. Harmer (2007, p.129) says, “An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information- because they have different information, there is a ‘gap’ between them”.

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

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

call a few students to tell a short riddles or jokes as an opening. In this way, not only will the teacher address students' ability, but also get attention of the class. (Harmer, p. 129) says, "We can also offer them chances to be creative by asking them to talk about a scar they have, or to tell the story of their hair, or to describe the previous day in either positive way or on negative way."

Interview: Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow conducting interview with people give students a chance to practice their speaking ability not in class but also in outside and helps them becoming specialized.

Story completion: This is a very enjoyable, whole-class, free speaking activity for which student sit in a circle. For this activity, a teacher start to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Student can add new characters, event, and descriptions and so on.

Playing Cards: In this game student should form group of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationship

Spades: An unforgettable memory

Cubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about the topic to ask the other people in the group. For example:

Is money is important in your life?

What is the easiest way of earning money?

What do you think about lottery?

However, the teacher should state at the very beginning of the activity that student are not allowed to prepare yes-no question, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended question to each other so that they reply in complete sentence.

Picture Narrating: This activity is base on several pictures. Students asked to tell the story-taking place in the sequential pictures by paying attention to the criteria provided by the teacher as rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

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

Picture Describing: Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokes person for each group describes the picture to the whole class. Ur (1996, p. 128) writes, “Picture describing is a simple but surprisingly productive activity”.

Find the Different: For this activity, student can work in pairs and each couple given two different pictures, for e.g. Pictures of boys playing football and another picture of girls playing tennis. Students in paper discuss the similarities and the differences in the pictures.

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

getting success in speaking. Ur (1996, p. 128) writes, “Find a different is a well-known activity which usually produces plenty of purposeful question and answer exchange”.

According to Nunan (2003), some of the activities that can use in teaching speaking are as follows:

Acting from the Script

Acting from the scripts are the important activities that promote the natural speaking behavior of the learners. They are based on script which is only by the teacher for them, or they may find in the textbook, or also where. Students may write a script themselves too. They act as a scene of such scripts. They act out, play and dialogues. They try to speak as naturally as possible. This kinds of speaking activity helps to build the students’ confidence, to contextualize language, and to use appropriate gestures, facial expression, etc in communication. Harmer (2007, p. 348) says, “We can ask our students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogue they have written themselves”.

Unscripted Role Plays

Unscripted role-plays are different from scripted activity because students have only description of a situation and no model script. The students become more imaginative and creative while they are performing in the unscripted role-play; simulation is possible through unscripted role-plays, too. Students simulate real world inside the classroom.

Problem Solving Activities

The learners are given a situation with a problem, and then they are asked to discuss each other, may be in groups or in pairs. They discuss and try to find out the best possible solution of their problem. From the problem solving activities, the students are encouraged to talk together to find a solution to a

problem. Ur (1996, p.128) writes, “Problem solving activities usually works well, producing a high level of participation and motivation; as with many simulation tasks, participants tend to become personally involved”.

Speeches and Prepared Talk

One popular kind of activity to develop speaking skill is prepared talk, where a student makes a presentation on a topic. Such talks are not designed for informal or spontaneous conversation because they are prepared, they are more ‘writing like’ than this. However, if possible students should speak from notes rather than from a script. Harmer (2007, p.351) writes, “Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more ‘writing-like’ than this”.

Pair Work and Group Work

Pair work and group work are important activities for teaching speaking. When the students are involved in instructions and discussion within their groups, they feel the responsibility for their learning. That is to say, the learners’ autonomy can be promoted through pair work and group work related activities. Different fluency activities are performed in the group or pair. The students mainly get the opportunity for the regulation of meaning and for conversational adjustment through the work in-group and pair. Ur(1996, p. 121) says, “Group work increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class”.

2.1.3 Mixed Ability Classroom

The term ‘mixed-ability’ refers to the quality of being different ability and having individual differences. Mixed-ability classroom is one that has different kinds of learners in it having their own potential, strength and weakness. They have different preferences for learning and displaying their work. Mixed-

ability classroom does not just consist of a range of abilities but also a range of learning styles and preferences. They have different interest, hobbies, religions and beliefs. There are many learners' differences in this type of classes such as differences in language learning ability, their cultural background, learning styles, age, attitude towards language mother tongue, learning experience, motivational orientations, etc.

In a language classroom, not all the students may be similar in their ability, educational and cultural background, maturity as well as personalities. Such types of classes that have students of different levels of language proficiency, varied interest and language learning experiences defined as a mixed ability language classroom. In a language classroom, the students may be at different levels; having varied learning speed and learning ability. Teachers regularly face mixed-ability groups where different individuals are at different levels and have different abilities. Teachers face with individuals who have different language knowledge, different intelligences, different learning speeds and different learning styles and preferences. Because of such a variation among learners the classroom, the teachers' challenges and responsibilities have multiplied. In this regards Harmer (2007) states that:

It is conceivable that nay two students will exactly the same knowledge of English at any one time. Even if we are assemble a class of complete beginners, it would soon be clear that somewhere learning faster than other or learning different things. Furthermore, these differences raise student's anxiety level and lower their self-esteem. At the same time, there are more comments, more personal experiences and opinions and ideas shared among students, these classes provide more chances to enhance mutual learning by forming cross ability groups (p.127).

There are many classes in our schools, which have mixed ability. Mixed ability in ELT classroom is as natural as in the society. Mckeown (2004, as cited in Bremner, 2008, p.1) believes that “many teachers see a mixed ability class as consisting of a group of average and able children with a subset of children who have learning problem”. A mixed ability class does not just consist of range of abilities but also a range of learning styles and preferences. Teaching a mixed ability class will work if all pupils are allowed to experience success and to learn as individuals. It is less likely to be successful if teachers. Therefore, Ireson & Hallen (2001, as cited in Bremner, 2008, p. 1) suggest “Teacher need to recognize that a class mixed ability because children have different preferences for learning and displaying their work”. Good teacher should be able to consider the individual expectation of their students, formulate the necessary alternatives, and tackle those expectations. Kelly (1997, as cited in Gurgenidze, 2012, p. 57) states that:

In the middle of 1930’s some schools in the United Kingdom decided to students according to their IQ tests. However, it seen that the new groups still had variations among students, and it is not feasible to change these groups and the curricula every time.

Therefore, even if we divide the students in term of their intelligence we can find variations among them in their abilities. Furthermore, Prodromou (1989, as cited in Gurgenidze, 2012, p. 57) indicates that:

Even when students grouped according to their test score, their progress rates will always be at different levels due to the teaching methods, materials, and/or learning style differences. The teachers become the key factor in reaching each student in a class. It is important for teachers to be aware of the problems resulting from mixed abilities in their

classes and to decide on techniques and strategies that could be used to solve such problems.

The teachers should know the students individually to give feedback and should beware of problems resulting from mixed-ability classrooms to minimize the probable languages. Learners should help to become independent and creative. Teachers act as role models for learning and teach pupils how to become independent and effective learners.

2.1.3.1 An Introduction to Learner Differences

A class is composed of individuals rather than being some kind of unified completely. In a classroom, there will be students of different age, cognitive style, interest, language, proficiency and so on. There may be marked differences, not only in terms of their age and level but also in terms of different individual abilities, knowledge and preferences. In a classroom, there may be students who differ from each other in motivation, goals, gender, socio-economic status and linguistic and cultural heritage.

Ur (1996, p.304) mentions some differences between learners, they are : Language learning ability, cultural background, learning style, attitude to the language, mother tongue, intelligence, world knowledge, learning experience, knowledge of their language, age of maturity, gender, personality, confidence, motivation, interest, independence, self-discipline and educational level.

Similarly, Harmer (2007, p.21) mentions some of the learner's differences as follows:

Age: Learners often described as children, young learners, adolescents, young adults or adults. The age of the students is a major factor that causes mixed-ability.

Learning Styles: All the students respond to various stimuli (such as pictures, sound, music, movements, etc.) but for most of them something stimulates them into learning more than other things do. Some students specially influenced by visual stimuli. Some students specially affected by auditory input. As a result, respond very well to things they hear. In any one classroom, we have a number of different individuals with different learning styles and preferences.

Language levels: Students are generally describes in terms of three levels beginner, intermediate and advanced and these categories are further qualified by talking about real beginners and false beginners. Between beginner and intermediate, we often group students as elementary.

Educational and Cultural Background: Another aspect of individual variation lies into students' cultural and educational background. Some children come from homes where education is highly valued and where parental help is readily available. Other children, however, may come from less supportive background where no such backup is on offer. If students have different cultural background from the teacher or from each other, they may feel differently from their classmates, about topics in curriculum. They may have different responses to classroom practices from the ones the teacher expected.

Motivation: A variety of factors can create a desire to learn. Perhaps the learners love the subject they have chosen, or maybe they are simply interested in seeing what it is like. The strength of the motivation will depend upon how much value the individual places on the outcome he or she wishes to achieve.

Responsibility for Learning: Mixed-ability class involves many types of learners. Teaching is mixed-ability class will be effective if all students are allowed to experience success and to learn as individual. It is less likely to be successful if teachers insist on whole class teaching and teaching to the average

child. Getting students to do various kinds of homework, such as written exercise, composition or further study is one of the best ways to encourage students' autonomy. Students should be made responsible learners so that they can use the self-access centre with a range of resources comprising books, newspapers, magazines, worksheets, listening material. In this way, variation among learners can be observed in terms of their responsibility for learning.

After considering the above-mentioned views, it is summed up that, the children vary in intellectual, emotional and social maturity, in language fluency and physical appearance, as well as family background, motivation and so on. This makes the classroom mixed-ability group.

2.1.3.2 Teaching Speaking in Mixed Ability Class

Speaking is often considered as a neglected skill in foreign language education and accepted as the most complex and difficult skill to acquire (Ur, 1996). It is neglected because traditional approaches still exist in the golden age of communicative approaches in language education. In addition, speaking is complex and difficult to master because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, gestures and so forth (Dincer & Yesilyurt, 2013 p. 88). Speaking has always been considered as an important language skill for language learners because it allows speakers, both to convey a message and to interact with other people (Widiati & Cahyono (2006, as cited in Gonzalez, et al. 2015, p. 96). For this reason, teaching speaking demands the use of different methods and strategies that help learners improve their communication skill.

Many teachers are extremely worried about the fact that they have students in their classes who are at different levels of proficiency. Indeed, mixed ability classes are a major preoccupation for most of us because they appear to make planning and the execution of plans in lessons extremely difficult. Many teachers see mixed ability classes as especially problematic. Yet in real sense,

all classes have students with a mixture of different abilities and language level. We know this to be true given what we said about multiple intelligences and differing primary perceived systems. In addition, according to Harmer (2007):

Teachers should consider some elements now of teaching English speaking skill: they involve the students' need to use correct pronunciation and intonation patterns, word and sentence stress, the rhythm of the second language various generous and situation and a number of conversational strategies. To tackle the aforementioned elements, the author recommends a variety of activities such as scripts, dialogues, communication games, discussion, prepare talks, among others. These activities make students more dynamic in the learning process and at the same time, make this process more meaningful and fun (Harmer, 2007).

For teaching speaking, individual or group activities can use. Individual activities include storytelling, describing things, and public speech, which are usually transactional. Group activities involve role-plays, presentations, debates, dialogues and small group discussions, which are interactional, Widiati & Cahyono (2006, as cited in Gonzalez, et al. 2015, p. 96).

So, activities and resources integral to the development of the teaching-learning process which should be considered in teaching speaking ; for this reason, they need to be carefully planned by teachers to enhance learners' spontaneity in the performance of speaking skill in mixed ability class room.

2.2 Review of the Related Empirical Literature

The empirical literature review is an act of reviewing the related researches carried out before. It is as written summary and critique of research relating to the particular issue or problems. Several researches have been carried out in the field of the speaking skill under the department of English education and abroad. Some related research works, which facilitate in the research work, reviewed in the following line:

Bhatt (2011) carried out the research on “The Techniques Employed by English Teachers while Teaching Reading Skills”. The main objective of this research was to find out the technique employed by the teacher while teaching reading skill. He uses primary as well as secondary sources for data collection. He used observation checklist and survey questionnaire were used in collecting required information's. The population of this study was the English teacher of higher secondary schools in Kailali district. Ten English teachers and ten higher secondary schools of Kailali district were the sample population of the study. He found that most of the teachers used sensitizing technique for guessing unfamiliar words and phrases while teaching reading skills, which was 62.5% in number. In their opinion, improving reading speed techniques given priority but not found to bring them in practice to their classroom.

Prasai (2014) carried out the research on “Strategies Used in Teaching Speaking”. The main objective of this research was to find out the result when the secondary level English teachers use different teaching speaking strategies explored by Kayi (2006) and compare the use of their strategies between community and private schools. The observation checklist as a tool of data collection that. It based on the strategies given by Kayi (2006). The population of this study consisted of all secondary level teachers of the Kathmandu district, the sample size of study comprised of 10 ELT teachers and their 40 ELT classes observed using observation checklist effectively. She found out of the thirteen strategies of key (2006), only nine of them found

being used in the school. All the teachers (100%) were found using information gap activity in teaching speaking skill. The teachers found good at using this activity.

Alfi (2015) carried out the research on “Improving the Students’ Speaking Skills through Communicative Games for the Grade VIII Students of MTS N NGEMPLAK”. The main objective of this research was to improve the students’ speaking skills for the grade viii of MTs N Ngemplak. He used cyclical observation, interview and test as tools for data collection the participants of this study consisted of the students of VIII B class of MTs N Ngemplak. Action research method including, planning, action, observation and reflection was used. The finding of this research was vocabulary practices helped students improve their vocabulary mastery pronunciation drill done regularly every meeting successfully improved students pronunciation skill, by playing communicative games, students spoke English in more relaxing and secured atmosphere as they played games in small groups or in pairs, pictures and videos successfully attracted students’ attention.

Bhandari (2015) carried out research on “Large Mixed Classes and the Challenges Faced by Teachers. The main objective of this research was to identify the existing situation of large mixed ELT classes and the challenges faced by teachers in managing those classes in terms of physical aspect and pedagogical aspects such as ; Teachers behavior, students’ behavior presentation and classroom practices such as information ,discipline , participation ,individual awareness, assignment ,correction and collaboration. He used observation checklist and questionnaire as research tools for data collection. The population of this study consisted of all the secondary level English teacher of Nawalparasi district and 12 English teachers as sample. Twelve secondary school of Nawalparasi districts’ was selected using non-random purposive sampling procedure. He found out, the maximum number of classes congested. Physical infrastructure such as furniture, size shape, and numbers of rooms, electricity, drinking water, toilets and library were not

satisfactory. Majority of teacher did not make lesson plan not organized group work and pair work to manage the classroom, faced disciplinary problem, collaboration activities in the classroom not found satisfactory.

Basyal (2016) carried out the research on “Classroom Activities Used and Challenges Faced by Grade X English Teachers in Teaching Speaking Skill”. The main objectives of this study were to explore the grade X English teachers’ classroom activities used and the challenges they face in teaching speaking skill. Observation, checklist and questionnaire were the research tools of data collection. The population of this study consisted of all the secondary level English teacher of Palpa district and 20 secondary level schools and 20 grade X English teachers of Palpa district were the sample population of this research from each school one grade X English teacher selected as sample using purposive non-random sampling procedure. He found that students programs pronunciation, teaching materials, hesitation were main challenges for the grade X English teachers to address while teaching speaking skill

Magar (2016) carried out the research on “Strategies Used for Managing Mixed Ability Students in ELT Classrooms”. The main objectives of this research using to find out the secondary level English teachers’ strategies used for managing mixed ability students in ELT classroom. He used classroom observation checklist and questionnaire as the research tool of data collection. The population of this study consisted of all the secondary level English teacher of Kathmandu valley and sample consisted of 20 secondary level of 20 secondary school of Kathmandu district from each school one English teacher was selected as a sample using purposive non-random sampling procedure. He found that use of eye contact, knowing and calling students by their name teacher’s movement in the whole class and checking and cross checking students classroom behavior were very useful strategies for managing mixed ability students in the ELT classroom.

Sen (2017) carried out the research on the topic of “Techniques Used in Teaching Speaking Skill at Secondary Level”. The main objectives of this study was to find out the techniques employed by the teachers in teaching speaking skill are secondary level. He used the observation checklist and questionnaire as the research tools of data collection. The population of the study was secondary level English teachers of Rukum district and the secondary level English teacher of public school of Ruckus district selected as the sample population of the study. He found that, most of the teachers were giving more priority to both the pair work and ‘group work’ activities and out of twelve technique of teaching speaking skill as suggested by Kayi (2006) only ten of them were found being used by the teachers.

When I reviewed the above thesis works, I did not see any research conducted in activities used while teaching speaking skill in mixed ability class. So I thought better to find out the activities used while teaching speaking skill in mixed ability class, which is new train in education system. In this sense, my research work is different from those of other mentioned above.

2.3 Implications of the Review for the Study

The central focus of the literature review is to find out and analyzed what has done before in the field of the activities of teaching speaking skill in mixed ability classroom at secondary level. It provide the clear concept of the activities employed by the secondary level English teacher’s while teaching speaking skill in mixed ability classroom. It also provided a clear ideas that what has been done till the date and what is remaining to do in the appropriate works helped in understanding the theories of teaching speaking proficiency and gives a noble idea in developing creative conceptual framework of the activities of teaching speaking skill in mixed ability classroom. The study further supported to find out the gaps in the study area. Moreover, the review of the literature also provided the clear map for the research work. It assisted to

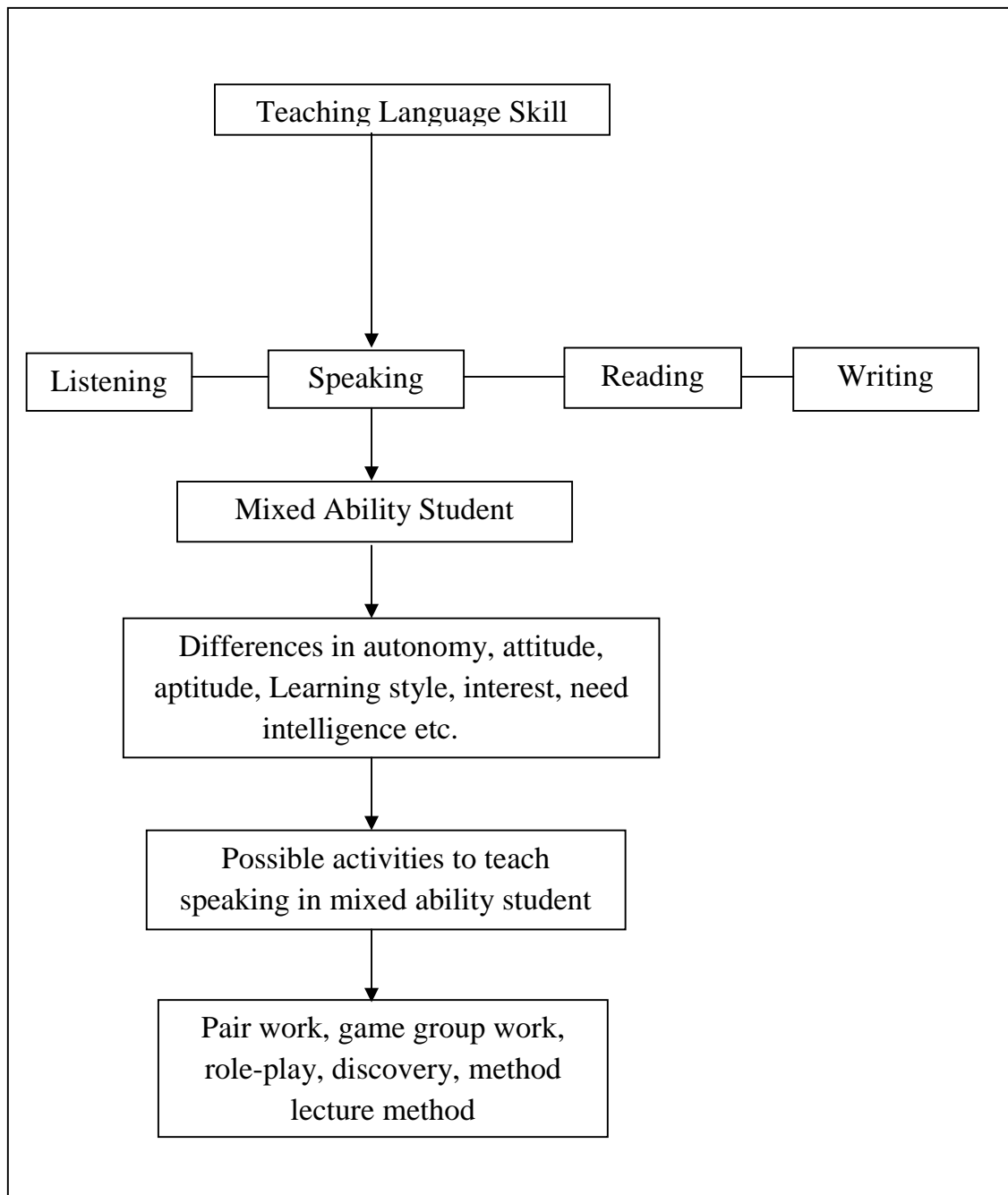
analyze the prevailing activities of teaching speaking in mixed ability classroom from the perspectives of the secondary level English teachers.

I reviewed the studies of different scholars like Sen (2017), Basyal (2016), Intan (2015), Magar (2016), Bhatta (2011), Prasai (2014) and Bhandari (2015). These work provided me various ideas to conduct the present research practically and it helped me to formulate the objectives, make research questions, improve methodology and contextualize the findings. Moreover, this previous research work helped me to interpret the result and make this research scientific and systematic.

To mention the work, I reviewed sequentially, at first; I reviewed the work of Sen (2017), Bhatta (2011), and Prasai (2014) about the techniques and activities of proficiency in speaking skill of the students. I also reviewed the international thesis of Intan (2015). From these three literatures, I got ideas about the language and the activities of speaking proficiency. In addition, this literature helped me, broaden and strengthening the theoretical knowledge about the activities of teaching speaking skill. Moreover, they helped me to formulate the objectives, make the research question, and improve methodology. Similarly, the work of Basyal (2016) and Bhandari (2015) provided me the challenges faced by ELT teacher while teaching in mixed ability classroom. I realized different problem that are facing by the ELT teacher. At last, I reviewed Magar (2016) which gave me the clear idea about the strategies used for managing mixed ability classroom in speaking skill classroom. In addition, it helped me to make the conceptual framework of my study.

2.4 Conceptual Framework

Conceptual framework refers to the mental picture of the process what used in the research. In another word, conceptual framework is a theoretical mental image of the researcher toward proposed research. It also calls pathway or road map of a research, which explain relationship between variables themes of the study. Conceptual framework of the proposed study presented in following diagrammatic form.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of the study, following methodologies selected in the research process.

3.1 Design of the Study

The design of the study was the case study because I observed and analyzed the case of managing mixed ability class, focusing on different activity used by teachers in speaking classroom. In this research, I followed qualitative methods to collect the data to complete this study. The qualitative research case study can defined as an intensive, holistic description and analysis of single phenomenon or social unit. The goal of qualitative research is to develop understanding of at social or human problems from multiple perspectives. It based on naturalistic and controlled observation. Therefore, in-depth investigation of a single case by a participant observer called case study. The term case study 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 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 subject) (p.11-12)

Similarly, Domyei (2007) says, cases are primarily people, but researchers can also explore in depth of a programmed. 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”. These types of research do in natural setting. Therefore, 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.

This study, carried out to find out the actual extend to which the secondary level ELT teachers use different teaching speaking activities in mixed ability classroom. This study represented the entire Tanahun district. In addition, the population sample chooses from English language teacher. Mainly classroom observation and interview were used to collect data .Analytical procedure was used to interpret the result.

3.2 Population and Sample Size

Secondary level English teachers of different private and public schools of Tanahun district were the population of the study. Four secondary English teachers working in Tanahun district were the sample of this study.

3.3 Sampling Procedure

Though the population of this research were the secondary level English teachers, only four teachers from Tanahun district were selected as it will impossible to include all population in this type of research. Four teachers from government and private school of Tanahun district selected from purposive sampling procedure. Four schools selected purposively and one secondary level English teacher selected from each school purposively. Ten classes of the four teachers' observed. Altogether, forty classes observed. Then, I took interview with four teachers.

3.4 Research Tools

To collect the required data for this study I used interview and observation as the research tool in my study. In classroom observation, I focused on activities they used while teaching speaking skill and I used semi-structure classroom observation diary. I observed forty classrooms with in four months in four schools in Tanahun district. In addition, on the last day of observations, I took interview with four teachers whose classes observed. I used semi-structured interview schedule to take the interview to the teachers.

3.5 Sources of Data

For the data collection I used, primary and secondary sources. Secondary level English language teachers were the primary sources of my research. I collected the secondary source of data by reviewing different books, articles, national and international journals and published and unpublished thesis (e.g. Basyal,2016; Bremner, 2008; Intan, 2015; Keyi, 2006; Harmer, 2007; Nunan, 2003;).

3.6 Data Collection Procedure

For the data collection, I selected Tanahun district as the study area and visited the place. I met the principal of all the schools to get their permission to carry out the research in their schools. After getting permission from them, I visited all the participants personally in their working place, explained, informed them about the purpose of my research study in order to build rapport with them, and requested them to participate in this research study. I did not face any problem to convince them about the purpose or objectives of the study because all the participants were more or less familiar with me. After this, I asked them to set the time for classroom observation of according to their planned schedule and I started classroom observation and wrote notes of every observation for what activities teachers used while teaching speaking skill in the classroom.

After this, I went to the schools again to interview them in order to get more information and hoped to get different ideas and activities of teaching speaking skill. I recorded their interview while taking interview and after taking interview, I transcribed all of them, read repeatedly, and noted down some important points.

3.7 Data Analysis Procedure

Data and interpretation has close relationship. I analyzed the data based on qualitative approach, which is appropriate for this study to analyze the data to discover the new knowledge and conclude it with my own personal reflection. Then, systematically collected data were transcribed, coded, analyzed, and descriptively interpreted.

3.8 Ethical Considerations

Ethical issues are serious concerns for all researchers mostly because of the relationships developed during the collection of required information depend upon the ethical issues that the researcher addresses. Participants began as a

teacher, it was the development of a close personal relationship, and it allowed me to obtain important information. Before collecting data, participants contacted and stated the aim of study clearly. Four teachers asked for verbal consensus for their approval for their study of classroom observation. Similarly, the permission takes from the concerned head teachers. Participants were informed their voices recorded for transcription. I ensured that their names would replace with codes like teacher 'T1' and 'T2'. Similarly, the school's name was not included in the thesis. The responses of the participants and observed details kept confidential and used only for research purpose.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of collected data.

Analysis and interpretation of data has done in accordance with the specified objectives of the study. It presents analysis of data gathered through interview and observation tools. At first, I interpreted the classroom observation data and then the data obtained from the interview.

4.1 Analysis and Interpretation of Data

Before I presented the discussion on data and analysis, I would like to set a scene by briefly presenting the participants' profile. In doing so, I try my best to maintain the identity confidentiality by discussing the professional background of the teachers.

Teachers' Profile

1. T1 is a 35 years old male who is also teaching in Higher Secondary Level. He has his M.A in English. He has more than 5 years of teaching experience. He has attended of training conducted from District Training Centre, Damauli. He is a permanent teacher.
2. T2, who is 25 years old, is a female. She has done her B.A in English. She has 4 years of teaching experience. She is a local level teacher. She does not have any training about the teaching.
3. T3 is a male. He is 38 years old. He has done his M.A in English. He has more than seven years of teaching experience and he received a number of training from NELTA about teaching learning. He is a principal of private school and the secondary level English teacher of this school.
4. T4 is 50 years old male who is also teaching in Higher Secondary Level. He has his M.ED in English. He has more than 20 years of teaching

experience. He has attended a number of training related to teaching learning. Now he is going to be retired life after completing teaching profession.

4.1.1 Analysis of Information through Classroom Observation

This section is concerned with the observation of 40 classes of secondary level English teachers teaching speaking skill in mixed ability classes. To find out what activities used by English teachers while teaching speaking skill in mixed ability classroom I observed 40 classes of T1, T2 T3 and T4 with the help of observation guidelines. For that on the first class of my observation:

I went to T1's school early in the morning. When I reached school, all the students and teachers were standing in assembly for school prayer. The school has a beautiful garden and has many trees and flower planted. As soon as the assembly was over, the bell rang for the class and all the teachers went to their classes. Then I went to the staff room where the participant's teacher and I spent together talking about his students and school for some minutes. Soon after the bell rang for the 2nd period, we both entered into the classroom where the students smiled at me. I went back to take the seat thinking what different activities he might use in today is class and observed everything that went into the classroom.

The teacher began his lesson writing the topic "Time for speaking". This was the first day of speaking skill after Dashain vacation. Then the teacher said, "Let's discuss about the Dashain vacation, share our feelings and experience about how we celebrate the Dashain vacation". Then all the students started to share their feelings how they shared Dashain vacation, where they had gone, what types of varieties of food they had eaten in Dashain and all about the Dashain festival. Then the teacher wrote two question on the whiteboard,

"A. What are the advantages of Dashain festival?

B. What are the disadvantages of Dashain festival?"

Then the teacher divided the class into two groups 'Group A' and 'Group B'. Then he said, "Group A gives the answer of question number A and group B gives the answer of question number B." Both group responded the teacher. The class was noisy as well as all the students attempting to tell whatever they know. Teacher and students all discussed about the Dashain festival, its advantages and disadvantages in-group.

This class seemed to be a good example of group work and classroom discussion. All, the students were got the chance to share their thoughts, feelings and experience in the classroom without hesitation. The teacher was as being a facilitator. He encouraged them to speak.

For the second classroom observation, I went to T3's school early in the morning. This was the private school. On the wall of school, there written "English Speaking Zone" in big handwriting. I saw students assembled for national anthem and prayer. Then participants and I entered in to the staff room, we discussed about the study and semester system of Master Degree. After that was rang for 2nd period. The participants went for his class I stayed at staffroom and when the 3rd period's bell rang, I went to class 10 with the participants. The class was noisy, girls and boys were discussing about their sit. Later became quite seeing us. I went to sit at last bench and started looking around the class. The teacher then started the class with writing the topic "Time for discussion about causative verbs". At first the teacher gave the some ides about the causative verb, "The causative verbs cause somebody/ something to happen in the action or it create the activities. There are 3 causative verb, they are: made, got, had." Then teacher asked to the students orally,

How many causative verbs are there in English?

Then all the students replied orally. Then the teacher wrote the structure while changing the active voice into passive voice of causative verbs. Then the

teacher asks to the students to tell more sentences using causative verb with the help of structure provided by the teacher. Then the teacher made the pair of all students and asks to one pair to tell the active sentence of causative verb and next pair asks to tell the passive sentences of causative verb. Like ways all, the students tell the sentences of causative verb turn by turn with their pair.

I found while teaching speaking skill, the teacher focusing on pair work. He manages the pair tactfully because talent and weak students divided in pair. It seems the focuses to manage the mixed ability students in the same race of learning.

For third classroom observation, I went to T4's school. Tiffin time was going on. All the teachers and students were taking their breakfast. After taking their breakfast, I went to the staffroom and I faced many questions from other teachers. When the bell rang, I entered into the class 9 with the participant. We went to the grade 9, where I noticed girls were sitting on the left side and boys were sitting on the right side of the class. The teacher and students greet themselves. All the students became curious to see me so participants introduce me with the students and share my purpose as well. Then the teacher wrote the topic on the whiteboard "Speaking time". The teacher asks to all the students to be free and do not take out pen and copy. In addition, wrote the word "Breakfast, lunch and dinner". Then, asked to students "What did you take as your breakfast at last morning?" All the students replied. Again asked, "What did you take as your lunch?" All the students replied. Again asked, "What did you take as your dinner at last night?" All the students replied. Then the teacher asked to discuss about the item of breakfast, dinner and lunch of other countries also. Then the teacher asked to the students "How do you prepare the tea?" Then the teacher asked the necessary things to prepare the tea and wrote on the whiteboard Bowl, matchbox, water, tea dust, sugar, milk, kettle, fire. Then he explained the stepwise procedure of preparing tea. Then teacher asked to the students to discuss about preparing tea with in pair. In addition, asked to one girl and one boy to tell the whole process of preparing tea. Similarly, the

teacher asked to the students to tell the instruction of washing dishes, charging cell phone. I found while teaching speaking skill, T4 mostly used discussion and pair work. In his class, weak students were quite silent and had sat last bench of the class.

For the fourth classroom observation, again I went to the T1's school. First period was running I stayed at staffroom. When bell rang of second period, I entered into the class 10 with the participant. I sit on the back of the class. The teacher wrote the topic "Rampant pesticide use risks health". At first, the teacher asked to the students to read out the first and second paragraph of the text. Then the teacher asked to the students to make the two/ two questions with boys and girls. Then the teacher asked to the boys to ask their questions to girls and asked to the girls to ask their questions to boys. Then the teacher asked to girls and boys to tell their correct answer if they became unable. Like ways, the students did. First boys asked the question to girls: "Who is Ram babu Paneru?" Then girls replied, "Ram babu Paneru is the scientist." Then girls asked to the boys "What types of chemicals farmer use in their farm?" Similarly, girls and boys asked and replied.

I found teacher use the question answer techniques effectively. The teacher focuses to all students equally. Teacher asked to the talent students to ask the question and asked to the weak students to answer. It shows he use the effective techniques to manage the mixed ability classroom.

Again, I went to T1's school for the fifth classroom observation in class 9. It was running second period. Therefore, when the bell rang of 3rd period's I entered into the class with participants. He started to check the homework and wrote the topic on the whiteboard "Speaking time: Time of greeting". He showed the picture of kissing, hand shaking, bowing the head, joining the hand. Then the teacher asked to find out the picture of greeting according to Nepali culture. Then the teacher described the picture of greeting according to the culture. Then the teacher asked to the students to describe the picture one by

one. All the students had the chance to describe the pictures of greeting according to the culture.

In this class of speaking skill the teacher use the picture and had given the chance to all the students to describe the picture. If they became unable to describe the teacher helps them.

For sixth classroom observation of speaking skill used by English teacher, I went to T2's school. This was second period running, I went to staffroom. I talked with head teacher. When bell rang, I met the participant and entered into the class 9. Students became curious so I introduce with them and shared my purpose. The teacher started to her class writing the topic on the whiteboard "Speaking time". Then teacher asked to the students to be free, not to take out pen, copy and book. Then she showed her mobile and started to describe about the mobile. She describes all advantages, disadvantages and features of the mobile. All the students, were listened her carefully. Then she asked to the students to tell other favorite objects. Then students told, she wrote on the board telephone, Television, and Radio. Then teacher divide the class into 3 group and asked to describe about Television with group one, describe about Telephone with group two and asked to describe about Radio with group three. Therefore, all the students had the chance to describe one/one object turn by turn.

I found the T2 used the describing favorite object without neglecting the students' ability. She made the different group of different students and made the classroom interactive.

Again, for seventh classroom observation I went to T4's school in second period. I entered into class 10 with participants and started to observe the class. The teacher wrote the topic "Time for speaking". Moreover, asked to the students to turn the page number 90. Teacher asked to the students to look at the picture and asked, "Why she sold the car?" Then students replied, "She

sold her car and bought a cycle because fuel has become so expensive, it is because of her financial problem, she did it in order to get money.” Like ways teacher gave the situation to the students: Left school/ started working/ lost parents/ earn money/ basic needs/ feed younger sister. Then teacher asked to the students talk to with friends. In addition, ask one girl to ask the question with boys and ask to the one boy to ask question with girls and exchange the role as well. Again, teacher made the groups of students and asked to one group to ask the question to next group turn by turn. Moreover, the teacher asked to ask the question from first bench and asked to reply from last bench.

Therefore, I found T4 teacher used the picture and followed question answer techniques with respecting the mixed ability students.

Then for the eighth classroom observation, I went to T2’s school in third period. I went to the class 9 with participant. She started class with writing “Speaking time: Talking about famous people”. Then the teacher asked to tell five names of famous people: Prithivi Narayan Shaha, Bhanu Bhakta Acharya, Pasang Lyamu Sherpa, Lekhnath Paudel and Narayan Gopal. Then teacher told about Prithivi Narayan Shaha and students listened carefully. Then the teacher asked to the students to choose one person from whiteboard and asked to tell about him/her. Then students also did so. All the students had the chance to tell something about the choose person.

In this class, I found the teacher use free speaking techniques about the famous people. In addition, gave the chance to all the students to tell something whatever they know.

In next day, to observe the ninth class went to T3’s school in second period. That day was the first day after Tihar vacation. I went to class 10 with participant and he started his class about asking about the Tihar vacation. In addition, wrote the topic “Speaking time: Tihar festival and vacation” and asked to the students to share their time of tihar vacation and Tihar festival as

well in orally. One by one student came in front of the class and started to share their opinion about the Tihar vacation and share their time of Tihar vacation.

In this class, the teacher used the student's presentation activity effectively. All the students shared their thought and experience in front of the classroom without hesitation.

To observe the tenth class I went to T4's school in fifth period. I went to the nine classes with participants, sit at the last bench of the class, and started to observe the class. Teacher wrote the topic "Giving Direction" on the board. Then teacher made the map of the city on the board and told to the students "you should give the direction to your friend by looking this map. Your friend is coming from Pokhara and she does not know where Lalim from Dulegada is. Now you give the correct direction using the following clue: Turn your right/left, Go/walk straight ahead, take the first/second route on your right at the round about, take the route one your right/left at the junction, the temple /school is your left or right, pass the on your right/left, come on the road." Then teacher showed the one model. Then the teacher asked to the students to give the direction from health post to Bus Park. Then teacher divided the class into three groups and gave three-place name to find out the direction. All the students participated to find out the direction.

T4 used group work techniques effectively.

Then in next day, I went to T1's school for eleventh classroom observation. In 7th period, I entered into the class 9 with participant. He asked about the homework and started class with writing the topic "Speaking time with causative verb". The teacher wrote the two different sentences with different structures and asked to the students to find out the differentiation with them and ask to tell orally.

My father told me to wash my clothes and I did.

My father got me to wash the clothes.

In addition, write two structures: s+make+agent+v1, s+get+agent+to+v1. Then the teacher called the 4 students in front of the class and asked to one students to pick up the pen and next student do like that. Again next student make the structure: "Sudip told to Saroj to pick up the pen and so she did." Again next student made next structure: "Sudip made Vagawoti pick up the pen." Similarly, the teacher called four students in front of the class, asked one students to do something, and asked to other students made the structures of the causative verb.

In this class, the teacher used the role-play activity effectively. Students were participated actively. Teacher called two weak students and two talent students while playing the role. Therefore, the weak students also had the chance to speak whatever they know.

Again, in next day to observe twelfth class I went to T2's school early in the morning. In second period, I entered into the class 10 with participant. The teacher wrote the topic "Environment Pollution: Speaking Time." Then the teacher explained about the environment pollution orally. Then asked to the students about: causes of environment pollution, effects of environment pollution, activities to stop the environment pollution. Then students started to think about all the topics. Teacher asked to all the students to think about the entire topic. Then after 10 minutes, the teacher asked to all the students whatever they think about the given topics.

In this class, the teacher used the brainstorming activity. All the students compelled to think anything and speak about the provided topics by their own efforts.

Then to observe the thirteenth class I went to T3's school. I reached their while running the third period and I stayed at staffroom and when bell rang of fourth period I met the participants and went to class nine. In addition, sit the

backbench of the class. The teacher started the class writing the topic “ Manechauka: A place that holds a Memory”. Then the teacher asked to the students to read the first and second paragraph of the text. In addition, teacher asked to tell what they understand from this text. All the students tell something whatever they understood. Again, the teacher asked some question to all the students.

T3 used the question answer techniques.

In next day, I went to T4’s school and observed fourteenth class in class 9. That was the 5th period and from the backbench of the class I saw. The teacher wrote “Speaking: Expressing Sympathy and Condolence”. At first the teacher told “A condolence is always a form of sympathy, but expressing sympathy is not always an example so a condolence. Condolence is expressed to someone who has lost their relatives or friends whereas sympathy can be expressed to anyone who has had bad luck, misfortune or loss of something.” Then, the teacher divided the roles and asked to act the dialogues by expressing condolence or sympathy providing different clues. According to the teachers instruction students also divide the roles ‘A’ and ‘B’ and made the dialogue by expressing sympathy and condolence.

The teacher used conversation and pair work activity while teaching speaking skill.

For fifteenth classroom observation, I went to T2’s school and entered into the class 9 in third periods with the participant. The teacher asked to turn the page number 102 “Giving Direction”. And wrote the some clues on the whiteboard: “Turn your right/left, Go/walk straight ahead, take the first/second route on your right at the round about, take the route one your right/left at the junction, the temple /school is your left or right, pass the on your right/left, come on the road.” Then teacher showed the one model. Then the teacher asked to the students to give the direction from College to Bus Park. Then teacher divided

the class into five groups and gave five-place name to find out the direction from the school. All the students participated to find out the direction. Again, in next day I went to T3's school in 4th period for the sixteenth classroom observation. The teacher taught same topic "Giving Direction" in class 9. In this class, T3 did not use the group work technique. He used student presentation technique. He asked to the students to look the maps and provide one/one place name and asked to find out the direction from Buddha Road. Then all the students showed the direction of turn-by-turn by looking at the map of the book. Students were participating actively to speak looking on the map.

The T2 used group work techniques by involving mixed abilities students but T3 used the student presentation technique.

Then to observe the seventieth class I went to T1's school in second period. I entered into the class 10 with the teacher. He started his class writing "Speaking time: Use of so" on the whiteboard. The teacher asked to the students to read the statement: "Anu is a Nurse so she is my friend." The teacher asked to the students to guess out who is the next person. Again, the teacher asked to make many sentences by using 'So' and speak out. Students also did like that. Then the teacher asked to make the situation to Student-1 and asked to use 'So' with student-2. Student1- Mukti goes home on foot, Suraj goes home on foot. Student2- Mukti goes home on foot and So Suraj does. Similarly, the teacher asked to all the students to do like that.

The teacher used pair work technique by calling stu-1 and stu-2 in front of the classroom.

Again, I went to T2's school for eighteenth classroom observation in second period. I entered into the class 10 with participant and he asked to the students to turn page number 55. In addition, he asked to look at the pictures and readout the example given in the text. Then the teacher asked the picture-1 and

made clear by the example: A- She might be late for school. B- She must have missed her class. Then teacher asked to work in pair. He asked to take turn to tell two sentences about each pictures using modal verbs. The teacher made the 25 pair of 50 students and divide one/one picture to make two sentences by using modal verbs. Students also participate actively to make the sentences.

T2 used the pair work techniques by providing equal opportunity to all the students to speak.

Again, I went to T3's school in fourth period for the ninetieth class observation. I entered into the class 9 with participant. Teacher wrote the topic "Story time" then the teacher asked to the students "Have you ever heard the folk story?" then students replied 'Yes sir'. Then teacher told one short folk story and asked to the students to tell one/one story turn by turn. Classroom was interesting all the students were so curious to tell own story and waiting the turn. Only 12 students had the chance to tell story, the bell rang and teacher told to do continue in next speaking class to complete the all student's turn.

The teacher used story-telling activities while teaching speaking skill.

Then in next day, I went to the T4's school for the twentieth classroom observation in second period. I went to the class 10 with participant. The teacher wrote "Time for speaking: Making unexpected sentences". The teacher told "Look at the tables and make the sentences using the given words as much as possible." In addition, he wrote some noun phrase: Despite, in spite of, although, though and Even though on the board. Teacher provided two example of using given noun phrase and made unexpected things. Example: "In spite of her hard labor, she did not have expected result". Then teacher asked to choose the correct situation and asked to pair students to match the 'results' and 'situation'. Teacher made the practice in classroom, 10 pair try to match the situation with those results. Then the teacher asked to discuss to

match the situation with unexpected results in class. In addition, asked one girl and one boy to make situation and results with exchanging their roles.

The teacher used pair work and classroom discussion while teaching speaking skill.

Then to observe the 21st classroom observation I went to T2's school in second period I entered into class 9. She wrote the topic "Human Trafficking", asked to the students to read first and second paragraph, and asked to tell the main theme of the paragraph. Every student called in front of the class and asked to tell whatever they found from those paragraphs. At the end of the class, the teacher also told about the main theme of the paragraph. In the same day, in seventh period I went to T1's school to observe 22nd classroom observation. The teacher wrote the topic "Story Telling" and asked whether they told the story before or not and asked to do or not. All the students became ready and started the class. Moreover, students asked to the teacher to tell the first story. Then teacher told one short folk story and asked to the students to tell one/one story turn by turn. Classroom was interesting all the students were so curious to tell own story and waiting the turn. Only 15 students had the chance to tell story, the bell rang.

T2 used student's presentation activities and T1 used story-telling activities to teach the speaking skill in mixed ability classroom.

In next day I went to T4's school to observe 23rd class observation. In that class the teacher used the picture, teach speaking skill in class 10. Teacher showed the eight pictures and asked to work in pair. One student asked to describe any two pictures and the other write the description as their partner describes and asked to reserve the roles.

The teacher used the picture describing activity effectively.

In next day in 24th class observation T3 taught in class 9 with the topic “Speaking: Criticize what’s happening in the pictures” in second period. The teacher asked to the students to turn the page number 65, asked to look at the pictures, and asked to criticize the pictures using “should/should not be+ v-ing”. Teacher asked to work in pairs. One students criticized the picture by using ‘should’ and next pair criticized the pictures by using ‘should not be+v-ing’. Teacher provided the example:” A- Gaurav should not have been late for the assembly. B- Yes, he should have left for school on time.” The teacher asked all the students to do that activities turn by turn.

The teacher used picture describing and pair work activities in the same time.

Then I went to T2’s school to observe 25th class and entered in to class 9 in second periods. The teacher wrote the topic “Giving Direction” and asked to look at the map given in the textbook at page 102. Then the teacher told, “Now you give the correct direction using the following clues. They were, Turn your right/left, Go/walk straight ahead, take the first/second route on your right at the round about, take the route one your right/left at the junction, the temple /school is your left or right, pass the on your right/left, come on the road.” Then teacher showed the one model. Then the teacher asked to the students to give the direction from Telecom to Kantipath. Then teacher divided the class into six groups according to their bench and gave six-place name to find out the direction from the post office. All the students participated to find out the direction and they told their provided direction one by one from the front of the class.

The teacher used group work and student presentation activities effectively.

In next 26th classroom observation, I went to T2’s school in third period and entered into the class 9 in with participant. She asked to the students to turn the page number 129. Then she asked to look at the graph given in the textbook. She interpreted the graph according to the data given in the graph. That graph

was about US tourist inflow in Nepal in 2014. So she interpreted the graph of tourist flow from March to December in Nepal from US. Then she asked to the students to interpret the graph one by one students in front of the classroom. All the students participate to describe the graph.

The teacher used students' presentation in teaching speaking skill.

Then I went to T3's school to observe 27th class in fourth period. I entered the class 9 with the participant. He wrote the topic "Speaking: Describing an object". He asked to the students to turn the page number 131. Then he asked to read the childhood experience of the writer about eating orange. Then the teacher described about the text in detail. Then he asked to the students to think about their own/own experience of childhood about any object and events of childhood and asked to tell about that. All the students thought their experience about an objects and events: like Pineapple, watch Television or the experience of first educational tour and shared their experience in the class.

The teacher used experience-sharing activity while teaching speaking skill. All the students had the chance to share their interesting objects and events of their childhood.

Then to observe the 28th class I went to T1's school in second period. I entered into the class 9 with participant and sit on the last bench of the class. The teacher started his class with writing the topic "Speaking: My First Day at School". Then asked to the students to turn the page number 97 and asked to readout the text about 'My first day at school' to one student. Then interestingly he started to share his own experience of first day of school life. All the students became curious and asked about more than teacher said ask ask. In addition, later, the teacher asked to the students to share their own experience of first day of their school life. Then students started to share their experience of first day of school life. Only 11 students had the chance to share

their experience in this period. The bell rang and the teacher told to continue this topic in next period.

T1 also used the experience sharing activities while teaching speaking skill. All the students motivated and showed their interest to share their own experience in the class.

In the next day, I went to T2's school to observe 29th class in third period. In addition, entered into the class 9 with participant and started to observe the class. The teacher started her class with writing "Speaking skill: Giving Instruction" on the whiteboard. Then wrote next sub-topic 'How to prepare tea, dal, bhat'? Then all the students saw that and started to talk with their friend. Then the teacher asked to discuss with friend about how to prepare tea, dal and bhat. Teacher asked to the students to write the necessary requirements while cooking tea, dal and bhat. Then she divided the class into three groups. She distributed the topic to all groups. Group A asked to give the instruction of preparing 'Tea', group B asked to give the instruction of preparing 'Dal' and group C asked to give the instruction of preparing 'Bhat'. After 10 minutes teacher asked to group A to tell the instruction of preparing tea. One of the girls of group A told the instruction of preparing tea. Like ways all group's students told the instruction whatever topic they had provided.

The teacher used the group work technique effectively.

I went to T4's school to observe 30th class in 5th period and entered into the class 9 with the participant. Then the teacher wrote the topic "Describing an object or a place: Talking about present". Then he asked to the students to say their interesting place name and asked to think the reason of being interesting. The teacher wrote, 'Pokhara' and described about the place of pokhara. The students were listened him interestingly. Then he makes the pair of the students and asked to discuss about their interesting place. Students discussed with pair about their interesting place. Classroom was full of sound and all the students

were talking something about own interesting place. After 10 minutes, discussion teacher called two students in front of the class and asked to make the conversation about their interesting place. Both students asked to exchange roles to asked questions and answered.

T4 used classroom discussion, pair work and conversation technique while teaching speaking skill in mixed ability classroom.

Again, I went to T3's school to observe 31st class in 7th period. I entered into the class 10 with participate. He started his class with telling the short story. All class became silent and curious. After finishing his story, he asked whether they had ever heard that type of story or not. In addition, students replied they had listened. Then teacher asked to tell the story turn by turn. Classroom was interesting all the students were so curious to tell own story and waiting the turn. Only five students had the chance to tell story, the bell rang.

T4 used story-telling activities effectively while teaching speaking skill.

In the next morning, I went to T1's school to observe 32nd class in second period. I entered into class 10 with participant. He asked to the students to turn the page number 115 and started his class with writing "Time for speaking: Describing events". Teacher asked to look at the pairs of pictures, which describe different events and situation. Describe each pairs using who, whose, whom, that, which. Then the teacher provided one example: "The girl who is in the first picture is fond of eating junk food. The food that she likes is not healthy. Her parents, whom she respects, do not like her food habit." Then the teacher asked to describe each pair by using who, whom, whose and which. Students also did like that.

T1 used describing events while teaching speaking skill.

To observe 33rd class observation I went to T3's school in third period. I entered into the class 10 with participant. He wrote the topic "Talking about

the past” and asked to turn the page number 162. Moreover, asked to the students to talk about the past by providing the situation. He said, “When you returned home from school yesterday, you saw every member of the family busy doing different activities. Complete the table with their activities and describe the table as in the example.” He provided one example: When I returned home, my mother was cooking food in the kitchen. Then students filled the table and described the table with past events.

T1 used describing past events while teaching speaking skill.

Again, to observe 34th class I went to T2’s school. In second period, I entered into class 9 with the participant and sit on the last bench of the class. Then the teacher wrote the topic “Speaking Time” and asked to the students “Do you help your parents at home and teachers at school? How do you help them? Then students replied. Again, the teacher told, “You can do many things independently. Time has taught you to be able to do. Make a list of any three things which you can do yourself.” Then students started to make three things, which they can do independently and told by one/one students from in front of the class. All the students performed their own capability in front of the class.

In this speaking period, T2 used the student’s presentation activity. All the students present their capability in front of the class.

Then to observe 35th class I went to T1’s school in second period. I entered into the class 10 with participant. The teacher started his class with writing the topic “Speaking: Talking about best friend”. The teacher asked to the students to tell the name of their own best friend. All the students told their best friend’s name. In addition, the teacher told the name of his best friend is name and started to describe about his best friend. Then he asked to the students to describe about their best friend. He gave 10 minutes to write important point about their friend. After 10 minutes, he asked to talk about the best friend. All the students described about their best friend. When the class was over I talked

with the participants and I gave thanks for giving the permission to observe his class. On that day, I had finished 10-classroom observation and asked to participate about the date for interview for further research of activities of teaching speaking skill.

In this class, the teacher used describing the people. They describe about their best friend.

To observe 36th class I went to T4's school. In 5th period, I entered into the class 9 with the participant and sit on the last bench of the class. The teacher wrote the topic "Speaking: Telling story" on the whiteboard. He started his class with telling the short story. All class became silent and curious. After finishing his story, he asked whether they had ever heard that type of story or not. In addition, students replied they had listened. Then teacher asked to tell the story turn by turn. Classroom was interesting all the students were so curious to tell own story and waiting the turn. Only 10 students had the chance to tell story, the bell rang. Then the teacher asked to write one/ one story in their exercise copy for their homework.

T4 used the story telling activity in his class.

Then I went to T3's school to observe 37th class in third period and entered into the class 10 with the participant and he started his class with writing the topic "Speaking: Describing picture". Then he showed the picture of Rajesh Hamal (actor), Pashupati Temple, Mt. Everest, Laptop and Motorbike. In addition, he asked to tell the name of the pictures. Then he divided the class into 5 different groups provided these five pictures to five groups of students. Then, asked to describe the pictures in details. After 10 minutes, the teacher asked every student to describe the pictures turn by turn. Teacher asked to describe picture from the last bench of the class. All students were attentive and being silence to listen their friend's description of the picture and waiting their own turn. At last, the teacher gave thanks to all students for their best performance.

In this speaking class, the teacher used describing pictures while teaching in mixed ability classroom.

Then in next day, I went to the T2's school for the 38th classroom observation in third period. I went to the class 10 with participant. The teacher wrote "Time for speaking: Making unexpected sentences". The teacher told "Look at the tables and make the sentences using the given words as much as possible." In addition, he wrote some noun phrase: Despite, in spite of, although, though and Even though on the board. Teacher provided two example of using given noun phrase and made unexpected things. Example: "In spite of her hard labor, she did not have expected result". Teacher made the practice in classroom. All the students made the pair and asked to discuss on the situation and the results. Moreover, asked to match the situation with unexpected results. In addition, the teacher asked to exchange their roles in pairs. Then the bell rang. Then the teacher and me came out from the class and I gave thanks for giving the permission to observe 10 class of speaking skill and asked the date and time for the interview.

The teacher used pair work and classroom discussion while teaching speaking skill.

Then to observe the 39th class I went to T3's school in second period. I entered into the class 9 with participant and sit on the last bench of the class. The teacher started his class with writing the topic "Speaking: My First Day at School". Then asked to the students to turn the page number 97 and asked to readout the text about 'My first day at school' to one student. Then interestingly he started to share his own experience of first day of school life. All the students became curious and asked about more than teacher's questions. In addition, later, the teacher asked to the students to share their own experience of first day of their school life. Then students started to share their experience of first day of school life. All the students had the chance to share their experience in this period. The bell rang and we came out from the

class and I gave thanks for providing opportunity to observe 10 class of speaking skill and also asked to come for interview and fixed the date and time for interview to take the further data for my research.

T1 also used the experience sharing activities while teaching speaking skill. All the students motivated and showed their interest to share their own experience in the class.

For 40th classroom observation, I went to T4's school early in the morning. When I reached school, all the students and teachers were standing in assembly for school prayer. As soon as the assembly was over, the bell rang for the class and all the teachers went to their classes. Then I went to the staff room where the participant's teacher and I spent together talking about the date and time for interview. Soon after the bell rang for the 2nd period, we both entered into the class 10. I went back to take the seat thinking what different activities he might use in that class. Then he wrote the topic "Time for speaking" on the whiteboard. In addition, asked to the students to turn the page number 189 and asked to go through the given conversation and practice them with their partner. Teacher called two students in front of the class and asks to read the conversation. For example, TV/bad influence on people: yes.

A: I think TV has a bad influence on people.

B: Yes, you are right.

Similarly, the teacher made the pair of all students and asked to the students to make the similar conversation with the help of given clues in the textbook. After that, the teacher called one/one pair and asked to make the conversation in front of the classroom. Then the bell rang and the participant and I came out from the classroom and I gave very thanks to him for providing great opportunity to observe his class of speaking skill and I being separated with getting the permission to meet again for the interview.

In this speaking class, the teacher used pair work and conversation activities effectively. At first, he made the practice with the example of conversation provided in the textbook and later made the pair of the students and asked to make the conversation by providing the clues.

4.1.2 Results and Discussion of Interview

This section is concerned with the interview of the four teachers after completing through observation. In order to get the further data to find out the activities used by English teacher while teaching speaking skill in mixed ability classroom, I took interview with T1, T2, T3 and T4 English teacher whose classes observed before.

I wanted to begin with a basic idea related to component of English language. Therefore, this concept drawn from the first question concerned with component on focus and its reason. Responding to the question regarding the component on focus, T1, who has been teaching in 10+2, said, *“While teaching speaking skill it doesn’t depend on any one particular component, I think all the components are equally importance however; I would like to give more priority to listening skill because without listening we cannot speak out. That’s why listening is very first and most important component so we should give more priority while teaching speaking skill.”* His responses indicate that he gave more priority to listening skill while teaching speaking skill because he said without listening skill we cannot speak out properly.

Similarly T2 have four years of teaching experience who has done her B.A in English, said, *“ I give equal priority to all component because to learn English students should be taught properly about all matters weather it is speaking, listening, reading, writing or grammar because all thing are interconnect with each other.”* She suggested to all teacher to give equal focus on all components while teaching speaking skill because all components are interconnect to each other.

When I asked to T3 about his focus components while teaching speaking skill, he said, *“All components of English language are equal important how ever I would like to give more priority to reading skill because reading gives more input to the students and it helps to increase proficiency in speaking skill.”*

T3’s responses indicate he suggested giving more focus on reading skill while teaching speaking skill because it gives the more inputs to the students to increase proficiency in speaking skill.

Similarly, T4 have more than 20 years of teaching experience who has done his Med in English and has been teaching in 10+2, said, *“Specially, I give more priority in fluency because if students improve fluency then they easily and naturally learn other components.”* His responses indicate that the English teacher should focus in fluency while teaching speaking skill. If the teacher focuses on fluency then the students easily and naturally learn other components of English language.

In the second question concerned with feeling hesitation and anxiety to speak in English, T1 said, *“ Yes definitely it happen because most of the students they don’t have English background in family and society they are habited to speak Nepali rather than English. That’s why all the students feel hesitation and anxiety to speak in English.”* Similarly T2 said, *“Yes my students feel hesitation and anxiety to speak English because as they don’t have English base from their childhood as our school government school where English subject is not prioritize and due to their students lack of practice which makes them hesitation to speak English.”* T3 also said, *“My students also feel hesitation and anxiety to speak English even in private school because lack of practice of English speaking.”* T4 said, *“Yes most of the students in our government school feel hesitation and anxiety to speak English but some take interest to speak and I help them.”* The entire teacher responded that their students feel hesitation and anxiety to speak English because of lack of English speaking environment, lack of practice and use more Nepali language rather than English.

Third question was concerned with having same or different learning ability of the students. In this concern, T1 said, *“No. I have found different ability because all the students come from different background. They have different capacity; have different mental capacity, physical fitness. So it affects the students learning ability.”* T2 said, *“Every student has their own ability to learn.”* T3 said, *“No, every students don’t have same learning ability.”* Similarly T4 said, *“No, different students have different learning ability in the same class because they are from different societies and different capacities.”* The entire teacher replied that every student have their own learning abilities or have not same abilities to learn English because of different societies and background and capacities.

Fourth question was concerned with how they deal mixed ability class while teaching speaking skill. In this concern T1 said, *“Dealing to students with mixed ability in the class while teaching speaking skill is difficult and however we maintain and we should focus on weak students making them speak practically or involving the class and creating conversation to them.”* Similarly T2 said, *“I give equal opportunity to all students weather they are weak I just focus properly to all of them.”* T3 said, *“I give equal focus to all students.”* Similarly, T4 said, *“I take care to the different ability of the students. I help those students frequently who have low ability in speaking skill and I encourage them who have more ability.”* Above responses of all teachers shows that they give equal opportunity to all the students in the class, help them frequently who have low ability in speaking skill, make them speak with involving in practical English speaking environment and creating conversation to them.

In fifth concern, about types of activities they think more appropriate to teach in mixed ability classroom while teaching speaking skill, T1 said, *“I think pair work is important while learning and teaching speaking skill in the classroom.”* T2 said, *“Role play, question answer technique, talking about their interest, describing picture are the appropriate activities while teaching*

speaking skill in mixed ability classroom.” Similarly, T3 said, *“Question answer technique and describing picture are the appropriate activities.”* T4 said, *“Group talk and pair talking are important.”* Above responses shows that pair work, group talk, pair talk, question answer technique, role play, describing picture are the appropriate activities while teaching speaking skill in mixed ability classroom.

In sixth question about co-operate with students, T1 said, *“Definitely any teacher co-operate with students and I also do.”* T2 said, *“Yes I do co-operate with students.”* T3 said, *“I co-operate with students.”* T4 said, *“Yes surely, without my co-operation they can’t take part in speaking activities so I always co-operate with them.”* All teachers responded that they always co-operate with students.

In seventh question about material used in teaching speaking skill in mixed ability classroom, T1 said, *“I specially use audio-visual materials and sometimes I use audio only and sometimes video too. I think audio-visual material is best rather than only audio because body languages also help to understand.”* T2 said, *“I use pictures, chat papers, video and audio materials.”* T3 said, *“I use audio and video, pictures and English newspapers.”* Similarly, T4 said, *“Specially, I use pictures and dialogue.”* So all teacher said pictures, audio-video materials, English newspaper, dialogue are the materials they use while teaching speaking skill in mixed ability classroom.

In the eighth concern about the feeling of the teacher with individual differences of students, T1 said, *“I respect individual differences of the students. All students have their own abilities and we have to find out their abilities of learning and we have to treat them positively.”* T2 said, *“I feel positive and feel like being a teacher I should have that potential to teach all of my students properly without any frustration and irritation according to their ability.”* Similarly T3 said, *“I feel positive with individual differences of students and I used different activities of teaching in order to make them*

understand.” And T4 said, “ *It affect in their performance in speaking so I focus the students who are weak and who hesitate to speak and I also support who take interest naturally to speak.*” All the teacher said that they are positive with individual differences of the students, they respect with their own learning ability and all the teachers are ready to help those students who are weak than other and make the classroom as much as practical to speak English.

In the ninth concern about how often they involve the students in role-play activity while teaching speaking skill in mixed ability classroom, T1 said, “*I make them involve the students in different activities like role play usually.*” T2 said, “*I usually involve my students in role play activity while teaching speaking skill.*” Like ways, T3 said, “*Frequently I use role play activity while teaching speaking skill.*” T4 said, “*Frequently, because in speaking skill students most involve they should get chances for practices so I involve them more.*” Above responses shows that all the teacher involve their students in role play activities frequently in order to provide the equal chance to all the students in mixed ability classroom.

The tenth question was concerned about student’s interest in role-play activities or not. In this concern, T1 said, “ *yes, I said earlier, competent students are interested and they are always involve themselves in role play but other students always want to stay back and we have to encourage them.* Similarly, T2 said, “*Yes most of the students show their interest to play role in the class.*” T3 said, “*Yes my students always show interest to play role in the class.*” T4 said, “*Yes they take interest although it is difficult to speak English.*” All the teachers’ responses, students are interested to play role in the class but it is difficult. Only competent students are more interested and enjoy speaking in English but weak students feel somehow difficult to play role because of low proficiency in speaking.

In eleventh question, I asked their thinking of importance of pair work and group work activities in teaching speaking skill in mixed ability classroom, T1

said, *“Yes pair work and group work are importance in teaching speaking because without involving them in language activities they can’t learn. Only sitting on the bench and listening doesn’t make any effect in learning process.”* T2 said, *“Yes, I think the pair work and group work are the important activity of teaching speaking in mixed ability classroom.* T3 said, *“Pair work and group work are important because it provide the opportunity to the students to speak as they think.”* T4 said, *“ Yes, pair work and group work are very important activities for teaching speaking in mixed ability classroom because they don’t feel hesitation and take part in speaking in interesting way, they easily take part.”* All the responses shows, all teachers think that pair work and group work are the important activities while teaching speaking skill in mixed ability classroom because students can take part easily in pair and group and they do not feel hesitation.

In twelfth concern, about should focus or not on the use of stress and rhythmic pattern and intonation pattern of the language while teaching speaking skill, T1 said, *“Yes, this is very good technique in teaching learning activities because without giving them the knowledge about stress and intonation really they can’t test of the English. It makes them to use body language interestingly.”* T2 said, *“Yes, because if we don’t use that pattern the meaning of that words may differ and students may get confusion.”* Similarly, T3 said, *“we should focus on use of stress rhythmic pattern and intonation pattern because if they don’t know it’s meaning students can not get the clear meaning of the English language.”* In addition, T4 said, *“In the beginning just teacher should focus fluency and while they are teaching part and also care about stress and intonation pattern of the language because it effect the meaning of the word.”* All the teacher said we should focus on stress rhythmic pattern and intonation pattern of the language while teaching speaking skill because it effect the meaning of the language and students may get confusion.

In thirteenth question, I asked about how often they make the students practice-speaking skill, in a concern T1 said, *“It happens daily because interaction and*

question answer activities always take place in the class.” In addition, T2 said, *“Almost I use to make the students practice speaking skill.”* In addition, T3 said, *“Frequently I make practice of speaking skill.”* T4 said, *“Frequently I make students practice speaking skill, if they don’t get chance in speaking skill they can’t develop their skill so speaking skill can develop only by speaking frequently.”* All the responses show that speaking activities always happens in the classroom because interaction and question answer technique always take place in the classroom.

In fourteenth concern, about their satisfaction with the marks allocated to speaking skill in the examination, T1 said, *“I am not satisfied, it has to be increase and taken seriously. It has not taken seriously. We can say it has ignored by education system.”* T2 said, *“Some where yes some where no.”* T3 said, *“I am not satisfied, it should be increase and should be used seriously.”* T4 said, *“Yes, its enough I am satisfied with the marks.”* T1 and T3 are not satisfied with the marks allocated to speaking skill in the examination and they want to increase the marks and should use seriously. Moreover, T2 is not clear about it and T4 is satisfied.

In fiftieth question, I asked about their thinking whether speaking test of secondary level helps in developing students’ speaking ability or not, in this concern T1 said, *“ Yes definitely speaking test of secondary level helps in developing students’ speaking ability because they takes fully practice activities.”* T2 said, *“Yes, speaking test of secondary level helps in developing students speaking ability because as we know ‘practice makes man perfect’ more we practice to speak more we speak fluently and learn.”* Moreover, T3 said, *“Yes, speaking test of secondary level helps in developing students’ speaking ability because it makes aware to teachers and students.”* T4 said, *“Yes it helps because if test is not given then teachers and students will neglect this skill and students won’t be able to speak in English.”* All the teachers are agree in speaking test of secondary level helps in developing students’ speaking ability.

Sixteenth concern related with problem they are facing while teaching speaking skill, T1 said, *“The most problem I have faced in the classroom is their hesitation and exposure. Some time teacher does not want to involve in speaking activities and when I provide chance to speak them they hesitate. That’s why hesitation is the very big problem.”* T2 said, *“Problem I face during teaching of speaking skill are: students don’t show their keen interest to speak, most of the students hesitate to practice in given by me as they don’t have base from the childhood, mother tongue is also big barrier in learning English, lack of English speaking environment.”* Moreover, T3 said, *“Lack of exposure, hesitation and use of mother tongue are the problem which I have been facing while teaching speaking skill in mixed ability classroom.”* T4 said, *“Specially in our government school most of the students hesitate to speak English in the classroom, they want to use their native language but I help them to use English, English speaking environment is not available here because it is Nepali medium school, lack of materials, school administration also neglect to create English environment.”* So, all teachers’ responses indicate that, lack of exposure, hesitation, lack of English environment, lack of materials, lack of administrative support, use of mother tongue are the main problem in teaching speaking skill in mixed ability classroom.

The last concern of this interview was their suggestion for making the teaching speaking effective in mixed ability classroom. In this concern T1 said, *“I would say to make the students capable in English speaking the teacher should provide the sufficient exposure for the students then only their hesitation will remove automatically then it will lead gradually for developing English speaking.”* Similarly, T2 said, *“In the context of Nepal the education system is only based in theoretical rather than practical which lack the students to learn properly. So, personally I think education system should be focused on both theoretical and practical, school should provide enough materials to the teacher so as they can use it for students, should create the English speaking environment inside the school environment.”* T3 said, *“I think use of mother*

tongue should restrict inside the school environment, teacher should make English speaking environment as much as possible or exposure should provide to the students.” Like always, T4 said, “*We should give more chances to speak in the classroom for the students, we should encourage to the students to speak English, we should create English speaking environment in school compound, should provide enough materials for teachers and students.*” All four teachers responses show that teacher should give the chances and encourage to speak English, should create English-speaking environment inside the school environment, should provide enough materials to both teachers and students, education system should be practical rather only theoretical are the main suggestion for making the teaching speaking effective in mixed ability classroom.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This is the final chapter of the research, which deals with the findings of the study, conclusion and recommendation made by the researcher after analyzing the data. This chapter divided into three part i.e. finding, conclusion and recommendation.

5.1 Findings

On the basis of the analysis and interpretation collected from the various data collection tools, interview and classroom observation in the previous chapter, I have drawn the following major findings;

A) Under the results and discussion of classroom observation, the findings were as follows:

- It found that the teachers (T1, T2, T3 and T4) used pair work activities while teaching speaking skill in mixed ability classroom. Among them T4 used pair work activity more than other.
- T1, T2, and T3 used group work technique as the activity of teaching speaking skill in mixed ability classroom but T3 did not used.
- All the teachers used story-telling activities while teaching speaking skill in mixed ability classroom. T3 used this activity more than other.
- T1, T2 and T4 used question-answer technique as the activity of teaching speaking skill in mixed ability classroom.
- T1, T2 and T4 used classroom discussion activity. Among them T4 used this activity more than other but T2 did not used.

- All the teachers used picture-describing activity while teaching speaking skill in mixed ability classroom. Among them T4 used this activity more than other.
- T1, T2 and T3 used experience-sharing activity but did not use.
- Only T1 used conversation while teaching speaking skill in mixed ability classroom.
- T2 and T3 used student-presentation but T1 and T4 did not use this activity.
- T1 and T2 used brainstorming activity while teaching speaking skill in mixed ability classroom but T3 and T4 did not use.
- T1 and T2 used telling about famous people as the activity of teaching speaking skill.
- T1 and T2 used describing object as an activity of teaching speaking skill in mixed ability classroom.
- Only T1 used describing past event as an effective activity of teaching speaking skill in mixed ability classroom.

B) Under the results and discussion of interview

- T1 focused on listening T3 focused on reading skill while teaching speaking skill.
- All the students felt hesitation and anxiety to speak and I found all the students have their own learning ability.
- The entire teacher said they give equal opportunity to all students and more focus on weak students creating practical English speaking environment.
- Pair work, group work, question-answer, role-play, picture description, discussion, conversation and story telling are the major activities they (T1, T2, T3 and T4) used.
- The entire teacher co-operate with students.
- Pictures, audio-video materials, dialogue, English newspaper are major selected materials by the entire teacher.

- All the teachers respect to individual differences of the students and help continuously to weak students in learning.
- All teachers focused on pair work and group work to participate to the students easily and to talk without hesitation.
- All teachers said they focus on stress rhythmic pattern and intonation patterns to make meaning clear.
- All the teachers said speaking test of secondary level helps in developing students speaking skill.
- T1 and T3 wanted to increase the marks allocated to speaking skill in the examination.
- Lack of exposure, hesitation, lack of English environment, lack of materials, lack of administrative support, use of mother tongue are the main problem in teaching speaking skill in mixed ability classroom.
- All four teachers responses show that teacher should give the chances and encourage to speak English, should create English-speaking environment inside the school environment, should provide enough materials to both teachers and students, education system should be practical rather only theoretical are the main suggestion for making the teaching speaking effective in mixed ability classroom.

5.2 Conclusions

I have intended to carry out this research in order to find out activities used by secondary level English teachers to teach speaking skill in mixed ability classroom. Based on the above findings derived from the data gathered, I have come up with the following conclusions about the study:

- Pair work, group work describing pictures, story telling, and discussion were the most used activity while teaching speaking skill in mixed ability classroom.

- All the teachers used the techniques of teaching speaking in good way. However, they lacked proper materials. Therefore, they need to equip with sufficient ELT materials, which can applied in the classroom.
- Our curriculum should also focus on teaching speaking skill and the marks allocated for this skill should enhanced because it is the prime of our learning.
- To enhance speaking proficiency of the students, teacher should use appropriate teaching speaking techniques with creating English-speaking environment.
- Always teacher should be co-operative and should respect the individual difference of the students.
- Teacher should provide equal opportunity to all the students while teaching speaking skill in mixed ability classroom.

5.3 Recommendations

Based on the findings of this research the followings recommendation have been made in different sections that is policy related, practice related and further research related.

5.3.1 Policy Related

Policy is a plan purposed by a certain organization, business, state etc. Every nation has its own policy in different sectors. Since policy is a higher-level action, it works as a catalyst for the development of the country. The recommendations of this research related to the policy mentioned below:

- The government should formulate special policies of using all the techniques while teaching speaking skill.
- The government should make the mandatory provision for the effective monitoring, supervision and conduction of teaching learning activities to observe whether the speaking skill is taught in the class or not.

- The policy of giving trainings to the teachers regarding the techniques of teaching speaking skill should be formulated to develop and promote the speaking proficiency of the students.
- Textbook must be updated and speaking focused.
- The marks allocated for speaking skill should be greater.
- The government should formulate a policy of teaching speaking compulsory.

5.3.2 Practice Related

Speaking itself is a productive skill of language. Without speaking, students cannot get the knowledge and generate much more English exposures.

Therefore, the students should have good interactive ability. The result of the study showed that the teachers are not interested to use the different activities of speaking skill though this is must for them. The study has several recommendations at practice level. Some of them given below:

- The teachers should be encouraged to apply as many techniques as possible in the classroom while teaching speaking skill.
- The students should be provided with the greater exposure to the authentic speaking situations.
- The students should be encouraged more to speak.
- Speaking should take as the prime focus but not as an exam oriented matters.
- Sufficient materials should be provided to the students and teachers.

5.3.3 Further Research Related

Nothing can be perfect in the world. This study could not cover all the areas of the study. It may have some limitations as well. However, it had pointed out some relevant areas for the further study. Such recommendations presented here below:

- This study will be very useful to other researchers who want to study the teaching speaking techniques to promote speaking ability of the students.
- This study can be very useful to the teachers and other who want to develop the speaking ability of the students.
- This study can also be beneficial for all who want to study in the related field and subject.

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APPENDIX I

INTERVIEW SCHEDULE FOR THE TEACHER

1. In what components of English language do you give more priority while teaching speaking skill in mixed ability classroom? Give reason.
2. Do your students feel hesitation and anxiety to speak in English?
3. Do you find the students with having same learning ability in same class?
4. How do you deal with mixed ability class while teaching speaking skill?
5. What types of activities do you think the more appropriate to teach in mixed ability classroom while teaching speaking skill?
6. Do you co-operate with students?
7. What type of materials do you use while teaching speaking skill in mixed ability classroom?

8. How do you feel with individual differences of students?

9. How often do you involve the students in role-play activity while teaching speaking skill?

10. Do your students show interest to play role in the class?

11. Do you think the pair work and group work are the important activities of teaching speaking in mixed ability classroom?

12. Should the teacher focus on the use of stress rhythmic pattern and intonation patterns of the language while teaching speaking skill?

13. How often do you make the students practice speaking skill?

14. Are you satisfied with the marks allocated to speaking skill in the examination?

15. Do you think, speaking test of secondary level helps in developing students' speaking ability?

16. What types of problem do you face during teaching of speaking skill?

17. What/ how do you suggest for making the teaching speaking easier/effective in mixed ability classroom?

Thank you for your kind cooperation!

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APPENDIX II

CLASSROOM OBSERVATION DIARY

1. Focus on objective

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2. Motivate the student

.....

3. English speaking environment

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4. Activities used while teaching speaking skill

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5. Feedback

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6. Teaching materials

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7. Learners ability

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8. Students participation

.....

9. Teachers roles

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10. Learners differences

.....

11. Teacher behavior with mixed ability

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12. Students activeness

.....

13. Communicative activities

.....

14. Students' hesitation and anxiety to speak

.....

15. Task Variation

.....

16. Differentiate instruction

.....

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