CHAPTER ONE
INTRODUCTION

The present study entitled **Teaching Speaking Through Pictures** is driven into secondary level. The study is fully practice survey oriented. It is intending to find out the strengths and weaknesses of the use of pictures in teaching speaking skill. This topic introduction consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language teaching is one of the major and pivotal in teaching sector rather than other language skills. Language has its own rules and structures in spoken form. Primarily, language is spoken term, so speaking is mostly hovers many rules and aspects. Wardhaugh (2006) defines language as 'What the members of a particular society speak: previously, professionals especially involved in the study and teaching of English and or other languages, translation, sociology and anthropology took vested interest in the study of language or linguistics. The information about the language in general was considered as supplementary to the study of other disciplines'.

The language aspects are: pronunciation, vocabulary, grammar, stress and intonation. A pronunciation includes a sound system of language in speaking form. Vocabulary includes words and their meaning in the sentence. Grammar covers the right combination of words family in the spoken form. Stress covers the force in speaking a words or phoneme and at last intonation comprises the rising and falling to tone in the pronouncing a word, phrase or sentence. Above five aspects are mostly cared in speaking language i.e. English. The main ultimate goal of language teaching language is improvement of four language skills and make able to speakers in communicative field in the real. Language in Nepal, the English language is taught as solidly different than other

discipline i.e. health, math, economics etc. Because there are different methods and techniques used in teaching language than other discipline teaching. Commonly for teaching foreign language there are following teaching components are used.

1) First, presenting and explaining new teaching items.
2) Secondly, providing practice in the classroom.
3) Lastly, Testing the teaching items after students speech.

First, teacher presents and explained the teaching items to make easy comprehensible to all class. Then, after the teacher gives some practice to class for comprehensive the presenting teaching items. And lastly the teacher evaluate the teaching items by oral or written testing to get the objectives of teaching items or lesson plan.

Sound speaking needs for sound communication. Sound speaking includes accuracy (pronunciation) proficiency (grammar and vocabulary) and fluency (stress and intonation) in speaking. Speaking should be improved in easily teaching languages. Thus, this study is related to improve the English and speaking by using visual material pictures. Pictures are source of motivation and sources of word-vocabulary. Visual materials are the sense and emotion-catcher objects. Real teaching is the soundly developing the sense and motivation to the students so that role of pictures will be good materials to teaching the sound speaking.

1.2 Statement of the Problem

This research entitled 'Teaching Speaking Through Pictures' in teaching speaking is an effect to find out the ultimate role and goal of using pictures in teaching speaking. Speaking should be child-centered teaching of because of its communicate role. Teaching speaking is not comfort to teach in the class. Teaching speaking without teaching materials is like making furniture without enough tools and materials. Lack of teaching materials language teaching becomes more

complexities both in practical and evaluation form. At first, teaching is practices and practice makes man perfect. How much someone is perfect it is evaluated after practices. The nucleus form of language teaching is to make practice for learning. Without teaching materials teaching is not well practices. In such case in Nepal, but in the context of Nepal English language teaching is not found well satisfactory. The English language is compulsory from pre-primary school to campus level where different teaching methods and materials are prescribed for teaching English in the English syllabus. But the majority of students are found weak in sound speaking. we have not soon enough materials for teaching speaking skill-well. Thus, I have chosen the single and easy, visual materials pictures and its role in teaching speaking skill will be to fulfill the gap of sound speaking skill in secondary level. I hope I will be success to find the gap of sound speaking. Speaking secondary level students using pictures is the source of motivation, like catching dragons.

1.3 Objectives of the Study

The main objectives of this study were :

1) To find out the role of pictures in developing students speaking skill.
2) To find out the strengths and weaknesses of pictures for teaching speaking skill.

1.4 Research Questions

Following were the research questions for this study:

1) What is the role of pictures in developing speaking skill?
2) What are the difficulties and strengths in teaching speaking through pictures?

1.5 Significance of the Study

Teaching speaking is the difficult skill among four languages skills because of its linguistics and paralinguistic's features. Speaking is first medium of communication to each others. Pictures are one of the most important materials in the language classroom for teaching speaking skills. Speaking is the ultimate goal of English language teaching so that this study "Teaching Speaking Through Pictures" is useful for students and teachers in the field of English language teaching as a foreign language teaching. It will be very significant for researchers, teachers, educators as well as other persons and organizations that related to the language teaching. Among many teaching materials pictures are sources of stimulus and motivation. A picture carries messages and arouses motivation to the students. It also help to share the culture effectively without description and it is mostly to develop the students ideas. There is a Chinese proverb 'A picture is more powerful than thousand words. So, this study will be used in teaching for especial effect.

1.6 Delimitations of the Study

This study had the following limitations:

a) This study was limited to the role of pictures in teaching speaking skill.
b) This study was limited to the effectiveness of teaching speaking through pictures.
c) This study was limited Kathmandu Valley.
d) Twenty boarding high schools of Kathmandu Valley and their forty English staffs participated in this study.
e) Sample was selected only through non- random purposive sampling procedures.
f) Data was collected through questionnaire and checklist.

1.7 Operational Definition of the Key Terms

Role	:	Effects and Important of pictures in teaching speaking skill.
Improvement	:	Better speaking after practice than earlier speaking.
Test	:	Evaluation the students of grade 8 ability in speaking.

CHAPTER TWO

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is bound about the review of related and literature and conceptual framework of the study and this chapter is divided into four different sections. The first, the review of related theoretical literature ; secondly, the review of related of empirical literature which light on empirical studies, thirdly, the implications of the review for the study and finally the chapter closes on conceptual framework.

2.1 Review of Related Theoretical Literature

This section deals with different theoretical perspectives related to the study area. The theoretical review if related literature is mentioned below:

2.1.1 Teaching Speaking Skill

Speaking is the productive and oral language skill of the human beings. We can define the speaking as the expressing functions with fluency in foreign language. Speaking is difficult teaching in a foreign language because speaking requires the communicative ability to use language properly in sound communication.

Among four language skills, speaking is important skill. The main aim of language is to able to communicate in foreign language fluently. Speaking is oral so it is very vast to teach because speaking involves supra-segmental features of language too: tone, stress, rhythm, intonation. It also includes non-linguistic elements such as gesture and body language and facial expression.

Teaching speaking helps to develop supra-segmental features of language. It is also help to acquire good pronunciation and it is the major source of acquiring

language. Teaching pronunciation helps to beautify the fluency of speaking. In such way teaching speaking is the vast skill of language.

2.1.2 Components of Speaking Ability

Speaking is very complex skill of language because the elements of it cannot be easily understandable. But speaking ability has often been compared with communicative ability and its components are considered to be components of speaking ability. Hedge (2002 as cited in Sharma 2012 p.86) writes "components of communication abilities are : Linguistics competence, pragmatic competence discourse competence, strategic competence and fluency.

Mainly, ability to speak in foreign language consists of the following components :

1. Linguistic Competence:

Linguistic Competence refers to mastery over the foreign language. It concerned with knowledge and ability of speaking in the target language itself. It includes grammatical, phonological and semantic knowledge of language.

2. Pragmatic Competence

Pragmatic competence refers to the appropriateness of utterance with respect to meaning to forms. Pragmatic competence is generally considered as to have involved two kinds of abilities, first the ability to use language to achieve desired communicative goal and next the ability to make choice of language forms and interpret them according to social context of their use. Thus, the ability of using appropriate style and variety of language according to context the speakers are in is known pragmatic competence.

3. Discourse Competence

The ability to produce as well as to comprehend the cohesive and coherence discourse is known as discourse competence. Discourse competence also captures the ability of interpreting critical discourse influenced by socio political power, ideology and discipline.

4. Strategic Competence

When the learners are unable to express what they want to say because of the lack of the resources in them, then they are expected to use one of many communication strategies, so that the communication event that they are involved in would not fail. Thus, strategic competence is the ability of the speakers to use communicative strategies, such as paraphrasing, asking for help, world Coinage, describing.

5. Fluency

Fluency refers to the ability to participate in a conversation without struggling in the target language. It means the ability like native speakers, talking without an accent. It can be called "absolute mastery" over the foreign language. In another meaning it is the freedom from the mistake or errors in target language while speaking. It mean the state of being accurate in target language.

2.1.3 Problems with Speaking

Speaking is not so simple skill. It needs some requirements of language sub-skills while teaching speaking. Some problems can occur with the students or with the materials itself. The background of students determines the difficulty of speaking. (Ur.1996, p.14) mentions the following problems of teaching speaking.

1. In habitation

Unlike reading, writing and listening activities speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes; fearful of criticism or losing face; or simply shy of the attention that their speech utterances.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that cannot think of anything to say : they cannot think of anything to say : they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participants can talk at a time of he or she is to be heard and in a large group, this means that each one will have little talking time. This problem is compounded by the tendency of some dominate while others speak very little of not at all.

4. Mother tongue use

In classes where all, or a number of the learner share the same mother tongue, they may tend to use it because it is easier because it feeds unnatural to speak to one another in a foreign language because they feed less 'expose' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep to the target language.

2.1.4 Activities for Teaching Speaking

Generally, interaction helps in second/foreign language learning. 'Interaction helps learners to make both input and output meaningful and comprehensive in

meaningful context. This makes language acquisition easier and more successful. During L2 interaction, the things they are sharing." (Sharma 2012 p.11). Communicative language teaching and collaborative learning are the ways of interaction for the aim of learning so the role of teacher is to create a real life communication, valid activities and meaningful talk that promote oral language.

For developing speaking ability (Harmer, 2008 pp.348-349) presents the following classroom activities :

1. **Acting from a script**
    a. Play Scripts – talking about story line
    b. Acting out dialogue – presenting the story
2. **Communication games**
    a. Information gap activities – providing knowledge
    b. Television and radio games – practicality
3. **Discussion**
    a. Buzz groups – mass dialogue
    b. Instance comment – accepting or rejecting
    c. Formal debates – conversation about topic
    d. Unplanned Discussion – without proper area
    e. Reacting a consequence – conclusion

4. **Prepared talks**

It is informal presentation designed for spontaneous conversation on a topic of students their own choice. After presentation of the topic the teacher should give feedback. This oral presentation gets a chance to and gives what they some and next time. They do it better.

5. **Questionnaire**

Questions are useful because students are encourage to speak natural language patterns.

6. Simulation and role-play

Simulation and role play are doing like an interview, shops conversation, business meeting where students should act on in the need or word. It helps the students in oral fluency and habit of talking with friends.

2.1.5 Stages for Teaching Speaking

Teaching speaking is very complex to teach. It includes pronunciation, stress, intonation, grammar and so on. When teaching speaking different tasks are prepared from easy to difficult. Generally, teaching speaking skills includes the three stages (Harmer, 1991 .p.51)

a. Introducing new language
b. Practice
c. Communicative activities

a. Introducing New Language

The introduction of few language is an activity of speaking continuation. Here, the teacher often works with controlled techniques asking students to request and perform in drills. At the same time we will insists on accuracy, correcting where students make mistakes. Although, these introduction stages should be kept shout and the drilling abandoned as soon as possible. They are nevertheless important in helping the students to assimilate facts about how language and enabling them to procedure the language for the first time.

b. Practice

Practice activities are these activities which fall somewhere between the two extreme of our speaking continue while students are performing, they may have a communication purpose, and while they may be working in pairs, there may be a law of language variety and the materials may determine which the students do or say during practice stage the teacher may intervene slightly to help guide and to point out in accuracy.

c. Communicative Activities

Communicative activities are those which exhibits the characteristics at the communicative and of speaking continuum. Students are somehow includes in activities that give them both the to communicate and a purpose which involved them in a vital in language classroom; since the students can be their best use to the language as individual arriving at a degree of language autonomy.

2.1.6 Characteristics of the Successful Speaking Activity

Different activities are used in language classroom. These activities are more or less useful to extend speaking skill. According to (Ur.1996,p.120) characteristics of successful speaking are as follows :

1. Learners talk a lot

As much as possible of the priced of time provided to the activity is in fact occupied by learner talk. This may seem obvious but often most time taken with teacher tense or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talkative participation all get a chance to speak and contributions are early evenly distributed.

3. Motivation is high

Learners are eager to speak : because they are interested in the topic and have something new to about it or because they want to contribute to achieving a task objectives.

4. Language is often an acceptance level

Learners express themselves in utterances that are relevant easily comprehensible to each other, and of an acceptance level of language accuracy.

2.1.7 Teaching Aids and Materials

Teaching aids and materials are things or machine that can be used by teachers to help the teaching lesson. These aids and materials covers such as pictures, charts, word-cards, newspaper articles, posters. The principles, approaches, methods and techniques are not enough in teaching language. Besides this teaching materials support the teaching learning activities and make the classroom active. In classroom, many kinds of materials can be used on visible aids when are easily available around the classroom. These can classify into technical and non-technical on the basic of their complexity, films, T.V. OHP, cassettes player, radio. Teaching aids create the context of classroom and makes easy to give meaning by focusing the students' attention towards the topic and material relationship, such lands of conceptual meaning remember for a long time.

2.1.8 Types of Teaching Aids and Materials

These are different teaching aids and materials for teaching. These materials are divided differently on the basis of various criteria. Generally, teaching aids can be classifies audible and visible. Audio aids are related to sense of listening such as tape recorder, language lab, radio and visual aids are related to sense of such as pictures, blackboard.

In besides this, aids and materials are classified into technical and non-technical. Teaching refers to need a electricity and technical knowledge to handle them such as Computer, film, Projector and non-technical refers to things or objects and simple in handle such as maps, flannel board, pictures.

There are many teaching aids available these days. These are as follows

1. Visible aids
2. Audio aids
3. Audio-visual aids
4. Printed materials

Visual Aids

The aids that use sense of vision are called visual aids. For example : actual objects, modern pictures, charts, maps, flash cards, funnel board, bulletin board, chalkboard, overhead projector slides etc. Out of these blackboard and chalk are similar.

Audio Aids

The aids that involve the sense of hearing are called audio aids. For example : radio tape recorder, gramophone etc.

The aids which involve the sense of vision as well as hearing are called audio-visual aids. For example, Television, Film projector, film strips etc.

Audio-visual Material

Audio-visual materials are these materials which are used in the language classroom for the sense of both vision and sense of hearing e.g. video, tv, projector, laptop, multimedia etc. which are most attractive for the teaching and learning the second language effectively.

Printed Materials

Printed materials are those materials which printed on paper such as books, teachers, guide etc book which help teachers as well as student in learning technique.

2.1.9 Importance of Teaching Aids in Language Classroom

Teaching aids are very useful and effective in language reaching and they are also important because they create the classroom context and focus the attention of learners. First, teaching aids stimulates towards lesson. They make class excitement and intending and checks to loose the learners interest. Without teaching aids the teaching is hectic. So, teaching can be boring but after use of aids and materials, teaching becomes effective meaningful and skillful and objective. There is one Chinese saying "I hear I forgot, I see I remember, I do I understand. So, Important of teaching aids and materials in the classroom are given below:

1. Teaching aids and materials help to arose the students' interest.
2. Teaching aids and materials help to check class being monotonous.
3. Teaching aids and materials focus on unit-wise teaching.
4. Teaching aids and materials give priority to the practicality rather than lecturing method.
5. Teaching aids and materials help to one to one teaching and group teaching.
6. Teaching aids and materials make the classroom active and students creative.
7. Teaching aids and materials covers the knowledge of sound, motion, speed, temperature, distance.
8. Teaching aids and materials use communicative method.
9. Teaching aids and materials focus on exactness of lesson avoiding unnecessary talking.
10. Teaching aids materials help to entertaining language class.
11. Teaching aids and materials help to memorize for long time remember.
12. Teaching aids and materials help to know subject matter clearly.

2.1.10 Use of Pictures in Language Classroom

According to Harmer (2008, pp.178–179) pictures of all funds can be used in a ways on the following.

1.Drills

With lower level students and appropriate use of pictures especially flash cards is in we response drills. We hold up a flash card before no making a student and getting response. Then, we hold up another one, nominate a different student and so on. Flash cards are particularly useful for drilling grammar items of using different sentences and practicing vocabulary.

2. Communication Games

Pictures are extremely useful for a variety of communicative activities, especially where these have a game - like feel, such as describe and draw activities. Where one student describes a picture (which we have given then) and a partner has to draw the same picture without looking at the original.

3. Understanding

One of the most appropriate uses for picture is for the presenting and checking of meaning. An essay way of explaining the meaning. For example, is to have a picture of one acting of the word aeroplane.

4. Ornamentation

Pictures of various kinds are often used to make more appealing. In many modern course book. For example, a reading will be accepted by a photograph articles. The rationale for this is clearly that pictures enhance the text, giving readers (or students and extra visual domination to what they are reading.

5. Prediction

Pictures are useful for getting students to predict coming next in a lesson is. Thus, students might look at a picture and try to guess what if shows. (Are the people in the brother and sister, husband and wife, and what they arguing about or are they arguing?

6. Discussion

Pictures can stimulate questions such as : what it is showing? How does it make you feel? What was the artist's/photographers purpose in designing it is what way? Would you lie to have this picture in your house? Why? Why not? How much would you pay for the picture? Is the picture a work for art?

2.1.11 Use of Pictures in English Language Class for Speaking Skill

Pictures are the sources of enjoyment as well as learning. Thus, if we teach them by showing the pictures than they can remember and if we participate in conversation on the basis of oral description with pictures, they can understand the various exponents of language. Pictures are highly and commonly effective language teaching materials. They are the best source of conveying the message so they are highly and commonly materials of language teaching. Some main points are given below of use of pictures in ELT Classroom.

1. Pictures help to build the sentence with correct grammatical structure.
2. Pictures develop the ability of descriptive, compare and contract.
3. Pressures helps to expressions such as happiness, sad, boring, enjoy, hate, love, congratulation.
4. Pictures help learners to express their own opinions.
5. Pictures help learners to develop their ideas.

6. Pictures help to give information of maps, weather, traffic etc.

7. Pictures help to increase vocabulary.

8. Pictures help to long time remember learning.

9. Pictures help to inspire the learners.

10. Pictures help to entertain the classroom.

11. Pictures help to develop language skills in appropriate situation.

12. Pictures help to clarify the saying e.g. picture story.

2.2 Review of Related Empirical Literature

Review of related literature is an inherent part of conducting any research process. There are lots of functions of the review of related literature. But the main function of the literature review is to extend between theoretical and procedures Knowledge for research area. According to Kumar, (2009, p.31) "the most important function of the literature review is to ensure the researcher around the subject area in which researcher intends to conduct their research study." It means, the main function is to develop theoretical knowledge is his/her area.

In the department of English education various research works have been carried out in various topics of English Language teaching as well as teaching audio aids and materials. This research is new practice from previous studies. Before this, many researchers have been done research in the field of English language teaching especially language skills and teaching aids. I have reviewed following studies to measure my study in systematic track.

Khadka (2001) carried out a research entitled "Teaching Language function through information gap in grade seven." The main aim of his study was to find out the use of information gaps for teaching language functions. This

Technique was found relatively more effective used classroom technique for teaching language function of English.

Acharya (2008) carried out a research on "Use of teaching vocabulary through real objects". The objective of his study was to find out the use of relation teaching vocabulary. It was an experimental research and the research findings showed that the students who were taught using real objects technique progressed significantly than another group.

Thing (2009) conducted a research on "Use of Hand drawn pictures for teaching word meaning in grade eight." The main aim of this study is to find out the use of hand drawn pictures in teaching meaning aspects of vocabulary items. The result showed that the performance of experimental groups was for better than the control group. Thing has limited his study with in teaching vocabulary and hand drawn pictures will be effective for teaching communicative functions as well.

Bhatta (2011) carried out in action research entitled "Using pictures in teaching communicative functions". The objectives was to find out the use of the pictures in teaching communicative function. He used purposive non-random sampling procedure. And the result was found to be better teaching through the use of pictures.

Magar (2011) carried out an action research "Use of relia in teaching speaking in primary level of capital academy of Kathmandu". The main objectives of study was to find out the use of the pictures un teaching speaking at lower secondary level. He used non-random judgmental sampling procedure and used pre-test progressive test and post test in the tools to elicit the data. He found that using relia is more effective in teaching. The average score and the percentage of the port test were higher than that of the pre-test.

The research various above mentioned and other research works are done in the area of ELT. So far no research works has been seems to have been done to

investigate the effectiveness of the pictures in teaching skill. So, I am interested to carry out a research entitled " Teaching Speaking Through Picture" and research will be try to investigate effectiveness in teaching speaking skill.

2.3 Implications of the Review for the Study

The researcher got significant ideas about the theory and methodological aspect of the researchers from the different reviewed. The followings are the main implications of the reviews for this study.

The review of empirical literature helped me to develop the conceptual framework and bring clarity and focus on to the research problems. Thing (2009) carried out a research entitled 'Use of hand-drawn pictures for teaching word meaning in grade Eight". His objective was to find out the use of hand drawn pictures in teaching meaning aspect of vocabulary items. He helped me to vocabulary and speaking teaching. Bhatta (2009) study helped me to be familiar with availability of work book. Acharya (2008) study helped me aids and materials of language teaching. Khadka (2001) study helped me to impact of teaching materials. Magar (2011) study helped me methodology of the study (Harmer J. 2008) study provided me the sound theoretical background and broaden knowledge in research topic. Penny Ur (1999) study helped me the speaking skill and theoretical background of study. Andrew Wright (2010) study helped me the role of pictures and use of picture in the language classroom.

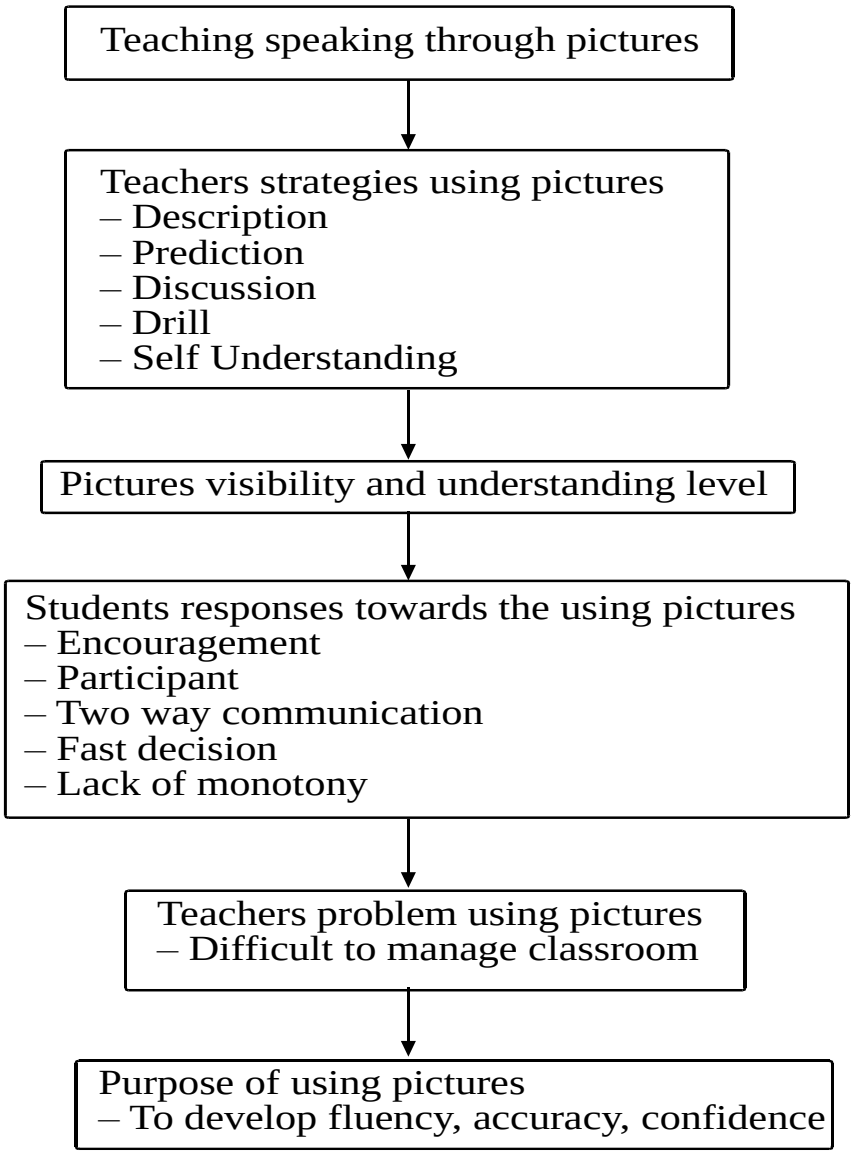
All the research reviews which are mentioned above encouraged with the field of language teaching and language development. Some of the researchers are related to teaching language skills in the language classroom and activities materials, methods and techniques in teaching different language aspects and functions. Review of these resources helped me a lot of ideas about resources design, methodology and process because my research is also related to same field. It is also important to examine and evaluate the research. The review studies made my research systematic and scientific. Pictures are simple to

complex but here I used simple pictures and these pictures were useful to get ideas to speak fluency and accuracy. They helped students to guess understand, and speak. They helped me to find out the gap and need of new research.

To put in another words, the theory and research reviewed above are relevant to the present study. They were concern to the role and effect of teaching speaking skill through pictures. Hence, they all helped me bring the solution of lack of teaching materials while teaching speaking skills.

2.4 Conceptual Framework

The conceptual framework gives out the theoretical framework which relates to the specific research problems. Conceptual framework describes the way art process to conduct the actual research. Here, actual research refers to methodology in general. The conceptual framework was used to conduct my research that diagrammatically presented as below:


Teaching speaking through pictures
Teachers strategies using pictures
– Description
– Prediction
– Discussion
– Drill
– Self Understanding
Pictures visibility and understanding level
Students responses towards the using pictures
– Encouragement
– Participant
– Two way communication
– Fast decision
– Lack of monotony
Teachers problem using pictures
– Difficult to manage classroom
Purpose of using pictures
– To develop fluency, accuracy, confidence

CHAPTER THREE

METHODS AND PROCUDURES OF THE STUDY

This research had adopted the following methodologies in this study. This methodologies section includes the design and methods of study, population, sample, sampling strategies, data collection tools, data analysis and data collection procedures and data analysis and interpretation procedures respectively.

3.1 Design and Method of the Study

Every research is carried on different background and different way. There are different designs of research for unique problems; for example: historical problem is not carried out by experimental design. So that research is carried on various levels of complexity. There are two types of research: formal research and action research. This study will follow the survey research design because it is suitable to elicit attitudinal data using this design. Survey research is the most popular design, usually used in social science and in the field of education. Every research follows systematic methods and procedures from information gathering to presentation survey research also have its own procedures and methods to conduct.

Survey researchers are used mostly in large scale research when a large population is required to be included in the research. Generalization of the finding is focused in this type of research. Large population is covered using sampling. But while conducting sample should be taken to have a representative sample so that the findings of the research can be generalized to the entire study population. When Manion and Morrion (2007, p. 205) state:

> Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared, or

> determining the relationship that exist between specific events. These surveys may vary in their levels of complexities from those that provide simple frequency counts to those that present relational analysis.

Nunan (1992, p. 141) suggests the following eight step procedures of survey research in a more compressed way. The present study followed the same procedures to abide the spirit of survey research.

Step 1 : Define objectives

Step 2 : Identify target population

Step 3 : Literature review

Step 4 : Determine sample

Step 5 : Identify survey instrument

Step 6 : Design survey procedures

Step 7 : Identify analytical procedures

Step 8 : Determine reporting procedures

This research design was enable me to find out necessary information (data) required to finalize the study.

Defining the research objective is the first and the most important step in the survey research procedure. A research objective helped the researcher to identify his destination. It told about what researcher intended to research. Then, the researcher identified the target population of his research while conducting it i.e. researcher had to identify the users of the finding of the research. Then, the researcher did the review of different topics which are related to his topic. Then researcher should mention the population or study population that he is interested in study. Besides this, the sample population

should also be mentioned. The researcher specified the size of the sample. Then, the researcher needed to plan which tools he used while collecting the data. Then the researcher should mention the steps or procedures that he followed while collecting data. Procedures may be different depending upon the nature of research, nature of data required for research and the complexities of actual situation. Then the researcher should analyze the data without being much descriptive. Finally, the researcher analyzed and discussed the data to find out the result of the study and some finding is also given with some pedagogical uses.

3.2 Population, Sample and Sampling Strategy

The populations of this study were all secondary level English Boarding Schools of Kathmandu valley and their 40 English teachers were the sample of this study.

I used non-random purposive sampling procedure to select the sample of the study. I got basic information about the population and purposively attempt to make the sample as representative as possible in this study.

3.3 Study Area/Field

The research was based on the collected data from Kathmandu Valley's Secondary Level English Boarding schools.

3.4 Data Collection Tools and Techniques

Tools for data collection used to questionnaire and classroom checklist. Questionnaire used to find out their attitudes and check list sheets used to gather typical information regarding the research objectives.

3.5 Data Collection Procedures

i. First of all, I selected 20 private secondary boarding schools of Kathmandu valley and requested to authorities of the schools and

got permission from them to carry out this research after explaining briefly about purposes and process of this study.

ii. Then I consulted to English teachers and requested them to help in research.

iii. I observed the classes and provided questionnaire to teachers and got list of their responses.

iv. I collected questionnaires and thanked them(teachers) for their kind cooperation.

v. The process repeated until the designed numbers of questionnaires and classroom observation checklist were administered to fulfill the purpose of the study.

3.6 Data Analysis and Interpretation Procedures

The systematically collected data questionnaire and checklist analyzed, interpreted and presented using appropriate statistical tools, tables. Data themselves do not give any information. They need to be analyzed and interpreted using different devices and methods to get information from them. The purpose of data analysis and interpretation phase is to change the collected data into credible evidence about the development of the information message and its performance.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION RESULTS

This chapter is about analysis and interpretation of data obtained through questionnaire and class checklist sheets and summary of the findings.

a. Only pictures are enough materials for teaching English

The first item in the checklist was to find out whether pictures are enough materials for teaching English or not. The result on it is presented below:

Table 1

Only pictures are enough materials for teaching English

Only pictures are enough materials for teaching English?	**Results**			
	No		**Yes**	
	No.	**Percent**	**No.**	**Percent**
	35	87.5	5	12.5

The table shows that most of the teachers do not choose only pictures for teaching English although pictures are used in teaching speaking skill. Altogether most of teachers (87.5%) donot choose only pictures for teaching English. A few teachers (12.5%) view was only pictures are enough materials for English teaching.

The data in the above table reveals the fact that the most of teachers (87.5%) of the teachers and schools donot think pictures as enough materials and a few (12.5%) teachers choose only pictures which are enough materials for teaching speaking skill due to the lack of other teaching materials.

b. Pictures are more effective if there are less student in the classroom

The second item in the checklist was to find out whether the pictures are more effective if there are less students in the classroom or not. The results on it is presented in the table below:

Table 2

Pictures are more effective if there are less student in the classroom

Are pictures more effective if there are less students in the classroom?	**Results**			
	No		**Yes**	
	No.	**Percent**	**No.**	**Percent**
	2	5	38	95

This table shows that almost all teachers (95%) view was more effective. A few teachers (5%) view that picture used in classroom is ineffective. Almost all teachers (95%) are interested to use pictures in the teaching speaking skill. They do not ignore the pictures in the classroom.

So from the data above, it is found that pictures are more effective if there are less students in the classroom. If there are more students in the classroom it arises of invisible and undisciplined.

c. Teacher motivates the students rather than the pictures

The third term of checklist was to find out whether teacher motivates the students rather than the pictures itself or not. Then result on it is outlined in the table below:

Table 3

Teacher Motivation

Is teacher motivates the students rather than the pictures?	**Results**			
	No		**Yes**	
	No.	**Percent**	**No.**	**Percent**
	3	7.5	37	92.5

This table reveals that most of teachers (92.5%) motivate the students rather than the pictures. Most of teachers (92.5%) inspire the students in the English language classroom. A few teachers (7.5%) do not motivate the students. They depend on pictures auto-motivation.

So, the data shows teacher should be active to motivate the students rather than the pictures.

d. Pictures are available in the ELT classroom daily

The fourth item in the checklist was to find out whether pictures are available in the ELT classroom daily or not. The results on it presented below:

Table 4

Availability of Pictures

Are picture available in the ELT classroom daily ?	**Results**			
	No		**Yes**	
	No.	**Percent**	**No.**	**Percent**
	6	15	34	85

This table shows that most of the teachers use the pictures in the ELT classroom daily. But a few teachers (15%) normally do not use pictures in the ELT classroom daily. Most of teachers (85%) teachers use daily pictures in the ELT classroom.

This table data shows that pictures are daily materials for teaching English.. And pictures are more powerful materials for the ELT teaching and learning.

e. Students response is very good to the pictures

The fifth item of the checklist was to find out whether students' response is very good to the pictures or not. The result on it is presented below:

Table 5

Students Response

Is students response very good to the pictures ?	**Results**			
	No		**Yes**	
	No.	**Percent**	**No.**	**Percent**
	15	37.5	25	62.5

This table shows majority of teachers (62.5%) found students response is very good to the pictures. Another side, a good number of teachers (37.5%) found students response is not average to the pictures.

This table data shows that majority of teachers (62.5%) are satisfied to use the pictures in the ELT classroom. It also shows that it is comfortable to majority of teachers (62.5%) to use the pictures in the ELT classroom in Kathmandu Valley.

f. Pictures are used for communicative language in the classroom

The sixth item of checklist was to find out whether pictures are used for communicative language in the classroom or not. The result on it is presented below:

Table 6

Pictures are used for communicative language in the classroom

Are pictures used for communicative language in the classroom?	Results			
	No		Yes	
	No.	Percent	No.	Percent
	10	25	30	75

This table shows that majority number of teachers (75%) are in the favor to use pictures for the communicative language in the classroom. A good number of teachers (25%) donot understand its importance.

So, this table that majority of teachers (75%) are implementing communicative language teaching through pictures.

g. Teacher feels difficulty while teaching speaking through pictures

The seventh item in the checklist was to find out whether teacher feels difficulty while teaching speaking through pictures or not.

Table 7

Teacher feeling while teaching speaking through pictures

Does teacher feel difficulty while teaching speaking through pictures?	Results			
	No		Yes	
	No.	Percent	No.	Percent
	24	60	16	40

This table shows that majority of the teachers (60%) feel comfortable while teaching speaking through pictures. A good number of teachers (40%) donot feel difficulty in speaking skill through pictures. Again to be specific, majority

number of teachers (60%) donot feel difficulty while teaching speaking through pictures and a good number of teachers (40%) felt difficulty while teaching speaking through pictures.

So, the above data shows that a good number of teachers (40%) of the teachers found difficulty while teaching speaking through pictures. It means pictures are easy available and easy practical teaching materials in teaching speaking in the pretext of Kathmandu valley Nepal.

h. Pictures are most important in the self learning

The eighth item in the checklist was to find out whether pictures are more important in the self learning or not. The result on it is presented in the table below:

Table 8

Importance of pictures in self learning

Are pictures most important in the self learning?	**Results**			
	No		**Yes**	
	No.	**Percent**	**No.**	**Percent**
	22	55	18	45

This table shows that a good number of teachers (45%) do not use pictures for self learning whereas majority of teacher (55%) answered that pictures are not more important in the self learning. And a good number of teachers (45%) select the pictures in the self learning.

So, this table shows that pictures are important in communicative teaching but not self learning.

i. The teacher used sound knowledge about communicative functions

The ninth item in the checklist was to find out whether the teacher need sound knowledge about communicative functions or not. The result on it is presented below:

Table 9

The teacher used sound knowledge about communicative functions

Did teacher use sound knowledge about communicative functions?	**Results**			
	No		**Yes**	
	No.	**Percent**	**No.**	**Percent**
	3	7.5	37	92.5

This table shows that most of teachers (92.5%) said that the need sound knowledge about communicative functions. Most of teachers (92.5%) teachers agree on the necessary of sound knowledge about communicative functions. A few numbers of teachers (7.5%) do not agree to sound knowledge about communicative functions.

So, this evidence justifies that almost all of teachers need skills of sound communication while teaching speaking through pictures effectively.

j. Pictures are the real sources of real motivation and real language teaching

The tenth item in the checklist was to find out whether pictures are the real sources of reality. The result on it is presented in the table below:

Table 10

Pictures are the real sources of real motivation and real language teaching

Are pictures the real sources of real motivation and real language teaching?	**Results**			
	No		**Yes**	
	No.	**Percent**	**No.**	**Percent**
	19	47.5	21	52.5

This table shows the fact that majority of teachers (52.9%) found pictures are the real sources of real motivation and real language teaching majority of teachers (52.5%) found good effect of pictures. A half of teachers (47.5%) are not interested to use of pictures in the language classroom.

So, this table reveals most important materials for motivation to the students is pictures. Pictures help to create real environment for real language teaching.

4.1 Analysis and Interpretation of Data Observation from Questionnaire

a) Most of teachers (81.5%) found the desk bench, board, inkpot to motivate the students and some teacher found real picture in the shown given picture. A few numbers of teachers (8.5%) see the non authentic pictures.

b) Majority of the teachers (70.5%) view was using pictures in front of the class on the flannel board with student centered activities. It helps students to understand clear concept about topic. They viewed that teaching materials, motivates the students and create real environment to teach speaking by using pictures in the ELT classroom but a good number of teachers (29.5%) view was to provide pictures to the students.

c) Majority of the teachers (69.5%) like visible, clear and subject based pictures to teach speaking skill. These kinds of pictures of suitable for involving all the students in communication activities lack of other teaching materials. A good number of teachers (30.5%) like market pictures.

d) Majority of the teacher (75.5%) found pictures are important to teach speaking skill communicatively because pictures provide students more and more time to speak. A good number of teachers (24.5%) found pictures are less important in teaching speaking skill.

e) Majority of teachers (72.5%) used cut-out, magazines pictures, eye catchy, familiar pictures while teaching speaking. They use these kinds of pictures in the classroom for long term memory learning. A good number of teachers (27.5%) used hand-drawn pictures in speaking teaching. It cannot clear so it cannot be memorable.

f) Majority of teachers (65%) answered pictures should be used for title clarification, sense and sight based information, future information where answer could not tell without pictures. A good number of teachers (35%) answered pictures should be used to for define the all kinds of vocabulary.

g) Most of teachers (82%) viewed that dictionary picture, IT based pictures cut out subject related and topic based pictures are more valuable but a few number of teachers (18%) viewed that natural pictures, shopping pictures and story pictures.

h) Majority of teachers (79.5%) answered that pictures were found important to teach speaking skill because it makes the students talk more and more by giving clear message and concept about the topic. A good number of teachers (20.5%) answered pictures are effective in classroom but sometimes pictures are time wasting materials.

i) Most of teacher (92.5%) found that using pictures in classroom is not appropriate if there are more students in the class due to the undisciplined classroom while using pictures in the classroom. When the teacher use unfamiliar pictures, students get hesitation. A few number of teachers (7.5%) found pictures are more effective even if there are more students because of pictures attention power.

j) Almost all teachers (93.5%) viewed that locally available pictures are familiar with students in help teaching speaking communicatively. It's possible to convey two way communications through pictures so that they answered pictures are always student centered materials. A few number of teachers (6.5%) viewed pictures are not student-centered. It is the teachers' center materials because teachers should describe the picture in the classroom under the teacher's domination role.

From the above responses of the selected teachers the researcher found that there is no such remarkable difference in their answers given by the teachers in Kathmandu district while responding to open ended items (questionnaire) used in the study.

4.2 Summary of the Findings

The findings of the study are derived from the analysis and interpretation. From the study, the researcher found following major findings:

1. From the analysis of close ended items (checklist) it was found that Most of teachers (87.5%) have the problems of teaching speaking without materials.
2. The study show that a good number of teachers (40%) feel difficulty to encourage students to speak English.
3. Majority of the teachers (62.5%) used locally available teaching materials, pictures.

4. This study shows that, a good number of teachers (25%) did not have authentic teaching materials for teaching speaking communicatively.
5. The most serious problems for teaching speaking skill were found as large classroom size, lack of sufficient teaching materials, poor background of the students, shyness of the student, use of mother tongue, and measuring actual speaking ability of the students.
6. The study shows that a few numbers of teachers (7.5%) are not well familiar with authentic teaching materials and how to contextualize them with their topics.
7. All most all teachers (95.5%) were found not be have sound knowledge of Communicative appropriate and many of them find difficulty to measure the actual speaking skill of the students. The study shows that, almost all teachers (95.5%) found sound knowledge of communicative approach to language teaching and many of them find difficulty to measure the actual communicative competence of the students.
8. Most of teachers (92.5%) found that pictures were very important because of many reasons (such as no electric connection, lack of availability of teaching materials) it is important and modern approach of teaching. It does not focus only on grammatical aspects of language but also meaning and functional aspects of language.
9. Main problems regarding classroom management while teaching speaking skill were found as the more numbers of students in the classroom, time divided for speaking skill, lack of motivation, lack of furniture, rooms, teaching materials, lack of modern technique to the teachers, lack of sound knowledge about communicative approach.
10. Among the 20 observed schools a half of schools (47.5%) have sufficient audio-visual teaching materials.

11. A few number of teachers (7.5%) needed in service teacher training for effective teaching.
12. Form the open ended questionnaire it was found that majority of teachers (55 %) teachers do not select picture as a self learning just for classroom communicative competence in the ELT.
13. The study shows that almost all teachers (95%) found picture are more effective if there are less students in the classroom.
14. The study shows that majority of teachers (52.5%) found picture are the real sources of real motivation in the real language classroom due to the lack of electric teaching materials.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

On the basis of analysis and interpretation of the result, conclusion of the research has been made and some pedagogical recommendations have been forwarded in this chapter.

5.1 Conclusion

On the basis of the analysis and finding of the research the following conclusions have been made.

The present study has explored problems faced in English teachers while teaching speaking through pictures in the ELT classes in secondary level. In this study, 40 private secondary level English teachers were selected as a sample from Kirtipur, Kathmandu district. Non-random purposive sampling procedure was used to select the sample of the study. Two research tools were used in this study. They were questionnaire and classroom observation checklist. Through the written response of the secondary level English teachers, it was found that half of (47.5%) the school did not have enough language teaching materials. where majority of teachers (52.5%) have enough teaching materials having language lab. Through the classroom observation it was found that a few number of teachers (7.5%) feel difficulty to encourage the students for speaking. This study shows that a few number of teachers (7.5%) need in service teacher training. Through the classroom observation it is found that a half of schools (47.5%) have authentic teaching materials. Regarding the communicative knowledge. Most of teachers (92.5%) have communicative functions knowledge while teaching speaking through pictures.

Study shows that most of English teachers faced problems while teaching speaking communicatively through pictures due to lack of communicative functions knowledge, invisibility and lack of motivation.

5.2 Recommendations

On the basis of the findings derived from analysis and interpretation of data following recommendation have been making.

5.2.1 Policy Related

Making a policy is an important step for implementing any policy effectively because it gives clear round map which implement that policy effectively in the field. So, on the basis of the finding derived from analysis and interpretation, I would like to recommend the following policy related recommendations.

i. Ministry of Education (MOE) should make a good policy to improve classroom as well as schools' condition both in government and private.
ii. There should be clear and implantation language planning in our country. All English language teaching problems should be identified analyzed and solved logically in the time.
iii. Ministry of Education (MOE) should provide sufficient teaching materials for practical English language teaching.
iv. English language syllabus has to be designed giving more emphasis on developing speaking skill.
v. Curriculum Development Center (CDC) should produce communicative textbook and materials.
vi. In this 21th century, the scope of English is increasing day by day. So, English should be the medium of instruction for teaching other subjects also.
vii. As English language is the gateway to world knowledge and good careers students need to be encouraged to learn English with laptop internet facility in the classes.
viii. English teacher need in-service training time to time.
ix. All English teacher should be education based in teaching English language.

5.2.2 Practice Related

Only making polices and plans does not help to implement them effectively unless these policies are implemented effectively in the field. So, on the basis of the findings derived from analysis and interpretation of data, I would like to recommend the following practice related recommendations.

i. Enough teaching materials should be managed by school administration for effective teaching and learning English.
ii. This study shows that few of teachers do not have sound knowledge of communicative approach. All teachers need to be professional, responsible, punctual, enthusiastic and creative. So, they can increase their knowledge about communicative teaching of speaking. There should be apprehended different training and seminars related to teaching and developing teacher's teaching skill.
iii. Students should be encouraged to speak English everyday and motivated towards it inside the classroom as well as outside the classroom in the school environment within their friends and groups and teachers.
iv. After teaching speaking skill testing should be emphasized and be recorded.
v. Use of low price and no price locally available teaching materials should be emphasized in teaching speaking skill in the classroom.
vi. Teaching speaking should be taught through communicative approach with much time than other skills.
vii. Testing should be held in a weekly.

5.2.3 Further Research Related

The present research is unable to covers several areas related to the topic. The findings of the study might not be generalized to all context as it has a lot of limitations. It has limitations in terms of study population on sample, data collection tools and so on. So further researcher can be held concerning recommended for further research.

i. Speaking ability and proficiency of secondary level students.
ii. Importance of testing speaking skill while teaching speaking communicatively.
iii. Effects of visibility while teaching speaking communicatively through pictures.
iv. Performance of sound knowledge of teachers about communicative approach for teaching speaking.
v. Environment of classroom size and discipline.
vi. Role of the student centered materials in teaching ELT classroom.
vii. This study is a small scale study and survey research in nature. In order to get more reliable and exact information about it, the further researches can be recommended to carryout large scale experimental and action research in the future.

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Research Sample Boarding School

1) Creative School, Kirtipur
2) Hill Town Higher Secondary School, Kirtipur
3) Rarahil Memorail School, Kirtipur
4) Magus Secondary School, Kirtipur
5) Bagh Bhairab Boarding School, Kirtipur
6) Ujjawal Sishu Niketan School, Kirtipur
7) Laboratory Secondary School, Balkhu
8) Puspasadan Secondary Boarding School, Kirtipur
9) Kirtipur English Boarding School, Kirtipur
10) Panga Secondary School, Kirtipur
11) Loyala Secondary Boaring School, Purano Baneshwor
12) Cambridge Public School, Purano Baneshwor
13) City Academy, Purano Baneshwor
14) Ambition Academy, Purano Baneshwor
15) Albert Secondary School, Naya Baneshwor
16) Maitidevi Boarding School, Maitidevi
17) Asian Public School, Anamnagar
18) Mid-Point Secondary School, Purano Baneshwor
19) Sewasadan Secondary Boarding School, Purano Baneshwor
20) Nobel Secondary School, Naya Baneshwor

Appendix I

Dear Teacher,

I am conducting the research entitled "Teaching speaking through pictures" under the supervision of **Mr. Bhesh Raj Pokhrel**, Lecturer , Department of English Education, T.U., Kirtipur. So, I humbly request you to go through the questions and provide reliable and genuine information. I sincerely assure you that your responses will remain confidential and be used only for research purpose. And, I will be indebted to you for your invaluable contribution in completing the research.

A. Personal Information of the Informant.

School's Name : Date :

Level :

Mother Tongue :

English Teacher's name :

Questions

1. What do you see is presented picture by the teacher?

_____

_____

_____

2. How is picture used in the ELT classroom?

_____

_____

_____

3. What kinds of pictures do you like? Name

_____

_____

_____

4. Is picture valuable in the classroom?

_____

_____

_____

5. What kinds of pictures are more memorable?

_____

_____

_____

6. What kinds of information do the pictures give?

_____

_____

_____

7. What kinds of pictures are valuable in the ELT classroom?

_____

_____

_____

8. Do pictures really give clear message?

_____

_____

_____

9. Do pictures disturb the classroom discipline?

_____

_____

_____

10. Pictures are student centered materials, are you agree?

_____

_____

_____

Appendix II

(Classroom Observation Checklist)

Schools Name : Date :

Level :

Mother Tongue :

English teacher's name :

Legends

S.N.		Yes	No	Uncertain
1.	Only pictures are enough materials for teaching English.			
2.	Pictures are more effective if there are less students in the classroom.			
3.	Teacher motivates the students rather than the pictures			
4.	Pictures are available in the ELT classroom daily.			
5.	Students response is very good to the pictures.			
6.	Pictures are used for communicative language in the classroom.			
7.	Teacher feels difficulty while teaching speaking through pictures.			
8.	Pictures are more important in the self learning			
9.	The teacher need sound knowledge about communicative functions.			
10.	Pictures are the real sources of real motivation and real language teaching.			