CHAPTER ONE

INTRODUCTION

This is a study on "Effectiveness of Student Talk Time in Enhancing Speaking skill". This chapter consists of eight subsections. They are: background of the study, statement of the problem, research objectives, research questions, research hypothesis, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

In general, speaking is the ability to use a given language in the actual communication. It is a productive language skill through which one can express ideas, feelings, experiences, knowledge and opinions. Harmer (2007, p. 284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and language on the spot. It means that speaking is the process of transmitting ideas and information orally in variety of situations. Speaking is a productive oral skill which is one of the complex skills in teaching English as a foreign language (EFL) because it happens in real time (Nunan, 2003). At present, active use of the English language by students is considered to be an integral part of the language acquisition process. If students do not learn how to speak or do not get opportunity to speak in the classroom they may lose interest in learning.

Student talk time in the classroom plays a significance role in the process of second language learning. Student talk time (STT) refers to how much the students talk during a lesson (Fouzul, 2014). The student talk time plays vital role because it creates opportunities for the classroom community to enhance knowledge and skills. Harmer (2001, p. 4) puts emphasis on the importance of STT claiming that, "getting students speak to use the language they are learning

is vital part of a teacher's job." He continues by adding that students are the ones who indeed need practice in the L2, not the teacher. EFL teachers should make sure that TTT (Teacher Talk Time) is not overly used, leaving enough room for STT to take place. When students talk more, they can increase opportunities to become familiar with the new materials. They get more chances to experiment with and personalize the language. They can mix previous vocabulary and grammar structure with the target language of the lesson. Fouzul (2014) explains that if there is more talk by the teacher, students became passive and their involvement in the classroom participation would be very less. In English language classroom, students need lots of opportunities to practice the target language so that the teacher should reduce the amount of their talk. It is true that the more students speak in English the better English speaker they become. The teacher should not talk more by teaching about the language rather he/she should provide opportunities to use the target language.

When we see the classroom interaction between teacher and students, teacher spends more time in the classroom. So, students get few opportunities to talk. Language is something that we learn by using it in oral form. If the teachers spend so much time teaching students about the language they rarely have time to use it. The amount of TTT should be minimized to enhance students' speaking skill. Student needs opportunities in the classroom to practice. Student must be given ample opportunities to communicate with their friends and teachers. Providing students with a variety of situations and speaking tasks play significance role in the improvement of students speaking skill.

1.2 Statement of the Problem

Speaking skill is introduced as a prerequisite to students' academic, personal, professional success in life. Speaking is an important part of daily life that some people might take for granted (Thornbury, 2005). Speaking skill is very important in humans' life because in order to communicate people must use the language. Poor listening skills make them fail to get the material they

encounter and their problems will be intensified when they cannot respond appropriately. Thus, the ability to speak effectively is a basic requirement which needs to be taught. I have experienced that teaching of speaking skill does not get much priority in our schooling system. The textbook and workbook mostly concentrate on reading and writing skill. The teachers ask the students read a story, read an essay and do the writing activities. It seems that teachers have forgotten the fact that speaking is the primary factor of language. Teachers generally focus on lecture method to teach the language. They are forgetting that language is learnt by using it.

In Nepalese context, the students of private school are required to use English language in the classroom but they do not use. I have experienced that lack of confidence they are unable to speak in the classroom because they are not getting enough time to practice. As my personal experience students who interact and speak in the classroom achieve better in oral expression in most cases than those who always remain silent. Therefore, I became interested to research on this topic to find out the role of student talk time to enhance their speaking skill. I carried out this study with seven grade students of Manasalu Public Secondary School. I wanted to find out that to what extent they can improve their speaking if they get enough opportunity to involve in English speaking activities.

1.3 Objectives of the Study

This study had following objectives:

- To find out the effectiveness of student talk time in developing students' speaking skill.
- To explore the relationship between students talk time and speaking skill.
- To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to discover the answers of the following research questions:

- How does increasing classroom talk help the student to develop their speaking skill?
- What is the relationship between student talk time and speaking skill?
- Whether students talk time determine their speaking ability?

1.5 Significance of the Study

This study is beneficial to the teachers to extend their vision on teaching speaking skill, as it will offer them new insights. It will provide EFL teachers with a specific language teaching procedures which they can use in their classroom to enhance learners' oral performance and to encourage students to maximize their capability by using English orally. This study will encourage EFL teachers in Nepal to involve the students in interaction to enhance their students' abilities in speaking.

Furthermore, it shows the role of teacher to motivate his/her students to speak in the classroom. It will be an essential motivation for researchers to adopt this strategy in other fields of study.

1.6 Delimitations of the Study

It is obviously very difficult to include a large area in this kind of small research because of limited time and resources. So, this study had also some limitations which are as follows:

- This study was limited to 30 students of grade VII.
- It was limited to speaking skill only.
- Data were collected in 28 days.

- Only pre-test and post- test were used as the data collection tools.
- Post- test was administered to find out the effectiveness of students talk time in the classroom to enhance speaking skill.

1.7 Operational Definition of the Key Terms

Student talk time: STT refers to the amount of time students spend talking in the class. It is also called how much time students talk during a lesson.

Teacher talk time: TTT refers to the amount of time teacher spends talking in class. It is also called how much time the teacher talks during a lesson.

Communicative skill: The ability to convey information to another effectively and efficiently.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes review of the related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

In countries such as Nepal where English is used as a foreign language and it is taught mostly as a compulsory subject in the school ,the speaking skill is not properly treated, simply because of the time limitation and attention to other skills, i.e. speaking has not received much attention and often does not receive due attention in final examination.

This chapter presents the theoretical framework of the study. It comprises two basic parts: speaking skill as one of the most important skills and role of student talk time for enhancing speaking skill.

2.1.1 Speaking Skill

Speaking is the process of sharing knowledge, interests, attitudes, opinions or ideas with others. It means speaking is an interaction between speaker and listener. Speaking is described as the ability to express ourselves in real life situations. Speaking is defined as a complex process of sending and receiving message through oral expression, but also involves non- verbal symbols. Hedge (2000, p. 261) declares that for many students, learning to speak competently is a priority They may need this skill for a variety of reasons, for example to keep up a rapport in relationship, influence people and win or lose negotiations. That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people' thoughts and personalities.

Speaking is the ability to address, to make known, to use or be able to use a given language in the actual communication. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The important of speaking, hence is enormous for the learners of any language. Ability to speak skillfully provides the speaker with several distinct advantages. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking can enhance one's personal life and career. Luoma (2004, p.1) argues that speaking in a foreign is very difficult and competency in speaking takes a long time to develop. The skill of speaking is quite different from writing in its typical grammatical, lexical, and discourse pattern. Moreover, some of the processing skills needed in speaking differ from ones involved in reading and writing. Also second language speaking differs from first language in terms of lack of grammar and vocabulary knowledge of learners' i.e. the process of building utterance accuracy and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005).

2.1.2 Sub-Skills in Speaking

Rather than just have students' speak in the classroom we should be teaching students specific speaking skills, known as micro skills or sub skills (Lackman, 2010). He also mentioned that the pieces of language should be given attention as they may form the whole. Depending on the level and ability of the students, there are several speaking sub- skills. Such as; pronunciation, using stress, rhythm and intonation, word forms, word order, vocabulary, register and so on. These sub- skills help to achieve the main goal of teaching. Lackman (2010) has presented the following speaking sub-skills:

Fluency

Ellis (2009) states that Fluency means the capacity to use language in real time. Fluency is defined as the ability to express oral language without too many

hesitation and pauses. In teaching speaking process, if the teacher wants to check students' fluency, the teacher should allow students to express their opinions freely without interruption.

Accuracy with words and pronunciation

Accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic or discourse features of a language (Byrne, 1998). It means correct use of the language system, including their grammar, pronunciation and vocabulary. Accuracy helps the learners to get correctness and speed in language. Students need to be able to use and pronounce words and structure correctly in order to be understood.

Using function

 Parker (2009) suggests that function is what the language used in language learning. Such as requesting, apologizing, ordering and so on. Language functions make us to communicate correctly. Parker explains that introducing students to the function of language, the teacher can give them to performance, tasks or talk about the past, present and future. Teaching language functions is very helpful to develop speaking skill. The main aim of language can be developed when we learn to use language in different context. Language function is the way to develop communication among the learners.

Appropriacy

Appropriacy refers to suitable words of the language for particular context. Appropriacy can help us in spoken language. The words should have suitable sentences. When we speak, the words should put at the right place. The learners have to do more practice of speaking and should not afraid of making mistakes. If they want to be more appropriate in English language.

Turn taking skills

Turn taking occurs in a conversation when one person listens while the other speaks. Turn taking is an important skill for learners in order to effectively participate in social communication. Many students with language delays will have poor conversation skills. They may shift rapidly from topic to topic. They should learn to take a turn through gesture, eye contact, vocabularies and approximations.

Responding and initiating

In order to be success in speaking, students need to respond to others and to initiate interactions on his/her own. Interaction occurs when the students initiate the conversation and response to one another. So, teacher should provide opportunities to respond and initiate the conversation

Repair and repetition

Students use repair and repetition strategy when there is misunderstanding. Students can practice repairing when they suspect they haven't been understood or as listeners they can repeat to seek clarification or correction from the speaker.

Range of words or grammar

Students need to know a range of vocabularies and grammar for the improvement of speaking skill. They need to have the ability to choose most appropriate words and structure for a specific context and to use them appropriately.

Discourse makers

The correct use of discourse makers often indicates a higher level of fluency and ability to produce and understand target language. Discourse makers have a

number of uses in speaking. They are used to order and sequence what we say to start and end conversations and to change or manage a topic. In this way we help our listeners to follow what we are saying more clearly.

In summary, the sub-skills of speaking should be emphasized while teaching speaking because if the students focus on these skills their learning can be effective. Rather than forcing them to talk, it is better to teach specific skills. Teaching fluency helps the students to convey the meaning smoothly in any situation. Similarly, Appropriacy and pronunciation help the students to choose suitable words and pronounce them correctly. Turn taking skill in conversation is also an important skill for learners to communicate with others. Thus, these sub skills should be focused while teaching speaking skill.

2.1.3   Components of Speaking

Speaking is the way of someone to express their ideas and thoughts. Components are the most important factors to improve speaking skill. While learning or teaching Speaking skill one should have knowledge about the components of the speaking. According to Syakur (2007) speaking has five important components. They are:

Grammar

Grammar is a set of structural rules which describe how we use a language. Knowledge of grammar matters a lot in speaking language. Without good grammar, clear communication is nearly impossible. It is very important to grasp of English grammar to improve speaking skill. Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. "The grammar of a language is the description of the ways in which words can be change their forms and can be combined into sentences in that language" (Harmer, 2001, p. 12). Thus, from the above statement we can conclude that the function of grammar is to arrange the correct meaning of

sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Pronunciation

Pronunciation is important to proper communication because improper pronunciation can lead to negative impression, misunderstanding and ineffective communication. Pronunciation is the way for students to pronounce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation. "Pronunciation teaching not only makes students aware of different sounds and sounds features, but can also improve their speaking immeasurably" (Harmer, 2007, p. 248). Pronunciation includes many aspects such as: articulation, intonation and phrasing and more peripherally even gesture, body language and eye contact.

Vocabulary

Vocabulary is a basic building block of language learning. Vocabulary is essential for successful second language use because without having a sufficient vocabulary, one cannot communicate effectively. Sufficient knowledge of vocabulary make easier to express our ideas, feelings and thoughts both in oral and written forms. Harmer (2007, p. 229) states that a major reason for reading texts in class is to give students new language input. In spoken language, vocabulary used must be very familiar and it is used in everyday conversation in order to understand the communication.

Fluency

As pointed by Richard et al. (1992, p.204) fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonations, stress, rate of speaking and the use of interjections and interruption. Therefore, teacher should give them time for practice for speaking in a coherent manner by giving more attention to the

meaning and context. Fluency can be defined as the ability to speak freely without interruption. Fluency in language defines as the ability to speak easily, reasonably quickly and without having to stop and pauses a lot. Fluency in speaking is the main aim of many language learners. According to Brown (1997, as cited in Harmer 2007), sighs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

Comprehension

Comprehension is an ability to understand the meaning or importance of something. Comprehension of a second language is more complex to study since it is not directly observable and must be informed from overt verbal and non verbal responses by the teachers. In speaking comprehension refers to the speakers' understanding about what are they saying to the listeners in order to avoid misunderstanding information. Its function is to make the listeners easy to understand the information.

2.1.4 Activities to Enhance Speaking Skill

There are various activities to enhance speaking skills of the students. According to Kayi (2006), activities to promote speaking skill as briefly described below:

I)   Discussion
II)   Role-play
III)   Simulation
IV)   Information gap
V)   Brainstorming
VI)   Storytelling
VII)   Interviews
VIII)   Story completion

IX) Reporting

X) Play cards

XI) Picture narrating

XII) Picture describing

XIII) Find the difference

I) Discussion

Students can share their ideas about an event or find solutions in their discussion group. Before the discussion, it is essential that the aim of discussion activity should be set by the teacher (Brown, 2000, p. 276). In this way, the discussion points can relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. In this type of discussion, the teacher con form group of students, preferably 4/5 in each group and provide controversial sentences like " student can learn best when they read vs. students learn best when they travel". Then each group works on their own topic for a given period of time and presents their ideas to the class.

II) Role- play

Role- play is an another way to involve the students in speaking activities. This activity encourages thinking and creativity and it can be performed in pair or group. Students pretend they have a variety of social roles. In this activity, the teacher gives information to the students such as who they are and what they think. Teacher asks them to play different roles. Such as; you are a patient, you go to the doctor and tell him your problem. Harmer (2001) states that students simulate (such as a business meeting, an real-life encounter in an aero-plane cabin, or an interview) a real-life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves.

III) Simulation

Simulations are those activities which are similar to role- play but more elaborate. In this activity, students bring items to the class to create a realistic environment. For instance, if a student is acting as a doctor, he brings stethoscope. According to Harmer (2001, p. 275) the advantage of simulations activities can arise from the fact that they are entertaining which may increase motivation and consolidate the self-confidence of confused learners. It means simulation helps to motivate and entertain the students. These type of activities increase the self- confidence of hesitate students.

IV) Information gap

According to Ur (1996) the activities on the information gap principle make students participate actively in the process of learning. This will, in turn, results increasing students' motivation to learn English much more enthusiastic. Students are asked to work in pairs in this activity. Students can share their information in this activity. One student will have the information that another partner does not have and the partners will share their information. Information gap activities are helpful to solve problems or collecting information. This type of activity provides the students plenty of opportunities to use target language.

V) Brainstorming

In this activity, students will be given a topic and they should produce ideas in a limited time. Both group and individual brainstorming can be effective according to the situation. Students can freely share their ideas. Cullen (1998) states that brainstorming is a very useful activity that can easily introduced into language classes and is also helps the students to become better learner.

VI) Story telling

Haven (2000) argues storytelling is a powerful motivating and effective activity in the EFL classroom because factual and conceptual information are learned

faster and better. Story telling is an effective way to provide opportunities to speak students. In this activity, students can summarize a story heard from somebody or they can create their own stories to their classmate. Story telling emphasizes on creative thinking. It helps the students express ideas in the format of beginning, development and ending, including the characteristics and setting story.

VI) Interviews

Students are given topics for an interview. Teacher provides a rubric to students, so that they know what type of questions they can ask or what way to follow, but students should prepare their own interview questions. This activity provides students a chance to practice their speaking ability not only inside the classroom but also outside. After interview, each student should present his/her study to the class.

VII) Story completion

In this activity, students sit in a circle. The teacher starts to tell a story, but after a few sentences he/she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student asked to add four to ten sentences.

VIII) Reporting

This activity according to Harmer (2001, p. 274) Present a defined and useful speaking genre and if properly organized, can be extremely interesting for both speaker and listener. The students are given assignment to read a newspaper or magazine of their home. Then, next day they asked the report to their friends what they find as the most interesting news. Each student is asked to present the report in the classroom.

IX) Playing cards

According to Kayi (2006) students are divided into four groups in this game. Each group represents a topic for example:

Diamond- Earning money
Hearts- Love and relationship
Spades- An unforgettable memory
Clubs-Best teacher

Each student in a group will choose a card. Then, each student will write 4 to 5 questions about the topic to ask other friends in group. Students are not allowed to prepare yes/no questions because this type of question provides less lime to talk about the topic. Students should be asked open ended questions to each other.

X) Picture narrating

In this activity, need several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher. Teacher provides the criteria as a rubric which includes the vocabulary or structure they need to use while narrating pictures.

XI) Picturing describing

Students are divided into different groups and each group is given a picture. Each group is asked to describe what is in the picture. Students describe the picture with their group then, the group leader of each group describes the picture to the whole class. This activity helps to increase creativity and imagination ability as well as public speaking skill of the students.

XII) Find the difference

This activity is similar to picture description but each group is given two pictures to find out similarities and differences. Students work in pairs and they asked to look at the picture and compare them.

Speaking skill is productive skill. Most of the English language learners have been taking the speaking skill as the difficult task but if we use these types of activities in the classroom then students will get enough opportunities to talk. These activities can be very helpful to enhance speaking skill. While teacher use picture describing technique to teach speaking skill students will try to describe the picture in their own words. Similarly, story telling technique, reporting, brainstorming are also very effective activities to enhance students' speaking ability.

2.1.5   The Notion of Teaching Speaking

Teaching speaking means to teach English language learners to produce the English speech sounds and sound patterns. In the same time to use words and sentence stress, intonation pattern and the rhythm of language and to select appropriate words and sentences according to the social setting. According to Nunan (2003), teaching speaking means to use language as a means of expressing values and judgement and teaching speaking to use the language quickly and confidently with few unnatural pauses. So, the goal of teaching speaking is to communicate effectively. The ability to communicate in a second language clearly and effectively contributes to the success of the learners in the classroom. Therefore, it is essential that the language teachers pay great attention to teaching speaking. Rather than leading the students to pure memorization, providing a sufficient environment where meaningful communication takes place is desired. English teacher should be creative in developing their teaching learning process to create good atmosphere. Kayi

(2006) has provided some suggestions for English teachers in teaching speaking. They are presented below:

- Provide maximum opportunity to students to speak by providing a rich environment that contains collaborative work, authentic materials and tasks and shared knowledge.
- Try to evaluate each student in every speaking activity.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt student to speak more.
- Circulate around classroom to ensure that students are on the right tract and see whether they need your help while they work in group or pairs.
- Provide the vocabulary beforehand that students need in speaking activity.
- Diagnose problems faces by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Making students speak more English in the classroom is not only a matter of forcing them to speak. It demands good preparation of proper materials. I mean different activities should be used to enhance speaking skill. Such as role play, picture narrating, story completion, discussion and so on. Teacher cannot force the students to talk rather he should motivate them using various activities. Teacher can ask open ended questions to increase students' talk time.

2.1.6 Principles of Teaching Speaking

The main aim of teaching speaking is to improve students' communicative skills. To achieve the goal, teachers should follow specific principles for teaching speaking. Nunan (2003, pp. 54-56) has suggested some principles for teaching speaking. Teachers should give students a chance to practice with both fluency and accuracy.

- Teachers should provide opportunities for students to talk by using group work or pair work and limiting his talk.
- Teachers should plan speaking tasks that involve negotiation for meaning.
- Teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.
- Teachers should provide written feedback like: your presentation was really great, it was a good job, I really appreciate your efforts in preparing the materials and the efficient of your voice.
- Teachers should not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract the students from his/her speech.

Teacher should motivate the students enough to get involved in the lesson. Teacher should create interest in the topic by telling about the topic before the activity starts. In this way students have chances to express their ideas meaningfully and teacher can exploit their previous knowledge to get them into lesson. Nunan(1999) said, "teacher should give the students maximum number of opportunities possible to practice the target language in meaningful context."

2.1.7 Characteristics of Successful Speaking

The teacher must know about the characteristics of successful speaking activity to support the teaching learning process of speaking skill. Ur (1996) has explained some characteristics of successful speaking which is explained as follows:

Learners talk a lot

Talk in the classroom makes the students able to deal with their problems. The more students talk in the classroom the more they can be successful in speaking skill. The teacher should provide sufficient time to talk to the students because language is not taught by teachers but to be learners themselves.

Participation is even

Students' participation plays crucial role in enhancing speaking skill. All students should get chance to participate in the classroom discussion. Classroom discussion should not dominate by talkative participate rather distribute fairly and evenly.

Motivation is high

Motivation refers to the efforts learners make to learn foreign language. Motivation can influence the rate and success of language learning. Motivation is a psychological trait which leads people to achieve a goal. High motivation leads high rate of success and low motivation leads low rate of success.

Language is of an acceptable level

Learners express themselves in utterances that are relevant easy, comprehensible to teach others and of acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way by speech. When people speak, they construct ideas in words, express their feelings and intentions. So that interlocutors grasp meaning of what the speakers mean. For meaningful interaction students need to learn and practice as much as possible.

2.1.8 Student Talk Time

It is widely regarded that talk is one of the most important aspects of children' learning. Effective use of language by students is considered to be an integral part of language learning process. Student Talk Time (STT) refers to how much the student talks in the classroom during the lesson. Allwright (1981) said that teachers who' work ' too much in the classroom were not teaching successfully. He mention that a good language teacher is able to' get students to do more work' in the classroom. Nunan (1999, p.209) also indicated that continuous teacher talk during the lesson did not develop students' listening comprehension and communicative skills. If there is more talk by the teacher,

students become passive and their involvement in the classroom participation would be very less.

Harmer (2007) claims that learners will have less opportunity for classroom participation if the teacher talks and talks. If the teacher speaks more than students the students do not take any responsibility for their own learning, but learn what the teacher decides. (Fouzol, 2014) states that a language teacher must design his/her lessons to make participation of all most all the students in a classroom so his/her lesson plan has to include a certain percentage for teacher talk time(TTT) and student talk time(STT) to teach each skill. Long (1983) in his interaction hypotheses suggested that opportunities to negotiate, participate and discuss are considered crucially important in learning process. Hence, teachers are recommended to provide learners opportunities to negotiate meanings. Swain (1985, as cited in Ellis, 2008) argued that input alone is insufficient for developing language production skill. According to her whereas comprehension of a message can take place with little syntactic analysis of the input, production emphasizes learners to pay attention to the means of expression. Therefore, Ellis (2008), states that value of teacher talk for providing learners with opportunities for language production and blame excessive teacher talk for restricting learners' chances for classroom participation.

As a general rule, we may say that the teacher should not talk more than 25% in the classroom and that the students should be permitted tom talk 75% in the classroom.

2.1.9 A Brief History of Classroom Talk

Teachers have understood the purpose of using language to transmit information and ideas so teachers talked for most of the instructional day while students were silent and completed their assigned tasks. Students were expected to memories facts and able to recite them. Talking by students was

not accepted rather they were punished for talking in the classroom. Over time educators realized that students had to use the language if they were to become better educated. Teachers expected them to use academic language in their individual responses and as students spoke consider the following exchange from 5th grade (Fisher, Frey & Rothenberg, 2008).

Teacher: Well, today I am going to talk about living things and non living things. Do you know, what is living thing?
Student: Yes sir.
Teacher: Ok, what is living thing?
Students: Things having life sir.
Teacher: Yes, The things which have life on them are called living things.
Student: Yes sir.
Teacher: Can you say any two examples of living things?
Student: Cow and goat.
Teacher: Do living things need food for making their food?
Student: Yes sir.
Teacher: What things do the plants need for making their food?
Student: Water, mineral, carbon dioxide and sunlight.

If we analyze this classroom exchange, first it is not unlike many of the whole class interaction. Second, the teacher is clearly using a lot of academic language himself so students do not have a chance to learn. Third, the balance of talk in this classroom exchange is heavily weighted towards the teacher. If we analyze the types of words used, half of the words spoken by the students were not academic in nature. That is not good. Students need more time to talk and this structure of asking them will not significantly change the balance of talk in the classroom. Students will ever become proficient in using language. Our experiences suggest that these students will fail to develop academic language and discourse simply because they aren't provided opportunities to use words. They are learning words but are not using them. We can say if students are not using the words, they are not developing academic discourse.

2.2 Review of Related Empirical Literature

Every researcher needs to have previous knowledge about the area of research which direct or leads the researcher for finding out new things. Few researches have done related to student talk time in the department of English education. Some of them are as follows:

Basnet (2009) carried out a research on "Strategies Employed in Teaching Speaking Skill". The object of the study was to find out the technique of teaching speaking adopted in language training institutes. Twenty institutes from Kathmandu valley were selected as the sample of the study. Class observation and questionnaire are the research tools to collect the primary data for the study. The researcher found that discussion, role-play, pair work and dialogue play crucial role in teaching speaking skill.

Malla (2014) conducted a research on "Developing Proficiency in Spoken English by Grade Ten Students". It is an attempt to find out the impact of direct method for the proficiency of speaking grade ten students. The study was conducted in Shree Mahakali Namuna Higher Secondary School, Mugu. The students of the class ten were divided into two groups in terms of odd and even roll numbers. Group A was thought through direct method and group B was thought through as usual method (G.T. method). After the interpretation and analysis of data it was found that the direct method has better impact on the students' proficiency of speaking skill at secondary level.

Likewise, Timilsina (2014) carried out research on "Developing Oral Proficiency Through Communicative Activities". The objective of this study was to find out the effectiveness of communicative activities in developing oral proficiency. The researcher administered pre-test and post-test for primary data collection. Thirty students of grade X of Chandeshwori Higher Secondary School, Ramechhap district were taken as sample population of this study. Random sampling procedure was used to divide the students into two groups.

The researcher found that the students who were taught by using communicative activities progressed relatively better in their speaking profiency than the students who were taught using explation technique.

Similarly, Dulal (2016) carried out a research on" Effectiveness of Group work Technique in Teaching Speaking". The objective of the study was to find out the effectiveness of the group work technique in teaching speaking skill at secondary level. The population of the study was all the students of class ten of Nangin secondary school, Pachthar. The experimental research design was used to collect data. He used odd-even ranking procedure to divide the students into experimental and control group. Both pre-test and post-test were used to collect data. The findings of the study showed that the group work technique was seen to be effective in order to develop speaking skill.

Khadka (2016) carried out a research on Effectiveness of Listening for Developing Speaking Skill. The main objective of the study was to find out the effectiveness of listening practice for developing speaking skill. The study was based on experimental research design. The researcher has taken sample consisting of forty students of Sindhuli Little Flower English Boarding School. Pre-test and post-test were used to collect data. The major finding of the study was that the use of listening practice has a positive impact in developing students' speaking skill.

Mahato (2016) conducted a research entitled "Teacher Talk Time and Student Talk Time in ELT Classroom" The objectives of this study was to find out lower secondary level English teachers awareness on the importance of student talk time over teacher talk time to develop communicative competence of learners. The design of the study was survey and the data were collected by utilizing primary sources. Thirty teachers from lower secondary public school were selected by using purposive non-random sampling procedure. The tools for data collection were interview and questionnaire. He found that majority of

teachers were unaware of teacher talk time and student talk time in ELT classroom.

Shrestha (2016) carried out a research on "Effectiveness of Storytelling Technique in Developing Speaking Skill of the Ninth Graders". The main objective of the study was to find out the role of storytelling in developing students' speaking skill. Sixty students of grade IX from government- aided school were selected using simple random sampling procedure. Pre-test and post-test were administered to collect data. The result of two groups was compared to find out the effectiveness of storytelling technique in teaching speaking skill. It was found that different stories as teaching materials have relatively a better impact in teaching speaking.

Bista (2017) carried out a research on Effectiveness of Language Games to Enhance Speaking Ability of Grade Eight Students. The aim of the study was to find out the effectiveness of language games in developing speaking skill. The study was based on experimental research design. The sample population of the study was forty students from grade eight using simple random sampling procedure. Pre-test and post-test were used as research tools. The overall findings of the shows that use of language games have positive impact in developing speaking skill of the students.

Rai (2017) carried out a research on "Attitudes on students' Oral Presentation in ELT Classroom and Development of their Speaking Skill". This study aimed to find out the students' attitudes towards the use of oral presentation and development of their speaking. This study was based on the survey design. The sample population of the study was thirty students studying M. Ed 1st and 3rd semester at department of English Education,Tribhuvan University Kirtipur. The selection was done on the basis of purposive non-random sampling procedure. Questionnaire was used to collect required data. She found that all the students have positive thoughts towards the use of oral presentation in ELT classroom. She also explores that the use of oral presentation gives

opportunities to speak in front the public. It also reduces hesitation, develops confidence, fluency and pronunciation and also develops vocabulary knowledge and make habitual of speaking.

Although there are many research works which have been carried out on teaching speaking skill but there is not any research work which has been carried out to find out the effectiveness of students talk time in the classroom to develop their speaking skill. The above research works were carried out to find out the effectiveness of storytelling technique, group work, language games and information gaps in developing speaking skill but none of them was interested to find out the role of students' talk time. So, the researcher became interested to research on this topic. Thus, this study is different from above research works.

2.3 Implications of the Review of the Study

The review of related literature helps to obtain the theoretical and practical knowledge from the previous researchers. It helps the researcher to be familiar with the current trends and practices of related area. It helps the researcher to understand subject area better. The most important function of the literature review is to expand researchers' knowledge and skills in related area. Review of related literature allows the researcher to develop the critical thinking and analytical power throughout the whole research study. So, before doing any research work, the researcher needs to have previous knowledge about related field.

I have studied some of the empirical research works carried out in the Department of English Education, T.U. Kirtipur. I have gone through Malla (2014) and Dulal (2016) and their works helped me to get ideas of teaching speaking skill and activities to develop students' speaking skill. Similarly, the study of Mahato (2016) supported me to widen my concept regarding STT and TTT. Likewise, study of Bista (2017) and Khadka (2017) helped me to get

practical ideas for carrying out experimental research and preparing test items, group division and preparing lesson plans. Similarly, by studying the work of Rai (2017), I have got more opportunity to develop better understanding about the use of oral presentation in the language classroom. After reading those research works, I got more ideas to conduct research and collect data. I have got number of ideas related to my topic and findings out teacher awareness and importance of students' talk time to develop speaking skill.

I have studied various books written by many scholars. I have got more ideas about experimental research design by reading the book of Best and Kahn (2006). Similarly, Kayi (2006) helped me get ideas about the different activities to promote students' speaking skill. Likewise, from Luomo (2004) and Thornbury (2005), I became able to enhance my knowledge about speaking skill. By studying the work of Nunan (2003), I got more ideas about the principal of teaching speaking skill. I have read about different characteristics of successful speaking from Ur (1996). I have gone through other different books, journals and articles in order to get theoretical insights of my research and the concept that I have got from those theoretical literature is students can better learn if they involve in classroom activities, i.e. the better they interact the better they learn.

2.3 Conceptual Framework

Conceptual framework is a plan for the whole research process. It provides the picture of the study which helps the readers to conceptualize the whole idea of the first glimpse. This study on "Effectiveness of Student Talk Time in Enhancing Speaking Skill" was based on this framework. This conceptual framework of the study consists of different variables related to the topic. The conceptual framework of this study can be presented as below:
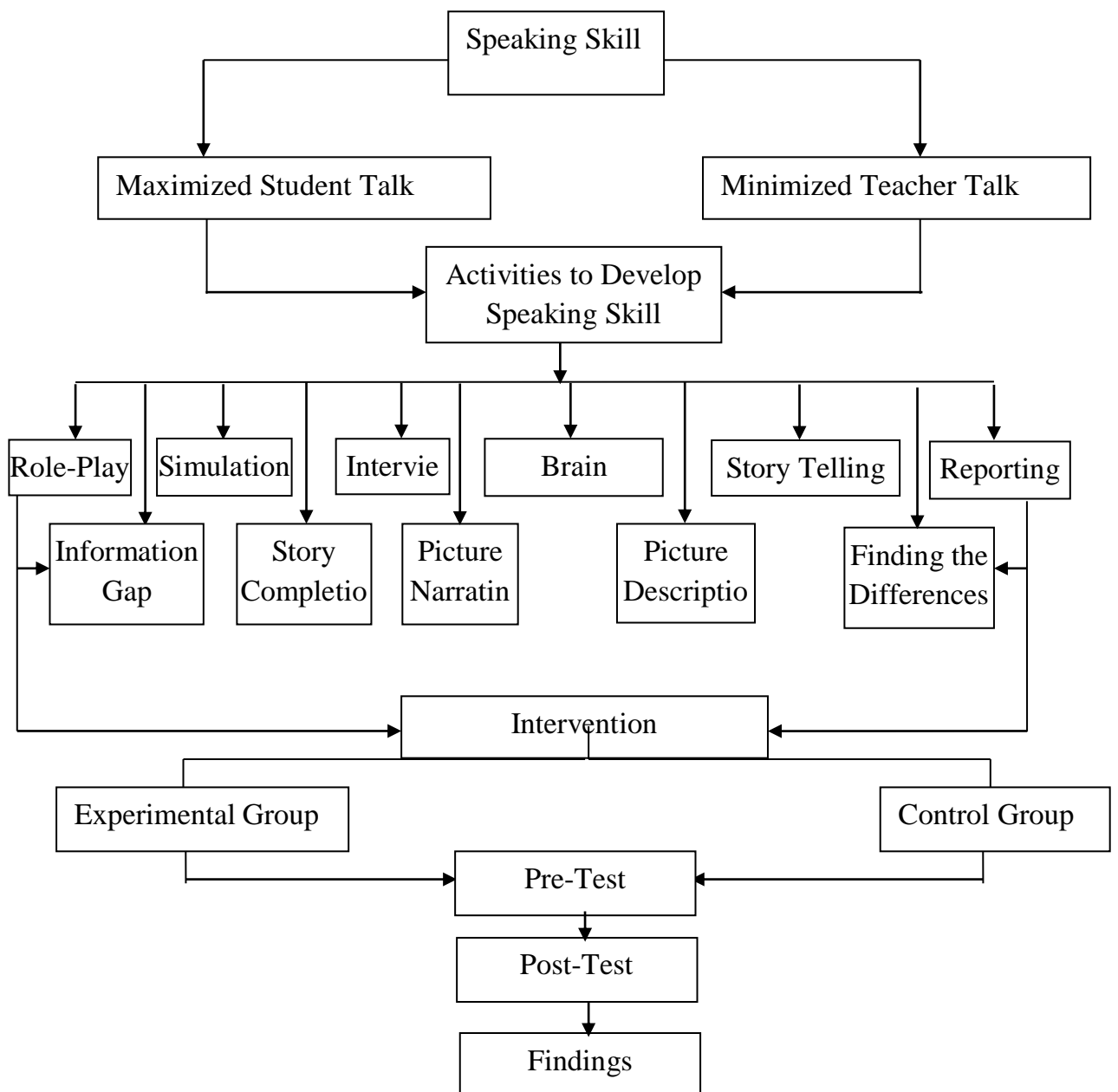
CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological part of the study. It includes the design and methods of the study, population, sample, sample procedure, data collection procedure and tools, data analysis and interpretations procedures.

3.1 Design of the Study

A research design is a plan, outline, structure and strategy of the research to solve the research problems or questions. Research design is a complete plan of what the researcher will do from writing the hypothesis to the final analysis of the data. There are several research designs. Among them have selected experimental research, i.e. pre test, post test equivalent group design. Experimental research design is a scientific, systematic and logical method for manipulating the research questions. Certain hypothesis should be created in experimental research design and hypothesis should be verified by setting up on experimental situation or artificial situation. The main purpose of this research design is to find out the cause- effect relationship between the dependent and independent variables either by testing the hypothesis or verifying the existing theory.

According to Best and Kahn (2006, p. 181):

> "In experimental research design pre test are administrated before the application of the experimental and control treatment and post tests at the end of the treatment period. Pre test scores can be used in analysis of covariance to statistically control for any differences between the groups of the beginning of this study. This is a strong design but there may be a

possibility of the influence of the interaction effect of testing with the experimental variables"

The above explanation shows that experimental research is on the most effective research design to find out the cause-effect relationship between two or more variables. So, I have selected this research design to find out the relationship between the student talk time and speaking skill. By using this research design I tried to seek what is the effect of student talk time in enhancing their speaking skill.

3.2 Designs of Experimental Research

There are many designs of experimental research. According to Cambel and Stanley (1963) three designs are presented below:

1) Pre- experimental design.
2) True experimental design
3) Quasi- experimental design

1. Pre- experimental design

There is no random assignment and no comparison group in pre- experimental research design. This design is easy to implement but the findings may not be reflective of what is being measured, because of the absence of comparison group.

2. True experimental design

In a true experimental design, participants would be randomly assigned and the effect of the independent variable can be ascertained more easily due to the presence of a comparison group. This design is further categorized into three types. They are:

a) The post-test only, equivalent-group design

b)   The pre-test, post-test equivalent-group design

c)   The Solomon four group design

3. Quasi experimental research design

In this research design, comparison group is used but participants would not be assigned randomly. This type of research is very common in social science research because of the use of non- manipulated factors, which prevent random assignment of the independent variable.

Among these research designs, I selected Quasi-experimental research design. It is the most common design among all experimental research design. At first, subjects were randomly assigned into two groups. Pre-test was administered before the application of treatment and post-test was administered at the end of the treatment. The pre-test was taken to find out the initial proficiency level of the students. After that, the experimental group got special treatment where I introduced independent variable in artificial situation but I taught using lecture method for control group. Post-test was administered at the end of the treatment. The test items in both pre-test and post-test were same for both groups. And the effectiveness of special treatment was found by comparing the pre-test and post-test mean score of both groups. This design is presented below:

R: O1   X   O2
R: O3   C   O4
Here, R = random assignment of subjects
O1 and O3 = Pre-tests
O2 and O4 = Post-test
X = Experimental group
C = Control group

Process of Experimental Research

Process of experimental research refers to the way of carrying out research. Creswell (2012) has described some procedures of experimental research. The first one is framing the topic. Likewise, specifying the objectives, formulating the hypothesis, expanding theoretical knowledge, writing research proposal, collecting required materials, visiting the fields, establishing the rapport, assigning subjects randomly into two groups, giving pre-test, checking answer sheet, listing raw score, calculating the mean of both groups, Finding out the difference mean score of both groups, starting the experiment, completing the experiment, giving post-test, checking answer sheet, calculating the mean of both groups, camping the mean score of both group in pre-test and post-test.

While carrying out the experimental study, I followed some processes. These are as follows:

1. Framing the topic
2. Specifying the objectives
3. Constructing the research questions
4. Expanding theoretical knowledge
5. Writing research proposal
6. Collecting research materials
7. Visiting the field
8. Analyzing subjects randomly into two group
9. Giving pre-test
10. Finding out the differences between mean score of both groups
11. Starting the treatment
12. Giving the post-test
13. Camping the mean score of both groups in pre-test and post-test
14. Writing findings

3.3 Population, Sample and Sampling Strategy

The population of this study was all the students of class VII of Manasalu Public School (Private school) of Kathmandu district where 30 students of grade VII were the sample of my study. The sample population of the study was divided into two groups, i.e. experimental group and controlled group by using simple random sampling procedure, i.e. odd-even ranking.

3.4 Source of Data

I used both primary and secondary sources of data. The primary source was 15 students of grade VII from Manasalu Public School, Sorakhutte Kathmandu and secondary sources were the related books, thesis, journals, magazine, articles, websites and related available materials.

3.5 Data Collection Tools

I administered the pre-test and the post-test in order to collect data. The test items were designed to evaluate the speaking skills of the students of grade VII. I prepared the test item of 50 full marks. The test item was included five different test items. The test items and their marks allocation were follows:

S.N.	Types of test items	No. of questions	Marks per items	Total marks
1	Creating Dialogue	2	5	10
2	Describing Favourite Festival	2	5	10
3	Picture descriptions	2	5	10
4	Giving Instructions	2	5	10
5	Giving Speech	2	5	10

Each test items was evaluated on the five areas that are related to development of speaking skill. They are: pronunciation, grammar, accuracy, vocabulary and fluency.

3.6   Data Collection Procedures

I applied the following procedure to collect the required data for the study.

- At the very first, I visited the selected school to meet the teachers, students and authorities of school.
- Then, I requested to concerned authorities for the permission to carry out the research.
- After that, I established rapport with subject teacher and explained the purpose of research.
- Then, I administered the oral pre-test to find out their existing proficiency level in speaking skill.
- Accordingly, I divided the class into two groups: experimental and control group on the basis of odd-even ranking of the individual.
- Then, I started treatment for the experimental group and controlled group was taught in natural classroom setting under teacher centered technique.
- Both groups were taught for four weeks and at the end I administered the same pre-test item as a post-test for both groups.
- Tape recorder was used to record the oral test.
- Finally, the performance of the both groups was compared and analyzed to find out the effectiveness of student talk time in the enhancement of speaking skill.

3.7 Data Analysis and Interpretation Procedures

The systematically collected data was analyzed, interpreted and presented quantitatively with the help of simple statistical tool and tables.

3.8 Ethical Considerations

Ethical considerations refer to the norms and standards for conducting the research and it is considered as the main aspect of the research. So, while carry out research, the researcher should pay attention on different ethical consideration. To fulfill my research work I followed some ethics. They are as follows:

- Research participants were not be subjected to harm in any ways
- I gave respect to the dignity of participants.
- Control group received usual care. I did not harm them and their study.
- I avoided any type of misleading information as well as representation of primary data findings in a biased way.
- I gave more priority to the privacy and anonymity of participants.
- I have not plagiarized the work of others, I have used citations, references and I have also given acknowledgement.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the effectiveness of student talk time in enhancing speaking skill. For this purpose, I selected 30 grade seven students of Manasalu Public School, Kathmandu. They were intervened for 28 days. I have analyzed students' performance in the pre-test and the post-test under the following headings.

1. Holistic comparison of different test scores
2. Analysis and interpretation of individual test scores
3. The highest score, average score and the lowest score of both groups in both tests
4. Item-wise analysis and interpretation of test scores.

To collect the data, sample population was divided into two groups, i.e. control and experimental group. Subjects were randomly selected. Both groups were taught the same lessons to develop their speaking ability. The students of control group were taught through traditional lecture method while the students of experimental group were taught by giving sufficient time and opportunities to speak in the class I used special treatment for experimental group to see the cause and effect. Individual scores of both groups along with their average score have calculated, tabulated, presented in table.

4.1 Holistic Comparison of Different Test Score

In this section, the results of pre-test and post-test of experimental and control groups are compared. The students of grade seven are divided into two groups.

Each group consists of 15 students. The comparison of the both groups has been shown in following table:

Table 1

Performance of Experimental and Control Group in Pre-test and Post -test

| Group | No.of stds. | F.M. | Total score | Pre-test | | Post-test | | Differences |
				Total obtained score	Av. score	Total obtained score	Av. score	
Exp.	15	50	750	234	15.6	387	25.8	10.2
Control	15	50	750	230	15.3	278	18.6	3.2

The above table shows that the experimental group has the average score of 15.6 in pre- test and 25.9 in post- test. Experimental group has increased its average score by 10.2 On the other hand, control group has the average score of 15.3 in pre-test and 18.5 in post-test. The control group has increased its average score by 3.2 in post-test. Here, the experimental group has become able to increase its average score better than control group.

It has been proved that teaching speaking skill by giving sufficient time and opportunities to the students is better than teaching by lecture method.

4.2   Analysis and Interpretation of Individual Test Scores

The data obtained from pre-test and post-test of both control and experimental group are analyzed and interpreted individually in this section

4.2.1   Analysis and Interpretation of Pre-test Scores

In this section pre-test was taken to both control and experimental group to find out their initial level of speaking ability. So, I administered a set of test items of

50 marks for both groups before intervening and manipulating the variables in experimental group. The pre-test items consisted of i) creating dialogue ii) describing favorite festival iii) picture describing iv) giving instruction v) giving speech.

Table 2

Average Score of Control and Experimental Group in Pre-test

S.N.	F.M.	Control Group				Experimental Group			
		Score (x_1)	Score %	No. of stds. (f_1)	x_1f_1	Score (x_2)	score %	No. of stds.(f_2)	x_2f_2
1	50	11	22	2	22	10	22	1	10
2	50	12	124	1	12	13	26	2	26
3	50	13	26	1	13	14	28	3	42
4	50	14	28	1	14	15	30	1	15
5	50	15	30	2	30	16	32	3	48
6	50	16	32	2	32	17	34	1	17
7	50	17	34	3	51	18	36	2	36
8	50	18	36	2	36	20	40	2	40
9	50	20	40	1	20	$\sum x2f2 = 234$			
	N1=15	$\sum x_1f_1 = 230$			N2=15				

Av. Score of Control Group $\overline{X}_1 = \dfrac{\sum x_1 f_1}{N_1}$ Av. Score of Exp. Group $\overline{X}_2 = \dfrac{\sum x_2 f_2}{N_2}$

$$= \frac{230}{15}$$
$$= 15.3$$

$$= \frac{234}{15}$$
$$= 15.6$$

The above table shows that the highest score of control group is 20 and that of experimental group is also 20. The lowest score of control group is 11 and that of experimental group is 10. The average score of control group is 15.3 and that of control group is 15.6.

The result shows that there is no significant difference between the mean score of the two groups in pre-test. Thus, it can be judged that the two groups were at a similar level of their speaking ability before starting intervention.

4.2.2 Analysis and Interpretation of Post-test Scores

The students of both control and experimental group were taught for 28 days focusing on the development of speaking skill. After completing intervention, the same set of test items of pre-test was administered to both groups. The scores of students on post-test were as follows:

Table 3

Average Score of Control and Experimental Group in Post-test

S.N.	F. M.	Control Group				Experimental Group			
		Score (x_1)	Score %	No. of stds. (f_1)	x_1f_1	Score (x_2)	score %	No. of stds.(f_2)	x_2f_2
1	50	14	28	1	14	19	38	1	19
2	50	15	30	1	15	20	40	1	20
3	50	17	32	1	16	22	44	2	44
4	50	18	34	3	51	23	46	1	23
5	50	19	36	3	54	24	48	3	72
6	50	20	38	2	38	26	52	2	52
7	50	21	40	2	40	28	56	1	28
				N1=15	$\sum x1f1 = 278$	31	62	1	31
						32	64	1	32
						33	66	2	66
								N₂=15	$\sum x_2 f_2 = 387$

Av. Score of Control Group $\overline{X_1} = \dfrac{\sum x_1 f_1}{N_1}$ Av. Score of Exp. Group $\overline{X_2} = \dfrac{\sum x_2 f_2}{N_2}$

$$= \frac{278}{15} \qquad\qquad\qquad = \frac{387}{15}$$

$$= 18.5 \qquad\qquad\qquad = 25.8$$

The above table represents that, the highest score of control group is 24 while experimental group is 33. In the same way, the lowest score of control group is 14 and that of experimental group is 19.

The average score of control group is 18.5 and that of experimental group is 25.8. The average score of experimental group is higher than the average score of control group.

The result shows that the mean score of the experimental group in the post-test are all higher than the score of the control group. The students of experimental group performed better because they got sufficient time and effective activities to practice speaking skill in the classroom.

4.3 The Highest Score, Average Score and the Lowest Score of Both Groups in Both Tests

Table 4

The Highest Score, Average Score and the Lowest Score of Both Groups in Both Tests

Score	Control Group		Experimental Group	
	Pre-test	**Post-test**	**Pre-test**	**Post-test**
Highest	20	24	20	33
Average	15.3	18.5	15.6	25.8
Lowest	11	14	10	19

Table 4 shows that the highest score of the control group in pre-test is 20 and that of post-test is 24. On the other hand, the highest score of experimental group in pre-test is 20 and that of post-test is 33.

Similarly, the lowest score of control group in pre test is 11 and that of in post-test is 14. On the other hand, the lowest score of experimental group in pre-test and post-test are 10 and 19 respectively.

The average score of control group in pre-test is 15.3 and post test is 18.5. On the other hand, average score of experimental group in pre-test is 15.6 and that of post-test is 25.8.

 So, the difference of control in pre-test and post-test is 3.2 whereas the difference of experimental group in pre-test and post-test is 10.2.

Thus, this table reveals that the students of experimental group performed better than the students of control group.

4.4 Item-wise Analysis and Interpretation of Pre-test and Post-test

In this section, five types of different test items along with their average score are analyzed, compared and presented quantitatively.

4.4.1 Item-wise Analysis and Interpretation of Pre-test

A pre-test was administered to the students of both groups to find out the initial level of their speaking ability. A set of test item of 50 marks was administered to both the control and experimental groups before the intervention. The pre-test item consisted of creating dialogue, describing favorite festival, picture describing, giving instruction and giving speech.

The students' achievement of both groups in different test items is described, analyzed and tabulated quantitatively in the following table:

Table 5

Item-wise Performance of Both Groups in Pre-test

S.N	Items	Achievements																
		Control Group								Experimental Group								
		Poor		Satisfactory		Good		Excellent			Poor		Satisfactory		Good		Excellence		
		No. of stds.	%	No. of stds	%	No. of stds	%	No.of stds	%	Av. score	No. of stds	%	No. of stds.	%	No.of stds	%	No. of stds	%	Av. score
1	Creating dialogue			15	100					3.8	1	6.7	14	93.3					3.7
2	Describing favourite festival	2	13.3	13	86.7					2.9	5	33.3	10	66.7					3.1
3	Picture describing	4	26.7	11	73.3					2.7	7	46.7	8	53.3					2.9
4	Giving instruction	6	40	9	60					2.6	6	40	9	60					2.8
5	Giving speech	8	53.3	7	46.7					2.6	4	26.7	11	73.3					3.1

Table 5 reveals that students' ability in speaking skill is satisfactory. All 15 (100%) students of control group and 14 (93.3%) students of experimental group gave satisfactory answers in creating dialogue. Similarly, 13 (86.7%) students of control group and 10 (66.7%) students of experimental group gave satisfactory answer in describing favourite festival. 8 (53.7%) students of control group and 7 (46.7 %) students of experimental group gave poor answer in giving speech and picture describing respectively. None of the students of both groups has given good and excellence answer. Their average scores in each test item are very poor.

4.4.2 Item-wise Analysis and Interpretations of Post-test

Post-test was administered to measure their achievements and to find out the effectiveness of intervention and manipulation. The same set of test items of pre-test was administered to both groups after completed intervention. The result of both groups was evaluated through the post-test.

The students' achievement of control group and experimental group in different test items is analyzed, interpreted and tabulated quantitatively below:

Table 6

Item-wise Performance of Both Groups in Post-test

S.N	Items	Achievements																			
		Control Group									Experimental Group										
		Poor		Satisfactory		Good		Excellent			Poor		satisfactory		Good		Excellence				
		No. of stds.	%	No. of stds	%	No. of stds	%	No.of stds	%	Av. score	No. of stds	%	No. of stds	%	No. of stds	%	No. of stds	%	Av. score		
1	Creating dialogue	1	6.7	13	86.7	1	6.7			4.1			7	46.7	8	53.3			5.3		
2	Describing favourite festival	1	6.7	13	86.7	1	6.7			3.8			9	60	6	40			5.3		
3	Picture describing	2	13.3	13	86.7					3.2			10	66.7	5	33.3			5		
4	Giving instruction	1	6.7	13	86.7	1	6.7			3.6			11	73.3	4	26.7			4.7		
5	Giving speech			15	100					3.9			9	60	6	40			5.5		

The above table shows that experimental group has enabled to increase their score in the comparison of control group. They progressed a lot in developing their speaking skill. All the students of control group have got satisfactory answers in giving answer only 3 students have secured good marks in creating dialogue, describing favorite festival and giving instruction. On the other hand, all the students of experimental group have given excellence, good and some of them have given satisfactory answers. None of them has given poor answers. 8(53.3%) students of experimental group in creating dialogue, 6(40%) students in describing favourite festival, 5 (33.3%) students in picture description and 4(26.6%) student in giving instruction secured good marks.

While comparing average score of each item, the students of control have secured 4.1 in creating dialogue whereas experimental group secured 5.3 in the same test item. Likewise control group secured the average score of 3.8 in describing favorite festival whereas experimental group secured the average score of 5.3 in the same item. Control group secured 3.2 in picture description on the other hand experimental group secured 5 marks. Control group got the average score of 3.6 and experimental group got the average score of 4.7 in giving instruction. Similarly, the students of control group secured 3.9 marks in giving speech on whereas experimental group secured the average marks of 5.5 in the same test item.

Thus, after analyzing and comparing the table it has been proved that the students of experimental group progressed better than students of control group. Experimental group got excellence result because they got sufficient time and effective speaking activities to practice speaking skill in the classroom. Students talk time plays crucial role in developing speaking skill. So, teacher should motivate them to speak in the classroom using various speaking activities.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The present research was carried out to find out the effectiveness of students talk time in enhancing speaking skill. In this study, two groups of students were taught to develop speaking their speaking skill using two different ways. Experimental group was taught by giving them sufficient time and effective speaking activities whereas control group was taught using traditional lecture method. Pre-test was administered before treatment and post-test was administered after treatment. After the comparative analysis and interpretation of the obtained scores of both tests, following findings, conclusion and recommendations are prepared:

5.1 Findings

The findings of this study are based on the results and analysis of the pre-test and post-test. Both groups were taught the same subject matters using the equal amount of time. But the techniques were different. The result of both tests shows that both groups are increased their average score but comparatively experimental group performed better than control group. Thus, if the students are taught by providing them opportunities to talk in the classroom, they improve their speaking skill.

- The students of control group secured the average score of 15.3 and experimental group secured the average score of 15.6 in the pre-test. The highest score of control group is 20 and that of experimental group is also 20 in pre-test. The lowest score of control group was 11 and that of experimental group was also 10. This result says that low and mix ability students were there in both groups.
- The average score of control group in the post-test was 18.5 and that of experimental group was 25.8. The highest score of control group in

post-test was 24 and that of experimental group was 33. Similarly, the lowest score of control group in post-test was 14 and that of experimental group was 19. This result proved that the students of experimental group enabled to progress better than the students of control group.

- While comparing the score of the pre-test and the post-test, the highest score of control group in the pre-test was 20 and the post-test was 24. Similarly, the highest score of experimental group in pre-test was 20 and in post test was 33.

- So, the differences between pre-test and post-test of both control group and experimental group were 3.6 and 10.2 respectively. The difference between pre-test and post-test of experimental group was more than three times in the comparison of control group.

- In the pre-test, the students of both groups secured very poor marks but in post-test the students of experimental group performed very well. While comparing post-test result of both groups, the average score of control group was 4.1 whereas that of experimental group was 5.3 in creating dialogue. Similarly, control group secured the average marks of 3.8 and experimental group secured average score of 5.3 in describing favourite festival. The average scores of control group and experimental group in picture description were 3.2 and 5 respectively. Likewise, control group secured 3.6 marks and experimental group secured 4.7 marks in giving speech. So, it has been proved that, the students of experimental group preceded control group in each item.

- In the same way, the total score of control group in pre-test was 230 and post-test was 278. On the other hand, the total score of experimental group in pre-test was 234and post-test was 387 Difference of control group between pre-test and post-test was 48 whereas difference of experimental group between pre-test and post-test was 153. So, this result reveals that students talk time plays significance role in the development of speaking skill. The students of experimental group

enabled to secure excellence marks because the researcher motivated them to speak in the class during intervention.

- In post-test, 53.3% students of experimental group have secured good marks in creating dialogue. Similarly, 40% students secured good marks in picture description and describing favourite festival. Likewise, 33.3% have got good marks in giving instruction whereas only 6.7% students of control group got good marks in creating dialogue, describing favourite festival and giving instruction..

- Thus, this data shows that most of the students of control group have given poor and satisfactory answers whereas most of the students of experimental group have given excellence and good answers in post-test. Experimental group enabled to increase their oral test scores because they got sufficient time to practice speaking skill in the classroom.

5.2 Conclusion

The major concern of this research was to find out the effectiveness of student talk time in teaching speaking skill at grade seven of private school. Two groups were taught differently. Experimental group was taught by giving sufficient opportunities to English language whereas control group was taught using traditional lecture method. Pre-test and post-test were administered as major tools to collect data. Pre-test was administered to find out their initial speaking ability and post-test was administered at the end of the intervention to find out the effect of treatment.

The primary aim of teaching speaking is to make the students able to communicate effectively in particular language. There are several methods, approaches and different ways that guide teaching and learning activities such as grammar translation method, audio-lingual method, direct method and so on. They are now outdated because these methods give limited time for students to talk in the classroom. Students need sufficient time to expose themselves.

Students talk time plays crucial role in developing speaking skill. It suggests that language can be acquired by using it. If students get opportunity to talk, they can bring improvement in their speaking skill. Similarly, teacher can increase students' speaking skill by making them involve in various activities such as creating dialogue, picture describing, role playing, problem solving, discussion, story completion and so on. Students can interact with each other in pairs and groups if they get time. The comparison of the score obtained from pre-test and post-test suggests that the students talk time plays significance role in the enhancement of speaking skill. So, teachers should use various activities to increase students talk time.

5.3 Recommendations

This research work entitled "Effectiveness of Students Talk Time in Enhancing Speaking Skill" aimed at finding out the effectiveness of student talk time to improve student speaking skill. After analyzing the data, it was found that student talk time is an important factor so, the students should be provided plenty of opportunities to talk in the classroom to improve their speaking skill. On the basis of findings derived from the analysis and interpretation of the data, following recommendations have been forwarded for pedagogical implications.

5.3.1 Policy Related

- Student talk time plays vital role in the development of speaking skill. So, the syllabus designers and textbook writers should include various speaking activities and tasks in the textbook.
- The curriculum of English should be focused on speaking skill including pronunciation, grammar, fluency and vocabulary.
- The school should develop an atmosphere of involving students in the classroom activities.
- The course content should be more practical.

5.3.2 Practice Related

- To enhance students' speaking skill their talking time should be increased. So, the teachers should provide them enough time using various speaking activities. Such as picture description, role play, discussion, story completion, etc.
- The students can learn many things from their friends through co-learning. So, the teacher should encourage the students to participate in pair work and group activities.
- Language is learnt by using it. So, students should be given sufficient time to use language to develop speaking skill.
- The teachers should maintain balance between teacher talk time and student talk time.
- Student-student interaction should be encouraged to develop speaking skill.

5.3.3 Further Research Related

The current study was limited to the students of grade seven. This is why other further research is needed in other grades. This work can serve as a reference tool for those who are interested to carry out further research on this area. This research work provides a valuable secondary source for the other interested researcher. Further research can be carried out on the following topics:

- Effectiveness of teaching speaking by increasing students' talk time.
- Role of students talk time and teacher talk time to develop speaking skill.

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APPENDIX I

Test Item for Pre-Test and Post-Test

Name of the school:

Student's name:

Class:

Roll No.:

Sex:

Q.N.1. Make a dialogue between you and your friend in the following situation. (2 x 5=10)

i. Your friend wants to visit you but you are busy.

iii. You and your friend are planning to go cinema tomorrow.

Q.N.2. Answer these questions. (10)

    i. Which festival do you like most? Why?

    i. How do you celebrate Dashain?

Q.N.3. Describe the picture given below: (10)
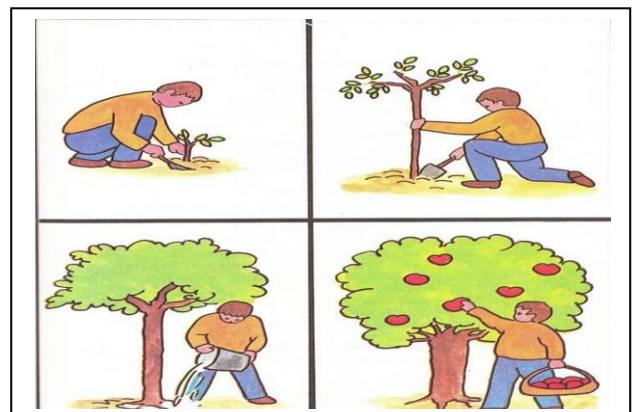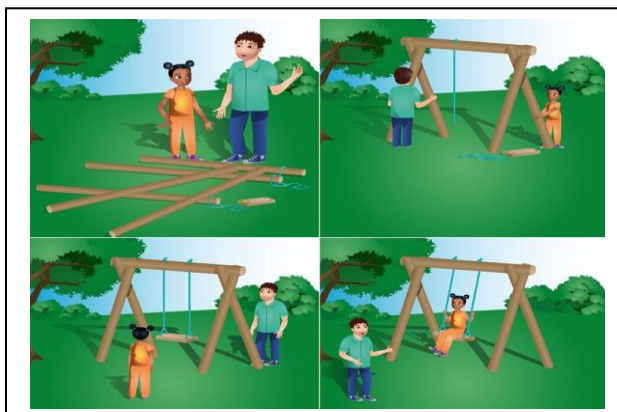
Q.N.4. a. One of your friends is looking for the nearest hospital. Direct him using the map as given below: (5)

b. A tourist is looking for the nearest post office. Instruct him by using this map.(5)
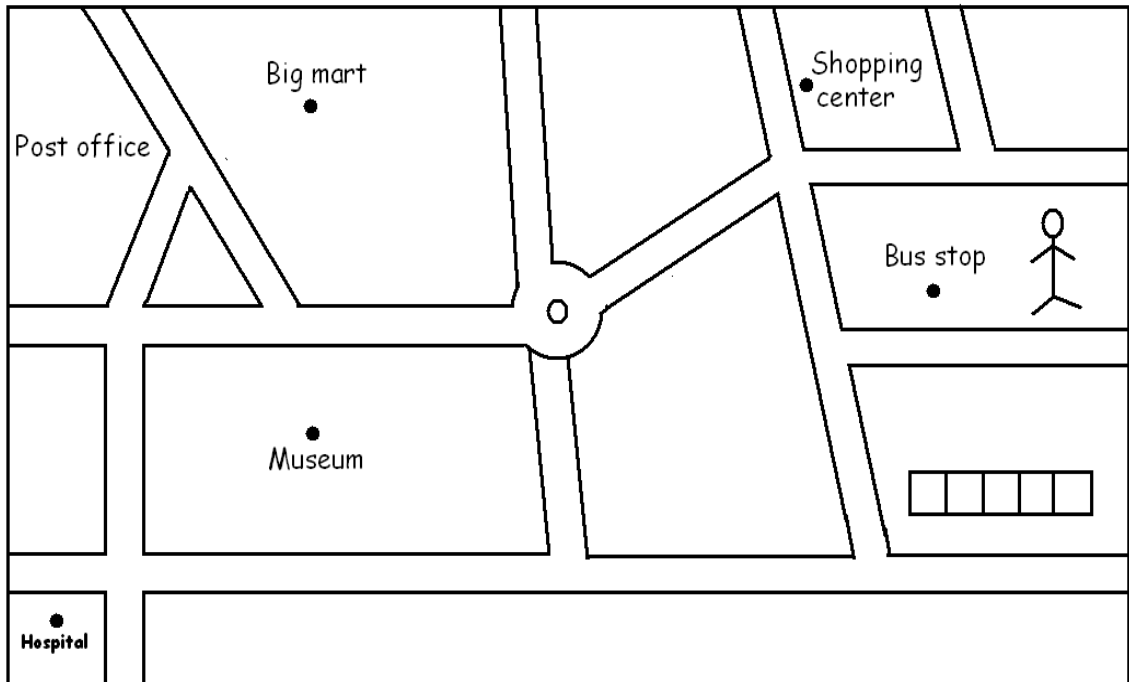
Q.N.5. Answer these questions. (10)

i. Why is English more important than other languages?

ii. How do you practice speaking English?

APPENDIX III

Sample Lesson Plan (Experimental Group)

School: Manasalu Public Secondary School   Time: 40min

Teaching Item: Story   Subjects: Delights English

Topic: Oliver Twist   Focus element: Speaking

1. Specific Objectives

On the completion of this poem the students will be able to:

- tell the summary of the story
- describe the character of Oliver Twist

2. Teaching Materials

- Daily used classroom materials
- Video clips
- Pictures

3. Technique

- Story Completion

4. Presentation and Practice

- At the beginning, the teacher will tell a story of Hansel and Gretal in brief as a warm up activity and the teacher asks the some questions to make them active participant in teaching learning process.
- Then, the teacher shows them some pictures in which they can see Oliver and other characters. Then the teacher asks some of the students individually to describe the picture.

- Then after, the teacher plays the video clip of the story 'Oliver Twist'. The teacher tells the name of the characters and describes the story as well.
- After completing the video, the teacher asks the students sit in a circle.
- All the students sit in the circle then the teacher starts narrating the story. After few sentences, the teacher stops narrating because students will tell what happens latter on the basis of video clip.
- The teacher chooses one students and asks him to narrate the story from the point where teacher stops.
- Likewise, the teacher asks that student to stop narrating and another student to narrate from the point where the previous one stops.
- Similarly, the teacher asks each student to add four to ten sentences. The teacher also makes correction if necessary.
- Then, the teacher asks for two students to tell the brief summary of the story in their own words.
- At last, the teacher also summaries the story.

4. Evaluation

The teacher will ask the following questions to evaluate the students:

- What do you think why Oliver was sent away from the workhouse?
- Why did Fagin and his boys want Oliver Twist for their gang?
- What type of boy is Oliver Twist? Describe his character.
- Why does Mrs. Mann punish the children when they complain of hunger?

Sample Lesson Plan (Experimental Group)

School: Manasalu Public Secondary School   Time: 40min

Teaching Item: Poem   Subject: Delights English

Topic: The Echoing Green   Focus element: Speaking

1. Specific Objectives

On the completion of this poem the students will be able to:

- explain the poem in their own words
- compare between echoing green and darkening green

2. Teaching Materials

- Daily used classroom materials
- Pictures of nature

3. Technique

- Finding the differences

4. Presentation and Practice

- At first the teacher asks the students to describe about their favourite season and also asks them to describe the event that take place when sun rises and sun set. The students tell their feelings and activities they usually do in the morning time and in the evening.
- Likewise the teacher asks the students whether they like sunrise or sunset. After 15 minute discussion the teacher gives some background information about the author.

- Then after, the teacher reads the poem and asks the students to repeat after her. The teacher also tells them pronunciation and meaning of unfamiliar words to build their vocabulary.
- After reading the poem, the teacher asks the students to express their thought about the echoing green (sunrise) and darkening green (sunset). Then the teacher shows two different pictures of echoing green and darkening green.
- Then, the teacher divide the students into four groups and gives pictures to each group. Likewise, the teacher asks the students to find out some differences between those two pictures.
- The teacher gives 10 minute to discuss and after discussion the students will describe about the differences between the pictures.
- After asking all groups, the teacher summaries their ideas by adding more differences. Likewise, the teacher reads the poem and asks the students repeat after her.
- At last to motivate the students towards speaking the teacher asks some students tell about echoing green and asks other students to tell about darkening green in their own words.

5. **Evaluation**

The teacher will ask the following questions to evaluate the students:

- What do you think that the green is echoing?
- Do you like sunrise or sunset? Why?
- What type of sounds we can hear during the sunrise?
- What happened when sun begins to set?
- What do you mean by darkening green?

Sample Lesson Plan (Control Group)

School: Manasalu Public Secondary School   Time: 40min

Teaching Item: Poem   Subject: Delights English

Topic: The Echoing Green   Focus element: Speaking

1. Specific Objectives

On the completion of this poem the students will be able to:

- tell the summary of the poem
- answer the questions based on the textbook

2. Teaching Materials

- Daily used classroom materials

3. Method

- Lecture method

4. Presentation and Practice

- At first, the teacher will give some background information about the author.
- Then, the teacher will ask the students to underline the difficult words in the book and she will write the meaning of those underlined words.
- The teacher will read the poem line by line and explain in detail.
- At last, the teacher will ask some students to find out the answer of the questions given in the textbook.

5. Evaluation

To evaluate the students, the teacher will ask these questions to them

- What is echoing green?
- What is darkening green?
- Who is the speaker of the poem?

Sample Lesson Plan (Experimental Group)

School: Manasalu Public Secondary School   Time: 40min

Teaching Item: Story   Subject: Delights English

Topic: Vanka   Focus element: Speaking

1. Specific Objectives

On the completion of this poem the students will be able to:

- summarize the poem in their own words
- compare their life with Vanka

2. Teaching Materials

- Daily used classroom materials
- Pictures

3. Technique

- Picture Description

4. Presentation and Practice

- The teacher will motivate the students in speaking by asking some questions from previous lesson.
- Then, the teacher will divide the students into two groups (Group A and Group B) for discussion.
- The teacher will show one picture related to the topic and asks for group 'A' to describe the picture in few sentences. The teacher will give them a couple of minute to discuss with their friends.
- Then the teacher will show second picture and asks for group 'B' to explain the picture.

- Likewise, the teacher shows remaining four pictures of Vanka with his activities and asks for both groups turn-wise to explain all pictures.
- Group A will describe the first picture and group B will describe the second picture.
- Then after, the teacher exchanges their pictures. Group 'A' will describe second picture and group 'B' will describe the first picture.
- After completing this task, the teacher will paste all pictures on the front wall and ask the students to describe all the pictures step wise.
- The teacher provides them feedback.
- At last, the teacher summarizes the story by explaining the pictures.

5. Evaluation

To evaluate the students, the teacher will ask these questions to them:

- How is the big town contrasted with the village where Vanka lives?
- Why does Vanka miss his grandfather?
- Why do you think Vanka frequently looked fearfully towards the door as he wrote his letter?
- Describe the character of Vanka and his grandfather
- What do you think about the ending of the story?

Sample Lesson Plan (Control Group)

School: Manasalu Public Secondary School   Time: 40min

Teaching Item: Story   Subject: Delights English

Topic: Vanka   Focus element: Speaking

1. Specific Objectives

On the completion of this poem the students will be able to:

- answer the questions based on the story
- tell the summary the poem

2. Teaching Materials

- Daily used classroom materials

3. Method

- Lecture method

4. Presentation and Practice

- At first, the teacher will write the meanings of difficult words on the board.
- Then, the teacher will ask few students to read the story.
- After that, the teacher herself will read the story line by line and explain them by using lecture method.
- At last the students will be asked some questions from the textbook.

5. Evaluation

- The students will be asked the following questions:
- What is Vanka doing at the beginning? Why is Vanka writing a letter to his grandfather?

Sample Lesson Plan (Control Group)

School: Manasalu Public Secondary School   Time: 40min

Teaching Item: Biography   Subjects: Delights English

Topic: Shakespeare   Focus element: Speaking

1. Specific Objectives

On the completion of this poem the   will be able to:

- tell about Shakespeare
- tell the meaning of difficult words

2. Teaching Materials

- Daily used classroom materials

3. Method

Lecture Method

3. Presentation and Practice

- At first, the teacher will write the topic on the board and ask the students to underline the difficult words then she writes the meanings of those underlined words on the board.
- Then, the teacher will ask few students to read a passage.
- The teacher also reads the passage and explains by using G.T. method.
- At last, the students will be asked to find out the answers of the questions given in the textbook.

3 Evaluation

- What is the meaning of these words?(dramatist, quoted, outpour and motivation)
- Give a short speech about Shakespeare.

APPENDIX IV

The Result of the Students of Control Group in Both Tests

S.N.	Roll No.	Pre-Test	Post-Test	Differences
1	2	18	23	5
2	4	20	24	4
3	6	15	17	2
4	8	15	17	2
5	10	16	18	2
6	12	14	18	4
7	14	11	14	3
8	16	13	15	2
9	18	17	19	2
10	20	17	21	4
11	22	16	18	2
12	24	17	20	3
13	26	11	17	6
14	28	12	17	5
15	30	18	20	2
	Total	230	278	48
	Average Score	15.3	18.5	3.2

The Result of the Students of Experimental Group in Both Tests

S.N.	Roll No.	Pre-Test	Post-Test	Differences
1	1	20	33	13
2	3	15	32	17
3	5	16	28	12
4	7	14	23	9
5	9	18	33	15
6	11	14	24	10
7	13	20	31	11
8	15	17	24	7
9	17	14	20	6
10	19	13	22	9
11	21	18	26	8
12	23	16	26	10
13	25	16	24	8
14	27	10	19	9
15	29	13	22	9
	Total	234	387	153
	Average Score	15.6	25.8	10.2

APPENDIX V

Item-wise Results of Control Group in Pre-Test

S.N.	Roll No.	Item 1	Item 2	Item 3	Item 4	Item 5	Total
1	2	4	4	4	3	3	18
2	4	5	4	4	3	4	20
3	6	4	3	3	2.5	2.5	15
4	8	4	3	3	2.5	2.5	15
5	10	4	3	4	3	2	16
6	12	4	3	2.5	2.5	2	14
7	14	3	3	1	2	2	11
8	16	3	3	3	2	2	13
9	18	4	4	3	3	3	17
10	20	5	3	3	3	3	17
11	22	4	3	3	3	3	16
12	24	4	3.5	3	3	3.5	17
13	26	3	2.5	2	2	1.5	11
14	28	3	2	2	3	2	12
15	30	4	4	3	3	4	16
	Total	58	48	43.5	40.5	40	230
	Mean Score	3.8	2.9	2.7	2.6	2.6	15.3

The Result of the Students of Experimental Group in Pre-Test

S.N.	Roll No.	Item 1	Item 2	Item 3	Item 4	Item 5	Total
1	1	4	5	4	3	4	20
2	3	4	4	2	2	3	15
3	5	5	2	2.5	3.5	3	16
4	7	3	3	2	3	3	14
5	9	4.5	4	3	3	3.5	18
6	11	3	3	2.5	3	2.5	14
7	13	4	4	4	4	4	20
8	15	4	3	3.5	3	3.5	17
9	17	3	2	2.5	3	3	14
10	19	4	2	2	2.5	2.5	13
11	21	4	4	4	3	3	18
12	23	4	3	4	2.5	2.5	16
13	25	4	3	3	2.5	3.5	16
14	27	3	2.5	2	2	1	10
15	29	2.5	2.5	3	2	3	13
	Total	56	46.5	44.5	42	45	234
	Mean Score	3.7	3.1	2.9	2.8	3.1	15.6

Item-wise Results of Control Group in Post-Test

S.N.	Roll No.	Item 1	Item 2	Item 3	Item 4	Item 5	Total
1	2	6	6	4	3	4	23
2	4	5	4	4	6	5	24
3	6	4	4	3	3	3	17
4	8	3	4	3	4	3	17
5	10	4	4	3	3	4	18
6	12	5	3	3	2	5	18
7	14	2	3	2	3.5	3.5	14
8	16	3	3	2	4	3	15
9	18	4	5	3	3	4	19
10	20	5.5	4	4	3.5	4	21
11	22	4	3.5	3.5	3	4	18
12	24	4	4	4	3	5	20
13	26	4	3	3	4	3	17
14	28	3	2	3	4	5	17
15	30	5	4	3	5	3	20
	Total	61.5	56.5	47.5	54	58.5	278
	Mean Score	4.1	3.8	3.2	3.6	3.9	18.5

The Result of the Students of Experimental Group in Post-Test

S.N.	Roll No.	Item 1	Item 2	Item 3	Item 4	Item 5	Total
1	1	6	7	7	6	7	33
2	3	6	7	6	6	7	32
3	5	6	5	6	5	6	28
4	7	4	6	4	4	5	23
5	9	7	6.5	7	6.5	6	33
6	11	6	5	5	4	4	24
7	13	6	6.5	6	6	6.5	31
8	15	5	5	5	5	4	24
9	17	4	4	3	4	5	20
10	19	5	4	4	4	5	22
11	21	6	6	5	4	5	26
12	23	5	5	5	5	6	26
13	25	6	5	4	4	5	24
14	27	4	4	4	3	4	19
15	29	4	4.5	4	4	5.5	22
	Total	80	80.5	75	70.5	81	387
	Mean Score	5.3	5.3	5	4.7	15.5	25.8

APPENDIX VI

Grading Criteria for English Speaking Test

	Excellence (2marks)	Good (1.5 marks)	Satisfactory (1 marks)	Poor (0.5 marks)
Grammar (2 marks)	Accuracy and variety of grammatical structure.	Some er gramma cture possibly caused by attempt to include a variety.	Frequent grammatical errors that do not obscure meaning.	Frequent grammatical errors in simple structure, meaning is obscured.
Pronunciation (2 marks)	Pronunciation with no significant errors, good effort at accent.	Pronunciation with no minimal errors, some effort at accent.	Pronunciation is okay, no effort at native accent.	Pronunciation is poor and hard to understand, no effort at native accent.
Vocabulary (2 marks)	Good control of language features, good range of relatively well-chosen vocabulary.	Adequate control of language features, good range of relatively well-chosen vocabulary.	Vocabulary range is lacking, weak language control.	Weak language control, vocabulary that is used does not match the task.
Fluency (2 marks)	Ability to communicate clearly and smoothly with only natural hesitation.	Ability to communicate clearly and smoothly with minimal hesitation.	Ability to communicate with frequent hesitation, some sentence left incomplete.	Speech is slow, hesitant and difficult to understand.
Accuracy (2 marks)	Ability to use sentence structure, vocabulary and grammar correctly with no significant errors.	Ability to use sentence structure, vocabulary and grammar correctly with minimal errors.	Ability to use sentence structure, vocabulary and grammar correctly with some errors.	Inability to use sentence, vocabulary and grammar correctly.