CLASSROOM ACTIVITIES FOR DEVELOPING LEARNER'S SPEAKING ABILITY

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Shrishti Bohara

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2022

CLASSROOM ACTIVITIES FOR DEVELOPING LEARNER'S SPEAKING ABILITY

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

ShrishtiBohara

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2022

Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 6-03-2022

....

ShrishtiBohara

Recommendation for Acceptance

This is to certify that Miss **ShrishtiBohara** has prepared this thesis entitled **Classroom Activities for Developing Learner's Speaking Ability** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 10-03-2022   …………….................….

Mr. ReshamAcharya (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for the evaluation by the following **Research Guidance Committee.**

Signature

Dr. Gopal Prasad Pandey ....

Reader and Head   Chairperson

Department of English Education

TU, Kirtipur, Kathmandu, Nepal

Mr. Khem Raj Joshi ....

Teaching Assistant   Member

Department of English Education

TU, Kirtipur, Kathmandu, Nepal

Mr. ReshamAcharya (Supervisor) ....

Teaching Assistant   Member

Department of English Education

TU, Kirtipur, Kathmandu, Nepal

Date: 10-3-2022

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee.**

Signature

Dr. Gopal Prasad Pandey   ....

Reader and Head   Chairperson

Department of English Education

Tribhuvan University, Kritipur

Dr. Chandreswar Mishra   ....

Professor   Member

Department of English Education

TU, Kirtipur, Kathmandu, Nepal

Mr. ReshamAcharya (Supervisor)   ....

Teaching Assistant   Member

Department of English Education

TU, Kirtipur, Kathmandu, Nepal

Date: 10/ 06/2022

Dedication

Affectionately Dedicated

To

My parents and my gurus

Who always inspire and guide me in each steps of my life.

Acknowledgements

Abstract

The present research work entitled **Classroom Activities for Developing Learners Speaking Ability** is an attempt to analyze the classroom context of classroom activities in developing learners speaking ability. The nature of the study was classroom ethnographic research. It was carried out by using both primary and secondary sources of data. The data were collected from four secondary level English language teachers of three different schools of Udayapur and Sindhuli district. From each school, one teacher was selected by using purposive non-random sampling procedure. To achieve the objectives, classroom observation and in-depth interview were prepared as a tool for data collection. Four teachers were interviewed and thirty classes were observed. The data collected through interview and classroom observation were analyzed and interpreted thematically and descriptively. The findings of the study showed that teachers used different classroom activities like role play, picture description, find the difference, reading for pronunciation and storytelling for developing the speaking of students. Regarding the classroom context, it has found that students' poor reading habit, low educational background, laziness of teacher and students, one way teaching, poor administrative management and large size classroom was found the major challenges in applying classroom activities.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic which consists of background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms are included. The second chapter includes of both theoretical and empirical literature, along with implications of the review for the study. It also include conceptual framework. The third chapter deals with the methods and procedures of the study. It also includes research design of the study, population, sample, sampling strategies, data collection tools, data collection procedures, data interpretation procedures and ethical considerations. The fourth chapter includes analysis and interpretation of the data. The fifth chapter presents findings and conclusions of the study and recommendations. Moreover, it also suggests some pedagogical implications based on policy related, practice related and further research related. This chapter is followed by references and appendixes used for the study.

Table of Contents

List of the Abbreviations and Symbols

EFL   English as a Foreign Language

ELT   English Language teaching

M.Ed.   Master of Education

OUP   Oxford University Press

Reg. No.   Registration Number

T.U.   Tribhuvan University

TESL   Teaching English as a Second Language

UK   United Kingdom

Chapter I

Introduction

The present study entitled **Classroom Activities for Developing Learners' Speaking Ability** is an ethnographic research. It aimed to analyze the classroom context of classroom activities used for developing learners speaking ability. The introduction part of this research study consists of background of the study, statement of the problems, objectives of the study, research questions, and significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Speaking in language teaching and learning has been taken as a significant skill. It has become as indispensable as the water to survive for language learners. Without speaking ability learners will not be able to interact and share their ideas. If you are able to speak fluently then it is supposed you have learnt the language and the teaching have become successful. In other side if you become unable to speak or develop speaking ability then it is supposed you are wasting your time and also the teaching become unsuccessful. So, it is very important for English language learner to be able to develop speaking ability to survive in the language which you are learning. In this connection, Harmer (2008, p. 343) says:

Speakers of English – especially where it is a second language – will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies.

In teaching any language in general and English language in particular, different methods and techniques have been employed by the language teacher. English language is taught as compulsory subject in various schools and colleges in the world. Nepal is no exception. Teaching English as a second language is very difficult especially, teaching speaking in Nepal where the learners belongs from different background. In teaching speaking, making students to speak is one of the

goals of a teacher and that is only possible if the learners will teach by the classroom activities.

Simply, it is difficult to design and administer classroom activities in the EFL classroom. Although classroom activities have some issues but it is the best ways in developing learners speaking ability. It is believed that the more talk will make more balanced participation and more participation will motivate and make the learning enjoyable. Anyway, teachers have to use different activities for developing speaking ability of the learners. He/she have to give opportunities to talk through role-play, pair work, group work, discussion and so on. If the teacher manage learner friendly environment in the classroom, students get benefit to promote their speaking abilities. In this concern, Cross (1992, p. 294), says:

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

Similarly, students learn to speak in second or foreign language by interacting. In order to learn to speak or develop speaking ability, learners have to speak. Students learning English have amount vocabularies and grammatical structures but still have difficulty in speaking. The student's difficulties occur when they speak English. And, it may be caused due to the students' individual differences, linguistic diversity and little chance to speak in the class or students practice speaking English rarely. Students often feel embarrassed or shy to say anything. Students speaking ability can be improved by giving a lot chance to them for participating or teaching English by using different kinds of classroom activities.

Classroom activities are the best methods for developing learners speaking ability because it provides maximum opportunities to students to speak in the target language. By giving different kinds of classroom activities teacher can develop his/her learners speaking ability. Activity based teaching facilitates learning. Activity based teaching or classroom activities in teaching speaking involve each student in every

speaking activity. It provides more opportunities for learners to practice the spoken language. In the words of Ur (2003, p. 117), "Classroom activities that develop students ability to express themselves through speech would therefore seem an important component of a language course". Thus, Classroom activities are helpful for students to develop their speaking abilities. If it is used in the right way then, speaking in class can be a lot of fun and also raise motivation to learner. It is therefore a major responsibility for the teacher to make learner centered environment where students can feel easier to themselves.

Statement of the Problem

Most of the English language teachers frequently express their dissatisfaction that their students are not able to speak or develop their speaking ability. They argue that the students do not make an attempt to speak the English language either inside the classroom or outside the classroom but they prefer to use their L1 language. On the other hand, a large number of students are found to be making complaints against the ways they are taught English in the classroom. Most of the curriculum designers and writers agree that students speaking ability can be improved by adopting classroom activities but do the classroom activities really applied in the classroom, do students really participate, do teachers teach by adopting classroom activities to develop his students' speaking ability.

Various approaches, techniques and teaching methods are in practice in the field of ELT aiming to facilitate ELT practitioners. Every method has something new to offer as well as every method is not free from its limitations. Moreover, no single method can address the classroom reality. The present study "Classroom Activities for Developing Learners Speaking Ability" will aim to analyze the real classroom context of classroom activities for developing learners speaking ability, activities they employ to develop their learners' speaking ability, investigate what sort of problems have to face for both learners and teachers. Thus, this study is related to the classroom context of classroom activities in developing speaking ability. As a teacher in teaching speaking, learners speaking ability is the great thing for him. Similarly, as a learner developing the speaking ability through classroom activities is the simple and best way to encourage themselves.

Objectives of the Study

The objectives of the study were as follows:

a)   To analyze the classroom context of classroom activities used for developing learners speaking ability.

b)   To suggest some pedagogical implications on the basis of findings.

Research Questions

The study was based on the following research questions:

a)   What will be the classroom context of classroom activities in developing learner's speaking ability?

b)   Does it have some pedagogical implications?

Significance of the Study

The findings of this research will be beneficial to all the teachers of English language teaching (ELT) and all the secondary level students who are developing their speaking ability. They will be familiar with the real classroom context of classroom activities from both teachers and students perspectives and at least, they can apply classroom activities more effectively. This research will equally be beneficial for the new researchers who are excited to know more about the context of classroom activities. In the same way, this research will be beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and text book conveniently. At last, this work will give valuable ideas in developing learners speaking ability through classroom activities which will be fruitful for any ELT practitioners.

Delimitations of the Study

This study was limited to the classroom context of secondary level in applying classroom activities for developing speaking ability. Similarly, the data for this study was collected from five classes of four English teachers from three different government aided schools of Udayapur district.

Operational Definitions of the Key Terms

In this research, several key terms are used. Those key terms along with their operational definitions are given below:

Classroom activities

Classroom activities are instructional cues or stimuli that focus on active learning which engage students with each other in learning tasks effectively.

Speaking ability

Speaking Ability is an ability to express one's thoughts and feelings in the spoken language.

Classroom environment

Classroom Environment is a broad range of educational concepts including the physical, psychological and instructional components related to teacher characteristics and behavior.

English language teacher

English language teacher is a person familiar with teaching procedures and related knowledge.

English language learner

English language learners are a diverse group of students with different language, academic, social and emotional needs.

Chapter II

Review of the Related Literature andConceptual Framework

This section incorporates of the detailed review of theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study.

Review of Related Theoretical Literature

In this section, I have tried to describe different theoretical literature such as speaking ability, sub-skills of speaking ability, problems in speaking ability and classroom activities for developing speaking ability in order to develop theoretical background for my research.

Speaking ability. Speaking ability is an important skill to articulate one's ideas and opinion through the language which he/she have learnt. It is taken as the productive skill through which learners learn to communicate fluently. Speaking ability is one of the most significant skills in acquisition of new language. However, the ability to speak fluently presupposes not only the knowledge of language features but also the ability to express ones ideas and emotions contextually and appropriately in social interaction. "Speaking involves interactions with one or more participants" (Harmer, 2001, p.271). This means that speaking takes place everywhere and has become parts of our daily activities.

Speaking is a crucial part of foreign language teaching and learning. The primary function of the language is to make the learners able to develop their speaking ability to interact fluently and effectively. In this regard, Nunan (2003, p. 39) says, "Mastering the art of speaking is the most important aspect of learning a language". From this definition, what we can infer the meaning is; speaking is an art and ability to process information and language on the spot. Today's world requires that the goal of speaking ability should be developed fluently, accurately and contextually. However, it is the most complicated and complex linguistic skill. Producing spoken language has often meant a difficulty and an obstacle for English language learners. Although, it has some difficulty in developing speaking ability, the

teaching should be focused on developing the best situations for language learning and developing speaking ability.

Similarly, Ur (1996, p. 56) says that the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. This means that effective speaking means developing ones speaking ability to express oneself intelligibly, reasonably, accurately and without undue hesitation for better communication. Speaking is one of the important skills to be focused. Speaking requires the ability to express oneself confidently in any kind of context. So, in developing the speaking ability not only the teachers but learners also have to take the responsibility to develop their speaking ability. Thus, all the language learners use their own learning strategies to develop their speaking ability. Speaking ability doesn't mean that you are able to speak without hesitation in a given topic but it is the ability to speak or communicate with fluency in any conditions without preparations.

According to Brown (2004, p.140), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. This means speaking is not something which is achieved by the learners at once rather the proficiency in speaking can be achieved slowly and steadily by getting involved in a lots of talk activity. It can be assumed that the more the learners involve in interactive activity the better they speak. For this purpose, teachers' talk time should be reduced and learners' talk time should be increased. Similarly, all the learners should get equal chance to speak fairly. If the teachers are able to make the classroom environment meaningful and interactive, then it could be the mediator to increase learner's motivation, decrease their speaking anxiety and develop their confidence.

Sub-skills of speaking ability. Speaking is not merely a single skill. It is the combination of several sub-skills. To be a fluent speaker of a language, we need to get the mastery of those skills related to speaking. The sub-skills in speaking include pronunciation, fluency, stress, pitch, intonation, grammar and so on. According to Munby (1979), the following five sub-skills are essential to develop the speaking ability: Articulating sounds in isolate forms, articulating sounds in connected speech, manipulating variation in stress in connected speech, manipulating the use of stress in

connected speech, producing intonation patterns and expressing altitudinal meaning through variations in pitch, height, pitch range and pause (as cited in Sharma and Phyak, 2009, p. 214). This means that the sub-skills of speaking ability are very important in order to become efficient and fluent speakers of English, so that each and every student should be familiar with these skills of speaking.

Similarly, Lackman (2010) has drawn sub-skills of speaking which involves: Fluency, accuracy with words and pronunciation, using functions, appropriacy, turn taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, discourage marker. These ideas shows that sub-skills of speaking have their own importance; as fluency helps the learners to convey the meaning smoothly. Similarly, appropriacy and pronunciation helps the students to choose suitable words and pronounce them correctly. Turn taking, discourse marker, responding and initiating is also an important for learners to develop speaking ability. Speaking is a crucial part of second language learning and teaching. The primary purpose of teaching any language is to develop an ability to speak fluently in that language. Speaking involves various skills and sub-skills to be taught and learnt. Therefore, the language teacher should focus not only the speaking skill but also should focus on its sub-skills.

Thus, all the sub-skills of speaking presented above are very essential to develop speaking ability. Speaking ability without its sub-skills is incomplete in itself. So, to get the mastery in speaking ability one should know about its sub-skills.

Problems in speaking ability. Speaking ability is the ability to express oneself fluently in the language which you are learning. Speaking is very important to share your knowledge, ideas and thought to others. Although speaking has the great importance but it is not as simple as it seems. There are a number of complexities and problems which are associated with speaking.

Davies and Pearse (2008, p. 39) present three genuine situations when the L2 learners experience problems with speaking:

a)   Many people do not like to speak in front of large groups of people. This is especially true in foreign language, because we may worry about producing utterances with many errors and oddities in them.

b)   Recognizable pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with strong regional accent in our own language, and it is hard to interpret a non-native speakers' 'Ease…eat…tree…jet? As 'Is it three yet?

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

The above mentioned three genuine problems show the learners difficulty in developing speaking ability. Learning a foreign language mainly in speaking is highly affected by human psychological factor. Use of mother tongue, shyness, passiveness of learners in the classroom, worrying about making mistakes, worrying about losing face, afraid of bearing speech are the highly related problems in speaking ability. Although, speaking has the great importance but it is not as simple as it seems. The speaking problems differ as the learning environment and the groups. So, to overcome the problems in speaking ability both learners and the teachers have to be conscious about all the problems and they have to create autonomous learning environment to develop speaking ability.

Similarly, Ur (2008, p. 118) points out the following speaking-related problems:

*Shyness and inhibitions.*Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Students are often inhabited about trying to say things in foreign language in the classroom because they are worried about making mistake, scared of criticism or losing face, or simply shy of the attention that their speech attracts.

Findings things to say. Even if they are not inhabited, you often hear students complain that they cannot think of anything to say. Just providing an interesting topic, as we shall see the next section, is not enough. Students need to feel that they have

something relevant and original to contribute to the discussion so that it is worth making the effort to speak.

Low participation of individuals.Only one participant can talk at a time if he/she is to be heard; and in a large group this means that each one will have only very little talking time. An added problem here is the tendency of some students to dominate, while other speaks very little or not at all.

L1 use. In classes where some or all of the students share the same L1, they may fall back on it when they could, with a bit more effort, use English. They do so because it is easier and feels more natural to talk to each other in their own language. Occasional L1 use is inevitable – and, indeed, can be very helpful in solving specific vocabulary problems, for example- but if students spend most of their time speaking their own language, they will obviously have little opportunity to improve their speaking skills in English.

The above mentioned speaking related problems represent the complexities and problems which are associated with speaking ability. To improve the problems in speaking ability learners should involve themselves in each speaking activities as an active participant. Similarly, teacher should make the classroom as learner friendly and he/she should motivate students to speak and participate in every speaking activities.

Classroom activities for developing speaking ability. Students often feel difficulties and lack confidence in speaking fluently and being participate in any kind of classroom activities. Classroom activities are the main source of active learning. It always motivates students towards learning and creates levels for everything in the classroom. To help to develop communicative efficiency in speaking, a teacher can use balanced activities that combine language input, structured and communicative output. According to Cross (1992, p. 295), language teaching is most effective when the whole attention of the learners is engaged by activity, not by the language. The teacher has to use different activity for developing speaking ability of learners. He/she has to give opportunities to talk through discussion, role play, pair work, and group work and so on. Therefore, the teacher should create learner friendly classroom

environment where students have real life communication and meaningful task that develop speaking ability.

According to Kayi (2006) and Harmer (2008), some of the classroom activities for developing speaking ability are:

*Discussion.*Discussion is a type of activity which is suited in the communicative classroom, in which the students are asked to discuss on a given controversial topic. In discussion, students from groups having 4/5 members in each group and works on their topic for a given period of time and also presents their ideas to the class. A discussion can be held for various reasons; to share ideas, to find solutions of problems and to arrive at a conclusion.

*Simulation and role play.*This is a kind of activities to encourage students for specific situations. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. In simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role-play and simulations have many advantages. First, they are entertaining and motivate students in developing speaking ability. Second as Harmer (2008) suggests, they increase the self-confidence, of hesitant students, because in simulations and role play activities, they will have different activities and they do not have to take the same responsibility.

*Prepared talks.*Prepared talk is a kind of activity where students make a presentation on a topic of their own choice. This is a kind of formal talk where students have to prepare on a given topic. In prepared talk learners have to focus on active speaking. Harmer (2008, p. 351) defines prepared talk as an oral presentations where students need to invest some time in the procedures and process they are involved. Prepared talks can also be done in pairs and small groups. The good characteristics of prepared talks is that the students get chance to analyze oneself and improve the confidence level in speaking ability.

*Information gap.*In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activity serves many purposes such as solving a problem or collecting information. It is a kind of activity

collaborative activity which cannot be played without the partner's support. These activities are effective because everybody has the opportunity to talk extensively in the target language.

      Brainstorming.Brainstorming is an activity where students can produce ideas on a given topic in a limited time. The good characteristics of brainstorming are that students are not criticized for their ideas. It allows learners to generate the ideas freely in order to generate the creative solutions of the problems.

      Storytelling.Storytelling is an activity where students can develop their imagination and creative thinking. In storytelling students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling emphasizes on creative thinking. It is the best way to develop the speaking ability by creating and sharing the knowledge.

      Interviews.Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. According to Kvale (1996, p. 174) an interview is "a conversation, whose purpose is to gather descriptions of the interviewee". Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

      Story completion.Story completion is a whole class, free speaking activity for which students sit in a circle. This is a very enjoyable and free speaking activity. For this activity, a teacher starts to tell a story but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped.

      Picture narrating.This activity is based on 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 as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture describing.Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the difference.For this activity student can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities or differences in the pictures. According to Ur (1996, p. 120), picture difference is "a well-known activity which usually produces plenty of purposeful question- and – answer exchanges". It means this activity creates such a situation where learners get quite change to share and discuss about the pictures in generating the ideas through the medium of questions and answer exchanges.

The above mentioned classroom activities are very helpful in developing learners speaking ability. Actually, when the students get involved in the activities they can remove their all kinds of speaking problems and get opportunities to develop their self-confidence. Similarly, it is also helpful for teachers to develop his/her learners' speaking ability by making them engaged in classroom activities.

Review of the Empirical Literature

Several research studies have been carried out by the various researchers which are directly or indirectly concerned with the classroom activities. The most important function of the literature review is to ensure that the researcher read widely around the subject area in which s/he is interested. Thus, I have reviewed different previous research works, articles, journals and books. All the reviewed studies are related to the periphery of the classroom activities. Some of them are reviewed below:

Bashal (2016) carried out a research entitled, "Classroom Activities Used and Challenges Faced by Grade X English Teachers in Teaching Speaking Skill". The main objective of his study was to explore grade x English teachers' classroom activities used and the challenges they face in teaching speaking skill and to suggest some pedagogical implications. He has adopted survey research design. The sample

population in his study included 20 secondary level schools and 20 grade X English teachers of Palpa district. He has selected one grade X English teacher from each school using purposive non-random sampling procedures. He used questionnaire and observation checklist as a research tool. In his study, the collected data were put under different headings and then analyzed and interpreted descriptively. Thus, the findings of his study showed that group discussion, debate, telling stories and giving speech, group and pair work and telling story or talking about famous people in English were the common classroom activities used by grade x English teachers while teaching speaking skill. Similarly, it was found that students' poor grammar, pronunciation and hesitant were the main challenges for the grade x English teachers to address while teaching speaking skill.

Sah (2016) conducted a research on, "An Analysis of Classroom Activities Used at Secondary Level". His objectives were to find out activities used in teaching English in terms of error treatment, questioning behavior and learner participation, and to suggest some pedagogical implications on the basis of findings. The design of his study was survey research. He purposively selected five secondary level English teachers of Sarlahi district. Regarding research tools, questionnaires and observation checklist were used in his study. In his research the collected data were presented, analyzed and interpreted descriptively and analytically. Thus, the findings of his study showed that most of the teachers focused on more elaborations and explanations than on repetition in course of making the language comprehensible and some of the teacher still keep their learners as passive listeners.

Aryal (2017) conducted a research on, "Classroom Activities in Teaching Speaking Skill". Her objectives was to explore secondary level English teachers' activities in teaching speaking skills, to find out students' views towards their activities used in English class for teaching speaking and to suggest some pedagogical implications. She has used survey research design. The total sample population of her study was ten teachers and thirty students from the selected school of Kathmandu valley. She used non-random judgmental sampling procedure. Regarding research tools, interview questionnaire and observation checklist were used in her study. Thus, the findings of her study showed that students' participation in speaking activities from private schools are good then government aided schools. Similarly, teachers of

private school have found engaged in conducting interactive classes and extracurricular activities whereas teachers of public school have found poor in practice in terms of public school.

Kandel (2018) carried out a research on, "The Practice of Student Centered Techniques in English Language Teaching". The main objective of her study was to explore the teachers' practice of using learner centered techniques and strategies in teaching English to the students. She has followed an ethnographic research design. The total sample population of her study was five basic level English language teachers from five schools. She followed purposive non-random sampling for the selection of respondents. She used observation checklist and open ended interview questions as the tool for data collection. The collected data in her study were categorized under different headings and then analyzed and interpreted descriptively. The findings of her study showed that learner centered techniques are different as per the nature of the class and the perception of the teachers.

Pant (2018) conducted a research study on, "Communicative Language Teaching in Public and Private Schools: A Classroom Ethnographic Study". In his research, he aimed to compare the communicative activities adopted by public and private school teachers in English language teaching, to analyze the role of school administration to support teachers to implement communicative language teaching in the classroom. He has adopted classroom ethnographic research design. The total sample populations of his study were four English language teachers who were teaching at secondary level in Kathmandu. The sample of his study was selected through purposive non-random sampling procedures. The main data collection tools of his study were classroom observation guideline, field note and unstructured interview. The collected data in his study were analyzed descriptively and thematically. From his study he found that in private school CLT is implemented properly then in public school. In public school though teachers are trained having good theoretical knowledge about CLT, they were unable to implement CLT in classroom due to various reasons. Students have low level of linguistic competence, there is the lack of sufficient teaching materials, the medium of instruction is Nepali to teach other subjects and school administration also does not support properly. But in private school there is the proper use of teaching materials, students and teachers are more active and school administration also supports the teachers and students.

Therefore, students have better communicative competence in private school than public school.

Paudel (2019) carried out a research on "Learner-Centered Techniques Used in the English Language Classrooms" to examine the practices of learner-centered techniques used in teaching English and to find out the learner-centered techniques used in the ELT classroom along with the views of teacher. The research design of this study was an ethnographic. She used both primary and secondary sources of data collection. She selected five secondary level English teachers from Kathmandu valley. The main tools for data collections in her study were observation checklist, diary keepings and interview questions. The finding of the study shows that learner-centered techniques are different as per the nature of the class and the perception of the teacher.

Yadav (2019) conducted a research on, "Pedagogical Practices in ELT Classroom: An Ethnographic Study". In her research, she aimed to explore the pedagogical practices of public school's ELT classroom in terms of classroom management and instructional techniques. The design of her research study was classroom ethnographic research. She selected two secondary level English teachers from two different public schools as the sample of the study. The populations of the study were selected by purposive non-random sampling procedure. She used classroom observation, diary keeping note and interview as the tool of the study. The collected data in her study were coded, recorded and builded themes from data; the data was analyzed and interpreted in a narrative way with descriptively and thematically. In her research she found that, there was a gap between the teacher's knowledge about the classroom management strategies, instructional techniques that could be used in ELT classes and their practices in real classroom teaching.

Implications of the Review for the Study

The Literature review is an integral part of the entire research which makes a valuable contribution to establish the theoretical root of our study, clarify our ideas and develop the methodology. The most important function of literature review is to examine and evaluate what has been done previously and on establish the relevance of this information to the current topic of investigation.
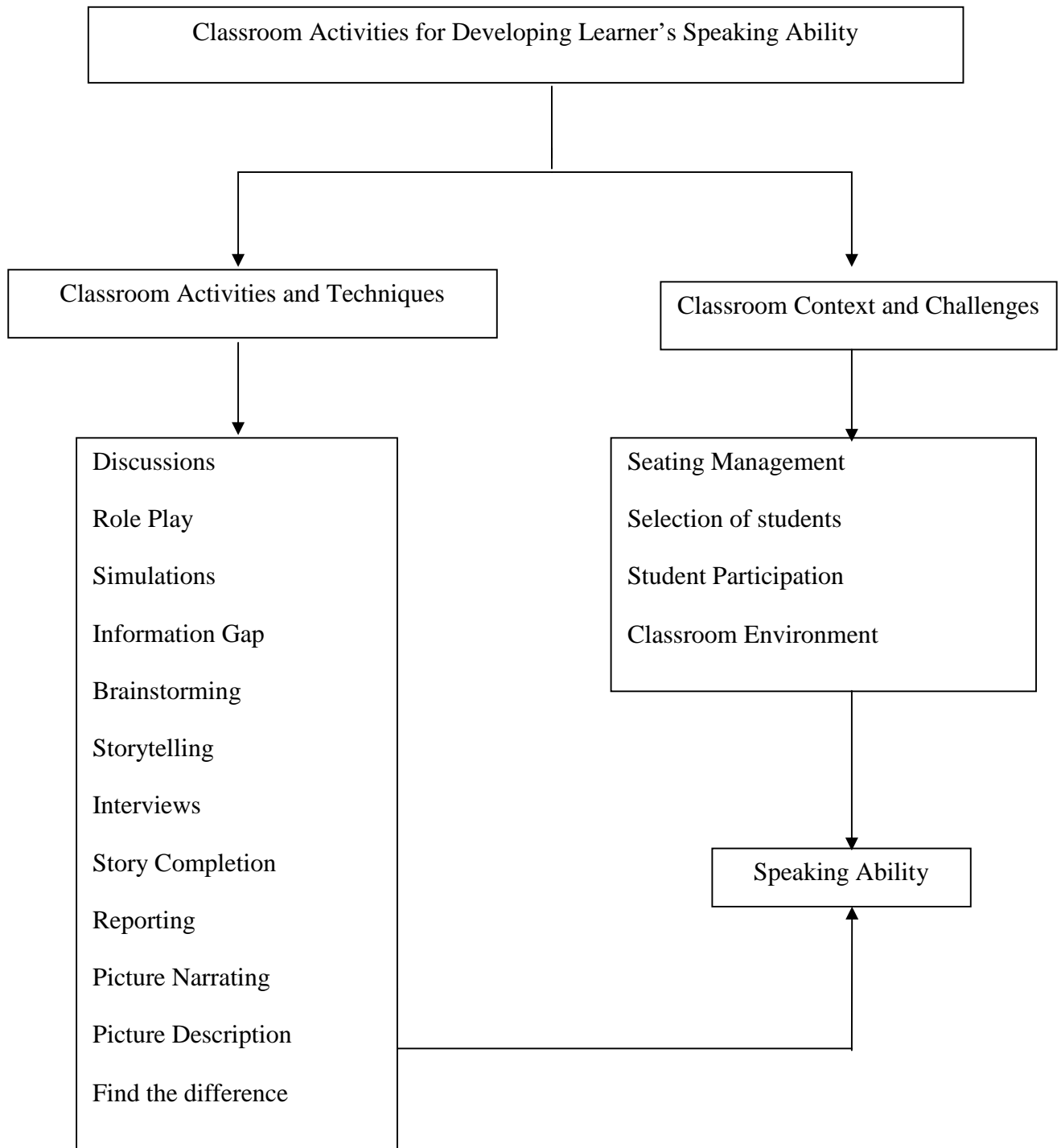
In the study, I have reviewed different previous research works, articles, ELT journals and books. The reviewed studies were conducted regarding the classroom activities and speaking ability. These works helped me to generate the ideas to carry out my research work practically. For instance, Harmer (2008), Ur (1996), Ur (2013), Cross (1992), Kayi (2006) and Lackman (2010) helped me to have broader knowledge and understanding on speaking related activities and student-centered techniques. Indeed, they provided the theoretical bases for the study and broaden the knowledge in the research area.

On the other hand, the review of the empirical literature has number of implications in my research such as: Poudel's (2014) research helped me to get an insight of student-centered techniques and its practices of teaching speaking. Bashal's (2016) study helped me to generate the objectives and research questions. Sah's (2016) and Aryal's (2017) study helped me to build the theoretical bases of my research. Kandel's (2018) study helped me in the selection of appropriate research design. Pant's (2018) study helped me to generate the ideas more clearly to collect the data. Yadav's (2019) study helped me to improve the technical terms related to the study as well as to contextualize the findings. Thus, these works have direct implications on my research work.

Through the study of the aforementioned literature, I came to know the fact that there are lots of challenges for the teachers of public school to implement classroom activities. Though some of the above mentioned research studies are related to my research, it is unique in itself in the sense that no research work has been carried out to analyze the overall classroom context. Most of the researches related to the classroom activities have carried on the bases of certain area of the classroom but this research is unique in the sense that it has tried to analyze all the related factors of classroom context of classroom activities used for developing learners speaking ability in Udayapur district. Hence this research work is different from the above mentioned researches in the sense that it has tried to explore the classroom context from the sense of pedagogical practices, activities selection, student's participation, classroom management and so on for developing the learners speaking ability in the certain schools of Udayapur district.

Conceptual Framework

Conceptual framework is the plan or framework on which the study is established. It describes the way or process to conduct the actual research. Thus, the present study is based on the following conceptual framework.

Classroom Activities for Developing Learner's Speaking Ability

Classroom Activities and Techniques	Classroom Context and Challenges

Discussions Role Play Simulations Information Gap Brainstorming Storytelling Interviews Story Completion Reporting Picture Narrating Picture Description Find the difference	Seating Management Selection of students Student Participation Classroom Environment

Speaking Ability

Chapter III

Methods and Procedures of the Study

The following methodology was adopted to conduct the research in order to fulfill the objectives of the study.

Design and Method of the Study

Research design refers to the overall strategy that the researcher selects to integrate the different components of the study. The design of this study is classroom ethnography. Classroom ethnography is a qualitative research method. Classroom ethnography in education involves describing, analyzing and interpreting the insider's view of reality. Ann. K &Gegeo.W (1997) states, "Classroom ethnography refers to the application of ethnographic or sociolinguistic or discourse analytic research methods to study behaviors, activities, interaction and discourse in formal and semi formal educational setting such as school classroom, adult education programme and day care centre". It is one of the best methods to explore the socio-cultural behavior of the participants and it is easier to get in depth information about classroom context.

Ethnographic research emphasizes the sociocultural nature of teaching and learning process. In ethnographic research, the researcher gets the opportunities to know about the actual condition of his/her topic area. The researcher also obtains deep understanding of the culture, context, practices and challenges within his/her interest area. In this support, Green and Dixon (1993) view that if we look at a classroom from an ethnographic perspective; we see that cultures are being constructed on a daily basis. This kind of culture that is formed in the classroom determines the kind of learning that take place. Students and teachers create patterns overtime in the way they interact, understand, and believe (as cited in Holmes, 2005). Classroom ethnographic research provides the rich insights about the human behavior and the classroom context. So, while studying about the classroom techniques and the applications of classroom activities, we have to study the cultural and contextual influences of the language classroom.

In this research, I have observed English Language classrooms of three different government aided schools at Udayapur district in order to analyze the

classroom context of classroom activities used for developing learners speaking ability. Similarly, I have conducted unstructured interview with three English language teachers to discuss on their perspectives, techniques they employ to develop learners' fluency, positive and the negative responses of the classroom activities and what kind of classroom context they face in the process of developing learners speaking ability. In order to collect data from natural setting, I have adopted non-participant observation technique. I have developed the guidelines of the classroom observation. Similarly, I kept record of the classroom observation on my field note. I have observed fifteen classes of three English language teachers. Moreover, I used unstructured interview and classroom observation as a research tools in my research which helps me a lot to analyze about the classroom activities and techniques.

Population, Sample and Sampling Strategies

The populations of the study were secondary level English language teachers of Udayapur district. The sample of the study only included four basic level English language teachers from three government aided schools. Then, five classes of each teacher were observed to analyze the classroom context of classroom activities used for developing learners speaking ability. Altogether, thirty classes were observed. I purposively selected three secondary level schools and one teacher from each school. I followed purposive non-random sampling procedure for the selection of respondents.

Sources of Data

I used both primary and secondary sources of data. Thus, this study was based on both sources of data in order to carry out the research.

Primary sources of data. The primary sources of data were four secondary level English teachers of three different public schools and the classroom observation, field note and interviews with three teachers from Udayapur district were the main primary sources in the research.

Secondary sources of data. In addition to primary sources, I used some secondary sources of data and consulted the books, articles, journals, theses and the online materials e.g. Harmer (2008), Cross (1992), Ur (2013), Lackman (2010),

Kayi(2006), Ann. K &Gergeok. W (1997), Poudel (2014), Bashal (2016), Sah (2016), Aryal (2017), Kandel (2018), Pant (2018) and Yadav (2019) in order to get knowledge and insight to accomplish this research study.

Data Collection Tools and Techniques

The tools of data collection for this research were observation checklist and un-structured interview. Similarly, I had kept field note to record about the classroom context of classroom activities. Interview questions were also used in order to find out teacher's view on classroom activities whereas classroom observation checklist was used to explore the practices and the classroom context in ELT classroom. Only open-ended questionnaire was used to find out the teacher's view on classroom activities and techniques.

Data Collection Procedures

To collect the required data at first, I developed my confidence over classroom observation and interview guideline. After this, I visited the selected schools and met with head teacher. I explained briefly about the purpose and the process of my research and I request him for his collaborations. Then, I got permission to consult with the English teacher. Using purposive non-random sampling procedure, I selected the sample of my study. After getting permission from the teachers to observe the classes, I observed five classes of each teacher regularly. I recorded everyday classroom activities on my field diary and cell phone. Then, I conducted an interview with each teacher after the permission of recording voice. The interview was recorded on my mobile phone once the permission was granted by participants. Finally, I thanked all the respondents for the information and the kind collaborations.

Data Analysis and Interpretation Procedures

After coding, recording and building themes from data, the data were analyzed descriptively and thematically. After the data collection, every interview was transcribed, analyzed and interpreted. I read field note and the interviews for many times. Then, I developed the themes and described the data thematically and descriptively in detail.

Ethical Considerations

　　While doing the research ethical considerations should be maintained by the researcher for the validity of research. To make the research formal and authorized, the recommendation letter was carried out from the department of English education. Similarly, the researcher took permission from the school administrations and from the selected participants. While collecting data, the researcher does not harm the respondents psychologically and physically. The researcher totally maintained discipline while classroom observation and did not interfere on the daily activities of teachers. The researcher made sure that the respondent's privacy should be maintained and did not publish anything that made the negative impact on the prestige of school and the personal character of teachers. Moreover, to avoid plagiarism proper citation, references and original writing of research was given priority to make the writing more formal and academic.

Chapter IV

Analysis and Interpretation of the Result

This chapter mainly deals about the analysis and interpretation of the collected data. The qualitative data of this research was collected through the classroom observation and teacher interview. As per the nature of data, the data were analyzed thematically and descriptively by giving different headings.

Analysis of the Data and Interpretations of the Result

Thisstudy mainly, aimed at analyzing the classroom context of classroom activities for developing learner's speaking ability. The entire study was based on the classroom activities. I collected data from three different public schools of Udayapur and Sindhuli district. Four teachers were selected as a sample and five classes of each selected teachers were observed to find out the practices of classroom techniques in developing speaking ability.

Results and discussion of classroom observation. This chapter deals with analysis, interpretation and presentation of collected data. After the analysis of data in detail the activities employed by teachers for developing speaking ability of learners are mentioned. This chapter consists of classroom observation and second part deals with interpretations of the results obtained from interview. I took the data with the help of observation and interview guideline form. The analysis and interpretations of data have been presented under the following headings:

*Initiation of classroom activities.*Initiation is the crucial part of classroom from which teacher initiates an interaction to get the response of the students. During the observation, it was found that, the classroom initiation of teachers were different with each other according the classroom's topic.

On my first day of classroom observation, T1 and I entered in the classroom. All the students of class nine were looking at me surprisingly. There was a curiosity in their expressions. At first, the teacher requested me to introduce myself and made them clear about my purpose. After my introduction, the teacher informed all the students about the classroom's goal and also about the role play. The teacher prepared

students for role play by writing the dialogues for each group in the board. He also asked all of the students to copy the dialogues. The teacher applied same techniques in class ten also. In the second day, he entered in class nine at 12:52 with some newspaper. Saying good morning to the students he initiated the class. At first, he wrote down the class's topic and just informed the students verbally about the process they had to follow. On the other side, the teacher entered in class ten at 11:20 with the smiling face. He wrote down the topic 'picture description'. He had brought some newspaper and choosing one of them he described one picture and finally initiated the class by choosing one student to describe the picture exactly like him. Similarly, in the third day in class nine, the class started from 13:02. The teacher began the class by asking if the students were ready for the performance of storytelling or not. He wrote down date and the time and gave five minutes for warm-up. The system that I observed in the school was the teacher had to wait for the students. That day also we waited 10 minutes for them. In class ten, the teacher initiated the class by writing down the date and gave five minutes of time for students to revise the topic storytelling of their own parts. On the fourth day, when I reached in the class nine there I saw the class was empty. There were only two students. All the students had run from the class because they were afraid of presentation. After five minutes the teacher came and called all the students. The teacher selected the topic find the difference as a classroom activity. He had brought some newspapers and equally divided one newspaper for two students. He gave ten minutes of time and made students clear about their confusion. In the class ten, students in the class were reading when we entered. The teacher started the class by writing date and topic 'telling difference'. He gave five minutes of time to revise the topic which he was given to recite. After five minutes he asked that if the students were ready or not and started calling names. At last, On the fifth day, when we entered in class nine we saw very few students. Students in the class were very weak. Approximately five students took participation without hesitation on classroom activities. So, we decided reading passage for students. The teacher asked the students, 'can all of you read or not?'. Students replied, no again. He translated in Nepali. Then students said, "Yes". In class ten, the teacher started the class differently than other day. He asked students to share their experience in at least 3 to 4 sentences about how they felt and realized.

On the first day, T2 and I entered in class nine. All the students became exited and curious. The number of students was also very big. Most of them were in uniform. Some of the students were managing their seats and some were gossiping. The teacher was very humble and supportive. She requested me to introduce myself. I gave my introduction and explained the aim of my five days of classroom observation. The environment of the classroom became noisy. Students started discussions. Then, teacher made them silent and asked to open their books page no. 93. There was the text about, "My first day at school". She told students to read the text for five minutes and started the class. Similarly, T2 entered in the classroom at 10:30 am in the second day. At first she became confused to select the suitable classroom activity according to the level of students. Then, she decided to select the topic, "Making request and responding to them" from the textbook. She wrote down topic on the board and initiated the class by asking students to turn their books page no.25. On the third day, T3 wrote down date and class's topic "word game" in the board. At first, she divided the class into six groups of five students. Then, she explained rules of the game shortly. She wrote down the alphabets from A to F and divided the letters serially to each group. Finally, she initiated the game by asking students to make meanings and gave five minutes time to each group. Likewise, in the fourth day, T2 wrote down date and topic and asked students to open their books page 85. Then, she called one student and asked him to draw the pictures of gadgets in the board. She described all the pictures and the process of picture description. Finally, she initiated the activity by dividing the gadgets into both boy's and girl's side. On the fifth day, the teacher wrote down date and some clues of the short speech "My family". At first, she gave examples by using all the clues serially. Then, she asked students, "Can I start the class now?" All the students became nervous. No one gave the answer and finally she gave five minutes of time for preparation and started the class.

On the fifth days of classroom observation, T3 initiated the classroom with date and the topic. On the first day, he entered at 10:30 am and requested me to give my introduction. In the request of teacher, I gave my introduction and explained about my five days of classroom observation. Then, he initiated the class with roll call. The size of the classroom was large. He has selected story telling as a classroom activity. The teacher taught the story "Scary secret of two sisters" and initiated the class by

asking some related questions to the students. Similarly, in the second day, he wrote down some phrases from the book of page no. 91 to make the meaningful sentences. As an example, he made many sentences from the same phrases and initiated the activity from the side of boys. On the third day, he selected conversation as a classroom activity. He taught about personal biography and gave example of making conversation. He called two boys from the first bench and initiated the activity by requesting students to make conversation by asking at least five questions and giving the answer turn by turn. Likewise, on the fourth day, he selected picture description as a classroom activity. He wrote down, 'Describing the picture using on, at, in, between, beside, over, under' in the board and made picture as an example. Then, the teacher taught about preposition. He clarified students about the usages of preposition. After this, he initiated the class by asking students to describe the picture using preposition. At last, the teacher initiated the fifth class by asking students to open their books page 116. He described all the pictures and asked students to follow the same process.

On 19[th]falgun, 2077, T4 and I entered into the class nine. At first, I gave my introduction and explained students about my goal. The teacher wrote down date and the topic "short speech". The size of the classroom was big and the environment was also noisy. The teacher requested students to take seats and start conversation. He directly started the class by calling their names because he had already given students to recite about the email from page 77. On the second day, the teacher selected role play as a classroom activity in both nine and class ten. In both of the class he initiated the activities by calling names of the students in pairs. In class nine students presented role play from questions and answers of the previous class's topic email. In class ten, students played role from the clue of time for speaking of page 79. Similarly, in the third day, the teacher selected picture description as classroom activity. In both of the classes the teacher directly entered towards the activity by informing students few of the things about the topic and started calling names. On the fourth day, the teacher organized "group presentation" as a classroom activity in class nine and ten. In both class the teacher had given some topics of group presentation at the end of class at day three. At first, the teacher wrote down the topic and asked students to read for five minutes as revision. Some of the students were exited and some were nervous. The teacher informed students that they were not allowed to look at their notes and

initiated the activity by calling the group. On the fifth day, he organized "brainstorming" by selecting the topic in some pieces of paper. He also insured that no one can see about the topic. After this, he informed about the process of game. All the students became shocked and nervous. At first they rejected but the teacher motivated them and made agreeable.

Regarding the classroom initiation, all four teachers were quite similar to each other. Teachers selected different classroom activities and according to the topics they initiated the class. They wrote down the topics, explained the process of the activity in simple language, gave five minute time for revision and asked students to open the related pages. In comparison to three teachers, T4 directly entered towards the activity by informing students few of the things about the topics and started calling names. They could initiate the classroom activities more effectively if they updated themselves.

Motivation towards the topic.T1 motivated students according to the classroom activity. For role play he motivated students to participate by writing simple dialogues. He went to the places of students and asked if they had any queries. Similarly, for the picture description and find the difference he selected newspapers as teaching material. He reached each and every desk and made students prepare by telling some sentences about the picture. For the reading passage, he read the whole text and translated in Nepali. He also selected difficult words and helped students for pronunciation. In classroom discussion, he told students," You can tell me in Nepali than I will translate your experience in English to make you easy".

In case of T2 she motivated students for delivering short speech in the first day of my classroom observation. She selected the suitable text from the book and gave five minutes of time for preparation. She reached all the corner of the class and solved student's problems. For student motivation she described the process of game in simple language in every class. Similarly, T3 motivated students by translating the whole text and the process of game in Nepali. He gave many hinds, made pictures in the board, described the pictures, asked simple questions and also told the answer to motivate students to increase their participation in classroom activities. While, in comparisons to three teachers T4 did not focus on student motivation. He explained the process of game and directly started the class.

Teachers motivated students according to the classroom activity. They reached in all the places of students and solved their problems. Although, the teachers tried their best to motivate the students towards the classroom activities but their performance was not muchsatisfactory. Teachers could motivate the class more effectively by giving much focus on students and their actions.

Classroom activities and its practices.The classroom activities are very helpful in developing learners speaking ability. Actually, when the students get involved in the activities they can remove their many kinds of speaking problems and get opportunities to develop their self-confidence. Similarly, it is also helpful for teachers to develop his/her learners' speaking ability by making them engaged in classroom activities. Being based on the objectives, I observed thirty classes of four teachers and from that I found the use of following classroom activities.

*Roles play (conversation).*On the first day of classroom observation, T1 selected role play as a classroom activity. At first he wrote down the topic expressing sympathy in class nine and expressing conditions in class ten. Then, according to the clues from the book he prepared students for role play by writing the dialogues in the board. He selected the pairs of students and asked all of the students to copy the dialogues. After writing the dialogues he gave five minutes of time to be ready for the performance. Then, the teacher gradually asked students for performance and called their names. Altogether, eight pairs in class nine and ten pairs in class ten presented the role play.

Some of the dialogues that the teacher used in the classroom are:

Grandfather passed away / extremely sorry

A: Hey Sandeep, why haven't you been comming to school?
B: I lost my grandfather last week.
A: Gosh! I am sorry to hear that.

Not feeling well/ go to hospital

A: Hi friend! I am not feeling well. What can I do?
B: If you are not feeling well, you can go to hospital.

T2 also selected role play in the first day of my classroom observation. At first, she selected the topic making requests and responding to them from the text book and asked students to turn their books page 25. She explained about the process of game and called two students with their books.Both students read their part of reporter and the doctor.In some problems the teacher also corrected their pronunciation. The teacher continuously made students to play the role by reading the dialogues from the book. Altogether, nine pair of students read the conversation.

T3 wrote down the topic 'conversation' on the board. He explained the topic and gave ample hints to make conversation. He informed to students that they should make the questions and every student should have answered to the questions. He also told every student to ask five questions and every students should answer at least five. He selected students and called their names in pair. Students made their conversation on their own personal biography. After six presentations the teacher called the names by selecting one boy and one girl in each pair. While calling names the teacher selected student of all kinds from first to last benches. He requested students to make many questions. Students made conversations based on the following topics; Name, place, hobby, best teacher's name, favorite subject/ game and name of family members.

T4 directly started the activity. First, he asked all the students to open their books of page 81. He shortly explained about the topic e-mail and asked some questions. Student replied answers. Then, the teacher called two students in front of the class and asked them to play the role by asking questions and giving the answers. Both of the students divided their parts and using the questions from the book they turn by turn asked the questions and gave the answers.Fifteen groups made their conversation by asking questions and giving the answers.In the same way, T4 followed the same process in class ten. He asked students to turn their books of page 69 and asked to have conversation similar to the book by using the given clues. He selected students and called their names in pairs. Altogether, the teacher made sixteen pairs of students to make the conversation.

Some of the conversations that students made in the classes are given below:-

What is e-mail?

⇨ E-mail is the method of exchanging digital messages from a sender to one or more recipients.

Not feeling well/ go to hospital

⇨ Student A: Good morning friends. My name is DipakKhadka and you?

Student B: My name is RupeshChhetri. How are you?

Student A: I am fine and you?

Student B: I am not feeling well.

Student A: oh! Then go to Paras hospital.

Student B: ok, I am going to hospital.

*Picture description.*T1 selected picture description as a classroom activity in class nine and class ten in my second day of classroom observation. At first, he wrote down the topic and gave the pieces of newspaper to all the students by showing the pictures which they had to perform. Then, he gave example of the game by describing one picture from the newspaper. He told students that they had to describe only the things what was happening in the picture in only three to four sentences. He provided five minutes of time for students to prepare the speech. He also told students to ask questions to him if they had any problems. Similarly, T1 followed the same process in class ten. He divided the newspaper to all students and described some sentences about the picture by going to the places of students. At last, six students from class nine and twenty-one students from class ten described the pictures by looking from news paper.

In class nine, T2 asked students to open their books page 82. She asked one student to draw the picture of gadgets from the book in the board. There were 8 gadgets in the book and the boy drew all of them in the board. The teacher wrote down the names of gadgets. Then, she described all the process of the activity which she was going to organize. She divided each gadget by selecting eight students from girl's side and eight from boy's side. She also gave five minutes of time to memorize about the gadgets. In the five minutes of time she helped the students if they have any kinds of difficulty. After this, the teacher called the names of sixteen students serially. All the students presented their parts.

T3 in class ten teacher wrote down the date and topic in the board "Describing the picture using on, at, in, between, beside, over, under". He also drew the pictures as

an example in the board. Then, he taught about the preposition. He clarified students about the uses of preposition by using the picture. After that, he asked some students to describe the picture using preposition. The teacher equally called the names of students from both boy's and girl's side. After the eight presentations, the teacher rubbed words from the board. He informed students to describe the picture in the group without looking the words. He wrote down the questions and the answer and gave the example. In this way, the five pairs of students described the pictures by asking questions and answers.

T4 directly entered to the classroom's topic picture description in both class nine and ten. He informed students few of the things about the process of picture description and started calling names. Students of class nine started describing the picture from page 49 and students of class ten described pictures from page 80. Most of the students from both classes described the pictures without showing the books at first. Then, the teacher requested them to show the pictures of the book and describe serially. In both of the classes the teacher serially called the names of students but mostly selected students who were from boarding school. Altogether, twenty-six students of class nine and thirteen students from class ten described the pictures.

*Story telling.*At first, T1 asked students if they were ready for the performance or not. Most of the students were not ready. They replied the answer negatively. Then, the teacher gave five minutes of time to revise or for warm up. After five minutes, he started calling names serially from first desk to last desk. The teacher requested all of the students to listen their friend's presentations. Most of the students from class nine and ten got nervous forgot the story, laughed repeatedly and took many pauses. Their seemed the same problem in both classes. Most of the students rejected to come in front and only few presented with the force of teacher. Altogether six students in class nine and eight students in class ten presented the story. In comparison to class nine students, students of class ten told the story completely.

For example:-

Hello everyone! Today I am standing in front of you. We are going to learn

about 'unity', once upon a time there was an old farmer who had five lazy

sons. They did not use to do any works. They use to quarrel for no work. The

farmer became so sick. So he called all of his sons and told them of hidden treasure in the field. They went to dig with great energy and farmer son for getting the treasure and the farmer died. The sons get bumper drophage season. Their hard work on the field gave them a lot of crops and they become rich.

T3 started the class by writing the topic "Scary secrets of two sisters" in the board. At first, he taught the story and asked some related questions to the students. While asking questions, he also fascinated students telling the answers of the questions. When the teacher asked the questions only few students responded but most of the students remained silent. After this, T3 informed students that now it was their turn to tell the story. Nobody spoke even a word. He started calling the names of students. S1 came in front and started the story. She became nervous and forgot the story. S2 couldn't tell. S4 also became nervous and was unable to tell story. S6 presented the story confidently but S7 told I will recite than only I can tell the story. Most of the students became nervous and hesitated. Some used book and some rejected.

*Find the difference.*In the fourth day of classroom observation, T1 wrote down the topic "Find the difference" in class nine. He had brought some newspaper. He divided the newspaper among the student in such manner that one newspaper will be given for one desk. He gave ten minutes of time and made students clear about their confusion. He told two to three lines of sentences to each students of each desk. Without feeling annoyed he made students prepared. Altogether, five students presented. Among them three presented smoothly. Harilal (pseudo name) became confused and shy. It became difficult for him to make sentences. S2 also felt nervous and pronounced the sentences very weakly. She also made many mistakes. The teacher repeatedly called the names of students but they refused to come in front. Similarly, in class ten he started the topic "Telling the Difference" giving five minutes of time for students. In his previous class he had given some topics for students in the board and made the class clear about the process of telling the difference. After five minutes he asked that if they were ready or not. He called two students by asking if they were ready or not. Both of the students gave their introduction and told the

difference on the topic of public school and private school. The teacher serially called the names of the groups and wrote down their topics on board. In the class few of the students were absent and only one student told both of the parts which their friend had to tell. The teacher gave feedback to the students that "Do hard work, read google also then only you can improve". He also told "before coming in front of the mass you must be prepared, without preparation no one can perform well. If you speak today than next time you feel improved yourself."

The topics in which students presented in the class were:-

Ceiling fan and table fan

College students and school students

Volleyball and football

City and village

Wild animals and domestic animals

*Reading for pronunciation.*At first, T1 asked students of class nine that, 'All of you can you read the text or not'. The students replied no. Again he translated in Nepali. Then, students replied yes. The teacher asked students to take out their books. The teacher selected one story from the book and asked one student to read one passage. He also requested rest of the students to see that. While S1 started reading, the entire student pay attention and also started reading. There was no time limitation for the students. After the four presentations of girls the turn goes to boys. The teacher corrected student's wrong pronunciation. On the fourth presentation the students did not perform because he said he can't read. The fifth student also felt difficult in reading. In this way eleven girls and eight boys presented. Students of back benches were very weak. They were only reading in the force of teacher. Some students read by taking help from their friends, used low sound, got stuck and made many mistakes.

*Classroom presentation.*On the final day of classroom observation, T1 asked the students of class10 to share their experience of five days about participating in classroom activities in at least 3 to 4 sentences. About how they felt and realized. Students asked for examples. The teacher gave one example by using simple words. He told, "What do you feel in these five days you have to tell the same things". All the students became nervous and started gossiping with each other's. Then, giving ten

minutes of time the teacher motivated them and asked students to share their experience with him in Nepali. He said "you can tell me in Nepali and I will translate it to make you easy. Students started to make noise. They discussed with their friends and also with the teacher. After preparing few sentences about five days of experience they started reciting the speech. Few minutes later, T1started calling names to share their experience.

For example:-

Student 1:- *First of all, I feel shy to speak. I feel hesitation to speak and tell something about in front of my class. I developed my confidence. I learn more about English language. At first I feel happy to get the chance to speak something of my friends.*

On the first day of classroom observation, T2 selected one chapter and asked students to open their books page 93. There was the text about, "My first day at school". She gave students to read the text for about five minutes. Students started reading. In this five minutes going to each corner she dealt with students query and solved their inquisitive.After five minutes she asked students if they were ready or not. Students were nervous. T2 asked all kinds of students from first to last bench. First of all, she asked to kamala (pseudo name) and secondly, Krishna in this way she asked twelve students to share their experience. Students who shared their speech were not totally satisfactory because their speech was very short and similar to each other.

On my five days of classroom observation, T3 did not use classroom presentation as classroom activity. T4 wrote down the topic on the board and gave five minutes of time to revise about the presentation. He had already given the topic and divided the groups in his previous session. After few minutes, the teacher paused the class and requested students to go in front of the board and presentthe ideas very smoothly without any hesitation. For the first time students were going to participate in the group presentation so they seemed afraid. Now, the teacher called all the six students of the first group. All of them turn by turn presented their parts. There was not any fixed time divided for the groups. The second group separated themselves in

two sides. They also did not complete their parts. The group took only three minutes for presentation. Students were not focusing on their presentation. The teacher continuously made students ready. Likewise, the teacher called the fourth and fifth groups. Both of the groups were not serious. No one completed their parts. The groups which presented were not serious, felt discomfort and made many grammatical mistakes in pronunciation. Similarly, T4 in class ten started the activity group presentation by dividingthe class in eight groups. He requested students to give their name list. From the name list the teacher started calling names of the group turn by turn. Altogether eight groups presented. Among them, second group presented beautifully.

*Short speech.*At first, T2 informed students about the topic short speech and the process which students should follow. She wrote down the clues on the board and represented the example of short speech on the topic of 'My family'. Then, she provided five minutes of time for students to prepare. She asked students if they were ready or not. Only few students were ready. T2 called S1 and asked him to tell about his family. The student came in front but he did not speak. Mostly, the teacher selected only that kind of students who couldspeak. She used the clues like as; your village name, your family members, your father's job, your mother's job, your brother or sister's job etc.

T4 selected short speech as a classroom activity in my first day of classroom observation. In class nine the teacher directly entered towards the topic. He started calling names of students and asked them to deliver the speech on the topic of email. While calling the names he had to force a lot. Students hesitated and refused to come in front. At first, he called SumanRana (pseudo name). He delivered the speech confidently but his voice was not audible. Most of the students who presented was not serious, produced low voice, their gestures was also not satisfactory. Some of them used their text book to deliver the speech. Similarly, T4 in class 10 asked students that, 'Can you present short speech on any kind of your favorite topic?'Students remained silent. T4 called the names also but no one was ready. Then, he explained by saying, 'You can speak on any topic whatever you like about your village, school, friends, classroom activities, about your teacher and so on'. The teacher repeatedly asked who would come first but nobody responded. The environment of classroom

was silent. Then, he started calling names. S1 came in front and delivered his speech on the topic of 'My village'. His starting was nice but he got stuck after few sentences. S2 delivered the speech about 'Laxmi Prasad Devkota' but after few sentences he forgot the speech and quieted. In this way, students presented on different topics but they were unprepared, delivered very short speech and made many mistakes.

Brain storming. Among the three teachers, T4 selected brain storming as a classroom activity in the fifth day of my classroom observation. At first, he became confused about what activity should be given to students. With my suggestion he decided to make students speak without any previous preparation. He informed all the students of both classes about the process of the game. Students became shocked. At first, they rejected but when the teacher motivated them they agreed. Then, he selected some simple topics in some pieces of papers. He also made sure that no one could see the topics. The teacher called the first student Mahesh Khadka (pseudo name) in front of the class and asked him to choose one paper. The student gave the speech on the topic of student life. He became confused of what to speak or not. It became very difficult for him to make sentences related to the topic.

The environment of the classroom was noisy. All students were on their own way and no one was paying attention. The process of delivering the speech by choosing unknown topics from scattered paper was going on. Altogether, thirteen students from class nine and sixteen students from class ten took participation. Students made many grammatical errors, did not speak fluently, shared very short speech and many students hided their faces and rejected to take participation on the game. Finally, the students who participated on the game became success to overcome their fear and shyness.

Making meaningful sentences. T3 selected making meaningful sentences as a classroom activity in class ten. He initiated the activity by writing date and some phrases in the board from the book of page no. 91.

For example:

<u>Make meaningful sentence as example</u>

_ I bought a TV for entertainment

so that	buspark	entertainment
Inorderto	camera	breeding
because	mobile phone	store documents
because of	museum	to take old citizen
the purpose of	old care centre	to park the bus
the reason for	pendrive	take photographs

The teacher gave many examples of making sentences by using the phrases. He informed that each student was going to make one sentence. He serially asked all students from girls and boys side. He asked students to make as many sentences as they could. Altogether, he asked to fourteen students. In comparison of boys he mainly asked to girls. While making sentences, the students of back benches became shy and afraid to speak. The teacher corrected their mistakes. He motivated students to speak more and try to make many sentences by using the phrases. He equally selected all type of students.

*Word game.*T2 selected word game as a classroom activity in class nine in my second day of classroom observation. At first she wrote down the topic in the board and divided the class into six groups. She managed five students in each groups. The environment of the classroom became noisy. Some students were getting angry also. After managing seats, she explained about the methods of the game shortly. She wrote down the alphabetical A to F in the board and serially divided the letter to each group. She provided five minutes of time for each groups. When the teacher asked students to make words all of them rapidly open their books and started copying. She controlled the class and asked students to make words on their own way.

After five minutes, she managed the leader from each groupand started asking to the leader about the words what their groups had made. S1 told all the words that their group had made. The teacher wrote down all the words in the board and points the mistakes that the group had made. Then, she checked the notes of students and

find out if their spelling were write or wrong. After few minutes, she wrote down the result in the board. Forexample: Group 1 – 22 words, group 2 – 14 words, group 3 – 21 words, group 4 – 20 words, group 5 – 12 words, group 6 – 20 words.

According to the result, group 'A' became the winner. Again, T2 asked all the groups to come serially in front of the board and present the words without looking their notebook. She provided two minutes of time to each group. Students were not serious about the game. Some were laughing, gossiping and making notes. Only few students were active. The collaboration among the groups was also poor. They also tried to cheat from their books. It became very difficult for teacher to control the class and manage the activity. Although, students were rejecting to participate but the teacher made them speak and took participation.

On my fifth days of the classroom observation, I observed the use of different classroom activities which were applied by four teachers. All four teachers follow different process and made their effort to make the classroom more interactive. It was found that, all teachers were developing their students speaking fluency by applying such kinds of activities for the first time. Regarding, the classroom activities teachers took the text book as a main source of material. Role play, picture description, classroom presentation and short speech were the activities which were commonly used by all four teachers. While observing the classroom activities, it was found that teachers gave less emphasis on students speaking. Students and teachers both were not prepared properly for classroom activities. There was the scarcity of teaching material. Mostly, teachers had to force a lot for students to take participation on classroom activities. Finally, teachers could improve students speaking and made the classroom environment more interactive if they organized classroom activities repeatedly with some previous preparation.

Context of classroom activities.Classroom Context is the overall structure which shows the image of teacher's personal ability. Being based on the very objectives, I analyzed different aspects of the classroom context throughout the fifteen days of classroom observation. From the classes of teachers, I found the use of following aspects of context of classroom activities.

*Seating Management.*Regarding the classroom activities T1 did not managed students seat according to the height and study level. He just called the names and started the classroom activities. T2 also did not managed students seat accordingly for short speech, role play, picture description. She just called the name of students and asked them to perform. But in case of word game, she selected all types of students in a group and group wise managed their seats. Likewise, in the five days of classroom observation, T3 and T4 organized different classroom techniques but both teachers did not focused on students seating management. Students of front benches participated more actively than back benches. The conditions of seating management of the classes of all four teachers were found similar to each other.

*Selection of students.*Selection of students is also a part of classroom activity. In my five days of classroom observation T1 organized different activities. He selected all kinds of students from first desk to last desk. Without making biasness in classroom T1 called the names of all students. Some of the students hesitated and rejected to take participation in the classroom activities. But, the teacher motivated them and made them to participate. Similarly, T2 also tried her best to select all types of students. The students of last bench did not wanted to come in front. They repeatedly rejected and hide their face to come in front. But, she gradually called the names and forcefully made students to participate who were hesitating. In the class of T3, he equally selected all types of students from first bench to last. He repeatedly asked and motivated the weak students of the class to take participation but most students felt shy and nervous to speak. In case of T4, he selected only the talented students and the students who were from boarding school. The matter of student selection became very problematic for him because while calling the names of students he had to force a lot. Most of the students did not want to speak and took participation in classroom activity.

Student participation. In the class of teacher T1 most of the students looked worried and afraid to participate in classroom activities. While presenting their topics, they looked shy, repeatedly hesitated and used very low voice. Some students refused to come in front and some produce very low sound. Only few of the students were active and took part in all types of classroom activities without any hesitations. Same was the case in the class of T2. All of the students were average there. They felt

nervous and afraid to participate in classroom activities. It became very hard for teacher to make them prepare. Similarly, the rate of student participation in the class of T3 was also very weak. In his classroom front benchers were more active than back benchers. Most of the student felt difficulty in speaking English. Students delivered very short speech, felt nervous, and used low voice and so on. In the class of T4, very few students took participation confidently in all type of classroom activities. They presented the topics without shyness and used grammatically correct sentences. But, most of the students felt shy, became confused, did not take the classroom activities seriously and the gestures they used in performing activities was also not satisfactory.

Classroom Environment. Regarding the class of T1, the size of the classroom was not large. Students were in full discipline. They participated on different kinds of classroom activities for the first time. Therefore most of the students looked worried and afraid. While starting or organizing the classroom activities, the classroom became noisy for few minutes. The sitting position of the students was also haphazard. Beside all the things, the teacher controlled the classroom environment very perfectly and prepared students for classroom activities. Similarly, students in the class of T2 were also not ready for classroom activities. T2 was going to organize the classroom activities for the first time and students were also going to participate for the first time. Therefore the environment of the classroom was noisy. At first, students rejected to participate but the teacher made them speak and took participation. Students of the class also made noise, started gossiping and did not focus on classroom activities as our expectations. Likewise, in the class of T3, the classroom environment was interactive and all the students were in proper discipline. Students recited the topics and made discussions but there was not the unnecessary noise in the classroom. The classroom environment of T4 was noisy. Students of the class rejected to participate and took classroom activities as burden. Very few students were excited. Mostly, students of the class were on their own way. No one listened the presentation and pay their attention. It became very hard for teacher to prepare students for classroom activities and organize the classroom techniques.

Throughout the classroom observation of four teachers, the context of classroom was similar to each other. In the class of T2, T3 and T4 the classroom's size was very big. Teachers did not manage students seating. The environment of the

classroom was also noisy. Very few students were interested in classroom activities. Teachers tried to select all type of students but it became very hard for them to prepare the weak students for classroom activities.Student's selections were also satisfactory but in some classes there I seemed the teacher only selected the talented students. Teachers give less emphasis on classroom context. They tried to control students and the classroom context forcefully.Thus, teachers can make the classroom context more interactive and learner friendly if they employed the better teaching procedures and focus on student's activities.

Challenges faced by teachers in applying classroom activities. Teachers organized the classroom activities in all four schools were the first time. Students were also unfamiliar with such activities. At first, it became very hard for teachers to prepare students for classroom activities. Students were weak and their learning background was also not proper. The size of the classroom was also very big. Teachers became confused to select the activities according to the level of students. Students did not want to come in front. When the teacher asked students to participate in the activities they became afraid. Some asked the questions repeatedly and some discussed with their friends. Only few students replied the answer and most of them remained silent. It became very hard for teacher to play the role of facilitator. Many students hesitated to take participation. Their language was very weak. It also became very hard for students to speak in English. When the teacher started activity the environment of the classroom automatically become noisy.Within the limited time, the teacher had to control the class and managed the activity. Altogether, the common challenges that the teachers faced was: shyness, hesitations, low sound, rejections, pronunciation, classroom environment, sitting position, students behavior, short speech and the noise.

Analysis and interpretation of interview conducted with teachers. To support the data obtained from observation, four teachers were interviewed. Among them two teachers were from the same school and two were from another two schools. All four teachers were from public school. Altogether ten questions were asked to them. The obtained information from the teachers about speaking ability through classroom activities is analyzed below:

*Perceptions on Classroom Activities.*Teachers were asked about their perceptions on using classroom activities for developing speaking proficiency. I find the positive response from teachers. They believe classroom activities as essential tools for the language development. They said classroom activities helps to grow learner's self-confidence, make students participate and active but it depends on teacher of how he/she applies in classroom. T4 said," classroom activities are quite difficult thing for this type of government school because for the first time teachers are not ready to use any type of new techniques, Teachers are quite traditional from the beginning and up to now".

Teachers perceive classroom activities as an essential techniques or supplements for language development of students. It makes students participate butit totally depends on teachers.

*Teaching Procedures of Speaking Ability.*Teaching procedure is the key element of learning process. Each and every teacher has their own method. Here I found, teachers mainly follow student centered method but they prefer teacher centered method too. Teachers said that they engage students in different kinds of activities, giving pictures, works from text book and ask them for reading as a teaching procedure while organizing classroom activities. T4 said "*In our school students are not habituated in speaking skill. That's why it istotally new thing and I think many of the schools do not follow any methods*".

From the teachers view it can be concluded that their teaching procedures are not totally based on learners centered methods. They use teacher centered method too. For speaking skill they use some classroom activities also but mostly they indicate towards the reading habit of students.

*Activities Adopted For Fluency development.*Teachers adopted various activities in developing fluency of students. Reading passages, group work, pair work and picture description are the activities which teachers usually used in the classroom. While, T4 was found not satisfied with these kind of activities. He said "*I apply activities that of traditional one*". He mainly prefers the activities like as; asking questions and answers fill in the gaps and activities based on text book.

Altogether, teachers are looking classroom activities according to their point of view. Their process of applying classroom techniques also differs with each other. Reading passage, roles play and picture descriptions are the common activities which are mostly applied by teachers.

Classroom activities with its advantages and disadvantages. For language development classroom activities are very helpful. It has many advantages if it is used properly but it has many disadvantages also. The common advantages according to the teachers are: students will learn to participate in classroom, coordinate with each other, encouraged to learn from their own effort, learn more effectively, become active and so on. Similarly some of the disadvantages are: students participate very less, feel hesitation and uncomfortable, do not collaborate, noisy environments, fix time, kill a lot of time for motivation.

Regarding the advantages of classroom activities it was found learners improve their practices and get the opportunities for their overall development. Another hand, laziness, hesitation, large size class, fix time, low collaboration were found the main disadvantages of classroom activities.

Classroom Context. The effectiveness of classroom activities depends upon the context of the class. Firstly, it became very difficult for teachers to manage the context of classroom. Passiveness, rejections, unnecessary noise and shyness were the major problems according teachers in managing classroom context.

Thus, In the case of T1 student's low educational background hinders the classroom context. Similarly, in the case of T2 and T3 low activeness of students, rejection and noise from backside mostly hinders the classroom context. For T4, there is not any problem from the side of students. According to him, 'If the teacher is ready and perfect the students will be in full discipline inside the classroom".

*Classroom Activities and its Challenges.*According to the classroom context of Nepal teachers have to face many kinds of challenges. Teachers were asked about the challenges in using the classroom techniques. They shared the common challenges while using classroom activities are: large number of students, teaching learning materials, weak bases of students, lack of knowledge in teachers about new methods of teaching, ignorance of administrative faculties and lazy nature of teachers. At the

other side, T1 did not feel any kind of challenges in applying classroom activities. He said, "*Classroom activities are not difficult. It depends on teacher too*".

Finally, the main challenges according to teachers are teaching learning materials, size of the classroom, making students ready for the performance and also readiness within teacher.

Positive Achievements of Classroom Activities. Regarding the positive achievements of using classroom activities teachers replied that only few of the learners show their interest in participating classroom activities but most of the students do not give any responses. T3 said, "*If it is possible to make students active they learn fast or the learning speed of students will increase. Classroom activities are student centered and because of this they actively try to learn the things*". Students who participate in activities learn to develop their self-confidence and actively try to learn the things.

Thus, the activeness of the teachers as well as students and the positive learning procedure enhance the fruitful result in learning.

Responses of Learners. Teachers were asked about the responses of learners in participating classroom activities. They replied students want to participate but they are weaker. T2 said, "*Some students participate happily but some do not want to participate. They think teacher's job is only teaching. We are here to read not to perform activities. While another side some students think we learn more from group than individual learning*". Few students actively show their positive responses but most of them do not response, do not want to participate, hide their faces and become afraid.

In conclusion, based on the description of teachers it seems inactiveness of students except few of them.

Learning Culture. According to the teachers the learning culture of students were found very low. The learning communities of students are unconscious about learning goals. The educational background of parents was found not educated but literate.

Regarding the learning culture of students they are from low educational background, unconsciousness of the parents, L1 interference and unwillingness of students on attending class due to poor rationality.

Chapter V

Findings, Conclusion and Recommendations

This chapter deals with summary and conclusion of the research on the basis of the collected data. It also consists of some pedagogical implications for policy level, practices level and further research on the basis of the finding of the study.

Findings

From the basis of the analysis and interpretation of the collected data, the researcher has come up with following findings:

a)   For language development and as a regular teaching explanation method was found mostly used by teachers.

b)   Mostly, teachers initiated the classroom by asking students to open the related pages or make presentation of the related activity without any proper motivation.

c)   Teachers applied thirteen different classroom activities. Among them role play, picture description, find the difference, short speech, classroom presentation and storytelling was the activity used by all four teachers.

d)   Teachers explained the topic and the process of classroom activities very briefly and directly started calling the names of students.

e)   Teachers took low educational background, low activeness of students, rejections and noise from back side as main hindrances of classroom context in applying classroom activities.

f)   Large size classroom, making students ready for the performance, and readiness within teachers was found the major challenges in applying classroom activities.

g)   Most of the students in the classes rejected regularly to take participation in any kind of classroom activities and to speak.

h)   Hesitations, shyness, lack of administrative support, low focus of teachers, low grammatical bases, little time to practice and no platform for English speaking was found the major problems of students in fluency development.

i)   The learning culture of students was found very poor. Most of them belonged from low educational and poor economicalbackground.

j)   Teachers tried their best to overcome the speaking related challenges from their own way by addressing the reading of students, helping in pronunciation, translating in Nepali and by giving ample hinds.

k)   Teachers responded that classroom activities make learners active, helps in capacity development, build the interaction power but it is very difficult to apply because it kills a lot of time which can hinder in course completion.

Conclusion

I took up this research in order to find out the practices of classroom activities for developing student's speaking ability. Based on the above findings derived from the gathered data, I investigate that how teachers are developing the speaking ability of students in the classes of public schools in rural area at secondary level. It was an excellent experience of collecting empirical data from the different schools of Udayapur and Sindhuli district, Nepal. The teachers believed classroom activities are very supportive in developing learners speaking but there is the gap between teacher's belief and the practices of classroom activities. Teachers organized different classroom activities in my five days of classroom observation but the way they organized was traditional one. Teachers did not have much knowledge about the new techniques, methods and classroom management. There seemed not any fix target of developing students speaking.

Similarly, the condition of students speaking was also very poor in all three schools. Asking question answer, reading passage and role play were found mostly used activities but there students were not found familiarized with the new classroom techniques and teaching method. The teachers did not use any kind of teaching materials. Due to the large size class, low educational background of students, laziness and poor reading habit of students it become very challenging for teachers in applying classroom activities.

Though, there is better implementation of classroom activities if teachers modify themselves and their teaching methods. Therealso found teachers' less

emphasis on speaking skill. Students speaking skill/ability can be improved if teachers regularly and properly implement the classroom activities.

Recommendations

This study can be very much useful and beneficial for the teachers who want to develop students speaking ability. It is not only applicable for the novice teachers but also researchers for their further research. Mostly, the English teachers have been beneficial from the existence of this thesis for various reasons. From the finding of the study, I would like to suggest few recommendations to the policy makers, practitioner and further researchers.

Policy Related. This study can be helpful for ELT teachers, curriculum developers, textbook writer, teacher trainers and experts to formulate the policy relating to classroom activities. Similarly, it would be helpful for curriculum development center to incorporate different strategies related to fluency development of students.

Practice Related. Teachers can update themselves and their teaching methods which can improve learners learning. It also suggests that academic professionals have to meet all the learning goals and cultivate the reading habit of students. The teachers who are teaching English subject are suggested to apply new classroom techniques and use ample teaching materials to make the learners more active and interactive.

Further Research Related. This study will be very useful to the researchers who want to develop learners speaking ability through the medium of classroom activities. It will also be helpful for teachers and others to study the classroom context who wants to develop the speaking ability of learners.

References

Aleksandrzak, M . (2011). *Problems and challenges in teaching and learningspeaking at advanced level*. Adam Mickiewicz university press, Poznan.

Ann, K. Gegeo, W. (1997). *Classroom Ethnography.*Retrived from: https://link.springer.com/chapter/10.1007/978-94-011-4535-0-13

Aryal, S. (2017). *Classroom activities in teaching speaking skill*. An unpublished M.ED. thesis. Kathmandu: TU.

Bashyal, L . (2016). *Classroom activities used and challenges faced by grade x english teachers in teaching speaking skill*. An unpublished M.ED. thesis. Kathmandu: TU.

Bishop and Glyn (1999). *Storytelling.* A book dissertation.

Cross, D. (1992). *A practical hand book of language teaching.* Uk: Prentice Hall International Limited.

Davis, P. & Pearse, T. (2008). *Success in English teaching.* Oxford: OUP.

Harmer, J. (2001). *The practice of English language teaching:* (3rd ed.). Cambridge, UK: Longman.

Harmer, J (2008). *The practice of English language teaching.* London: Pearson Longman.

Holmes, O.W. (2005). *Ethnographic research observations from different perspectives.* An international journal of educational research.

Kandel, S. (2018). *The practice of student centered techniques in English language teaching.* An unpublished M.ED. thesis, T.U. Kathmandu, Nepal.

Karademir, M. (2016). *Speaking problems in EFL classes.* Graduation thesis, Karadeniz technical university.

Kayi, H. (2006). *Teaching speaking: Activities to promote speaking in a second language.* The internet TESL journal, Vol. IV, No. 7.

Khanal, B. (2017). *The practice of communicative techniques in developing speaking skill.* An unpublished M.Ed. Thesis, T.U., Kirtipur.

Khan, I. (2020). *Secondary level English teacher's in teaching speaking in large classes.* Anunpublished M.Ed. Thesis, T.U., Kirtipur.

Kvale, S. (1996). Interviews: *An introduction to qualitative research interviewing.* Thousand Oaks, CA: Sage.

Lackman, K. (2010). *Teaching speaking sub-skills:Activities for improving speaking.* Ken Lackman & Associates Educational Consultants. Retrived from https:// www. Kenlackman.com/files/speaking subskillshandout 13 poland-2-.pdf.

Michel, A.Y.K. (2017). *Constraints on improving speaking skills: A study of English as a foreign language (EFL) teachers' perceptions*. Global society of scientific research and researchers, volume 36, No. 1, pp 258-270.

Pant, L. R. (2018). *Communicative language teaching in public and private schools: A classroom ethnographic study.* An unpublished M.ED. thesis, T.U. Kathmandu, Nepal.

Poudel, D. (2014). *Practices of teaching speaking skill.* An unpublished M.ED. thesis. Kathmandu: TU.

Poudel, S. (2017). *Techniques used in teaching speaking skill.* An unpublished M.ED. thesis. Kathmandu: TU.

Sah, R.K. (2016). *An analysis of classroom activities used at secondary level.* An unpublished M.ED. thesis. Kathmandu: TU.

Sharma, B.K. &Phyak, P.B. (2009). *Teaching English Language.* Kathmandu: Sunlight publication.

Singh, B. (2014). *The role of English medium schools to enhance speaking proficiency.* An unpublished M.ED. thesis. Kathmandu: TU.

Sunar, R. (2018). *Use of communicative language teaching in EFL classroom: Teachers' perceptions and practices.*

Timilsina, S.R. (2014). *Developing speaking skill through description.* An
  unpublished M.ED. thesis. Kathmandu: TU.

Ur, p. (1996). *A course in language teaching practice and theory.* Cambridge: CUP.

Ur, p. (2013). *A course in English language teaching.*Cambridge University press:
  CUP.

Appendixes

A guideline for the in-depth interview was guided by the followings:

1. What is your perception about using classroom activities?
2. What kinds of teaching procedures you use while developing learners speaking ability?
3. Which activities you adopt in developing learners fluency?
4. Do you find any advantages and disadvantages in applying classroom activities?
5. What is the context of classroom during classroom activities?
6. Are there any challenges you have to face in using classroom activities?
7. Do you find any positive achievements after using classroom activities?
8. How do the learners response about participating in classroom activities?
9. From which learning culture students belong?

Transcribed Form of Oral Interview

Teacher A

1. What is your perception about using classroom activities?

   Speaking activity is very important of language because language means speaking and if we do not speak then what is the importance of it. Speaking is very important for language.

2. What kinds of teaching procedures you use while developing learners speaking ability?

   Basically, I follow student centered method. Sometime in our classroom we have to practice classroom activities regarding the classroom context sometime I use teacher centered methods too.

3. Which activities you adopt in developing learners fluency?

   While teaching different activities like reading passages, first I discuss the topic after then if there any figure given I discuss on that. Later on, first I see if there is difficult words or not than we discuss on that. I give students to read few paragraphs then I ask questions. So, in this way I handle classroom activities.

4. Do you find any advantages and disadvantages in applying classroom activities?

   All *of the advantages while carrying the activities are students will learn to participate in classroom. They coordinate each other. They become able to read, make questions and apply questions. That also helps to develop reading and writing habit and also grammatical structure too. So, these all speaking activities help to develop student's capacity. Some of the disadvantages of classroom activities are: students participate very less there. They feel quite hesitation and uncomfortable. We also do not have any teaching materials.*

5. What is the context of classroom during classroom activities?

   Regarding the classroomcontext that is not problem for us because we have only 24 students in class ten. We also have enough room space and desk benches but we do not have other materials. That is the problem for our whole school. Students wants to participate but they do not have effective

background. They do not have base. So, we feel quite difficult while teaching them.

6. Are there any challenges you have to face in using classroom activities?
   That is not difficult. It depends on teacher too. If we get teaching learning materials than it will be quite effective. I have not felt any kind of challenges.

7. Do you find any positive achievements after using classroom activities?
   Regarding the positive achievements there is the improvement but not the drastic change. Learning should go one by one or step by step. There is the less improvement but they have very low background. Although, they want to do very better but they can't tell what they think. They do not have vocabulary than how can we teach them. In grammatical cases also they do not know tense, narration and other. There is the problem of structure and their background.

8. How do the learners response about participating in classroom activities?
   They show their interest in participating classroom activities but they are weaker. They feel hesitations, shyness and uncomfortable but at Student's learning culture is very low in this community because they are unconscious about learning goals. Not only this school but if we see the cases of all government school of our country there is not fix target after reading. In this community least they try.
   there are very rare people who have taken the advantages of reading. So, because of this they are not motivated on study and reading'.

9. From which learning culture students belong?
   Student's learning culture is very low in this community because they are unconscious about learning goals. Not only this school but if we see the cases of all government school of our country there is not fix target after reading. In this community there are very rare people who have taken the advantages of reading. So, because of this they are not motivated on study and reading'

Transcribed Form of Oral Interview

Teacher B

1. What is your perception about using classroom activities?

   Classroom activities make students participate. It also encourages students to speak and helps to grow their self-confidence.

2. What kinds of teaching procedures you use while developing learners speaking ability?

   By making students engage in different kinds of activities, giving pictures and works classroom activities can be performed. In case of using classroom activities maximum we teach students by student centered methods but sometimes we also use teacher centered methods.

3. Which activities you adopt in developing learners fluency?

   Mainly group work, pair work and role play are the activities which I adopt in developing learners' fluency.

4. Do you find any advantages and disadvantages in applying classroom activities?

   Students feel monotonous by reading continuously from teacher but if they get chance to involve in group they learn more effectively from their own technique. In case of large size class students make noise, do not collaborate with each other and do not take participation on group are the disadvantages.

5. What is the context of classroom during classroom activities?

   Being engaged in group some students become happy and think this is the chance for us but some feel bored, annoyed, and also reject to participate. They speak unnecessary from backside make their friends inflame and if their friends are interested in classroom activities then they also disturb them.

6. Are there any challenges you have to face in using classroom activities?

   In classroom activities if we asked students for drama, role play the size of classroom according to student's number become problem or challenge while other side, some students never want to participate and it become very challenging for us to make them participate and engage them in pair work and group work.

7. Do you find any positive achievements after using classroom activities?

   With classroom activities students can develop their self-confidence, they can speak and express their views inside and outside of the classroom. It is not necessary for students to learn only from me. From classroom activities I also get many ideas from students and get many opportunities to learn more from them.

8. How do the learners response about participating in classroom activities?

   Some students participate happily but some do not want to participate. They think teacher's job is only teaching. We are here to read not to perform activities. While another side some students think we learn more from group than individual learning. There are also few students who do not response in any questions, do not want to participate in group, hide their faces and become afraid if any questions they are asked.

9. From which learning culture students belong?

   This is the place of multi cultural cast. Like; Sunuwar, Tamang, B.K., Pariyar, Brahmans, Chhetri, Majhi and so on. Most of the students are from middle class family. Only few are rich. The positive factor here I observed is Dalit students are talent in learning, strong in economic factor and guardian are also conscious about students learning. They are sending students with proper care and facilities.

Transcribed Form of Oral Interview

Teacher C

1. What is your perception about using classroom activities?

   Classroom activities are very essential and it should be applied. It makes students active but it depends on teacher of how much he/she applies activities in classroom.

2. What kinds of teaching procedures you use while developing learners speaking ability?

   For developing speaking ability at first I ask them for reading. Then, retelling the story, role play, drama and other kind of activities which are used in classroom.

3. Which activities you adopt in developing learners fluency?

   In class we mostly focus in speaking. We give topics and according to it, I make students to play the roles and activity.

4. Do you find any advantages and disadvantages in applying classroom activities?

   Its advantages are students become active and they try from their own effort. They make exercises, practice in home and they come in classroom with preparations are the advantages of classroom activities. Its disadvantages are there is fixed time and within few time we can't achieve many achievements. If one student act in one activity then it also loss many times.

5. What is the context of classroom during classroom activities?

   Here, if the student is good or talent he comes in front and try his best but if the students are weaker then they become shy and felt difficulty at first but slowly and gradually they also start to speak in activities. Mostly talent and medium type of students become active and the weaker students want to be back and we give most priority in weaker students.

6. Are there any challenges you have to face in using classroom activities?

   The base of students from government schools are weak, English become second language for them therefore students feel shy, hesitated and so on.

They have to face words problem, they feel difficulty while making sentences and they feel many other problems.

7. Do you find any positive achievements after using classroom activities?

   If it is possible to make students active they learn fast or the learning speed of students will increase. Classroom activities are student centered and because of this they actively try to learn the things.

8. How do the learners response about participating in classroom activities?

   There seemed the positive response of learners because they have made preparations. As much as possible we give them topics and if they prepare well and at the end the result also become fruitful.

9. From which learning culture students belong?

   The parents of students are not educated. If somebody is educated in society they send their children in other private institutions and here we have students from middle and low class. The guardians are not conscious and they want their children to work more than attending classes in school which become problem for us. Although, we inspire student from our side. Approximately, we have 80 students in one class. Among them only 40-65 students attend the classes.

Transcribed Form of Oral Interview

Teacher D

1. What is your perception about using classroom activities?

   Classroom activities are quite difficult thing for this type of government school because for the first time teachers are not ready to use any type of new techniques. Because teachers are quite traditional from the beginning and up to now. The first problem is within the teacher. If the teacher usages any new techniques then the students would follow each and every thing.

2. What kinds of teaching procedures you use while developing learners speaking ability?

   Among the four skills the speaking one is most violent skill in our school because the students are not habituated in speaking skill. That's why it is totally new thing and I think many of the schools do not follow any methods. I think for those types of speaking skills, we have to train the students for reading basic things. If they are ready to attend all the teaching methods then they can go for speaking.

3. Which activities you adopt in developing learners fluency?

   Among many techniques role play would be better one. Dramatization, picture description, group discussions and many of the techniques are there. Basically, I focus student centered method but I am not satisfied within myself about using or focusing these techniques. I apply activities that of traditional one. Like; asking question and answer fill in the gaps and so on. Many verities of questions items are there. Among them only the activities based on textbook are used in classrooms.

4. Do you find any advantages and disadvantages in applying classroom activities?

   There are many advantages but whether we are ready to use any new method or not. Students will be encouraged to learn and they will be very ready to know whatever the teacher is going to present. The students will openly interact with us. They develop their writing skill, speaking, reading and all of the skills they develop. Activities motivates students not hundred percentage

but more than 70-75 percent. There are no disadvantages but sometime in the beginning phases we have to kill a lot of time for motivation. Students do not like to stay in class and do not want to participate in any activities. But while we make a kind of limited track then there are no any disadvantages.

5. What is the context of classroom during classroom activities?
   We have to manage the class first to go for the classroom activities. Each and everything depends on the teacher. If he teaches them well and his presentation is fine then the classroom will be silent. If the teacher is ready and perfect the students will be in full discipline inside the classroom.

6. Are there any challenges you have to face in using classroom activities?
   First thing, we do not have the sufficient materials for classroom activities. We need some instructional materials like; charts, pictures or other items. Second thing is we are not habituated. We have just the lecturer method. Some of the problems are within administration, within ourselves, students and so on. Whether, the teacher is ready to have any presentation or not. If he is ready than he manage the things. So, readiness within the teacher is the major thing.

7. Do you find any positive achievements after using classroom activities?
   Students will perform well whatever they know. They won't feel any kind of hesitation. Their shyness will be finished. Their presentation skills will be developed anyhow.

8. How do the learners response about participating in classroom activities?
   Learners would be quite satisfied up to the end of the classroom activities. Classroom activity means not for few days but that should be followed continuously. The thing is activities must be categorized according to the level of the students. Here the students are average. More than 60-70 students are average and 20-25 percent are below standard student.

9. From which learning culture students belong?
   By religion there are almost Hindus. Some students are Christians too. Culturally students are quite rich. Regarding the educational background of students their parents are not educated but literate'.