

# CHAPTER ONE

## INTRODUCTION

This is the title **Techniques used in Teaching Speaking Skill**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1 Background of the Study

Language, a unique gift to human beings, is generally defined as a means of communication. Language cannot be used in a vacuum. It is always used among the people in society or community. We use language to express our feelings, ideas, emotions, views and so on.

Crystal (2003, p. 255) says, "Language, at its most special level, refers to the concrete act of speaking, writing or signing in a given situation". This act of communication can take place either in the form of speech or writing. In this regard, Lyons (1981, p. 18) states, "... Speech is primary and the written language is secondary and derived from it." Thus, deriving from those quotations, we can say that language at its most specific level refers to the voluntary vocal system of human communication.

In Nepal, English is taught and learnt as a foreign language. It is included in the curriculum from the very beginning to the university level. Here, most of the students find learning English a difficult task as it depends on learning styles, strategies, attitudes, motivation and the availability of the learning materials. Moreover, it depends on techniques, methods and strategies of the teachers.

If we go through the history of language teaching in general and English language teaching in particular, we find that language teaching came into its own as a profession in the twentieth century, but it has undergone several changes in the last one hundred years.

Regarding this Richards and Rodgers (2005, p.1) clearly state, "Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies."

English language teaching in the present context has become more challenging. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning of English language more complex. Today English language classrooms are witnessing an increased number of students in terms of racial, cultural and ethnic diversity. Classrooms are receiving a large number of students with different needs, interests and abilities. The diverse composition of students in classroom has brought about many challenges as well as opportunities to teachers. In this context, the role of English language teachers is highly demanding. Good teachers are expected to be able to recognize the diversity among the students, formulate necessary strategies and address those differences. However, responding to diversity in the classroom is not an easy job.

Anyway, teachers should create a good classroom atmosphere where students can take risk and participate freely and enthusiastically in speaking activities. Teachers always want to satisfy their students in the classroom. Some teachers get success while others get failure in their journey. Moreover, some students may find language lessons boring because it is too easy for them while other students think that the lessons are too demanding for them. While teaching speaking skill, teachers may face many challenges because speaking activities are probably the most demanding for students and teachers in terms of the affective factors involved in. Generally, trying to produce language in front of their classmates and teachers can generate high level of anxiety to the students. In this connection, Hedge (2010, p. 292) says:

Students may feel that they are presenting themselves at a much lower level of cognitive ability than they really possess; they may have a natural anxiety about being incomprehensible about losing face, or they may simply be shy personalities

who do not speak very much in their first language.

Thus, the successful learning and teaching of speaking skill based on teachers' classroom activities, management, feedback and encouragement techniques. It is therefore, a major responsibility of the teachers to create a reassuring classroom environment in which students are prepared to take risks and experiment with the language.

## **1.2 Statement of the Problem**

It is clear to us that at present English language have been taught from grade 1 to bachelor level as compulsory subject in Nepal. Regarding secondary level English curriculum, all the four skills of language are incorporated. These skills aim to develop competence of students over English. They are equally important. However, it is believed that teaching of speaking skill is, to some extent, neglected although. I still remember the days when our teachers used to teach us English subject at secondary level. My teachers avoided teaching speaking skill separately.

In the classroom, there are students from different backgrounds. They have individual differences in terms or intelligence, autonomy and attitude. Not only this, the differences can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies. So, some students always worry about speaking badly and therefore losing face in front of their classmates. In other words, students may feel very shy, anxious, afraid of criticism and losing of face. Teachers need to be able to address these challenges. Therefore, it is necessary to find out techniques of teaching speaking.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- (i) To find out techniques used by secondary level English teachers to teach speaking skill and
- (ii) To suggest some pedagogical implications.

### **1.4 Research Questions**

The research questions of my study were as follows:

- (i) What are the techniques that teachers use to teach speaking skill at secondary level?
- (ii) What are the materials used in developing speaking skill?

### **1.5 Significance of the Study**

The findings of this research will be beneficial to all the teachers of English language teaching. They will be familiar with the activities used for teaching speaking skill and at least, they can apply those activities in their real classroom. They will also know the role of teachers' activities to increase students' participation in English language teaching classroom. This research will equally 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 writing textbooks. At last, this work will give valuable ideas in teaching speaking skill that will be fruitful to any ELT practitioners.

### **1.6 Delimitations of the Study**

This study was delimited to teachers' techniques to teach speaking skill. This study was delimited to six English teachers, teaching at the secondary level schools in Kaski district. This study was delimited to the thirty classes of those teachers (five classes of each teacher). This study was delimited to the data collected through classroom

observation checklist and diary writing.

## **1.7 Operational Definition of the Key Terms**

**Activities for speaking** : Activities which are used to involve the students in speaking like pairwork, debate and competition.

**Communicative teaching** : a method of teaching a foreign language which stresses the importance of learning to communicate information and ideas in the language

**Communicative competence** : The ability of a language user to communicate in a given language communicative competence has four components: Linguistic competence, pragmatic competence, discourse competence and strategic competence

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This is the second chapter of the study under which related theoretical literature, empirical literature, implications of the reviewed literature and conceptual framework of the study are included.

#### **2.1 Review of Related Theoretical Literature**

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

In the regard, Richards and Rogers (2005, p. 10) argues that the language skills are often divided into two types: receptive and productive skills. Receptive skill is the term used for reading and listening where meaning is extracted from the discourse. Productive skill is the term used for speaking and writing where students actually have to produce language themselves. It is certainly the case that when we speak or write we are producing language and when we listen or read we are trying to extract meanings of what we have read or listened to. However, listening and reading also demand considerable language activation on the part of the listener or reader. We cannot access meaning unless our brains are fully engaged with the texts that we have heard or read. In this respect, the receptive skills such as listening and reading cannot be interpreted as passive skills on the part of listener and reader. These are also productive and active skills in the sense that they engage people in thinking, responding, understanding, following, and so on. Thus, teaching activities of listening and reading skills should be focused on production as well as on comprehension and perception.

### **2.1.1 English Language Teaching**

Ur (1996, p. 19) argues that the history of English Language Teaching around the globe shows that ELT has arrived in the present situation of eclecticism and diversity of methods as well as language itself crossing a long journey of about 300 years. Modern languages like French, Italian and English gained importance as a result of political changes in Europe in the sixteenth century. However, they begin to enter the curriculum of European schools only in the eighteenth century. The development of innovative methods and competing language teaching ideologies have played significant role in bringing ELT in the present situation.

Bhattarai and Gautam (2008, p. 13) state:

In Nepal, it used to be the exclusively British English prescribed for the EFL curricula. However, due to Nepal's exposure to the globalizing world through trade, technology, media and relations, Nepal for the last decades has experienced a transition in the use of English in terms of variety. This situation has demanded to adopt more flexible approach in the selection and use of English in an eclectic manner rather than being prescriptive.

Keeping this changing scenario in mind, ELT planners and practitioners in Nepal have recently introduced more eclectic and interdisciplinary approach in the selection and presentation of ELI materials. In this context, Awasthi, Bhattarai and Khaniya, (2009, p. 2) clearly mention:

We are aware of the fact that in the present day world, there is no longer one English, there are many Englishes. So there are texts not only from the native English varieties but also from different regions where non-native English variety

is flourishing.

While looking at ELT from methodological perspective, we find that it is in the 'post - methods era'. Since the adaptation of newer and nobler methods for over hundred-years could not work as a panacea for the solution of ELT problems, the notion of methods came under criticism in the 1990s. The methodologists themselves started saying that methods do not matter because they do not exist. In this regard, Richards and Rodgers (2005, p. 247) say:

By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factor in accounting for success or failure in language teaching. Some spoke of the death of methods and approaches and the term 'post-methods era' was sometimes used.

Similarly, Harmer argues that today English language teachers are confronted with the different methodological diversity. There are so many different approaches and methods available for them, but they are unaware of which to choose and how to go. Language teaching methodologists have suggested principled eclecticism as a solution. It refers to creating one's own method by blending aspects of others in a principled manner rather than deciding to adopt or reject methods in their entirety. Larsen-Freeman (2008, p. 183) says, "When teachers who subscribe to the pluralistic view of methods pick and choose from among methods to create their own blend, their practice is said to be eclectic."

Context sensitivity has become a key issue in teaching English in the present situation: there is no any best method for teaching English since a method which best suits in one socio-cultural context may be completely useless in another. This view is clearly expressed by Holliday (1994, p.10) when he says, "The communicative approach with its new awareness is now over a decade old, yet it is still not conclusive that this or any other classroom methodology is the best". Therefore, teachers are suggested to



think globally but act locally.

Thus, modern ELT is based on the culmination of years of second language learning research and practice, and it is always developing. It does not offer a standard 'method' to follow in all classes or prescribe exactly what you should do but offers certain guiding principles which form an 'approach' to our teaching.

### **2.1.2 Teaching Speaking Skill**

Among four language skills, speaking is one of the most significant skills in the acquisition of a new language. We can define speaking as the ability to express oneself fluently in a foreign language. It is the most complex and complicated linguistic skill that involves thinking of what is to be said. People speak when they want to express their ideas, opinions, desires and establish social relationships and friendship.

Speaking includes contextual practice of language. The purpose of language teaching is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is directed to equip students with the language skills they really need. But it is especially difficult in a foreign language because effective oral communication requires the ability to use language appropriately in social interaction. It requires more than its grammatical and semantic rules. In other words, the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on spot. Speaking also involves supra-segmental elements such as, pitch, stress and intonation. In addition, non linguistic element such as gestures, body language and facial expressions may accompany speech. In this connection, Ur (1996, p. 120) writes, "Of all the four language skills (listening, speaking, reading and writing), speaking seems beginning the most important: people who know a language are referred to as speakers of that language". Thus, learning to speak in a foreign language is the most important-task because those who can communicate in that language are referred to as the speakers of that language. Stressing on the importance of speaking, Bygate (1997, p. 4) states:

Speaking is, however, a skill which deserves attention, every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they may make or lose their friends. It is the vehicle par excellence of social, professional advancement and of business. It is also a medium which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought.

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

### **2.1.3 Sub-Skills of Speaking**

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

- Articulating sounds in isolate forms.
- Articulating sounds in connected speech.
- Manipulating variation in stress in connected speech.

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

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

#### **2.1.4 Components of Speaking**

As speaking is a complex and complicated skill, it consists of several elements. Speaking ability has often been compared with communicative ability and the components of communicative ability are considered to be the components of speaking ability. Harmer (2007, p. 343) elaborates the ideas about the elements of speaking, and writes :

If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English — especially where it is a second language — will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchange, too.

On the basis of above mentioned discussion, we can say that speaking ability needs

several elements. If the speaker considers the above mentioned elements, he/she will be a good speaker. So, speaking components are necessary for speaking accurately.

### **2.1.5 Techniques for Developing Speaking Skill**

Students often think that the ability to speak in a foreign language is the product of language learning. Effective instructors teach students speaking strategies that they can use to help themselves expand their knowledge of the language and their confidence in using it. To help develop communicative efficiency in speaking, a teacher can use balanced approach that combines language input, structured output and communicative output activities.

The teacher has to use different activities for developing speaking skills. He has to give opportunities to talk through role-play, pair work, group work, discussion. Therefore, the teacher should create classroom environment where students have real life communication/authentic communication and meaningful task that promote oral language. According to Kayi (2006) and Harmer (2007), some activities to promote speaking are:

1. **Role Play:** one way of getting students to speak is role playing. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that you are David; you go to the doctor and tell him what happened last night.
2. **Discussion:** A discussion can be held on various reasons. The students may arrive at a conclusion, share ideas about an event, or find solutions in their group discussion. Before discussion, it is essential that the purpose of the discussion activity is set by the teacher. The student can be involved in agree/disagree discussion or they can be involved in presenting opinion. Lastly, in class or group discussions what even the aim is, the student should always be encouraged to ask questions, paraphrase ideas, express support, check for classification or so on.

3. **Simulations:** Simulations are very similar to role plays but what makes simulations different than role plays is that they are more elaborate. In simulations, 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.
4. **Information gap:** In this activity, students are supposed to be working in pairs. One student will have information that other partner does not have and partner will share their information. Information gap activities serve many purposes such as problem solving or collecting information.
5. **Brainstorming:** On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brain storming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that students are not criticized for their ideas so students will be open to sharing new ideas.
6. **Story telling:** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddle or jokes as an opening: in this way, not only will the teacher address students' ability, but also get attention of the class.
7. **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. 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.

According to Littlewood (1992, p.71), speaking activities can be conducted in four stages. In the first stage, learners practise a specified item without actually

communicating any new meaning to each other. It means, at this stage, they obviously practicing part skills of communication or pre communicative work. At the next stage, the learners use the same items but activity is now organized so that there is some communication of new meanings. For example, they may describe a picture so that somebody else reproduces it. This activity constitutes a limited form of communication. Since the meaning and language are controlled and predictable it is communicative language practice. At the third stage, learner make wider range of grammatical choices or that they have to ask for the objects in the course of a role playing activity where other items of language also occur. Since there is less predictability, a range of language is needed. Then, we have moved further into the domain of whole task practice. However, the learner are still protected full demand of communication outside the classroom, it is called structured communication. At the last stage, the learners are given a communication task in a situation which has not been specially structured and where the meaning to be communicated arises freely out of the ongoing interaction. Therefore, they are likely to need to communicate meanings through language which hasnot been specially prepared and under time pressure similar to that outside classroom. The learners at this stage integrate their knowledge and skills in ways similar to required in authentic communication situations. Therefore, it is authentic communication.

## **2.2 Review of Related Empirical Literature**

There are some research works that have been carried out on strategies in different aspects of language. For example, vocabulary teaching and genre of language like, teaching stories, teaching drama and teaching poetry. Very little research works have been carried out on language skills in this department. Thus, some of the previous research works have been reviewed below:

Shrestha (2009) carried out his research study on the topic 'Teaching English through communicative method : A case study'. Objective of this study to find out techniques used in communicative method. The researcher collected the data using classroom

observation checklist and questionnaire. From secondary level of Lamjung district by using non random sampling procedure. He found that majority of the teachers were found playing the role of the facilitator through they faced difficulties in applying communicative approach. He also found that lack of sufficient training on ELT was more serious problem among all the problems. He concluded that most of the teachers agreed hesitation as one of the difficulties in using communicative approach.

Ghimire (2011) carried out a research on 'Effectiveness of communicative approach to language teaching speaking in secondary level'. Objective of the study was to find out effectiveness of communicative approach to teach speaking in secondary level. In order to carry out this research, the researcher selected thirty students of grade nine from a school named as Mount Glory Secondary School using non-random purposive sampling procedure. After sampling population a pre-test was administered to determine the students' initial proficiency on speaking skill by the researcher. After that, twenty one lessons were taught by using communicative approach. Two progressive test were conducted in the interval of seven days. And finally, the post test was administered using some test items asked in the pre-test. Through the analysis and interpretation of data, research found communicative method effective in teaching speaking.

Tiruwa (2014) carried out research on 'Problem faced by English teachers while teaching speaking communicatively'. In order to do so the researcher collected data through questionnaire from secondary level schools of Kanchanpur district. Objective of this study to find out problems seemed in communicative method. The sample consisted of forty English teachers from twenty schools selected purposively. He found that teachers did not have authentic teaching material to teach speaking skill and students' even participation were the serious problems.

Joshi (2015) carried out the research work entitled 'Teaching speaking in minimal resourced classes' to find out the problems faced by English teachers while teaching speaking communicatively in minimal resourced classes in Kanchanpur district. It was a

survey research conducted in ten selected public schools using random sampling procedures. The objectives was to find out the problems faced by English teachers while teaching speaking skill. The most serious problems for teaching speaking were found as large classroom size, lack of sufficient teaching materials, poor background of the students, use of mother tongue and measuring actual communicative ability of the students.

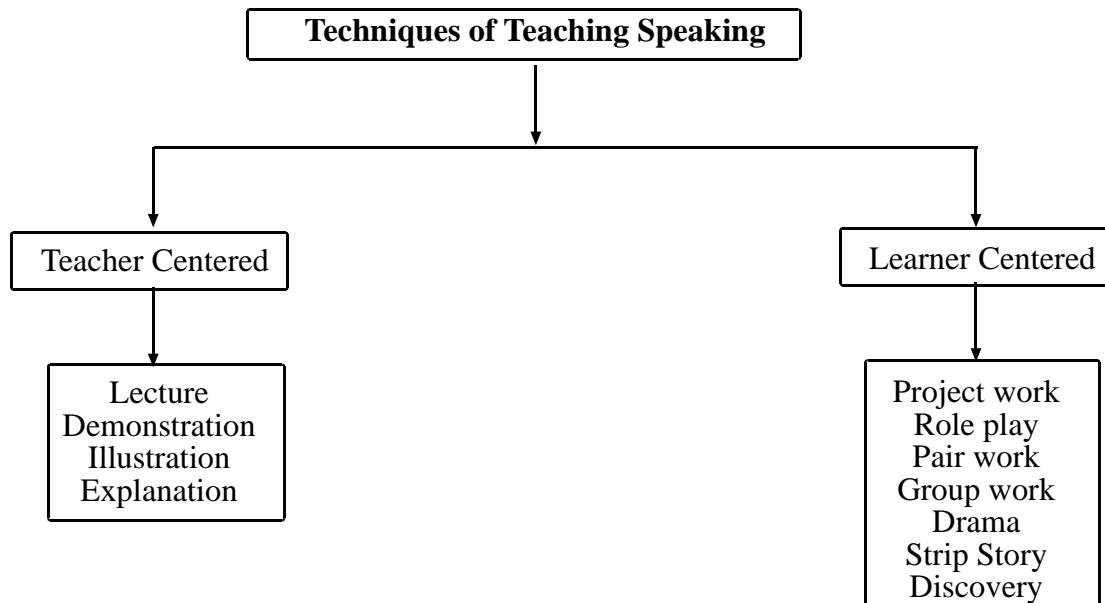
### **2.3 Implications of the Review for the Study**

I reviewed different previous research works related to my research work. Those research works have been carried out with different objectives, methodology and research questions and in different situations. So after reviewing all those research works, I updated myself with research process and methodological tools which proved very beneficial to my research work. In order to conduct those research works the researchers (e.g. Shrestha, 2009; Ghimire, 2011; Tiruwa, 2014; Joshi, 2015) have used survey research design. As my study is survey research design, I got ideas on the process of my research after reviewing those research works. As above researchers have used classroom observation check-list and diary writing as tool of data collection, these works have direct implication to my research study because I used classroom observation. Therefore, after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.



## 2.4 Conceptual Framework

The present study on the title **Techniques used in Teaching Speaking Skill** was based on the following conceptual framework.



*Figure 1 : Conceptual Framework*

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Under this chapter, design and method of the study, population sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures are included.

#### **3.1 Design and Method of the Study**

While carrying out any research work researchers have to follow a certain research design. There are different research designs such as experimental, quasi-experimental, survey, historical ethnographic, case study and action research. Among them this research study was based on survey research design.

Survey research is the most commonly used method of investigation in educational research. Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with educational process. Therefore, survey research is considered most reliable to the present topic of this study. According to Kidder (1981, p.81), “Survey is the best research design carried out in order to find out public opinion and the behaviors’ and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time”. Similarly, according to Cohen and Manion (1985 as cited in Nunan, 2010, p.140):

Survey is the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitude or events at a single point of time.

Nunan (2010,p.141) suggests eight- steps procedures : defining objectives, identify target population, literature review, determine sample, identify survey instruments, design survey procedure, identify analytical procedures, determine reporting procedure of survey research design.

The discussion above entails that survey is one of the important research methods used in educational investigation. It is mainly carried out to find out people's attitude, opinions and specified behaviour on certain issues, phenomena, events or situations. The findings of survey is generalizable to the whole group. Survey research is always carried out in the natural setting. So, I have selected this research design because it provided me an authentic and reliable data to answer my research questions. It helped me to find out the secondary level English teachers, teaching speaking skill communicatively in ELT classes. So, I chose survey design in my research study.

### **3.2 Population, Sample and Sampling Strategy**

Survey research demands a large population. The population of the study consisted of all the secondary level English teachers of Kaski district. Since it is a small-scale study, it is difficult to collect data from each and every member or the respondents. So the required sample consisted of six secondary level English teachers. All together six secondary level schools were selected for this study and from each school one teacher was selected as sample using purposive non-random sampling procedure. Similarly, five classes of each teacher were observed.

### **3.3 Sources of Data**

The researcher used both the primary and secondary sources of data. Thus, this study is based on the following sources of information.

#### **3.3.1 Primary Sources of Data**

This research was mainly based on the primary data. The primary sources of data was collected through English teachers teaching in Kaski district in secondary level. The data was collected from class observation checklist and diary record.

#### **3.3.2 Secondary Sources of Data**

In addition to the primary sources, I used some secondary sources of data e.g. Ur (1996), A course in language teaching practice and theory, Tiruwa (2014), Problems faced by English language teachers while teaching speaking which have close relevance with the present study.

### **3.4 Data Collection Tools and Techniques**

The tools of data collection for this study were classroom observation checklist and diary record were also taken to support the information in the checklist. On the basis of the objectives of this study, these tools were devised.

### **3.5 Data Collection Procedures**

In order to collect the authentic data after the determination of prerequisites, I visited six selected secondary level schools of Kaski district and established rapport with the teachers. After clarifying of the purpose and getting approval, I requested them to give permission for observing their classes. After getting permission, I observed five classes of each teacher. Altogether I observed thirty classes of those teachers. I took diary note while observing the classes.

### **3.6 Data Analysis and Interpretation Procedures**

Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the collected data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. Two types of research tools were used viz classroom observation checklist and diary record. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

### **3.7 Ethical Considerations**

In the process of collecting primary and secondary data as well as in analyzing and interpreting the data, all the ethical issues were considered. While collecting the data, I took permission from the concerned authorities and teachers. After taking permission, I observed their classes to find out the Techniques used in teaching speaking skill. The identity of the teacher was kept anonymous.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

Under this chapter, the data which were collected from classroom observation checklist and diary are analyzed and interpreted in order to derive the results of this study.

#### 4.1 Use of Data and Interpretation of Results

This section is concerned with the presentation, analysis and interpretation of the results. This has been done separately on the basis of tools employed.

##### 4.1.1 Use of Data Collected through Classroom Observation Diary

Thirty classes of six secondary level English teachers were observed in order to find out the techniques used in teaching speaking skill. And then, those collected data were analysed and interpreted. In terms of the techniques used.

##### 4.1.1.1 Use of Role Play

Role play is a classroom activity which gives the students an opportunity to practise the language and the actual roles that they need outside the classroom. This is the way to provide learners the opportunity to practise using their own language and ideas related to the real life spoken language in the classroom. It becomes an extremely effective technique if the students are confident and cooperative. In this technique, students will be provided a situation plus problem or task. Then, students will be engaged in sharing their ideas on the role which they have got. Table 1 shows the use of role play.

**Table 1**  
**Use of Role Play**

use of role play	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	2	6.67%	28	93.33%	30	100%

Table 1 shows that out of 30 observed classes in 2 (6.67%) classes teachers were found using role play in the classroom whereas in 28 great majority (93.33%) classes teachers did not use role play.

On 22 December 2017, in class nine, the teacher 'A' taught the lesson 'expressing good wishes' in the fourth period. While teaching that lesson the teacher created situation such as Ram's friend Raju is going to attend a Job interview. How would you give good wishes to him. She also asked to act upon the situation. The activity went as follows:

*Ram : Hello, Raju! How are you ?*

*Raju : Fine, Ram. What about you?*

*Ram : I am also fine. Thank you ! When is your Job interview?*

*Raju : Yes, it is today 1 o'clock*

*Ram : Ok, best of luck Raju*

*Raju : Thank you!s*

All the students were not interested to do that activity. Some who were talented involved in that activity.

Similarly, On 22 December 2017, teacher 'B' taught the lesson 'Favorite Food' in class 10. While teaching that lesson the teacher provided the role cards: Role card A was written you are a customer in a cake shop. You want a birthday cake for a friend. Role card B was mentioned you are a shop assistant in a cake shop. Then the students played the roles:

*Ramesh : Hello, how you are ?*

*Sunil : Hello, I am fine.*

*Ramesh : I am also Fine. Could you help me to give a cake?*

*Sunil : I will provide a cake.*

*Ramesh : Today, you take a cake.*

*Sunil : It's ok.*

Ramesh : Thank you !

In that situation, students were not interested to play the role. But they were obliged to do that activity according to their lesson. The actual data in course of classroom observation is in Table 1.

#### 4.1.1.2 Use of Picture Description

Picture description can also be used to promote speaking skill. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then group describes the picture to the whole class. Table 2 shows use of picture description.

**Table 2**  
**Use of Picture Description**

Use of Picture Description	Yes		No		Total	
	frequency	Percentage	frequency	Percentage	frequency	Percentage
	5	16.67	25	83.33%	30	100%

Table 2 shows that out of 30 observed classes in 5 (16.67%) classes teachers were found using picture description technique whereas in 24 (83.33%) classes teachers did not use the technique.

On 25 December 2017 teacher 'C' taught the lesson 'Gadgets and implements' in class nine. She also showed that picture on the laptop one by one. *While describing that pictures one by one the students said that is a microwave oven commonly known as a microwave. Similarly, the teacher showed the picture of mobile phone, the another student said that is a mobile phone that is meant for making and receiving telephone calls over a radio link while moving around a wide graphic area. In the same way, the teacher showed the picture of Scissors in the laptop. The next student said that are Scissors are*

*used hand-operating tool. They consist of a pair of metal blades pivoted so that the sharpened edges against each other.*

In that class, students were interested to describe the above mentioned pictures. All the students participated in describing pictures.

Similarly, On December 2017 teacher 'A' taught the exercise of 'Think and act' in class nine. While teaching that exercise the teacher showed a picture of lady on the laptop. Then, she gave the instructions such as what the writer looks like, imagine her age, eyes, hair, complexion and height. *Students described telling such as the writer looks like a gentle lady. She is nearly 21 years old. Her eyes are black and face is oval.*

While teaching that exercise all of the students became happy to describe the picture.

Similarly, On 27 December 2017, teacher taught the lesson 'Greeting culture around the world' in class 9. While teaching that lesson the teacher brought the three pictures which are related to the lesson. The teacher also showed these pictures and told them to describe the pictures. Then, the students described that pictures telling such as *they are greeting each other. People greet to assimilate in new culture. They also respect other people by bowing their head. This culture is also similar to Nepal as well.*

Most of the students did not actively participate in describing in that activity.

In the same way , On 25 December 2017, teacher taught the lesson 'Florence Nightigale' in class 10. For teaching that lesson, the teacher also brought the picture of 'Florence Nightigale'. She hanged the picture on the wall. Then, the teacher told the students to describe that picture on the basis of story which they had read in previous classes. The students described telling *she is a nurse who was born in Italy on 12 may 1820. She was also called the lady with the lamp. Her death was in London.*

Students actively participated in the class. At the same time, the teacher also played the role of helper so that students participated enthusiastically.



In the same way On 25 December 2017 teacher 'C' taught the lesson of culture The teacher brought the pictures related to the lesson. She showed the pictures and asked about the events happening there. *The students described telling such as the first picture is about kissing to each other. Similarly, the second picture is about blowing his head towards the woman that may be respected. They also said that the first picture is not allowed in our culture.*

#### 4.1.1.3 Use of Reading Maps and Giving Direction

In this activity for the practice of speaking skill is very realistic because giving directions is directly related with the students' day-to-day life. This helps to bridge the gap between skill getting in the classroom situation and skill-using in the real situation.' The teacher can start this activity with great interest among the students. Table 3 shows that use of reading maps and giving direction.

**Table 3**  
**Use of Reading Maps and Giving Directions**

Use of Reading Maps and Giving Directions	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	3	10%	27	90%	30	100%

Table 3 shows that out of 30 observed classes only in 3 (10%) classes teachers used that technique. Whereas in 27 (90%) classes teachers did not use the technique.

On 22 December 2017, teacher 'F' taught the lesson 'A city map' in the class nine. While teaching the lesson the teacher hanged 'A city map' on the wall. She also identified the names such as bus park, school, note and post office showing on the 'map'. Then, the teacher selected the student to play the role of stranger and asked the questions about the way to reach in the particular place provider. That activity went as follows :

*Student : Excuse me, sir.*

*Teacher : Please.*

*Student : I want to go police station. How can I reach there ? Could you help me sir?*

*Teacher : Of course, you are here. From here go straight ahead, after two minutes later take turn on your left.*

*Student : Thank you !*

While doing that activity, the teacher played the role of facilitator. So, the students did activity.

Similarly, On 21 December 2017, teacher 'B' taught the lesson 'Map direction' in class 10. He also showed the road map from the cinema to the museum. While teaching that lesson the teacher selected two students to play the role of tourist and asked the another student to play role of direction provider.

*Tourist (student) : Excuse me how do I get to the museum?*

*Student : Would you like to go by bus?*

*Tourist (student) : No, I'd like to walk.*

*Student : The bus park is on your right and the museum is a few metres further on your left.*

*Tourist (student) : Thank you! you've been very helpful.*

While doing that activity the teacher played the roles such as facilitator, helper and guide. So, all the students participated actively and enthusiastically in the activity.

In the same way, On 19 December teacher 'A' taught the exercise of reading map and giving direction. While teaching that exercise the teacher told who want to participate in that activity. The students raised their hands sitting on the bench. Then, the teacher told to ask the questions based on the map and the answers should be given according to the map. That activity went as follows :

*Ram : Hello, how are you?*

*Shyam : Hello, I am fine. What about you?*

*Ram : I am also Fine. how I can go to the post office from here?*

*Shyam : Now, you are here. From here go straight ahead. Then, you will meet one turning from there, take turn on your left. Then, go straight ahead for ten minutes you will see the big building on your right that is the post office.*

*Ram : Thank you !*

*Shyam : You are welcome.*

In that activity, most of the students participated actively. The teacher also played the role of motivator and feedback provider while doing that activity.

#### **4.1.1.4 Use of Group Discussion**

Group discussion is the most frequently use and important technique for speaking skill. In this technique, first of all, teacher performs short presentation on the topic. Then, she divides the class into different groups and arranges their seating and asks to discuss. The time should be fixed for discussion. The teacher does not interrupt for correction but he makes a note of the weaknesses and strengths of students and comments after the completion of the discussion. Table 5 shows use of group discussion in teaching speaking.

**Table 4**  
**Use of Group Discussion**

<b>Use of Group Discussion</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
	2	6.67%	28	93.33%	30	100%

Table 4 shows that out of 30 observed classes in 2 (6.67%) classes teachers used that technique whereas in 28 (93.33%) classes teachers did not use the technique.

On 19 December 2017, teacher 'A' taught the lesson 'weather' in class 10. While teaching that lesson the teacher performed short presentation on the topic. Then, she divided the class into different groups and managed their seating and asked them to discuss two verses of the poem. The teacher also gave time duration to finish the discussion. *Students found the theme and told about two verses such as the first verse is raindrops fall against the chestnut, nestlings fly, nintingale fly. Similarly, the second verse is beeches drip tides, rise up the cuckoo shubs, rooks go towards their home. While discussing verses, the teacher did not interrupt for correction. She commented after the completion of the discussion.*

Similarly, On 26 December 2017, teacher 'f' taught the movie 'Jhola' in class nine. While teaching that movie the teacher showed Jhola movie on the laptop. She also said the students to listen carefully and discuss your viewpoints. After showing that film the teacher organised discussion sessions in her class. She also gave time duration to finish the discussion. *After discussing among friends one of the students told about the film such as Jhola film is about human heart touching film. This film shows about women domination. That is also called sati partha.*

All students were actively involved in watching the film. Then, they discussed the film on the basis of seeing the film.

#### **4.1.1.5 Use of Group Work**

Group work is such a technique that provokes the involvement and participation of students in a small group (generally 4/5) to carry out certain language task in a language classroom. The teacher forms the groups and follows different procedure like initiating, monitoring, facilitiating, negotiating, promoting, encouraging, giving feedback and assessing. Table 5 shows the use of group work in teaching speaking skill.

**Table 5**  
**Use of Group Work**

Use of Group work	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	3	10%	27	90%	30	100%

Table 5 shows that out of 30 observed classes in 3 (10%) teachers used that technique. Whereas in 27(90%) classes teachers did not use that technique

On 20 December 2017, teacher 'A' taught the lesson 'universal etiquette' in class ten. While teaching the lesson 'universal etiquette' in the class, the teacher divided the class into different groups appropriately. She gave one paragraph to read each group. She also chose the group leader to present the idea. Then, the teacher gave time span about the reading paragraphs. After the given duration, the teacher called to report in front of the class. *The group 'A' said that we should develop good habits so that we can bring about positive changes in ourselves. Similarly, Group 'B' said that suffering is like illness which needs purification. Because of such problems, they show poor performance in their academic and extracurricular activity. When all the groups finished their reporting final decision was made on the basis of the reporting.*

Similarly, On 23 December 2017, teacher 'B' taught the lesson 'Health' in class ten. While teaching that lesson the teacher divided the whole class into three groups. Then, she told group A, group B and C to read the first, second and third paragraphs respectively. She also said that to find out suitable title from each paragraph. *After reading the paragraph, the first group leaders told suitable title that is physical health. Similarly, the second group leader said that it is suitable title about spiritual health. In the same way, the third group leader said that social health is appropriate title of that paragraph. On the basis of these information, the teacher summarized the text.*

In the same way, 25 December 2017 the teacher 'E' taught the lesson 'The title of the Fox' in class nine. While teaching the lesson the teacher made different groups in terms of the

number of students asked the students to find out moral lesson and share what they found. All together there were five groups. Among them, *only one group found out the moral lesson that was intelligence always leads to the solution of the problem.*

Almost all the students actively participated to find out the moral lesson. The teacher also helped the students to find out moral lesson giving some clues.

#### 4.1.1.6 Use of Interview

Interview is one of the good activities to promote speaking skill of students. We are not aware of the fact that we knowingly or unknowingly are taking and giving interview in our real life situations. Interview provides opportunities to our students to speak in realistic situation. Table 6 shows the use of interview in teaching speaking.

**Table 6**  
**Use of Interview**

Use of Interview	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	1	3.33%	29	96.67%	30	100%

Table 6 shows that out of 30 observed classes in 1 (3.33%) used that technique whereas in 29 (96.67%) classed teachers did not use that technique.

19 January 2017 teacher 'F' taught the lesson 'An interview with a doctor' while teaching that exercise the teacher involved the students in interviewing activity.

*Teacher : Good afternoon. How are you ?*

*Student : Good afternoon sir. I am fine and you sir ?*

*Teacher : Well. What's your good name?*

*Student : Raju Paudel*

*Teacher : Good ! what are you doing presently ?*

*Student : I 'am student.*

All the students did not seem active to participate in that activity.

#### 4.1.1.7 Use of Communicative Game Activity

A group of four or five students from the classroom are chosen to be the experts. The class may choose on any subject matter. When the subject matter is selected, the class (all the students) makes questions on that subject matter. The groups of experts come to the front of the class facing the other students. When the other students ask questions, the experts have to answer. The teacher goes round the class checking, if other students are participating properly. This is very much basic level activity so that the subject matter or topic of discussion can be selected following learners. Table 7 shows use of communicative game activity.

**Table 7**  
**Use of Communicative Game Activity**

Use of Communicative game Activity	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	2	6.67%	28	93.33%	30	100%

Table 7 shows out of 30 observed classes in 2 (6.67%) classes I found teachers used that technique. Whereas 28 (93.33%) classes teachers did not use the technique

On December 2017, teacher 'E' taught the story without writing the title. While teaching that story the teacher asked students to read the text carefully and find out the main message from the text. According to instruction, *students read the text. After reading the text, the teacher called five students in front of the class as experts. Other students asked questions to them. The first question was what is the woman doing ? The experts students said woman is feeding milk to her baby. Similarly, the second question was is mother's milk good for babies? They replied Yes, mother's milk good for babies. In the same way, the third question was why do the children who were breastfed tend to score higher on IQ*

*tests? They replied that children who were breastfed tend to score higher IQ tests due to the beneficial effects of human milk on neuro development.*

In that activity, all the students were enthusiastic to ask questions and give the answers.

Similarly, on 26 December 2017, teacher 'B' taught the lesson 'Florence Nightingale'. While teaching that lesson the teacher gave students to time to read the lesson. Then, she chose the five students of the class as the expert who were called in front of the class. Other students asked questions such as *why did Florence Nightingale go to Germany? The experts replied that Florence Nightingale went to Germany to study nursing. In the same way, tell the countries that assisted Turkey in the Crimean war. The experts replied Britain and France assisted Turkey in the Crimean war. In the same way, why did the government at First refused her permission to go to Turkey. The experts replied the government refused her permission to go to Turkey because women had not been involved in such things before.*

While teaching that lesson students participated in the activity but they were not so interested to give answers as experts.

#### **4.1.1.8 Use of Describe and Draw**

Describe and draw is one of the activities of developing skill. In this activity, the student draws the picture and other students describe about picture if the students may feel difficulty, the teacher helps giving some useful clues. Table 8 shows use of describe and draw.

**Table 8**  
**Use of Describe and Draw**

Use of Information	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Gap	2	6.67%	28	93.33%	30	100%



Table 8 shows that out of 30 observed classes in 2(6.67%) classes. Teachers used that technique. Whereas in 28(93.33%) classes teachers did not use the technique

On 12 December 2017, teacher 'D' taught the lesson 'Florence Nightingale'. While teaching that lesson the teacher asked who may draw the picture of Florence Nightingale. *One of the students went to blackboard and drew that picture. Other students described the picture telling such as she is a nurse. She studied in Germany to become a nurse. She also did the work in barracks hospital.*

All of the students were interested to describe the picture. So the class was very effective and successful.

Similarly it was on the day of 2017/1/19, teacher 'F' taught the lesson 'Local Festival'. While teaching that lesson the teacher brought three kinds of picture. She also asked who draw the pictures on the board. *One of the students went to board and drew these picture on the board. Other students described the picture respectively such as the first picture is teej day. On this day, the married Hindu women dress in their saris and ornaments and go out into the street to sing and dance. The second picture is about Chandi Naach. It is a festival of Rai people. The third picture is Sama Chakewa. This festival is celebrated by the terain women and girls in the month of Kartik.*

#### **4.1.1.9 Use of Unplanned Speeches**

Prepared speeches are appropriate for the beginners whereas not prepared speeches are appropriate for later stage. In this activity, the teacher provides a topic and students have to say whatever they know about the topic immediately within the time provided. Table 9 shows use of unplanned speeches.

**Table 9**  
**Use of Unplanned Speeches**

Use of Unplanned Speeches	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	1	3.33%	29	96.33%	30	100%

Table 9 shows out of 30 observed classes in 1(3.33%) classes I found teacher used that technique. Whereas in 29(96.67%) classes teachers did not use the technique.

On 22 December 2017, teacher taught the exercise of childhood experience. While teaching that the exercise the teacher asked students to share the first experience of the childhood. The teacher also said that anyone can present their experience about their childhood. *One of the students shared his experience among his friends my first day at school was unusual. I came from small town to the big city. When I reached to school, first of all, I could not even locate my classroom. After much struggle, I found the classroom. I went there.*

#### **4.1.1.10 Use of Telephone Conversation**

Present time is the time of Information Communication Technology. Every student is familiar with the means like; telephone, cell phone facebook chat, video chat/ conference and using skype. They are directly or indirectly, knowingly or unknowingly are involved in such conversation. Therefore, it will not be difficult to practice for the classroom purpose. This activity can serve a great source for teaching speaking skill in an the classroom. Of course, we know that due to weak vocabulary power students face difficulty to engage in telephone conversation. For this, what teacher could do is first select the possible situations then teach the possible vocabularies that facilitate students to engage in conversation. Table 10 shows use of telephone conversation.

**Table 10**  
**Use of Telephone Conversation**

Use of Telephone Conversation	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	1	3.33%	29	96.67%	30	100%

Table 10 shows that out of 30 classes in 1(3.33%) classes teachers used that technique. Whereas 29(96.67%) classes teachers did not use the technique.

On 24 December 2017, teacher 'B' taught the topic 'Telephone Conversation' of the exercise in class 9. While teaching that conversation the teacher learnt how to talk in conversation which was in speaking exercise. She taught the words that will occur in conversation. Then, she selected two students from the class and encouraged them in front of the class. She also provided them a situation. Your work is necessary but phone number is not yourself and do conversation begging telephone number. After getting information, one of the students dials the phone number and ring sound went on. The next student received phone call and spoke in the conversation which went as follows:

*Student A* ..... ringing tone.

*Student B* Hello, Who is speaking?

*Student A* It's me Ranjita. Who are you speaking?

*Student B* I am Shyam Shrestha. May I give Ashok Shrestha phone number.

*Student A* Of course, his number is 9846337893.

*Student B* Thank you very much.

While doing that activity, all of the students were enthusiastic to listen to and do telephone conversation in the class.

#### 4.1.1.11 Use of Strip Story

Strip story is one of the most important student centred techniques of teaching speaking. First of all, the teacher makes the proper selection of the story considering the level of students and the class size. Then, the story is cut into pieces considering the number of students. Now each stripe is distributed to the students in the class and they memorize the particular sentence provided to them. After this, the teacher collects back the stripes from the students. Students move throughout the classroom in order to ask other and obtain the information to develop a whole story. Teacher remains silent and facilitates where necessary active interaction takes place among the students. Table 11 shows use of strip story.

**Table 11**  
**Use of Strip Story**

Use of Strip Story	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	1	3.33%	29	96.67%	30	100%

Table 11 shows that out of 30 classes in only 1 (3.33%) class teacher used that technique. Whereas 29 (96.67%) classes did not use the technique.

On 27 December 2017, teacher 'C' taught the lesson 'Nima's life' in class nine. While teaching the story the teacher broke the story into small stripes and gave to her students. *Students read the stripes which had covered the whole story. After reading that story, the teacher collected the stripes from the class and asked about the story. The students told the sentences which they had memorized. On the basis of the collection, one of the students told the whole story such as Nima is mentally retarded. She does not understand anything. She wants to play but can't play it well since she doesn't understand the rules properly. Her mother goes out to do the work. Nima wants to play but breaks the rules since she doesn't understand anything. She makes everyone angry and her sister also sometimes hates Nima out of irritation.*

#### 4.1.1.12 Use of Story Telling

Stories are used in contemporary classroom to promote communication and expression in the classroom. In order to develop speaking ability of students, we can also use story telling activity in English language classroom. If possible, daily share small related anecdote or story to the students and ask them to share their story if they have. Always encourage to speak English in the classroom. Table 12 shows use of story telling.

**Table 12**  
**Use of Story Telling**

Use of Story Telling	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	2	3.33%	28	96.67%	30	100%

Table 12 shows that out of 30 observed classes in 2 (3.33%) classes teachers used that technique. Whereas 28 (96.67%) classes did not use the technique.

On 22 December 2017, teacher 'F' taught the story in grade 10. While teaching that story the teacher told to read the lesson and find out the main points and share the main message in front of the class. She also gave time duration to finish the reading text. *After reading the text, one of the student told that story such as There was the accident where three people were death due to heavy rainfall. Other injured people were taken to hospital by ambulance.*

Similarly, On 21 December 2017, teacher 'D' taught 'Trick of mice' lesson in class nine while teaching that lesson, the teacher gives the time duration to read the text. *After reading the text, one of the students shared the story in front of the class such as Once upon a time there was a big mother mouse. She has three baby with her. One day she took her babies out to have sun bath. Unfortunately, a big cat appeared in front of them and tried to eat baby mice. In response, mother mouse brought her babies behind her and produced a loud and strange sound which baby mice couldn't understand. Then, the cat*

*frightened by the strange sound of the mother mouse and ran away. After this, three babies breathed long of happiness. Mother mouse asked to one baby that what you learned from this event. Thirdly mother mouse asked to the third baby that what you learned from this event.*

In that story telling, all of the students were happy to get the opportunity reading the story. Most of the students were also interested to share the story but due to the lack of time, they did not get the chance of sharing.

#### **4.1.1.13 Use of Games and Rhymes**

Games and rhymes are the powerful and effective ways of developing lower secondary students' oral ability of speaking capacity. In government school lower secondary level students' to have strong English. They will have basic knowledge in English language. For those students games and rhymes help a lot to develop their speaking proficiency. By nature, games and rhymes are fun and create motivation and excitement among the students. Students involve in playing games and singing rhymes with their great interest. Table 13 shows the use of games and rhymes.

**Table 13**  
**Use of Games and Rhymes**

<b>Use of Games and Rhymes</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
	3	10%	27	90%	30	100%

Table 13 shows that out of 30 observed classes in 3 (10%) classes teachers used that technique. Whereas 27 (90%) classes did not use the technique.

24 December 2017, teacher 'E' taught the crossword puzzle in grade nine. While teaching that game the teacher told the beginning letter of the word such as 'E'. Students told the word conspicuously. The teacher said that the middle letter of the word 'L'. Students

found that word and told the word exclude. The teacher told to find out other words themselves and share among the friends.

Most of the students were activity participated to find out the words and shared among the friends.

Similarly, 26 December 2017, teacher 'D' taught the exercise of speaking in class 10. The teacher said that to find out the appropriate words on the basis of the given clues. *The teacher told the first letter of the word 'h'. Students told the word hailstorm. Similarly, the teacher also asked that the middle of the word 'b'. Students said the word visibility. In the same way, the teacher told the last letter of the words 'e'. Students said that the word drizzle.*

While teaching that game students were involved to find out the words. They found out the words on the basis of clues.

In the same way, on 24 December 2017, teacher 'E' taught the lesson 'The Rivals' while teaching that poem the teacher reads the stanza at first:

I heard a bird at dawn  
singing sweetly on a tree  
That the dew was on the lawn  
And the wind was on  
the lea:  
But I didn't listen to him  
But he didn't sing for me

The teacher said that to repeat the same stanza with him. Students repeat the stanza after the teacher. Then, the teacher asked to find out the rhyming words from the stanza. *Students told the rhyming words such as tree-lea, dawn-lawn, me-he.*

#### **4.1.1.14 Use of Conversation**

Conversation is one of the activities of developing skill. Conversation may be between students-students, students-teacher on any topic. Then, they get new information talking to each other. Table 14 shows use of conversation.

**Table 14**  
**Use of Conversation**

Use of Conversation	Yes		No		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
	2	6.67%	28	93.33%	30	100%

Table 14 shows that out of 30 observed classes only 2 (6.67%) classes I found teachers used that technique. Whereas 27 (93.33%) classes did not use the technique.

22 January 2017, teacher 'F' taught the exercise of conversation in class ten. While doing that conversation the teacher gave the situation which was in the exercise such as tell a conversation between you and your friend about plan to see a movie. Then, Gokul and Ramesh raised their hands and talked to each other in front of the class which went as follows:

*Gokul: Hello, Ramesh! How are you?*

*Ramesh: Hi Gokul. I'm fine. What's about you?*

*Gokul: Me too. Are you free today? We're going to watch a movie. Civil cinema is showing 'Singham Returns'.*

*Ramesh: Who're you doing to watch?*

*Gokul: Prem, Sonak, Ashok, Jp and me.*

*Ramesh: That sounds like a good idea. Where do you want to meet?*

*Gokul: Let's meet at the bus stop at 4:00 pm.*

*Ramesh: Are we supposed to bring something to eat?*

*Gokul: I've asked Ashok and Jp to buy some fruits.*

*Ramesh: Great.*

*Gokul: Um, can you bring some snacks?*



*Ramesh: Ok. Anything more?*

*Gokul: Oh, no. Bye.*

*Ramesh: Bye-Bye.*

Similarly, on 20 December 2017, teacher 'F' taught the exercise of 'expressing congratulation' in class nine. In that activity, the teacher chose the students to participate in conversation. Then, he gave the situation such as you are going to friend's home when your English subject teacher meets on the path. Being based on instruction teacher himself participated with the student conversation. The conversation went as follows:

*Student: Good morning sir?*

*Teacher: Morning Ram, where are you going?*

*Student: I am going to Shambhu's room to practice some exercises of English.*

*Teacher: How's your preparation going on? From Sunday your final exam is starting, isn't it?*

*Student: Yes sir. I'm doing my best. But I haven't understood some exercises of English. Therefore, I'm going to discuss about it with Shambhu.*

*Teacher: Keep it up. Leave you practiced at home?*

*Student: yes sir.*

While doing that activity, most of the students were not interested to participate in conversation. So, the teacher participated himself.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the findings and conclusions of the study drawn from the close analysis of the collected data and its recommendations on the different levels.

#### **5.1. Findings**

The objectives of this study was to find out the techniques used in teaching speaking skill. On the basis of classroom observation and diary record, techniques were analyzed and interpreted. Finally, the major findings were drawn from close analysis which are presented under the following points.

- ) It was found that 30 observed classes 14 techniques: role play (6.67%), picture description (16.67%), reading maps and giving direction (10%), group discussion (6.67%), group work (10%), interview (3.33%), communicative game activity (6.67%), storytelling (3.33%), games and thymes (10%) and conversation (6.67%). However, these techniques were not used very frequently.
- ) It seemed that students who were talented were interested to participate in speaking activity and weak students least participated in that activity.
- ) Teachers did not play the role of guide, assessor, feedback provider and problem solver while teaching speaking skill.
- ) It was found that time management at classroom was difficult. So all the students did not get the chance to take part in speaking activities.

#### **5.2 Conclusion**

The present study examined the **Techniques Used in Teaching Speaking Skill** in secondary classes. The objective of this study was to find out techniques used in teaching speaking skill. In this study, 6 secondary level schools and 30 English classes were taken

as ample from Kaski district, purposive non random sampling procedure was used to select the sample schools and teachers. Similarly, in order to collect the data for this study two types of research tools were used : observation checklist and diary recording. The analysis of data showed that different techniques were used for teaching speaking. The techniques were : Role play (6.67%), picture description (16.67%), reading maps and giving direction (10%), group discussion (6.67%), group work (10%), interview (3.33%), games and rhymes (10%) and conservation (6.67%). This shows 30 observed classes only 14 techniques were rarely used in teaching speaking skill.

### **5.3 Recommendations**

Based on the findings of the study recommendations related to different level are presented in this section.

#### **5.2.1 Policy Related**

The following policy related recommendations can be made:

- ) English language teachers should be given training about how to play appropriate roles in teaching speaking skill.
- ) Curriculum development centre should develop teacher's guide to conduct speaking activity effectively.
- ) The teacher should encourage talented students to help weak students for to developing speaking skill.

#### **5.3.2 Practice Related**

Some of the practice related recommendations from the findings of the study are as follow:

- ) Teacher-students and students-students interaction should be employed in the classroom.

- ) Teachers should use students centered techniques while teaching speaking skills.
- ) Teachers should play the role of guide, motivator, facilitator assessor and feedback provider which helps to improve speaking ability.

### **5.3.3 Further Research Related**

- ) Further researchers should investigate the teaching speaking skill and development of communicative competence in students simultaneously.
- ) Further researchers should explore the various problems of teaching speaking skill.
- ) Further researchers should explore role of pictures in teaching speaking skill.

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## **Appendix**

Tribhuvan University

Central Department of English Education

Supervisor's Name

Mrs. Madhu Neupane

Lecturer, University Campus

T.U., Kirtipur, Kathmandu

### **Techniques Used in Teaching Speaking Skill at Secondary Level EFL Classroom**

#### **PARTICIPANT INFORMATION STATEMENT**

1. What is the study about?

You are invited to take part in a research entitled "Techniques Used in Teaching Speaking Skill at Secondary Level EFL Classroom" which aims to find out the techniques used in teaching speaking skill. To date there has not been sufficient research in this area. Therefore, I chose this topic to find out the techniques in teaching speaking skill at secondary level.

2. Who is carrying out the study ?

The study is being carried out by Santosh Poudel as the basis for the degree of Master Education at the University Campus, Kirtipur, Kathmandu. This study will take place under the supervision of Mrs. Madhu Neupane, lecturer.

3. How much of my time will the study take ?

It will take 30 days classroom observation to complete this study.

4. What will happen to information about me that is collected during the study ?

Your information will only be used for the purpose of this study. Your information will be stored securely and your identity will be kept strictly confidential, except as required by law. Study finding may be punished, but you will not be individually identifiable in these publications.

5. Will I be told the results of these studies ?

You will get the summary of the overall findings of the study through the department.



## **PARTICIPANT CONSENT FORM**

Supervisor

Mrs. Madhu Neupane

### **Technique Used in Teaching speaking Skill at Secondary Level EFL Classroom**

I, ..... agree to take part in this research study. In giving my consent I state that :

1. I understand the purpose of the study, what I will be asked to do, and risks/benefits involved.
2. I have read the participation information statement and have been able to discuss my involvement in the study with the researcher.
3. I understand the researchers request to involve in the study.
4. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I have agreed to.
5. I understand that personal information about me will only be told to others with my permission, except as required by law.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent :

Giving response to the researcher

Signature :

Name :

Date :

## Classroom Observation Checklist

School's Name : ..... Date : .....

Name of the Teacher : .....

Topic : .....

Class :

Legends : A Yes                      b. No

	Yes	No
Techniques used in teaching speaking skill		
– Pair work		
– Group work		
– Discussion		
– Role play		
– Discovery technique		
– Drama		
– Simulation		
– Strip story		
some other techniques used in teaching speaking skill		
– Songs		
– Drills		
– Communicative exercise		
– Story telling		
– Debates		
– Prepared talks		
– Unplanned speeches		
– Recitation		

Researcher

Santosh Poudel

T.U., Kirtipur, Kathmandu