TECHNIQUES USED IN TEACHING SPEAKING SKILL AT SECONDARY LEVEL

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Hari Bahadur Sen

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hari Bahadur Sen** has prepared this thesis entitled **Techniques Used in Teaching Speaking Skill at Secondary Level** under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

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

Date: 16-12-2016   …….…………………..

                                                      Hari Bahadur Sen

DEDICATION

Dedicated

To

My beloved parents who always inspire me in my life.

ACKNOWLEDGEMENTS

ABSTRACT

The current study entitled **Techniques Used in Teaching Speaking Skill at Secondary Level** is an attempt to find out the extent to which the secondary level ELT teachers use different techniques for teaching Speaking as suggested by Kayi (2006) and to find out their opinions about the techniques of teaching speaking skill. In order to achieve these objectives, eight secondary level English teachers of Rukum district were selected as the sample of the study through purposive non-random sampling procedure. Two classes of each teachers were observed purposively and both the observation checklist and questionnaire were used as data collection tools. The finding of the study shows that out of 12 techniques of teaching speaking; only 10 of them were found being used by the teachers where all of the teachers used the discussion technique. The most used techniques were the brainstorming technique and picture describing. The least used techniques were information gap activity, role play, picture narrating, story-telling activity, interview, story completion activity, and reporting techniques and the rest of the techniques i.e. simulation and find the difference were not found being used by any of the teachers. The majority of the teachers were found not using these techniques well. They were found conducting these techniques on an average.

This study consists of five chapters. The first chapter encompasses introduction of the study. It incorporates the 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. Similarly, chapter two deals with the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The third chapter presents the design of the study, population, sample and sampling strategy, research tools, data collection procedures, and data analysis and interpretation procedures. Similarly, chapter four consists of the analysis and interpretation of the results and fifth chapter deals with the findings, conclusion and recommendations. The concluding chapter is followed by the references and appendixes that were used in the thesis.

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LIST OFABBREVIATIONS

APP   -   Appendix

CUP   -   Cambridge University Press

ELL   -   English Language Learners

ELT   -   English Language Teachers

e.g.   -   For example

et al.   -   and others

etc.   -   et cetera

i.e.   -   that is

ibid   -   ibiden (Latin), in the same book or piece of writing

L1   -   First Language

L2   -   Second Language

M.Ed.   -   Master in Education

No.   -   Number

T   -   Teacher

T.U.   -   Tribhuvan University

viz.   -   namely

vs.   -   versus

%   -   Percentage

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Language is a voluntary vocal system of human communication. According to Wardhaugh (1998, p.1), "Language is what the number of particular society speak." This definition shows that languages express human personality. According to Jesperson (1994, p.4), "Language is not an end itself, it is a way of connection between souls, means of communication through which people share their ideas, feelings, thoughts and emotions." An individual does not know each and every language, so. People need to learn other languages which are useful for them.

Teaching a language means to enable the student to communicate in that language. Language comprises four skills- listening, speaking, reading and writing. It is essential, therefore, that we equip students with the language skills they really need. These language skills are often divided into two types i.e. receptive and productive skills. The reading and listening are considered as receptive skills where as the speaking and writing are as productive skills.

Regarding the concept of language teaching, Wallace (2004, p.1) says, "Late twentieth century is an era of commutation." English becomes the lingua franca of the world. Later, speaking skill is given more emphasis in language teaching because language is for communication. Speaking is one of the most important and essential skill that must be practiced to communicate orally. Communicative activities are developed for oral proficiency i.e. speaking skill.

Similarly, Kayi (2006, p.4) says:

> In traditional classroom, speaking practice often takes the form of drills in
> which one person asks a question and another gives an answer. The
> question and the answer are structured and predictable. There is only one
> correct and predetermined answer in traditional approach. The purpose of
> asking and answering the question is to demonstrate the ability to ask and
> answer the question. On the other hand, communicative language teaching
> (CLT) aims to promote the ability to use the language for effective
> communication.

Ellis (2003, p.91) says "communicative language teaching has been designed to
provide learners with opportunities for communicating in the second language."
The development of speaking skill has the particular importance in CLT.

Listening and reading are the receptive skills of language. We receive information
when we listen to different sounds around us or listening takes place when
someone speaks. It means, we hear something after someone speaks. So, these two
skills are interrelated with each others. Speaking and writing are the productive
skills of a language. Speaking here means to communicate in a language. People
speak only when they want to express their ideas, opinions and desires. They
establish social relationship for their communication and friendship. Similarly, the
main purpose of teaching a language is to develop writing skills as well.

Speaking is one of the skills of second language teaching and learning. It is also
sharing of ideas, feelings, knowledge, interest, attitudes and opinions with each
other. These are the important aspects of the process of speaking where the
speaker's ideas become real to him and his listeners. In general, speaking skill is

the ability to build and share meaning through the use of verbal and non-verbal symbols in a variety of contexts. So, in the light of this discussion, it can be said that speaking is a skill of comprehending, pronouncing and being fluent and accurate in using grammar and vocabulary.

Speaking is one of the most complex and complicated skills of language learning. There is no debate on its primacy; it is the key for friendship, maintaining social relationship, social status and professional advancement. So, teaching of speaking deserves a considerable attention in language teaching classroom. The aim of teaching speaking skill is to make the L2 learners able to express themselves in the TL, i.e. the ability to cope with the language appropriately in social situations. Teaching speaking skill does not only involve the teaching of segmental sounds but also the teaching of connected speech and supra-segmental features of language such as pitch, stress, intonation and other qualities of a spoken language. A successful communicator interacts not only with words but also with appropriate gesture, posture and facial expression. Linguistic competence is not enough for speaking skill, it requires the interactional, sociolinguistic, pragmatic, strategic, discourse and paralinguistic skills too. Nunan (2003, p.39), says, "Mastering the art of speaking is the most important aspect of learning a language." While 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.

Hughes (2003, p.5), adds that the main purpose of conversation is to exchange the information among people. Without communicating, the students may find themselves in different social situations playing various social roles and the main task for language teachers is to prepare them for these real situations, they might participate in. This also includes the leading students to develop the ability to initiate and sustain the conversation whenever it occurs.

Teaching is taken as an art and teachers as an artist. So, a teacher has to use an appropriate technique, authentic materials and different activities for effective teaching which should address the needs and interests of the students. So, in this sense, a technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in a harmony with an approach as well. It refers to various activities that either teachers or learners perform in the classroom. It includes all the tasks and activities. They almost always plan and deliberate, done on purpose rather than by accident, (Anthony, 1963 as cited in Richards & Rodgers, 2001, p. 19).

1.2 Statement of the Problem

Language teaching and learning is very challenging job for both the teachers and learners who do not have English as a mother tongue. Language teaching and learning takes place only when the learners are motivated and when they show their participation in the communicative tasks in ESL and EFL context. Similarly, the technique is the most frequently used term in the field of language teaching which is equally essential for the effective and successful language teaching and learning. Until and unless one selects an appropriate technique, s/he cannot teach well. So, the selection of an appropriate technique for effective teaching of speaking skill is the great issue. Obviously, to be a successful teacher, one should have professional, personal and social qualities and moreover, s/he should have broader and extensive knowledge of teaching techniques. Different people have different techniques of teaching language skills. This varies from person to person. But, the selection of an appropriate technique of teaching speaking skill is a must. The study and selection of an appropriate technique of teaching speaking skill is highly necessary for an effective teaching, maintaining quality education and bringing communicative competence on students. And this helps to the teachers to develop their professionalism and bring the speaking proficiency to the students.

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In this regard, "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts"(Chaney, 1998, p.13). Speaking is the crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach to the second language learners how to speak in the best way possible, the focus of this study is on the techniques of teaching speaking skills.

1.3 Objectives of the Study

The objectives of this study were as follows:

⟩ To find out the techniques employed by the teachers in teaching speaking skill at secondary level,

⟩ To find out the opinions of the English teachers towards the techniques used in teaching speaking skill, and

⟩ To suggest some pedagogical implications.

1.4 Research Questions

This study attempted to find out the answer of the following research questions:

⟩ What are the techniques of teaching speaking skill employed by the teachers at secondary level?

⟩ What are the opinions of English teachers about the techniques of teaching speaking skill?

1.5 Significance of the Study

This study is supposed to be useful for all the concerned persons to make them aware of the importance of teaching speaking at secondary level. This study will shed light on different techniques and activities of teaching speaking. Similarly, it will attempt to find out the different techniques and activities of teaching speaking at secondary level employed by the secondary level English teachers. The findings and suggestions derived from this study will be useful for all the teachers, students, school administrations, course designers, textbook writers and policy makers. This study will also be helpful to get the clear picture of the techniques of teaching speaking at secondary level as it covers 15% of the total marks in the examination. To be specific, this study will be highly beneficial for all those who are directly and indirectly involved in English language teaching and learning.

1.6 Delimitations of the Study

The researcher had carried out this study considering the following limitations in order to make it precise and systematic.

- All the government aided secondary schools of Rukum District were the population of the study.
- Only 8 secondary level English teachers were the informants of the study.
- This study was limited to eight secondary level schools.
- The data were collected through the classroom observation with the help of check list and questionnaire.

1.7 Operational Definition of the Key Terms

The key terms used in this study are defined from the following operational perspectives:

- **Communication:** the term 'Communication' used in this study refers to the activity or process of expressing ideas and feelings or giving the information to the students of grade 10.
- **Oral proficiency:** in my study, I have used the term 'Oral proficiency' to mean the spoken ability of the grade 10 students to transfer the message or information by using medium of oral communication.
- **Teaching techniques:** this term used in the study refers to a particular way, trick, stratagem, or contrivance used by the teachers to teach the secondary level students and to accomplish an immediate objective.
- **Teaching speaking:** teaching speaking in the study means not only pronouncing the utterance of grade 10 students correctly but also expressing ideas and emotions contextually and appropriately.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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

2.1 Review of Theoretical Literature

Review of related theoretical literature provides an insight to the researcher regarding the number of aspects that have a direct or indirect bearing on the research topic. It serves as a basis for developing a theoretical framework which helps to investigate the problem that a researcher wishes to. The theoretical literature of this study consists the discussion of an introduction, skills of language teaching, different factors affecting students' speaking ability, principles of teaching speaking skill, activities for teaching speaking, characteristics of successful speaking skill, importance of teaching speaking and the testing of speaking skill.

2.1.1 Language Skills

We use language in terms of four skills; listening, speaking, reading and writing with their sub-skills. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. These skills are broadly divided into two types, i.e. receptive and productive skill, (Harmer, 2007, p.56).

Receptive skill is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skill is the term used for speaking and writing skills where students actually have to produce language themselves. (ibid).

Teaching listening

Listening is the ability to identify and understand what others are saying. This involves understanding the speakers' accent, and pronunciation, his/her grammar and vocabulary and grasping his/her meaning (Howatt and Dakin, 1974). In other words, listening is the activity of paying attention to and trying to get meaning from something we hear. To listen the spoken languages successfully, we need to be able to work out what the speakers mean when they use particular words in particular ways in particular occasions and not simply to understand the words themselves (Underwood, 1987).

In order to teach listening comprehension effectively, the teacher should be clear about the skill to be developed in the students. According to Rivers (1978, p.142), before the teacher can devise a sequence of activities which will train students in listening comprehension, he must understand the nature of the skill he is setting out to develop. Richards and Rennandya (2002,pp.242-247) examines a commonly used format for the teaching of listening one which involves three stages in a listening activity; pre- listening, while- listening and post- listening.

Teaching speaking

Our principle goal of teaching English or any other foreign language is to develop communicative competence in our students. Teaching speaking to them is essential to develop communicative competence. When students learn to speak appropriately in the context, both accurately and fluently, then, they can develop the basis of communicative competence. Communicatively competent speakers are assumed to have grammatical accuracy, socio linguistics or pragmatic appropriateness strategies, fluency and discourse skills.

Several things happen at once when we are pronouncing utterances. For example, we can say thank you loudly or softly, quickly or slowly with a certain voice quality, with a certain speech melody, we can stress one or another syllable and

these are many ways of pronouncing the individuals' sounds which make up such utterance. All these things together make up of the way we sound to our interlocutors and are crucial function in conveying meaning when we talk. So, pronunciation and its components are needed for the foreigner and second language learner to learn and to be taught. It has a number of purposes and sub skills. In this regard, Richards and Rennandya (2002,p.51), view that:

The ability to speak a second or foreign language well is very complex task. If we try to understand the nature of what appears to be involved in speaking, it will be easy to teach. Speaking is used for many purposes and each purpose involves different skills. When we use casual conversation, for example, our purpose may be to make social contact with people to establish rapport or to engage in the harmless chitchat that occupies much of the time we aspect with friends. When we engage in discussion with commence, on the other hand, the purpose may be to speak or express opinions, to persuade someone about something, or to clarify information in some situation, we may use speaking to describe things, to complain about people' behavior, to make polite requests, to entertain people with jokes and anecdotes. Each of these different purposes of speaking implies the knowledge of rules that account for how spoken language reflects the context or situation in which speech occurs. The participants involved and their specific role and relationship and kind activities of the speakers are involved in.

To me if students are to be involved in spontaneous face to face conversation outside the classroom with competent English language speakers, they probably need to be exposed to more than just the kind of questions that are commonly found in course book. Similarly, learners should be involved in conversation with classmates for different purposes.

To be specific, teaching speaking is to teach ESL learners to;

- ʃ Produce the English speech sounds and sound patterns.

- Use words and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with a few unnatural pauses, which is called fluency (Nunan, 2003).
- Make students more active in the learning process and at the same time, make their learning more meaningful and fun for them.

Teaching reading

In many foreign languages teaching situation, reading receives a special focus. There are a number of reasons behind it, first, many foreign language students often have reading as one of their most important goals. They want to be able to read the information for pleasure or their career. In fact, in most EFL situation, the ability to read in a foreign language is all that students ever want to acquire second written text that can enhance the process of language acquisition. Good reading texts also provide good model and opportunities to introduce new points to stimulate discussion and to study language vocabulary, grammar and idioms. Reading, then, is a skill which is highly valued for language students and teachers alike. In this regard, Richards and Rennandya, (2002,p.275) mention:

Reading is important for learners in many respects. Reading text provides learners with grammatical, lexical as well as discourse resources that may help them to process and produce the well formed utterance and texts. However, reading is sometimes said to be limited to the passive sub skill such as perception or reception is not a convincing argument. What is true

about reading or listening is that these are receptive skills but highly active, creative, interactive and critical.

Teaching writing

Writing is probably the language skill that is least used by most of the people in their native language and perceived as most difficult but especially important for most of the second or foreign language learners. Regarding the importance and complexity of second language writing, Richards and Rennandya (2002, p.49) state:

> There is no doubt that writing is the most difficult skill for second language learners to master the difficulty lays not only in generating and regulating ideas, but also in training, these ideas into the readable text. The skill involved in writing is highly complex. Second language writers have to pay attention to higher level skill of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on. The difficulty becomes even in making pronounced if their language proficiency is week.

L2 learners have to acquire a number of writing skills varying from spelling and punctuation to planning and organization. Teaching of writing should together involve various writing activities that may help to promote these skills in the learners. Only knowing spelling, vocabulary and grammar may not help one to write fluently, creatively and critically. Spelling and punctuation may be practiced through orthography based activities. However, composing various genre-based written documents else may require integrative activities and tasks.

2.1.2 Micro-skills of Speaking

As this study only includes the speaking skill, there are some of the micro-skills involved in speaking as suggested by Kayi (2006, p. 4). The speaker has to;

- Pronounce the distinctive sounds of a language clearly enough so that, people can distinguish them. This includes making tonal distinctions.
- Use stress, rhythmic patterns and intonation patterns of the language clearly enough so that, people can understand what is said.
- Use the correct form of the words. This may mean. For example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener about the main sentence constituents, such as; subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

2.1.3 Different Factors Affecting Students' Speaking Ability

In learning speaking, there are a lot of factors that highly influence the processing of speech and that can affect negatively on acquiring speaking ability and obstructs students to speak fluently.

According to Richards and Reynanda (2002, p.205), they mentioned four factors that affect students' oral communication ability such as:

⟩ Age or maturational constraints

Several experts like Scarsella and Krashen (1990, p.284), argue that those who begin learning a foreign language in early childhood through natural exposure achieves higher proficiency than those beginning as adults. This fact shows that the aging process itself may affect or limit the adult learners' ability to pronounce the target language fluently.

⟩ Aural medium

Listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening which precedes it. So, speaking is closely related to listening which is the basic mechanism through which the rules of language internalize.

⟩ Socio-cultural factors

Language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus, to speak a language, one must know how language is used in a social context.

⟩ Affective factors

The affective side of a learner is probably one of the most important influences on language learning success or failure. The affective factors related to foreign language learning are; emotion, self-esteem, empathy, anxiety, attitudes and motivation.

These four factors play very important role in determining the success and the failure of students in learning speaking. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Therefore, factors affecting EFL adult learners' oral communication skills need to be taken into consideration by EFL teachers in order to provide guidance in developing

competent speakers of English. If the teachers are aware of these things, they will teach in a more appropriate way and it will help them to develop students' speaking skills.

2.1.4 Principles of Teaching Speaking Skill

To achieve the previous goals, teachers should follow certain principles for teaching speaking, which may help them in designing the classroom activities and management. Nunan (2003), suggests some principles that help in teaching speaking:

ﺝ The teachers should be aware of the difference between second and foreign language.

ﺝ The teachers should give students chance to practice with fluency and accuracy.

ﺝ The teachers should provide opportunity for students to talk by using group work and pair work and limit the teachers' talk.

ﺝ The teachers should plan speaking tasks to involve negotiation of meaning.

ﺝ The teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking.

ﺝ The teachers should ask eliciting questions such as "what do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

ﺝ The teachers should provide written feedback like "your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of voice."

ﺝ The teachers should involve speaking activities not only in class but also out of class; contact parents and other people who can help.

) The teachers should circulate around classroom to ensure that students are on the right track and see whether they need a help while they work in groups or pairs.

) The teachers should reduce teachers' speaking time in class while increasing students' speaking time. Step back and observe the students.

2.1.5 Developing Speaking Skill

Several methodologists and teaching specialists suggest and describe the development of speaking skills with different names and numbers of state. Three elementary stages have been suggested: pre-activity stage, during-activity stage and conclusion/post-stage. Harmer, (2001), theoretically describes these stages.

The first stage, pre-activity stage, includes two focus areas- 'engage-instruct-initiate sequence' and 'grouping students.'

Firstly, engagement, according to Harmer (2001, p.59), means 'making it clear that something 'new' is going to happen." As regards giving instructions, this involves a number of aspects that need to be considered for achieving the maximal affectivity of activities: Firstly, Ur (1996), asserts that explaining instructions in mother tongue is acceptable especially with classes whose knowledge of the target language is not on a sufficient level yet.

Secondly, there is a length of instructions. Optimal choice, according to Staiger (1994, p.59), is based on sequencing instructions in a sensible order, using short sentences and avoiding or separating instructions clearly from 'the other chit-chat, telling off, joking, etc. Thirdly, as a part of initiation, Harmer (2001, p. 59), it is most appropriate to tell students how much time they have got and exactly when the students should start the activity.

For this purpose students' grouping is required. There are different ways of grouping learners, it means dividing them into pairs or groups.

Harmer (2001, pp.120-122), suggests four basic ways: friendship, streaming, chance and changing groups.

During-activity stage, the focus is on 'the roles of the teacher that he or she can take on during activities.' Another focus area concentrates on 'providing feedback during activities.' and, finally, 'the mother tongue use'.

The role of the teacher varies according to the type of interaction activity distinguishing between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager and consultant, on the other hand, the roles that the teacher carries out during accuracy activities will primarily include the roles of conductor, organizer and monitor, and the teacher should give essential feedback to the students.

Sometimes students are allowed to use their mother tongue because young learners may not have enough command over foreign or second language. Students' use of the first language often presents a difficult obstacle for many teachers; however, not in all cases, e.g. giving instructions or providing explanations. The mother tongue use may play an important role for a better communication between students and the teachers. On the other hand, where the language is the target point of learning, the mother tongue use should be avoided.

The conclusion/ post-stage will include two focus areas that several methodologists, e.g. Ur (1996), and Harmer (2001), comment on when describing the ending phase of an activity; stopping the activity, and providing feedback after the activity.

Before the actual process of bringing the activity to the end, however, some pairs or groups may finish earlier than others. Such extra work may include, for example, a further elaboration of the task, getting students to read their books, or asking students to get on with their homework (Ur, 1996, p.22). It is very important to have them ready at hand in order to make the students busy not

disturbing others. Especially, for the beginner teachers, this might be sometimes rather time consuming.

Harmer (2001, p. 123), says, it is necessary to provide a positive feedback that is likely to motivate students and bring about some kind of improvement, along with pointing out what went wrong during the activity. Furthermore, it is not important to concentrate on who made the mistakes but rather focus on the mistakes that have been frequent among the students.

2.1.6 Characteristics of Successful Speaking Skill

Sometimes spoken language is easy to perform, but in some cases it is difficult. In order to carry out the successful speaking, they have to fulfill some characteristics of a successful speaking activity. Ur (1996, p. 120), lists some characteristics of a successful speaking activity which can be used to assess the teaching/ learning which are given as follows:

- ⟩ Learners talk a lot**:** As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- ⟩ Participant is even**:** Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and contributions are fairly evenly distributed.
- ⟩ Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- ⟩ Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to teach other and of acceptable level of language accuracy.

2.1.7 Importance of Teaching Speaking

Speaking is the ability to express oneself fluently in a language. Teaching speaking is to teach the learners to be able to communicate perfectly. Harmer (2007, p.343), states: "If the students want to be able to speak fluently, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern."

Teaching speaking is not only pronouncing utterance currently but also, expressing ideas and emotions contextually and appropriately. Speaking as expression is so much part of our daily life that we tend to take it for granted. However, teaching speaking involves developing detailed knowledge about why, when and how to express intentions. So, it involves complex skills of communication and interaction such as asking questions, taking turns, using gestures, having pause, making interruptions and so on.

Teaching speaking means to make the learners able to produce English speech, sound and sound patterns, use words and sentence stress, select appropriate words and sentences. Speaking includes various aspects such as pronunciation, grammar, fluency, vocabulary, comprehension, message and so on. Teaching speaking is not an easy job. There must be an appropriate balance of three elements in speaking program. At elementary level, emphasis should be given on from focused activities, at middle level, emphasis should be placed on meaning focused activities and at higher level, emphasis should be placed on meaning focused activities and at higher level, emphasis should be placed on fluency activities (Harmer, 2001, p. 145).

2.1.8 Techniques of Teaching Speaking

Teaching is taken as an art. So, a language teacher has to select an appropriate technique or activity of teaching speaking skill according to the needs and interests of the students. Most of the speaking activities or techniques tend to follow the

same ESA sequence i.e. Engage-Study-Activate. However, Kayi, (2006), has suggested the following techniques of teaching speaking skill:

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like works on their topic for given time period, and presents their opinions to the class. It is essential discussions, it is always better not to form large groups because the quiet students may avoid contributing in large groups.

Role play

One another 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, and…"

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborated. 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 and so on, role plays and simulations have many advantages. First, since they are entertaining, they

motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

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 activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly7 and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Story-Telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. 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

riddles or jokes as an opening. In this way, not only, the teacher addresses the students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topic with various people, it is a good idea that, the teacher provides a rubric to the 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. Conducting interview with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized after the interviews, each student can present his or her study to the class. Moreover, students can interview each other and 'introduce' his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which the students sit in a circle. 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. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and in the class, they report to their friends what they found as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before the class.

Picture Describing

One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what is in the picture. For this activity, students

can form groups and each group is given a different pictures. The 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 skill.

Find the Difference

For this activity students 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.

Similarly, a range of speaking activities from controlled accuracy work to fairly free fluency work has been used in the communicative classroom. All the activities whether accuracy based or fluency based can contribute to the development of speaking skills. According to Nunan (2003), some of the activities that can be used in teaching speaking are as follows;

ꟺ Acting from the script

Acting from the scripts are the important activities that promote the natural speaking behavior of the learners. They are based on script which is only by the teacher for them, or they may find in the textbook, or also where. Students may write a script themselves too. They act as a scene of such scripts. They act out, play and dialogues. They try to speak as naturally as possible. This kind of speaking activity helps to build the students' confidence, to contextualize language, and to use appropriate gestures, facial expression, etc in communication.

ꟺ Unscripted role plays

Unscripted role plays are different from scripted activity because students have only description of a situation and no model script. The students become more imaginative and creative while they are performing in the

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unscripted role plays; simulation is possible through unscripted role plays, too. Students simulate real world inside the classroom.

ꃠ Problem solving activities

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

ꃠ Speeches and prepared talk

One popular kind of activity to develop skill is prepared talk, where a student makes a presentation on a topic. Such talks are not designed for informal or spontaneous conversation because if they are prepared, they are more 'writing like' than this. However, if possible, students should speak from notes, rather from a script.

ꃠ Pair work and group work

Pair work and group work are important activities for teaching speaking. Harmer (2001, p.46), suggests more specifically that the disputes and discussion making activities which can be helpful to develop overall skills of speaking, including pronunciation and real life communication. When the students are involved in instructions and discussions within their groups, they feel the responsibility for their learning. That is to say, the learners' autonomy can be promoted through pair and group work related activities. Different fluency activities can also be performed in the group or pair. The students mainly get the opportunity for the regulation of meaning and for conversational adjustment through the works in group and pair. Since this proposed study is based on teaching speaking, the importance of teaching speaking.

2.2 Review of the Related Empirical Literature

The empirical literature review is an act of reviewing the related researches carried out before. It is a written summary and critique of research relating to a particular issue or questions. Several researches have been carried out in the field of the techniques of teaching speaking skill under the department of English education and aboard. Some related research works which facilitate in the research work were reviewed in the following line;

Beck (2007) carried out the research entitled "Developing for Lecture Comprehension in Teaching Speaking." The main objective of the study was to find out the developments of lesson for lecturer comprehension for speaking lesson in teaching speaking in ESL context. His research was based on qualitative research where he used multi-method approach and questionnaire, observation, interview, test and focus group discussion as the tools of data collection. He found that organizational feature for lesson inclusion was guided by related L2 speaking skill development and academic lecture comprehension. He further found that starting point with some carrier content to determine its real content and carrier content of the course were the basic lesson and materials development model for lecture comprehension.

Oli (2002) conducted the research entitled "The Proficiency in Speaking Skills of the Ninth Graders" to find out speaking proficiency of the 9th graders in Parbat district. The objective of the study was to compare the performance of the students in terms of school and genders. He employed oral test and questionnaire as the tools for data collection to accomplish his study and he used altogether 40 students as the sample of the study from both the government aided and private schools. This quantitative study focused on students' proficiency. The finding of the study was that the students' speaking proficiency of private and government aided school were 75.76 percent and 56.64 percent respectively. He further found that

the female students were more proficient than the male students in both types of schools.

Poudel (2007) carried out the research on "A Study on Speaking Proficiency of Grade 12 Students in Speaking Skill." The main objective of the study was to investigate speaking proficiency of 12th graders. He used test & questionnaire as the tools of data collection and he used all the students of grade 12 as the population and 30 students as the sample of the population. He found that speaking proficiency of the students was better in the academic subject than daily communication. He further found that there was a significance difference in performance of the students.

Bhatta (2011) carried out the research on "Techniques Employed by English Teachers while Teaching Reading Skills." The main objective of the study was to find out the techniques employed by the teachers while teaching reading skills. He used the observation check list and opinionnaire as the tools of data collection. The population of the study was the English teachers of higher secondary schools of kailali district and the 10 English teachers were the sample population of the study. He found that most of the teachers used sensitizing technique for guessing unfamiliar words and phrases while teaching reading skill which was 62.5 % in number and 80 % of them gave priority to improving reading speed technique.

Timilsena (2013) carried out the research on "Developing Speaking Skill through Description." The main objective of the study was to find out the effectiveness of description to develop speaking skill. He used the test items for data collection. The finding of the study were, that all learners had better performance on speaking proficiency and the level of the students on speaking proficiency was increasing in different tests.

2.3 Implications of the Review for the Study

The central focus of the literature review is to find out and analyze what has been done before in the field of the techniques of teaching speaking skill at secondary level. It provided the clear concept of the techniques employed by the secondary level English teachers while teaching speaking skills. It also provided a clear idea that what has been done till the date and what is remaining to do in the appropriate techniques of teaching speaking skill at secondary level. The earlier research works helped in understanding the theories of teaching speaking proficiency and gives a noble idea in developing creative conceptual framework of the techniques of teaching speaking skill. The study further supported to find out the gaps in the study area. Moreover, the review of the literature also provided the clear map for the research work. It assisted to analyze the prevailing techniques of teaching speaking skills from the perspectives of the secondary level English teachers.

I reviewed the studies of different scholars like Oli (2002), Beck (2007), Poudel (2007), Bhatta (2011), and Timilsena (2013). These works provided me various ideas to conduct the present research practically and it helped me to formulate the objectives, make research questions, improve methodology and contextualize the findings. Moreover, these previous research works helped me to interpret the results and make this research scientific and systematic.

To mention the works I reviewed sequentially, at first, I reviewed the works of Oli (2002) and Poudel (2007) about the proficiency in speaking skills of the students. From these two literatures, I got ideas about the language and the significance of speaking proficiency. Similarly, the works of Bhatta (2011), Timilsena (2013) and Beck (2007) helped me to broaden and strengthen the theoretical knowledge about the techniques of teaching speaking skill. Moreover, they helped me to formulate the objectives, make the research questions, improve methodology and to make the conceptual framework of my study. All the aforementioned studies were related to teaching speaking. Most of them were related to the proficiency on speaking which are closely associated with the present study. So, after reviewing all these research works, I updated myself with research process and methodological tools which are very beneficial to my research work.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methods and procedures were adopted to fulfill the objectives of the study.

3.1 Design of the Study

The study was the survey research design where the large numbers of the English teachers of the secondary level of Rukum district were the population of the study. The data were collected from both the primary and secondary sources. The primary sources were the secondary level English teachers and the secondary sources were the various authentic books, journals, articles, thesis and website based on speaking skill. The quantitative data were collected from the target informants and analyzed the information descriptively.

According to Cohen and Manion (1985), "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale governmental investigations to small scale studies carried out by a single researcher." They further state that the purpose of survey is generally to obtain a snapshot of the conditions, attitudes and events at a single point in time. In this sense, the survey research is different from other types of researches. Ex: Experimental and Quasi-experimental research in terms of the population of the study, nature of collecting data.

Similarly, Kerlinger (1986) defines the survey research as "A kind of research which studies large and small population or universe by selecting and studying small chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables."

We can draw the following characteristics from this definition;

-) Large population is studied by selecting small sample.
-) Discovery of the relative incidence.
-) Distribution and interrelationship of social and psychological variables in studies.

3.2 Population, Sample and Sampling Strategy

All the secondary level English teachers of the Rukum district were the population of the study. Out of them, 8 secondary level English teachers of public schools of Rukum district were selected as the sample population of the study. There were altogether 8 schools as the sample of the study and equal numbers of the teachers were selected from the schools as the sample population for the study. The researcher observed any two classes of the single teacher. The researcher followed the non-random sampling procedure i.e. purposive sampling to select the sample of the study.

3.3 Research Tools

In order to collect the data for the study, the researcher used the observation checklist and questionnaire as the research tools of the study and the researcher observed the real classroom teaching of the teachers with the help of observation checklist.

3.4 Data Collection Procedures

The following procedures of data collection were adopted for this study:

I. At first, the researcher prepared the tools of data collection like, observation checklist, and questionnaire.

II.   Then, the researcher visited the selected schools of Rukum district and talked to the authorities with detail information and evidences, and took permission to apply the research tools for collecting data.

III.   After getting permission from the concerned authority, the researcher consulted the English teachers for their permission to take part in their classroom observation.

IV.   After that, the researcher observed the classroom teaching with the help of observation checklist and asked them to fill the questionnaire.

V.   Finally, the researcher collected required information from the informants and thanked to them.

3.5 Data Analysis and Interpretation Procedures

The collected data were analyzed and interpreted descriptively. The quantitative data were analyzed and interpreted using statistical tools which were collected from the primary sources.

3.6 Ethical Considerations

Ethical consideration is one the most valuable ornament that a researcher should follow while conducting his/her research work. To accomplish the research work, the researcher needs to consider the ethical value. So, the researcher conducted the survey research design by taking permission of the concerned authority and the researcher kept the responses of the respondents in a confidential way. The researcher ensured that all the ideas used in this research were his own ideas except the cited one and the researcher tried to keep it safe from the plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data collected from the questionnaire and class observation form in detail.

4.1 Analysis of Data and Interpretation of the Results

The data collected from the informants were analyzed and interpreted to find out the techniques used by the teachers in teaching speaking skill at secondary level and their opinions about the teaching speaking techniques. For this, I tabulated the information and analyzed the data under two main headings:

⎰ Holistic analysis of the class observation in general
⎰ Analysis of the teachers' view

Along with this, I have enclosed the introduction of the indicators or instructions/guidelines to checklist hereby:

Instructions/Guidelines to Checklist

It is really a very difficult task to judge the teachers' classroom activities under different sub-heading as; Good, Average, Below Average and Poor. However, I have made some of the criteria to rate them as good, average, below average and poor which are presented under different headings below:

1. Information Gap Activity:
   If the teacher makes the pairs of the students, makes them involved in different classroom activities, gives an opportunity for students' talking in every class, he/she is rated as good. Similarly, if she/he sometimes makes the pairs of the students, gives chance for students talking, he/she is rated as

average/below average and if she/he does not make any activities in the classroom, she/he is rated as the poor.

2. Discussion in English Classroom:

   When the teacher encourages the students for discussion, tells the purpose of discussion, gives pre-instruction for discussion, divides the groups for discussion giving the relevance topic, she/he is rated as good. Similarly, when he/she sometimes divides the group of students, encourages them, gives them appropriate topic for discussion, she/he is rated as average/below average and if he/she does not do anything, he/she is rated as the poor.

3. Simulation in ELT:

   If the teacher motivates the students to simulate, bring different items, do role play with varieties of items, she/he is rated as good. Similarly, if he/she sometimes encourages them to simulate, brings items…,he/she is rated as average/below average and if he/she does not do any activities for simulation in the classroom, he/she is rated as the poor.

4. Brainstorming:

   If the teacher gives a topic and encourages the students to produce ideas in a limited time depending on the context and if she/he does not criticize their ideas, she/he is rated as good. Similarly, if he/she sometimes follows such activities, he/she is rated as average/below average and if he/she does not follow such activities, he/she is rated as the poor.

5. Story Telling Activity:

   If the teacher encourages the students' participation for story-telling, makes the class attentive, motivates them, addresses students' speaking ability and if the students tell the story with correct grammatical structure, she/he is rated as good. Similarly, if he/she sometimes makes them involved in such story telling activities, he/she is rated as average/below average and if he/she does not do such activities, he/she is rated as the poor.

6. Role Play:

   If the teacher encourages the students to speak, gives the different social contexts, gives information, gives variety of social roles, he/she is rated as good. Similarly, if he/she sometimes encourages them for role playing, he/she is rated as average/below average and if he/she does not involve the students in role play activities, he/she is rated as the poor.

7. Interview:

   If the teacher encourages the students to conduct interview on selected topic with various people, provides a rubric to the students so that they knew what types questions they can ask, encourages for their participation, she/he is rated as good. Similarly, if he/she sometimes encourages them to conduct interview but does not provide rubric.., he/she is rated as average/below average and if does not encourage them to conduct interview, he/she is rated as the poor.

8. Reporting:

   If the teacher asks the students to read a newspaper or magazine and asks them to report in the classroom that what they found as the most interesting news and if he/she encourages the students to report their experience in the classroom, motivates them to report, she/he is rated as good. Similarly, if he/she sometimes encourages, asks them to report, he/she is rated as average/below average and if he does not encourage, ask for reporting what they have read, experienced, he/she is rated as the poor.

9. Picture Describing:

   If the teacher divides the different groups, selects a spokesperson and gives a picture to an individual or group and encourages them to describe what is in the picture, motivates to speak, he/she is rated as good. Similarly, if he/she ask to describe different picture but does not divide groups…, he/she is rated as average/below average and if he/she does not follow this activity, does not encourage for this activity, he/she is rated as the poor.

10. Find the Difference:

   If the teacher divides the students into different pairs, gives them different pictures, encourages them to find out the similarities and differences in the pictures…, he/she is rated as good and if he/she sometimes follows such activities or does not follow, he/she is rated as average/below average and the poor respectively.

4.1.1 Holistic Analysis of the Class Observation of English Language Teachers

This section deals with the classroom observation of the Eight English teachers. I prepared an observation checklist form and observed each teacher's two classes. This observation checklist has been taken as a complement of questionnaire. Here, I attempted to observe how the teachers taught speaking in the classroom. I tried to analyze the techniques used in teaching in general and teaching speaking in particular. I mainly focused on twelve techniques and various activities under each technique. I had made a comprehensive and detailed list of various activities under each technique while observing. I concerned whether they used all the techniques or not and whether they were good in conducting different techniques or not. For this, I used rating scale viz. good, average, below average and poor. The twelve different techniques used by the secondary level English teachers were analyzed under different headings here below in the next page.

S.N	Techniques of Teaching Speaking	Techniques Used by the Teachers	
		Number	Percent
1	Information Gap Activity	3	38%
2	Discussion	8	100%
3	Simulation	-	-
4	Brainstorming	6	74%
5	Story Telling Activity	1	13%
6	Role Play	3	38%
7	Interview	1	13%
8	Story Completion Activity	1	13%
9	Reporting	1	13%
10	Picture Describing	5	62%
11	Find the Difference	-	-
12	Picture Narrating	2	25%

Amongst all the aforementioned twelve techniques of teaching speaking, mostly used technique was the discussion. It was used by all the teachers (i.e. 100%). The secondly used technique was the brainstorming which was used by 6 teachers i.e. 74% of all the teachers. The thirdly used technique was picture describing. It was used by 5 teachers i.e. 62% of all. Similarly, the fourthly used techniques were information gap activity and role play which were used by 3 teachers i.e. 38% of the total teachers. Likewise, the fifthly used technique was picture narrating which was used by 2 teachers i.e. 25% of the all. The four techniques viz. story telling activity, story completion activity, reporting and interview were used by only 13% of the total teachers and the rest of the techniques i.e. simulation and find the difference were used by none of the teachers.

4.1.2 Item wise Analysis of the Techniques

All the techniques which were found being used by the teachers while teaching speaking skill at secondary level were analyzed item wisely in the next page.

4.1.2.1 Information Gap Activity

In this activity, students are supposed to be working in pairs. One student has the information that other partners do not have and the partner will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

Among all the 12 techniques, information gap activity is one of them. It is one of the common techniques used in selected schools. I observed various activities under information gap activity. They were teachers' role, pair selection by teacher, students' participation and opportunity for students talking. The activities are presented in the table below:

Table: 1

Use of Information Gap Activity by Teachers

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%
1	Information Gap Activity	Teacher's role	2	25	1	13	-	-	-	-
2		Pair selection by teacher	2	25	1	13	-	-	-	-
3		Student participation	2	25	1	13	-	-	-	-
4		Opportunity for student's talking	2	25	1	13	-	-	-	-

The above table shows that least numbers of the teachers i.e. 38% used this information gap activity in their classes. In information gap technique, 25 percent teachers played good role and 13 percent of them played an average role.

In pair selection by teacher activity 25 percent teachers selected pair in good way, and 13 percent of them selected pair in average.

Similarly, 25 percent teachers were found to be good at making students' participation in the class and 13 percent of them made an average participation of the students.

In the same way, in the opportunity for students' talking activity, 25 percent teachers gave good opportunity and 13 percent of them provided an average opportunity for students' talking.

The least numbers of the teachers i.e. 38 % were found using this technique where 25% of them used it in good way and 13% of them used in an average.

4.1.2.2 Discussion in English Classroom

After content based lesson, a discussion can be held for various reasons such as the students may aim to arrive at a conclusion, share ideas about an event and find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity should be set by the teachers. It is also one of the most common techniques used in our class as well as schools whereas, the various activities were observed under discussion such as relevancy of discussion, grouping and re-grouping of students, teacher's encouragement and pre-instruction for discussion.

Table: 2

Use of Discussion in Classroom

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%
1	Discussion in English Classroom	Purpose of discussion	6	74	2	25	-	-	-	-
2		Relevancy of discussion points	6	74	2	25	-	-	-	-
3		Grouping and re-grouping of students	7	87	1	13	-	-	-	-
4		Teachers encouragements	7	87	1	13	-	-	-	-
5		Pre-instruction for discussion	3	37	5	62	-	-	-	-

The above table shows that using discussion in classroom as a teaching technique, 74 percent of the teachers mentioned the purpose of discussion in good way while 25 percent of them mentioned it in average.

As for the relevancy of discussion points, 74 percent teachers made good discussion points, while 25 percent teachers made an average discussion points.

Similarly, 87 percent teachers made grouping and re-grouping of the students in good way and 13 percent of them did it in average.

Next, 87 percent teachers were found to be good at encouraging the students while 13 percent of them found an average in encouraging the students for discussion.

Finally, 37 percent teachers gave the pre-instruction for discussion in classroom in good way while 62 percent of them gave it in average.

The majority of the teachers that is 100 percent were found using this technique well. So, they were found conducting this technique in good way.

4.1.2.3 Simulation

This technique was not used by the teachers of any school.

4.1.2.4 Brainstorming for Speaking Improvement.

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas. So, students will be open to share new ideas.

It is also most common technique used in our schools. The various activities were observed in brainstorming for speaking improvement of the students in class. They were context (group/individual), teachers' assistance, time utilization and

classroom management. The various activities used while brainstorming in ELT class are presented here below in the table:

Table: 3

Use of Brainstorming for Speaking Improvement

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%
1		Context	6	74	-	-	-	-	-	-
2	Brainstorming for Speaking Improvement	Teacher's assistance	6	74	-	-	-	-	-	-
3		Time utilization	1	13	5	62	-	-	-	-
4		Classroom management	5	62	1	13	-	-	-	-

The above table reveals that 74 percent teachers of my study used this technique. The brainstorming as a technique of teaching speaking, 74 percent teachers prepared good context.

Similarly, the same numbers of the teachers that is 74 percent assisted the students in good way.

As for the time utilization, only 13 percent teachers used their time in good way whereas, 62 percent of them used their time in average way.

In case of classroom management, 62 percent teachers managed the class in good way and 13 percent of them managed the class in average.

The majority of the teachers i.e. 74 percent were found using this technique well. They were found suing this technique in good way

4.1.2.5 Story Telling Activity

The students can briefly summarize a tale or story they heard from somebody before hand or they may create their own stories to tell their classmates. Story telling activity boosts up students' creative thinking. It also helps students to express their known stories and write in the format of beginning, development and ending including the characters and setting of the story. It is rarely used technique in our classroom. Various activities were observed under this technique such as; students' participation, attention of the class, grammatical correctness and teachers' motivation. These activities are presented in the table here below:

Table: 4

Use of Story Telling

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No.	%	No.	%
1	**Story Telling Activity**	Student's participation	1	13	-	-	-	-	-	-
2		Attention of the class	1	13	-		-	-	-	-
3		Grammatical correctness	-	-	1	13	-			-
4		Teacher's motivation	1	13	-	-	-	-	-	-

The above table displays that only 13 percent teachers of my study used story telling as a technique of teaching speaking skill and 13 percent teachers made good participation of the students in story telling activity in their class.

Similarly, the same numbers of the teachers i.e. 13 percent were able to maintain good attention of the students.

There were not that much good in grammatical correctness, 13 percent of them had an average grammatical correctness.

As for teachers' motivation, 13 percent teachers motivated the class in good way.

4.1.2.6 Role Play

One another way of getting the students to speak is role playing. In this technique, students pretend that they are in various social contexts and have a variety of social roles. Especially, in role play activities, the teacher gives information to the students assigning them the various roles and makes them aware of who they are, what they think or feel and what they actually play.

It is also one of the most common techniques used in our ELT classroom. Different activities were observed under this technique. These various activities with their details are presented in the following table:

Table: 5

Use of Role Play

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No.	%	No.	%
1	**Role Play for Using English in Different Situation**	Teacher's information to the learners' role	3	37	-	-	-	-	-	-
2		Selection of participants	3	37	-	-	-	-	-	-
3		Suitability of the role	1	13	2	25	-	-	-	-
4		Achievement of the role	-	-	3	37	-	-	-	-

The above table shows that while using role play as a technique of teaching speaking, 37 percent teachers provided information about learners' role in the classroom in good way.

Similarly, in the activity to select the participants, 37 percent teachers chose the participants in good way.

As for the suitability of the role, 13 percent teachers were good to perform suitable role while 25 percent of them performed it in average.

Finally, 37 percent of the teachers got an average achievement of role play on their students.

4.1.2.7 Interview

The students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to the 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. Conducting interviews with people gives the students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.

It is also one of the least used techniques in our schools. Various activities were observed under this technique. They were selection of topic or rubric, students' interview question, students' participation and nature of topic. These activities with their detail information are shown in the table below.

Table: 6

Use of Interview

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No.	%	No.	%
1	**Interview in Teaching Speaking**	Selection of topic or rubric	1	13	-	-	-	-	-	-
2		Student's interview question	1	13	-	-	-	-	-	-
3		Students' participation	1	13	-	-	-	-	-	-
4		Nature of topic	-	-	1	13	-	-	-	-

The above table reveals that only 13 percent teachers of my study used this technique. Using interview as a technique of teaching speaking, 13 percent teachers selected the topic in good way.

Similarly, the same number of the teachers i.e. 13 percent provided a rubric to the students to select interview questions in good way.

As for the students' participation, 13 percent teachers made the good participation of the students.

Finally, as for the nature of topic, 13 percent teachers selected an average topic.

4.1.2.8 Story Completion

It is a very enjoyable, whole class free speaking activity in which students sits in a circle. For this activity a teacher starts to tell a story, but after a few sentences s/he stops narrating, then, each student starts to narrate from the point where the previous one stopped.

It is one of the least used techniques in our school. Various activities were observed under this technique. These were involvement of students, teacher's role and teacher's story beginning. Some important activities are shown in the table below:

Table: 7

Use of Story Completion

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No.	%	No.	%
1	**Story Completion Activity**	Involvement of the students	1	13	-	-	-	-	-	-
2		Teacher's role	1	13	-	-	-	-	-	-
3		Teacher's story beginning	1	13	-	-	-	-	-	-

In the aforementioned table, just 13 percent teachers used this technique.

While using story completion as a technique of teaching speaking, 13 percent teachers could make involvement of the students in their classroom in good way.

Similarly, the same number of the teachers i.e.13 percent maintained their role in the class in good way.

Likewise, 13 percent of the teachers had good beginning of the story.

4.1.2.9 Reporting

In this technique of teaching speaking, the students are asked to read newspaper or magazine before coming to the class and in the class, they are asked to report to their friends what they found as the most interesting news. The students can talk about whether they have experienced anything worth telling to their friends in their daily lives before class.

It is also one of the least used techniques in our schools. Various activities of teachers and students were observed under this technique. They were students' motivation, teacher's encouragement and nature of topic. These activities with their detail information are shown in the table below.

Table: 8

Use of Reporting

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No.	%	No.	%
1	**Reporting**	Student's motivation	-	-	1	13	-	-	-	-
2		Teacher's encouragement	1	13	-	-	-	-	-	-
3		Nature of topic	-	-	1	13	-	-	-	-

The above table reveals that only 13 percent teachers of my study used this technique. Using reporting as a technique of teaching speaking, 13 percent teachers provided an average motivation to the students.

Similarly, the same number of the teachers i.e. 13 percent encouraged the students in good way.

As for the nature of the topic, 13 percent teachers selected an average topic.

4.1.2.10 Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and getting them to describe what is in the picture. For this activity, the students can form groups and each group is given different pictures. Then, the students also have to discuss the picture with their groups and select a spokesperson for each group to describe the picture to the whole class.

The various activities like teacher's rubric, nature of topic, students' attention students' grouping and vocabulary and language structure were observed which are presented in the table here below.

Table: 9

Picture Describing in Classroom

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No.	%	No.	%	No.	%	No.	%
1	**Picture Describing**	Teacher's rubric	3	37	2	25	-	-	-	-
2		Nature of picture	5	62	-	-	-	-	-	-
3		Student's attention	2	25	3	37	-	-	-	-
4		Vocabulary or language structure	4	50	1	13	-	-	-	-
5		Grouping of students	3	37	2	25	-	-	-	-

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The aforementioned table shows that only 62 percent teachers of my study used this technique in teaching speaking skill. In picture describing as a technique of teaching speaking, 62 percent teachers selected a good picture.

Next, 37 percent teachers provided good rubric while 25 percent teachers used an average rubric.

Similarly, 25 percent teachers were able to maintain good attention of the students while 37 percent of them did it in average.

As for the vocabulary or language structure they used, 50 percent teachers used the vocabulary or language structure in good way whereas, 13 percent of them used it average.

Finally, 37 percent teachers performed good in grouping students while 25 percent of them were average in grouping the students.

4.1.2.11 Find the Difference

This technique was not found using by the teachers of any schools.

4.1.2.12 Picture Narrating

Science this technique is based on several sequential pictures, the students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teachers as rubrics. The rubrics can include the required vocabulary or structures for the students to use while narrating.

It is also the least used technique among all others. Under this technique, various activities were used. These were teachers' rubric, nature of topic, students' attention and vocabulary or language structure. They are presented in the table in the next page.

Table: 10

Use of Picture Narrating

S.N.	Teaching Technique	Teaching Activities	Rating							
			Good		Average		Below Average		Poor	
			No	%	No	%	No.	%	No.	%
1	Picture Narrating	Teacher's rubric	1	13	1	13	-	-	-	-
2		Nature of topic	1	13	1	13	-	-	-	-
3		Students attention	2	25	-	-	-	-	-	-
4		Vocabulary use	1	13	1	13	-	-	-	-

The above mentioned table displays that just 25 percent teachers of my study used this technique. While using picture narrating as a technique of teaching speaking, 13 percent teachers provided good rubric for the students while 13 percent of them provided it in average way.

Similarly, 13 percent teachers selected good topic and the same number of the teachers i.e. 13 percent selected average topic.

Next, 25 percent teachers were able to keep the students' attention in good way while narrating the picture.

Overall, 13 percent teachers used good language structure and 13 percent of them used average.

4.1.3 Analysis and Interpretation of the Data Observed from Questionnaire Regarding the Teachers' View on Teaching Speaking

To make the finding valid and reliable, a prepared sheet of questionnaire was distributed to the language teachers who were teaching English in Secondary level. The analysis is made on the basis of the prepared set of questionnaire and the responses of the teachers on it. There were altogether 24 sets of questions provided to the teachers to extract their opinion on the techniques of teaching speaking. The

teachers' views are analyzed and interpreted in various sections on the basis of the responses obtained from them.

1. Aspect of Teaching Speaking

While analyzing the responses about the more important aspects of teaching speaking, it was identified that the majority of the teachers, i.e., 62% assumed that the fluency is the most important aspect of teaching speaking. Similarly, 25% of them thought that the pronunciation is more important aspect of speaking and 13% of them chose grammar as an important aspect of teaching speaking. So, from their responses, it was found that the fluency is the most important aspect of teaching speaking.

2. Students' Interest in Practicing Speaking Skill

Inquiring to pinpoint whether their students were really interested in practicing speaking skill or not, the two options either 'yes' or 'no' were given to them for choice where, 62% of them put tick on 'Yes' and rest of them i.e., 38% ticked on 'No'. From this, it was found that their students were really interested in practicing speaking skill.

3. Factors of Affecting the Speaking Ability of the Students

Regarding the affecting factors of the speaking ability of the students, there were two options i.e., 'Yes' or 'No' where, all of the teachers i.e., 100% of them ticked on 'Yes' option. So, from their responses, it was found that the factors like age, maturation, aural medium, affective and socio-cultural really affect the speaking ability of the students.

4. Teachers' Knowledge about Second and Foreign Language

Concerning the question, the teachers were asked whether they should be aware of the second and foreign language or not, the majority of the teachers i.e. 87% put tick on 'Yes' opinion and 13% of them ticked 'No'. From this, it was found that

the teachers should be aware of both the second and foreign language while teaching speaking skill.

5. Way of Teaching Second and Foreign Language

Regarding the ways of teaching second and foreign language, the 60% of the teachers responded that the second and foreign language can be taught in the same way whereas, 40% of them responded that both the second and foreign language cannot be taught in the same way. So, as the majority of the respondents ticked on 'Yes' option, it was found that both the second and foreign language can be taught in the same way.

6. Different eliciting Questions Asked by the Teacher

In the 6th item of questionnaire, the teachers were asked whether the teachers should ask different eliciting questions to the students in order to promote them to speak more. Analyzing the responses, all of the teachers i.e., 100% ticked on the 'Yes' option. So, it was found that the teachers should ask different eliciting questions like, what do you mean, how did you reach in that conclusion, in order to promote the students to speak more.

7. Teachers Written Feedback to the Students

Concerning the question, the teachers were asked whether they should provide written feedback to the students or not where most of the teachers i.e., 62% put tick on 'Yes' and 38% of them ticked on 'No' option. Throughout this data, what can be found is that the teachers should not only provide the oral feedback but also they should provide written feedback to the students while teaching speaking skill.

8. Speaking Activities Conducted in and out of the Classroom

Regarding the teachers' perception on speaking activities conducted in and out of the classroom, the teachers were given two options i.e. only in the classroom and out of the class as well for choice. Most of the teachers i.e. 62% put tick on only in

classroom and rest of the teachers i.e., 38% put tick on out of class as well. It shows that most of the teachers conduct speaking activities in the classroom

9. The Role of Motivation to Develop the Students' Speaking Ability

In the 9th item of questionnaire, the teachers were asked whether the motivation helps the students to develop their speaking ability or not. Analyzing the responses, it was found that, almost all the teachers i.e., 100% put tick on 'Yes'. So, throughout their responses, what can be said is that the motivation plays pivotal role to develop the speaking ability of the students.

10. Teachers' Priority to Develop the Students' Speaking Ability

Regarding the teachers' priority to develop the students' speaking ability, there were two options i.e., 'learners talk a lot' and 'teacher talk' for choice where almost, all the teachers i.e., 100% put tick on learners talk a lot. So, from this response, it was found that most of the teacher gave more priority to learners talk a lot to develop their speaking ability.

11. More Important Components of Speaking Skill

While analyzing the responses about the more important components of testing speaking skill, It was found that most of the teachers i.e., 62% responded all the components i.e., comprehension, pronunciation, grammar, fluency, vocabulary are important and rest of the teachers i.e. 38% put tick on fluency so, from this analysis, what could be found is that the teachers should give priority to all the components of speaking skill while testing speaking skill.

12. Simulation as a Technique of Teaching Speaking Skill

Concerning the question whether simulation is an appropriate technique of teaching speaking skill or not. The majority of the teachers i.e. 87% gave positive response and 13% of them responded that the simulation is not an appropriate technique of teaching speaking. So, throughout the data obtained from the

questionnaire, it was found that simulation is an appropriate technique of teaching speaking skill.

13. Frequency of Role Play Activity while teaching Speaking

It was given to the teachers to select the frequency of role play activity. They involved the students while teaching speaking counting the frequency they make their students involved in role play activity. It was found that most of the teachers i.e., 74% make their students involved in role play activity once a week. In the same way, 13% of them make their students involved in role play activity daily and 13% of them make their students involve once a month.

14. Students' Interest in Role Play Activity in the Classroom

Inquiring to pinpoint whether their students are really interested in role play activity in the classroom or not. The two options either 'Yes' or 'No' were given to them for choice. Most of the teachers i.e., 74% put tick on 'Yes' and rest of them i.e., 26% ticked on 'No'. So, from these responses, it was found that their students were really interested in role play activity in the classroom.

15. Techniques of teaching Speaking Skill

According to the responses towards the techniques of teaching speaking skill, the majority of the teachers i.e., 50% replied that interview is an appropriate technique of teaching speaking. In the same way, 37% of them responded that the role play is an appropriate technique and rest of them i.e. 13% responded that the picture describing is an appropriate technique of teaching speaking skill.

16. Pair work and Group Work as the Activities of Teaching Speaking

Analyzing the responses of the teachers on whether the pair work and group work are the important activities of teaching speaking or not. Almost all the teachers i.e. 100% responded that both the activities 'pair work' and 'group work' were important activities of teaching speaking.

17. Use of Stress, Rhythmic, Patterns and Intonation While Teaching Speaking Skill

In the 17th item of questionnaire, the teachers were asked to investigate whether the teachers should focus on the use of stress, rhythmic patterns and intonation patterns of language while teaching speaking or not. Where most of the teachers i.e. 87% responded that they should focus on them while teaching speaking and the rest of them i.e. 13% responded that they should not be focused while teaching speaking skill.

18. Role of Other Language Skills; Listening, Speaking, Reading and Writing in Teaching Speaking

Concerning the question, whether other language skills like; listening, reading and writing help in teaching speaking skill or not, most of the teachers i.e. 87% responded that they help in teaching speaking skill and rest of the teachers i.e. 13% responded that other language skills are not responsible and they don't help in teaching speaking skill. So, throughout the data obtained, what was found is that other language skills like; listening, reading and writing are responsible and helpful in teaching speaking skill.

19. Materials Used by the Teachers While Teaching Speaking Skill

This question is concerned with different types of materials the teachers use to teach speaking skill in the classroom. The majority of the teachers i.e. 50% replied that they used pictures, maps as the materials of teaching speaking in the classroom. In the same way, 25% of them responded that they use tape recorder or audio-materials and rest of them i.e. 25% used other materials like; sentence cards, role play cards, news paper and so on.

20. Frequency of Speaking Practice Made by the Teachers

The 20th item was asked to the teachers to investigate how often do the teachers make the students practice speaking skill. The great numbers of the responses i.e. 62% were

found that they make their students practice once a week whereas, 38% of them make their students practice speaking skill daily. Among, the four alternatives (once a week, daily, twice a week, once a month), the first option i.e. once a week was found the frequent one.

21. Satisfaction of the Teachers with the Marks Allocated to Speaking Skill

Concerning the question whether they were satisfied with marks allocated to speaking skill or not? All of the teachers i.e. 100% were found that they were dissatisfied with the marks allocated to speaking skill.

22. Teachers' Opinions Towards Speaking Test of Secondary Level

Regarding the speaking test, almost all the teachers i.e. 100% replied that the speaking test of secondary level helps in developing students' speaking ability.

23. Problems Faced by the Teachers During Teaching Speaking Skill

This question is concerned with different sorts of problems that they faced during teaching speaking skill. The majority of the teachers i.e. 60% replied that they faced lack of adequate materials whereas 20% of them responded congested classroom, lack of required equipments. Similarly, 10% of them responded that they faced the limited time, students' carelessness and rest of the teachers i.e.10% replied other problems like; students' feeling hesitation in participating in practice, mother tongue interference etc.

24. Teachers' Suggestions to Make Teaching Speaking Easier/Effective

As we know that language teaching is full of activities and different skills. In order to make teaching speaking easier and effective, different teachers had given the suggestions to use adequate materials, make the teaching and learning realistic with availability of cheaply materials. The priority should be given in the classroom, sufficient time allocation, individual participation in classroom, use native speaking voice and encourage the students to speak more and so on.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

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

5.1 Findings

On the basis of the analysis and interpretation of the data, the following findings have been extracted. The major findings of this research are as follows:

i. Out of twelve techniques of teaching speaking skill as suggested by Kayi (2006), only ten of them were found being used by the teachers and rest of them i.e. two techniques Viz. simulation and find the difference were not used by any teachers in any school.

ii. Regarding the techniques of teaching speaking skill, altogether 83.33 percent of them were found to be used by the teachers.

iii. Discussion as a technique of teaching speaking was found to be used more by the teachers i.e. 100 percent of them used this technique and only 13 percent teachers used story telling activity, interview and story completion activity.

iv. The two techniques i.e. 'simulation' and 'find the difference' were found not using by any teachers.

v. The majority of the teachers i.e. 74 percent were found using brainstorming and picture describing techniques of teaching speaking.

vi. Almost all the teachers i.e. 100 percent were found giving more priority to both the 'pair work' and 'group work' activities.

vii. Most of the teachers encouraged the students in speaking practice in a good way however, the participation of the students in the speaking activity was not good.

viii. Almost all the teachers i.e. 100 percent were found not being satisfied with the marks allocated to speaking skill.

ix. Regarding the aspect of teaching speaking, fluency was found to be the most important aspect of teaching speaking. However, others like; grammer, pronunciation, vocabulary were not the least.

x. Throughout the responses of all the teachers, it was found that the speaking test of secondary level helps in developing students' speaking ability.

xi. Almost all the teachers were found giving priority to the student/learner talk a lot to develop their speaking ability.

xii. Teaching of speaking was found problematic because of inadequate materials, passive participation of the students, limited time boundary, and fear of making mistake and so on.

5.2 Conclusion

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes for the success of the learners in school and success later in every phase of life. Therefore, it is essential that language teachers should pay great attention to teaching speaking. As data analysis and interpretation was done systematically, I came to reach the following conclusions:

i. Regarding the techniques of teaching speaking skill as suggested by Kayi (2006), only ten of them were found being used by the teachers and rest of them i.e. 2 techniques Viz. simulation and find the difference were not used by any teachers in any school.

ii. All the teachers used the techniques of teaching speaking in good way. However, they lacked proper materials. So, they need to be equipped with sufficient ELT materials which can be applied in the classroom.

iii. Almost all the teachers used 'discussion' technique. So, this technique should be recommended to apply more while teaching speaking skill.

iv. Our curriculum should also focus on teaching speaking skill and the marks allocated for this skill should be enhanced because it is the prime aim of our learning.

v. To enhance the speaking proficiency of the students, the teachers have to focus on the use of appropriate teaching speaking techniques.

vi. Similarly, here are many techniques of teaching speaking which can be followed in our teaching. As ELT teacher lacks trainings regarding teaching speaking, they should be provided ample trainings for the sound development of teaching and learning English. That is to say, English teaching and learning needed to be done through the group activities where the students can communicate and collaborate each others.

5.3 Recommendations

On the basis of the findings of this research, the following recommendations have been made in different sections that is policy related, practice related and further research related.

5.3.1 Policy Related

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

) The government should formulate special policies of using all the techniques while teaching speaking skill.

- The government should formulate special policies for the effective implication of the techniques of teaching speaking skill.
- The government should make mandatory provision for the effective monitoring, supervision and conduction of teaching learning activities to observe whether the speaking skill is taught in the class or not.
- The policy of giving trainings to the teachers regarding the techniques of teaching speaking skill should be formulated to develop and promote the speaking proficiency of the students.
- Textbook must be updated and speaking focused.
- The marks allocated for speaking skill should be made greater/enhanced.
- The government should formulate a policy of teaching speaking compulsory.

5.3.2 Practice Related

Speaking itself is a productive skill of language. Without speaking, students cannot get the knowledge and generate much more English exposures. Therefore, the students should have good interactive ability. The result of the study showed that the teachers are not interested on teaching speaking with the use of different speaking techniques, although, this is a must for them. The study has several recommendations at practice level. Some of them are given below:

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

⟩ Priority should be given to speaking skill comparatively to other skills and it should not be neglected.

⟩ Different sorts of trainings should be conducted for the teachers aiming to promote the speaking ability of the students.

5.3.3 Further Research Related

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

⟩ This study will be very useful to other researchers who want to study the teaching speaking techniques to promote speaking ability of the students.

⟩ This study can be very useful to the teachers and others who want to develop the speaking ability of the students.

⟩ This study can also be beneficial for all who want to study in the related field and subject.

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Appendix I

Questionnaire for the Teacher

Dear Sir/Madam

   This questionnaire is a part of my research study entitled **Techniques Used in Teaching Speaking at Secondary Level** being conducted under the supervision of **Prof. Dr. Anjana Bhattrai**, Head, Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. The objective of the study is to find out the techniques employed by the teachers in teaching speaking skill at secondary level. Your kind co-operation in completion of the questionnaire will have a great value to me. Please, feel free to put your responses required in questionnaire. I assure you that the responses you make will have no harmful effects to you as well as others, and this will only be used for the research purpose.

Researcher

Hari Bahadur Sen

Department of English Education

T.U., Kirtipur, Kathmandu

Nepal

Date:

Teacher's Name:

Qualification and Training:

Name of School:

Teacher's Experience:

Gender:

Questionnaire for the Teacher

Choose and tick the best option.

1. Which aspect of speaking do you think the more important? Give reason.

   a) Comprehension   b) grammar

   b) Pronunciation   d) fluency

   ……………………………………………………………………………
   …………………………………………………………………………

2. Are your students really interested in practicing speaking skill?

   a) Yes   b) No

3. Do you think the factors like age, maturation, aural medium, affective and socio-cultural really affect the speaking ability of the students?

   a) Yes   b) No

4. Should the teacher be aware of the second and foreign language?

   a) Yes   b) No

5. Can the teacher teach the second and foreign language in the same way?

   a) Yes   b) No

6. Should the teachers ask different eliciting questions such as; what do you mean, how did you reach that conclusion, in order to promote the students to speak more?

   a) Yes   b) No

7. Should the teachers provide written feedback to the students?

   a) Yes   b) No

8. Should the teachers always conduct speaking activities in the class or out of the class as well?

   a) Only in classroom   b) Out of class as well

9. Does the motivation help the students to develop their speaking ability?

   a) Yes   b) No

10. Which of the following, should the teacher give more priority to develop students' speaking ability?

    a) Learners talk a lot   b) Teacher talk

11. Which of the following components, do you give more priority while testing speaking skill of the students?

    - Comprehension   - Pronunciation
    - Grammar   - Fluency
    - Vocabulary   - All

12. Do you think the simulation is an appropriate technique of teaching speaking skill?

    a) Yes   b) No

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

    a) Daily   b) Once a week

    b) Once a month   d) Never

14. Do your students show interest to play role in the classroom?

    a) Yes   b) No

15. Which of the following techniques, do you think the more appropriate to teach speaking skill?

- Story telling   - Interview
- Reporting   - Picture describing
- Role play

16. Do you think the pair work and group work are the important activities of teaching speaking?

a) Yes   b) No

17. Should the teachers focus on the use of stress, rhythmic patterns, and intonation patterns of the language while teaching speaking skill?

a) Yes   b) No

18. Do the other language skills like; listening, reading and writing help in teaching speaking?

a) Yes   b) No

19. What types of teaching materials do you use to teach speaking skill in the classroom?

…………………......   …………………..
…………………..   ………………………

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

a) Daily   b) Once a week
b) Twice a week   d) Once a month

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

a) Yes   b) No

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

a) Yes   b) No

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

………………………………………………………………………………….

..……………………………………………………………………………….…

………………………………………………………………………………….

24. What/ how do you suggest for making the teaching speaking easier/ effective?

………………………………………………………………………………….

..………………………………………………………………………………...

………..……………………………………………………………………….…

………………………………………………………………………………….

Thank You for your kind co-operation!

Appendix II

Teachers Class Observation Form

Techniques Used in Teaching Speaking

School: Class:

Name of the Teacher: Topic:

S.N	Techniques		Good	Average	Below Average	Poor
1.	**Information Gap Activity**					
1.1	Teacher's role					
1.2	Pair selection by teacher					
1.3	Student's participation					
1.4	Opportunity for students talking					
2.	**Discussion on English Classroom**					
2.1	Purpose of discussion					
2.2	Relevancy of discussion points					
2.3	Grouping and re-grouping of students					
2.4	Teacher's encouragement					
2.5	Pre-instruction for discussion					
3.	**Simulation in ELT**					
3.1	Students' interest					

3.2	Motivation to simulate					
3.3	Teacher's role					
3.4	Item brought by students					
4.	**Brainstorming for Speaking Improvement**					
4.1	Context(individual/group)					
4.2	Teachers' assistance					
4.3	Time utilization					
4.4	Classroom management					
5.	**Story Telling Activity**					
5.1	Student's participation					
5.2	Attention of the class					
5.3	Grammatical correctness					
5.4	Teachers' motivation					
6.	**Role play for using English in different situation**					
6.1	Teachers' information to the learners role					
6.2	Selection of participants					
6.3	Suitability of the role					
6.4	Achievement of the role					
7.	**Interview in Teaching Speaking**					
7.1	Selection of topic or rubric					
7.2	Students' interview question					

7.3	Students' participation				
7.4	Nature of topic				
8.	**Story Completion Activity**				
8.1	Involvement of students				
8.2	Teachers' role				
8.3	Teachers' story beginning				
9.	**Reporting**				
9.1	Student's motivation				
9.2	Teachers' encouragement				
9.3	Nature of topic				
10.	**Picture Describing**				
10.1	Teachers' rubric				
10.2	Nature of picture				
10.3	Student's attention				
10.4	Vocabulary or language structure				
10.5	Grouping of students				
11.	**Find the Difference**				
11.1	Teacher's role				
11.2	Students' success				
11.3	Nature of picture				
11.4	Sources available				
12.	**Picture Narrating**				
12.1	Teacher's rubric				
12.2	Nature of topic				
12.3	Students attention				
12.4	Vocabulary use				

Instructions/Guidelines to Checklist

It is really a very difficult task to judge the teachers' classroom activities under different sub-heading as; Good, Average, Below Average and Poor. However, I have made some of the criteria to rate them as good, average, below average and poor which are discussed under different headings here below;

11. Information Gap Activity:

    If the teacher makes the pairs of the students, makes them involved in different classroom activities, gives an opportunity for students' talking in every class, he/she will be rated as good. Similarly, if she/he sometimes makes the pairs of the students, gives chance for students talking, he will be rated as average/below average and if she/he does not make any activities in the classroom, she/he will be rated as the poor.

12. Discussion in English Classroom:

    When the teacher encourages the students for discussion, tells the purpose of discussion, gives pre-instruction for discussion, divides the groups for discussion giving the relevance topic, she/he will be rated as good. Similarly, when he/she sometimes divides the group of students, encourages them, gives them appropriate topic for discussion, she/he will be rated as average/below average and if he/she does not do anything, he/she will be rated as the poor.

13. Simulation in ELT:

    If the teacher motivates the students to simulate, bring different items, do role play with varieties of items, she/he will be rated as good. Similarly, if he/she sometimes encourages them to simulate, brings items…,he/she will be rated as average/below average and if he/she does not do any activities for simulation in the classroom, he/she will be rated as the poor.

14. Brainstorming:

    If the teacher gives a topic and encourages the students to produce ideas in a limited time depending on the context and if she/he does not criticize their ideas, she/he will be rated as good. Similarly, if he/she sometimes follows such activities, he/she will be rated as average/below average and if he/she does not follow such activities, he/she will be rated as the poor.

15. Story Telling Activity:

    If the teacher encourages the students' participation for story-telling, makes the class attentive, motivates them, addresses students' speaking ability and if the students tell the story with correct grammatical structure, she/he will be rated as good. Similarly, if he/she sometimes makes them involved in such story telling activities, he/she will be rated as average/below average and if he/she does not do such activities, he/she will be rated as the poor.

16. Role Play:

    If the teacher encourages the students to speak, gives the different social contexts, gives information, gives variety of social roles, he/she will be rated as good. Similarly, if he/she sometimes encourages them for role playing, he/she will be rated as average/below average and if he/she does not involve the students in role play activities, he/she will be rated as the poor.

17. Interview:

    If the teacher encourages the students to conduct interview on selected topic with various people, provides a rubric to the students so that they knew what types questions they can ask, encourages for their participation, she/he will be rated as good. Similarly, if he/she sometimes encourages them to conduct interview but does not provide rubric.., he/she will be rated as average/below average and if does not encourage them to conduct interview, he/she will be rated as the poor.

18. Reporting:

   If the teacher asks the students to read a newspaper or magazine and asks them to report in the classroom that what they found as the most interesting news and if he/she encourages the students to report their experience in the classroom, motivates them to report, she/he will be rated as good. Similarly, if he/she sometimes encourages, asks them to report, he/she will be rated as average/below average and if he does not encourage, ask for reporting what they have read, experienced, he/she will be rated as the poor.

19. Picture Describing:

   If the teacher divides the different groups, selects a spokesperson and gives a picture to an individual or group and encourages them to describe what is in the picture, motivates to speak, he/she will be rated as good. Similarly, if he/she ask to describe different picture but does not divide groups…, he/she will be rated as average/below average and if he/she does not follow this activity, does not encourage for this activity, he/she will be rated as the poor.

20. Find the Difference:

   If the teacher divides the students into different pairs, gives them different pictures, encourages them to find out the similarities and differences in the pictures…, he/she will be rated as good and if he/she sometimes follows such activities or does not follow, he/she will be rated as average/below average and the poor respectively.