

CHAPTER ONE

INTRODUCTION

This study is about the "Strategies used for developing speaking skill: A Case of M.Ed. students". This introduction part includes background /context of the study, statement of the problems, rationale of the study, significance of the study and delimitations of the study.

1.1 Background

Speaking is one of the four skills of language, others being listening reading and writing. It is a productive and active skill. A good speaker is one who speaks a language accurately and fluently. The goal of teaching a language communicatively is meant to develop accuracy and fluency in the students and this is only possible when proper emphasis is given to speaking. "The speech is the primary manifestation of language. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Language is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation or vocabulary (linguistic competence). But also that when , why and in what ways to produce language (sociolinguistic competence)" (Harmer, 2008, p. 343).

Speakers must be able to anticipate and then produce the expected patterns of specific discourse situation. They must also manage discrete elements as turn taking, rephrasing, providing feedback or redirecting.

Speaking is the delivery of language through the mouth. To speak we create sounds using many parts of our body, including lungs, vocal tract, tongues, vocal chords, teeth and lips. In our own language, speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener.

Regarding the need of speaking, Hedge (2000) says :

For many students, learning to speak completely in English is a priority. They may need this skill for variety of reasons, for example to keep of rapport in relationships, influence people and win or lose negotiations. It is a skill by which they are judged while first impressions are being formed. But learning to speak is a complex task. (p. 261)

Depending on the needs required to develop speaking skill, Hedge (2000) sees the following requirements:

Learners need to develop at the same time a knowledge of grammar, vocabulary, functional language and communicative skills. Attention to the systems of language is crucial, but the development of fluency and contextual appropriacy are equally important goals.

1.2 Statement of the Problem

Statement of the problem specially identifies the issues that are basis for the study. It defines the main gaps in the existing body of knowledge. It raises some of the main research questions to answer through our study. It also specifies the differences of opinions in the literature regarding these questions if differences exist.

Language learning contains learning four skills of a particular language. They are productive and receptive skills. Writing and speaking are productive skills and reading and listening are receptive skills. Though all four skills are integrated to learn language completely, achieving communication goals, speaking skill is important. Speaking is practice oriented skill. Unless we practice we cannot achieve it as we want. Writing is also productive skill in

language but in speaking skill speakers need different activities to perform. At this point Harmer (1991) says:

Speakers have a grand range of expressive possibilities at their command. Apart from the actual words they use they can vary their intonation, stress which help them to show which part of what they are saying is very important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they can clearly convey their attitude to what they are saying, they can indicate interest or lack of it. (p. 50)

Regarding my present study the main problem to explore the strategies used for developing speaking skill and problems faced while developing it. Similarly, the research tries to find out the solution of the problems faced by the students of English Education. The findings of this study will be of great help for the beginners of English language learning and will also be helpful for those who need to develop English language proficiency in speaking.

1.3 Rationale of the Study

Speaking skill of language plays a vital role in communication. It is productive skill therefore, speakers need ample practice to have fluency over speaking skill. Practice in single sitting, will count nothing, instead, it needs rigorous, continuous, attentive practice. Mastery over speaking skill can not be achieved in short period. There are various factors that affect in developing speaking (i.e., exposure, confidence, risk taking ability, and practice etc). Individual differences are also very much responsible for development of speaking skill. Some speakers are introvert and others are extrovert.

Though there are individual differences for developing speaking skill, some of the strategies that can be used for the improvement of the speaking skill in

English language are reading English news papers, watching English movies, public speaking, practicing speaking with pairs etc. Learning any of the language indicates being able to communicate / speak in that language properly according to contexts. Therefore, this study will be great help for those who are learning English as foreign language.

1.4 Objectives of the Study

The objectives of study were as follows:

- a) To find out strategies employed for developing speaking skills by M.Ed. second year students of English.
- b) To identify the problems that they faced developing speaking skills.
- c) To suggest some pedagogical implications.

1.5 Research Questions

This study was oriented to find out the answers to the following research questions:

- a) What are the strategies used by M.Ed. students of English for developing speaking skill ?
- b) What are the problems faced in developing speaking skill ?
- c) How can the problems be solved ?

1.6 Significance of the Study

Speaking, being a productive skill, it is necessary to come out with ample practice and production of language to develop speaking skill. Speaking can be defined as the ability to express oneself fluently in a foreign language. It is said that speaking is complex and complicated skill. Speaking includes thinking what is to be said in addition to the structure and vocabulary items.

Communication requires more than its grammatical and semantic rules.

Speaking also involves supra-segmental elements such as pitch, stress and

intonation. It also includes non linguistic elements such as gestures and body language, facial expression etc.

The study provides information about strategies used for developing speaking skill. Learning speaking has become very important part of language. Second language learners find speaking aspect of language discouraging because it needs careful attention and effort to achieve. Findings of this research will be beneficial to all the teachers and learners of English language teaching (ELT). They will be directly familiar with students learning strategies used while dealing with speaking skill. This research is equally beneficial to curriculum experts, textbook writers and as a whole those who are working in the stream of English language learning and teaching in home and abroad. Novice researchers, those who have dare interest to study or research about speaking skill will be a great help to be developed professionally.

1.7 Delimitations of the Study

The study was limited to forty five students from three different campuses (University Campus, Kirtipur, Mahendra Ratna Campus, Tahachal and Kathmandu Shiksha Campus, Shantinagar, Kathmandu) studying in M.Ed. second year of Kathmandu valley. Fifteen students from each campus were selected. The research tool was survey questionnaire. The study was limited to speaking strategies used for developing speaking skill.

1.8 Operational Definitions of the Key Terms

Strategy: A plan that is intended to achieve a particular purpose.

Communicative Competence: The ability of a language user to communicate in a given language, communicative competence has four components: linguistic (grammatical) competence, pragmatic competence, discourse competence and strategic competence.

Productive Skills: Language skills such as speaking and writing that require users to produce something orally or in written version.

Receptive Skills: Skills such as listening and reading that may involve relatively passive and receptive sub-skills.

Inhibition: Feeling of fear / embarrassment while speaking.

GT Method: Grammar translation method for language teaching in which L₂ (second language) is translated into learners' first language for use of learning L₂.

Beyond Approaches and Methods: Use of individual approach or personal method of teaching which reflects the teachers individual beliefs, values, principles and experiences instead applying procedures and techniques developed by others.

Methods Era: Provision of use of various methods to teach language instead of the notion of only one method (i.e. direct method) in teaching L₂.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter contains the detail of reviewed studies and their implications on the study. Likewise, the theoretical concepts and conceptual framework will also be included under this chapter.

2.1 Review of Theoretical Literature

Language is advanced and powerful means of human communication. It is universal medium to express human thoughts, ideas, feelings as well as emotions. There are many activities that are carried out with the help of language as transmitting human civilization, political and diplomatic activities, literature, etc.

Among the languages in the world, the English language is most widely used one. It is an international language and used as a lingua franca. According to Harmer (2003, p. 18) although English is not a language of the largest number of native or first language speakers, it has become a lingua franca because of historical, economic and cultural factors which have influenced and sustained the spread of the language. For him (ibid.), "It is an international language and vital tool for any students to be successful in communication.

2.1.1 Elements for Speaking

Harmer (2008) talks about elements for speaking. If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English-especially where it is a second language will have to be able to speak in arrangement of different genres and situations and they will have to be able to use a range of

conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges too.

-) Pronunciation skills
-) Communication skills
-) Socio-linguistic skills

a) Pronunciation skills

Pronunciation includes following skills

- consonants and vowels
- allophonic variants of consonants and vowels
- syllabification
- stress pattern
- intonation pattern
- allomorphic variants (e.g., plural suffix)
- assimilation
- elision

b) Communication skills

The main function of language is communication. Therefore, the teaching and learning of a language should aim to help students or learners acquire the communicative skills. Only knowing grammar, vocabulary and pronunciation cannot make a good communicator. They need to acquire knowledge of the social meaning of the linguistic forms and their function.

c) Socio-linguistic skills

Language is a social phenomenon. It takes place in society and people belong to different rank and status in society, so the language user uses the language

according to whom he is speaking to. An utterance being grammatically correct may not be correct in a particular societal set up.

By above points it can be argued that speaking is not only the process of uttering the sounds of a particular language system. Along with pronunciation in speaking one needs conversation strategies in different speaking events. On this matter Harmer (2008) explains:

i. Conversational Rules and Structure

Here, conversational openings (How are you ? That's a nice dog !), interrupting (sorry to interrupt, but ...) topic shift (Oh, by the way, that reminds me . . .) and closing (it's been nice talking to you ... Well, I don't want to keep you from your work . . . We must get together sometime).

ii. Survival and Repair Strategies

Students need to be able to use repair strategies when listening in interactive situations. In other words, if face-to-face conversation is to be successful, students need to be able to ask for repetition by using formulaic expressions, repeating up to the point conversation breaks down. Under these repair strategies abilities as being able to paraphrase (It's a kind of . . .), being able to use phrases to get around the problem of not knowing a word (You know, it's a what - would you - call - it_ and being able to appeal for help (What's the word for something you play a guitar with ?)

iii. Real Talk

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 more than, the just the kind of questions that are commonly found in course books.

Harmer (2008) further says getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at appropriate level, will often participate freely and enthusiastically if we give them suitable topic and task. but problem that occurs more often than any of these is the natural reluctance of some students to speak and to take part. In such situations, the role that teacher plays will be crucial. Students are reluctant to speak they are shy and are not predisposed to expressing themselves in front of other people, there is worry about speaking badly and therefore losing face in front of their classmates. In such situation Harmer (ibid.) suggests following guidelines.

i. Preparation

Rehearsal and planning is necessary for speaking. Students perform much better if they have the chance to think about what they are going to say and how to say it. This may involve just giving them quiet time to think in their head about how they will speak.

ii. The Value of Repetition

Repetition has many benefits. Each new encounter with a word or phrase helps to fix it in the student's memory. Repetition allows students to improve on what they did before. When students repeat speaking task they have already done once or twice, their first attempt is like a rehearsal for the final effort.

iii. Big Groups, Small Groups

A major reason for the reluctance of some students to take part in speaking activities is that they find themselves having to talk in front of a big group.

iv. Mandatory Participation

In mandatory participation all the students are equal participated. Neither the teacher nor the students knows who will called/asked for the task, as a result, all the students have to stay on task. Mandatory participation also lies at the heart of jigsaw reading activities.

Ur. (1996) sees following problems with speaking activities.

i. Inhibition/Feeling of Fear or Embarrassment

Speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes.

ii. Nothing to Say

Even if students are not inhibited, we often hear learners complain that they can not think of anything to say.

iii. Low or Uneven Participation

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

iv. Mother Tongue Use

In classes where all or a number of learners share the same mother tongue, they may tend to use it, because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking mother tongue.

Ur (2010) says that following techniques may be employed to solve the problems mentioned above.

i. Use Group Work

This technique increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

ii. Base the Activity on Easy Language

The level of language needed for a discussion should be lower than that used in intensive language, learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

iii. Make a Careful Choice of Topic and Task to Stimulate Interest

If the topic of discussion is carefully chosen on the basis of students level they will be motivated.

iv. Give Some Instruction or Training in Discussion Skills

Teacher should give perfect instruction or training on the topic that she/he is going to discuss in class to the students. Suppose the tasks are based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that every one in group contributes to the discussion.

v. Keep Students or learners Speaking the Target Language

Keeping students or learners speaking the target language is one of the best ways to improve students target language. This can be done by choosing monitor from the class to remind them to speak second language.

2.1.2 Language Teaching and Learning

Methods invented for foreign language teaching and learning are always in debate. This unit provides some ideas on how foreign language teaching methods are being changed according to time and needs of language teaching and learning change. Briefly reviewing the history of language teaching and learning methods, provides a background for discussion of contemporary methods and suggest the issues. From this historical perspective we are also able to see that the concerns that have been promoted, modern method innovations were similar to those that have always been at the centre of discussions on how to teach foreign languages. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of nature of language learning.

In this respect, Richards and Rodgers (2001) say:

Many current issues in language teaching are not particularly new.

Today's controversies reflect contemporary responses to question that have been asked often throughout the history of language teaching. It has been estimated that some 60 percent of today's world population is multilingual. From both a contemporary and historical perspective, bilingualism or multilingualism is the norm rather than the conception. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern. Whereas today English is the world's most widely studied foreign language 500 years ago it was Latin for it was the dominant language of education, commerce, religion and government in western world. In the sixteenth century, however,

French, Italian, and English gained importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. (pp. 3-4)

As the status of Latin diminished from that of a living language to that of an "occasional" subject in the school curriculum, the study of Latin took on a different function. The study of classical Latin (the Latin in which the classical works of Virgil, Ovid, and Cicero were written) and an analysis of its grand rhetoric became the model for foreign language study from the seventeenth to the nineteenth centuries. Children entering "grammar school" in the sixteenth, seventeenth and eighteenth centuries in England were initially given a rigorous introduction to Latin grammar, which was taught through rote learning of grammar rules study of declensions and conjugations translation, and practice in writing simple sentences, sometimes with the use of parallel bilingual texts and dialogue (Kelly, 1969; Howatt 1984 as cited in Richard and Rodgers, p. 4).

As modern languages began to enter the curriculum of European schools in the eighteenth century, they were taught using the same basic procedures that were used for teaching Latin. Textbooks consisted of statements of abstract grammar rules, lists of vocabulary and sentences for translation. Speaking the foreign language was the goal, and oral practice was limited to students reading aloud the sentences they had translated. These sentences were constructed to illustrate the grammatical system of the language. Students labored over translating sentences.

By the nineteenth century, this approach based on the study of Latin had become the standard way of studying foreign languages in schools. A typical textbook in the mid-nineteenth century thus consisted of chapters or lessons organized around grammar points. Each grammar point was listed, rules on its use were explained and it was illustrated by simple sentences.

Nineteenth-century textbook computers were mainly determined to codify the foreign language into frozen rules of morphology and syntax to be explained and eventually memorized. Oral work was reduced to an absolute minimum while a handful of written exercises, constructed at random (Tilone 1968 as cited in Richards and Rodgers 2001, p. 5).

This approach to foreign language teaching became known as the Grammar-Translation method. Some of its leading exponents (John Seidenstucket, Karl Plotz, H.S. Ollendorf and Johann Meidinger) suggest Grammar Translation was the offspring of German Scholarship, the objectives of which, according to one of its less charitable critics, was "to know everything about something rather than the thing itself" (Rouse, W.H.D. quoted in Richards and Rodgers (2001, p. 5). Grammar Translation was in fact first known in United States as the Prussian Method. (A book by B. Sears, an American classics teacher, published in 1845 was titled the *ciceronian or the Prussian method of Teaching the Elements of the Latin language*).

Looking at the history of foreign language teaching and learning mentioned above, it can be found that language teaching and learning methods/techniques are being changed as time and needs of learners change. Since the development of direct method for language teaching and learning many changes, prospective, ideas developed or emerged for learning and teaching different aspects of foreign language. It is seen that four skills of language (i.e., listening, speaking, reading and writing) were not given equal emphasis to learn. Even the goal of foreign language learning was improving speaking skill, the oral practice was only limited to students reading aloud the sentences that they had translated. Grammar Translation method came into practice carrying its different principles and ideologies but this method also didn't focus on various dimensions of foreign language learning and teaching. Showing different limitations of GT method in mid and late nineteenth century opposition to GT method gradually developed in European countries. Towards the mid-nineteenth century, several factors contributed to questioning and

rejection of the GT method. Increased opportunities for communication among Europeans created demand for oral proficiency in foreign languages which led towards development to new approaches to language teaching and learning.

Language teaching innovations in the nineteenth century

Richards and Rodgers (2001) mention that, towards the mid-nineteenth century several factors contributed to a questioning and rejection of the grammar translation method. Increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages. In Germany, England, France, and other parts of Europe, new approaches to language teaching were developed by individual language teaching specialists, each with a specific method for reforming the teaching of modern languages. Some of the specialists such as C. Marcel, T. Prendergast, and F. Gouin, did not manage to achieve any lasting impact, though their ideas are of historical interest.

As mentioned in Richards and Rodgers (2001), the Englishman T. Prendergast (1806-1886) was one of the first to record the observation that children use contextual and situational cues to interpret utterances and that they use memorized phrases and routines in speaking, which proposed the first "structural syllabus", advocating that learners be taught the most basic structural patterns occurring in the language. Frenchman F. Gouin (1831-1836) is the best known of these mid-nineteenth century reformers. Gouin developed an approach to teaching a foreign language based on his observations of children's use of language. He believed that language learning was facilitated through using language to accomplish events consisting of a sequence of related actions. Gouin established schools to teach according to his method, and it was quite popular for a time.

The work of individual language specialists like these reflects the changing climate of the times in which they worked. Education recognized the need for speaking proficiency rather than reading comprehension, grammar or literary

appreciation as the goal for foreign language programs, there was an interest in how to learn language which promoted attempts to develop teaching principals from observation of child language leaning. The concept of situational language teaching and total physical response approaches of language teaching also emerged.

Teachers and linguists began to write about the need for new approaches to language teaching and through their pamphlets, books, speeches and articles, the foundation for more widespread pedagogical reforms was laid. This effort became known as the reform movement in language teaching and learning.

2.1.3 Reform Movement

Towards the mid-nineteenth century several factors contributed to a questioning and rejection of the GT method. Increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages. Same way different specialists came giving their principles and views on language teaching. Educators recognized the need for speaking proficiency rather than reading comprehension, grammar, or, literary appreciation as the goal for foreign language programms. Teachers and linguists began to write about the need for new approaches to language teaching through their pamphlets, books, speeches and articles, which created the foundation for more widespread pedagogical reforms. This effort became known as the reform movement in language teaching and learning.

Richards and Rodgers (2001) say, language teaching specialists, Marcel, Prendergast and Gouin had done much to promote alternative approaches to language teaching, but their ideas tailed to receive widespread support or attention. The discipline of linguistics was revitalized. Phonetics - the scientific analysis of language and description of language and sound system of languages was established. Linguists emphasized that speech, rather than the written word was the primary form of language. The international phonetic association was founded in 1886, and its International Phonetic Alphabet (IPA)

was designed to enable the sounds of any language to be accurately transcribed. Goals of the International Phonetic Association were: the study of spoken language phonetic training in order to establish good pronunciation habits, inductive method / approach of language, grammar teaching, teaching new meanings through establishing associations within the target language rather than by establishing association with the native language etc.

Linguists too became interested in the controversies that emerged about the best way to teach foreign languages, and ideas were fiercely discussed and defended in the books articles and pamphlets.

In general the reformers believed that :

- the spoken language is primary and that should be reflected in an oral based methodology.
- the findings of phonetics should be applied to teaching and to teacher training.
- learners should hear language first before seeing it in written form.
- words should be presented in sentences and sentences should be practiced in meaningful contexts and not be taught as isolated, disconnected tenants.
- the rules of grammar should be taught only after the students have practiced the grammar points in the context. It means grammar should be taught inductively.
- translation should be avoided, although the native language could be used in order to explain new words or to check comprehension.

The writings of such scholars as Sweet, Viet or and Passy provided suggestions on how applied linguistics principles could best be put into practice. Likewise, ideas put forward by members of the reform movement was an interest in developing principles of language teaching out of naturalistic principles of

language teaching, such as are seen in first language acquisition. This led to what have been termed natural methods and ultimately led to the development of what came to know as the direct method. This method got popularity in many countries i.e. Germany, France etc. especially in Europe. Direct method was quite successful in private language schools. Different scholars noticed its limitations. Henry Sweet and other applied linguists argued for development of sound methodological principles that could serve as the basis for teaching techniques. Development of these arguments led to audio-lingualism in United States and Oral Approach or Situational Language Teaching in Britain.

Particular teaching approaches and methods differ in the way they have addressed issues from the late nineteenth century to the present. The direct method can be regarded as the first language teaching method to have caught the attention of teachers and language teaching specialists and it offered a methodology that appeared to move language teaching into a new era. It marked the beginning of the "methods era." (i.e. various methods). Because one of the lasting legacies of the direct method was the notion of 'method' itself.

The controversy over the direct method was the first of many debates over how second and foreign languages should be taught. The history of language teaching throughout much of the twentieth century saw the rise and fall of a variety of language teaching approaches and methods.

The most active period in the history of approaches and methods was from the 1950s to 1980s. The 1950s and 1960s saw the emergence of the audio lingual method and the situational method, which were both superseded by communicative approach. During the same period, other methods alternated smaller but equally enthusiastic followers including silent way, the natural approach and total physical response.

In the 1990s content based instruction and Task based language learning / teaching emerged as new approaches to language teaching. Other approaches, such as cooperative learning, whole language approach and multiple

intelligences, originally developed in general education, have been extended to second language settings. These approaches and methods also viewed again by various applied linguists.

By the 1990s, however, many applied linguists and language teachers moved away from a belief that newer and better approaches and methods are the solution to problems in language teaching. Likewise, alternative ways of understanding the nature of language teaching have emerged that are sometimes viewed as characterizing the "post-methods era".

Approaches and methods have played central role in the development of teachers' profession, it will continue to be useful for teachers and students to become familiar with the major teaching approaches and methods proposed for second and foreign language teaching. However, teachers and teachers in training need to be able to use approaches and methods flexibly and creatively based on their own judgment and experience. In the early stages, teaching was largely a matter of applying procedures and techniques developed by others. But now as the teacher gains experience and knowledge, he or she will begin to develop an individual approach or personal method of teaching which reflects the teacher's individual beliefs, values, principles and experiences this is called 'Beyond Approaches and Methods' in teaching and learning second and foreign language.

2.1.4 Reasons for Teaching and Learning Speaking

Speaking is productive skill of language. Language is for communication therefore learning reading, writing, listening will not fulfill the goal of language learner. To accomplish the motto of language learning, getting mastery over speaking plays a vital role. According to Harmer (2008), there are three reasons for getting students or learners to speak in the classroom.

-) Speaking activities provide rehearsal opportunities - students or learners get chances to practice real-life speaking in the safety of the classroom.

- J Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students or learners. Everyone can see how well they are doing. Both how successful they are and also what language problems they are experiencing.
- J The more students or learners have opportunities to activate the various elements of language they have stored in the brains, the more automatic the use of these elements become. As a result, students, gradually become autonomous language users. This means that they will be able to use words phrases fluently without very much conscious thought.

Harmer (2008), gives following examples of speaking activities to satisfy the three reasons mentioned above:

Example 1: Photographic Competition

The activity begins with providing photo of men or animal doing something in which students work in group are told that they are going to be judged of a photographic competition.

Example 2: Role-Play

Students are given particular roles they are told who they are and what they think about a certain subject. They have to speak and act from their new character's point of view.

Example-3: The Portrait Interview

This example of speaking activities says that portraits can be used to provoke questions and answers which can then develop into a very involved conversation.

Harmer (2008), presents the some more speaking suggestions to follow. While teaching and learning speaking.

- information - gap activities
- telling stories
- favorite subjects
- meeting and greeting
- surveys
- famous people
- students presentation
- balloon debate
- moral dilemmas

2.1.5 Personality, Learning Style and Learning Strategies

Learning styles reflect personality of the learner. Individual has his/her own learning styles and strategies. In terms of language learning, a person uses his/her individual strategies for acquiring four skills of language because they are totally individual.

Gass and Selinker (2008, p. 432) define "the term learning style refers to the preferences that an individual has of obtaining, processing, and retaining information." In other words, how do individual approach the task of learning ? The term learning style is often used interchangeably with personality, although the former is undoubtedly more, variable, whereas the latter refers to stable trait of an individual. The definition points out that learning styles help the learners approach for different strategies for learning. The learners obtain the input data from certain tasks, and they process them from their internal mechanisms and they internalize the information by using cognitive or mental device. All the strategies of the learners make learning styles.

Gass and Selinker (ibid, p. 432), discuss some of the learning styles that reflect the personality.

- a) Extroversion and introversion
- b) Risk taking
- c) Field independence and dependence
- d) Visual, auditory and kinesthetic styles

The stereotype of introvert is someone who is much happier with book than other people. The stereotype of the extroverts are the opposite they are happier with people than with book. The extroverts engage in more talking and social activities and then they establish association with external world through language. This is how they acquire L₂ better and more easily than the introverts. Learning styles or personality can be of two types risk taking and no risk taking. Those who take risk while learning second language there might be the cases of risk without errors or negative evidences. Talking risk is associated with success in second language learning. (Beebe, 1983, p. 39) defines, "risk taking is a situation where an individual has to make a decision involving choice between alternatives of different desirability, the out come of the choice is uncertain, there is a possibility of failure" (cited in Gass and Selinker, 2008). People those who are field independent they are highly analytical and freely generalize the linguistic features but they lack contextual use of language whereas field independent persons are more contextual they acquire contextual use of language Some learners best take information in visually others orally. Visual materials like pictures books documents and oral materials like listening lectures, recorded audio. Auditory learners who prefer to take in information auditory.

The differences between learning style and learning strategies are:

Learning style refers to a person's general approach to learning and is dependent upon that person's cognitive, affective and behavioural characteristics and learning strategies refers to the actions and behaviours a person uses to learn. All learners use strategies to help them succeed, but not all are aware of the strategies they use. The most successful learners tend to use learning strategies that are appropriate to the material to the task and to their own goal, needs, and stages of learning. (Oxford, 1989)

Oxford (1989), identifies six broad categories of strategies:

- (i) meta cognitive (e.g., self-monitoring, paying attention)
- (ii) affective (e.g., self-encouragement, anxiety reduction)
- (iii) Social (e.g., ask questions, become culturally aware)
- (iv) Memory (e.g., grouping, imagery, associating)
- (v) Cognitive (e.g., reasoning, analyzing, summarizing)
- (vi) Comprehension (e.g., guessing meanings, using synonyms)

Cohen (1998, cited in Gass and Selinker 2008), defines language learning strategies as those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language.

Oxford (1999) also defines learning strategies as, specific actions, behaviour, steps, or techniques that students use to improve their own progress in developing skills in a second language or foreign language.

Depending on the definitions given by different scholars above. It can be said that there are differences between learning styles and learning strategies.

Learning style refers to person's general approach to learning and it is dependent on person's cognitive, affective and behavioural characteristics and learning strategies refer to actions and behaviours a person uses to learn.

Learning strategies can be taken as processes selected by learners for learning second and foreign language. Therefore, learning strategies are specific to individual and they are steps or techniques used by second language learners.

Learning strategies are techniques that students use to improve their progress in second language. They are problem oriented and learners use particular strategy to avoid certain learning problem.

Ellis (1994) also presents following learning strategies:

- i) Strategies refer to both general approaches and specific actions or techniques used to learn second language.
- ii) Strategies are problem oriented; the learner employs a strategy to overcome the particular learning problem.
- iii) Learners are generally aware of the strategies they use and can identify what they consist of.
- iv) Linguistic strategies can be performed in the L₁ and in the L₂. Some strategies are behavioural while others are mental. Thus, some strategies are directly observable, while others are not.
- v) Strategies contribute indirectly to learning by providing learners with data about the second language which they can then process.

2.1.6 Strategies for Developing Speaking Skills

Speakers need to use communication strategies of various kinds where they lack words, phrases or structures in English. Learners use gestures and paraphrase in their attempts to achieve clear communication. Speakers need to check that they have been understood and may need to repeat or clarify what

they have said, in other words they need to adjust what they say in order to be comprehensible.

Bashir, Azeem & Dogar (2011) provide following strategies for developing speaking skills.

Students often think that the ability to speak a language is the product of language learning, but speaking is also crucial part of language learning process. Effective instructors teach students speaking strategies using:

i. Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction after listening in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types exchanges. Minimal responses are predicable, often idiomatic phrases that conversation participants use to indicate understanding, agreement doubt and other responses to what another speaker is saying.

ii. Recognizing Scripts

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

iii. Using Language to Talk about Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

2.1.7 What is Involved in Speaking English ?

In order to help students develop their ability in speaking English we need a descriptive framework for looking at spoken discourse and way of categorizing speaking situations and demands they make of participants. Only then we will be able to find an appropriate classroom methodology. Hedge (2000) sees following involvements in speaking English.

a. Distinguishing Types of Speaking Situation

There is a tradition in language teaching of referring to conversational classes. However, this term is problematic because it has been defined in a variety of ways. Cook (1989) sees conversation as having the following characteristics:

- It is not primarily necessitated by a practical task.
- Any unequal power of participants is partially suspended.
- The number of participants is small.
- Turns are quite short.

- Talk is primarily for the participants and not for an outside audience. (As cited in Hedge 2000: 263).

b. Making Oneself Understood

Most important implication for the teacher is simply to appreciate and understand what is happening when students use communication strategies.

The other way in which learners work to make themselves understand is through negotiation of meaning. Speakers need to have ability to negotiate the meaning until the meaning is clear.

c. Managing Interaction

If a conversation is to open, progress, and close smoothly and productively, the speakers need to manage it by following rules that seem to govern normal interactions.

d. Openings and Closings

There are conversational ways of opening a conversation. For example, it's a nice day, isn't it ? in which tag ending invites response. Openings are attention - getting and can lead to further conversation. Closings need to be carefully negotiated as there is usually a pre-closing signal; for example, Well, I must think about going . . . I don't want to keep you . . . etc.

e. Responding Appropriately in Fixed Routines

Adjacency pairs have been given to exchanges where a turn by one speaker requires an immediate response, as in greetings, invitations, complements, enquires about health, etc. Such responses usually requires more careful formulation and students need to learn and practice the necessary language.

f. Taking Turns

One of the great difficulties for students is entering in a conversation. There are many devices for inviting other speakers to contribute from tag endings. Like isn't it ? Can't we ? and questions like, do you agree ? would you agree? Learners need to acquire the politeness phrases which make interruption acceptable in a conversation.

g. Topic Management

The kind of topics chosen how, these are introduced, and how speakers move from one topic to another are further aspects of managing conversation / interaction. The first demand of learners is to know which topics are appropriate with which kind of people.

2.1.8 Elements of Teaching Speaking

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot.

a. Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech.

b. Expressive Devices

There are various expressive devices like Pitch change, intonation, stress of a particular parts of utterance.

c. Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases especially in the performance of certain language function.

d. Negotiation Language

Effective speaking benefits the negotiatory language by use to seek classification and show the structure of what we are saying.

e. Language Processing

Effective speakers need to be able to process language in their own hands and put it into coherent order so that it comes out in forms, that are not only comprehensible but also convey the meaning that are intended.

f. Interacting with Others

Most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening and understanding of how the other participants are feeling.

g. (On-the Spot) Information Processing

Quite apart from our response to others' feelings we also needed to be able to process the information they tell us. Same way following are some other activities to be used in classroom while teaching speaking.

- acting from script.
- communication games
- discussion
- prepared task

- questionnaires
- simulation and role-play

According to the Burkart (1998) following are the activities used in developing speaking.

a. Structured Output Activities

The common kind of structured output activities are information gap and jigsaw activities. In both types of activities students complete a task by obtaining missing information, the features the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language.

b. Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities students must work together to develop a plan, resolve a problem or complete a task. The most common types of communicative output activities are:

i) Role Plays and Discussion

To succeed with role plays following are the guidelines.

- set a goal a outcome
- use role cards
- brainstorm
- keep group small
- give students time to prepare
- be present as a resource, not a monitor
- allow students to work at their own level
- do topical follow-up.

- do linguistic follow-up
- prepare the students
- offer choices
- set a goal or outcome

2.2 Review of Empirical Literature

Many studies/researches have been conducted at home and abroad concerning strategies used by students and teachers of English language to support their learning and teaching. There are some studies carried out on learning and teaching strategies in different aspects of language. For example, vocabulary teaching, teaching reading comprehension, teaching listening, conversation, teaching stories, drama, poetry. Some of them are as follows:

Oli (2003) conducted a research on "Proficiency in Speaking Skills of the Ninth Graders". It is type of comparative study. He compared rural and urban public schools of Nepal. He selected ten schools of Dang and Rukum districts randomly. Students were tested on the basis of grammar, pronunciation and fluency. The objective of this research work was to find out the proficiency in the speaking skills. He found that urban children's proficiency is better than rural children's proficiency. Concluding his research, he has given some recommendations on the application of teaching.

Oli (2007) conducted a research on "The Impact of Information Gaps in Developing Speaking Skills: Practical Study." The objective of this research was to measure the impact of information gaps in developing speaking skills. It was experimental type of research. He carried out the research on fifty students at grade ten. He took both pre and post test. He found that information gaps activities have positive impact on developing speaking skills. This was experimental research where he restricted only in two groups: one in control group and another in experimental group.

Pandey (2007) carried out research on 'Teaching of Speaking at the Secondary Level: An Analysis of Classroom Activities'. The objectives of study were to identify the activities used for teaching speaking in secondary level classroom and to investigate practical constraints faced by the teachers in conducting speaking activities in the classroom. The teachers teaching English in secondary schools were population of the study. Checklist and questionnaire were the tools for data collection. She found teachers using different speaking activities. Among them, discussion, pair work, group work, and picture description were more common in classroom. Likewise, the speaking activities prescribed in the text book were not found enough for the teaching of speaking.

Teaching speaking was found more problematic because of least time allotment to its teaching, a large number of students, inhibition, lack of physical facility etc.

Dahal (2008) studied on "Communication Strategies Used by the Secondary Level of English Teachers and Students". Dahal set objectives to find out the types of communication strategies used by the secondary level students and teachers and to analyze the communication strategies in terms of their frequency. Tool for data collection used, were structured interview to find out the communication strategies applied by the students and teachers while learning English and observation checklist was prepared for teachers and students to find out the frequency of those strategies. Simple sampling method was used for sampling procedure. The major findings of the research were; teachers and students used sixteen communication strategies i.e. guessing, simplification, mother tongue repetition, code switch, use of formulae expression, description autonyms, synonym, word coinage, avoidance, foreignnization, generalization, exemplification, explanation, asking, and guessing was found most frequent communication strategy used by the students whereas asking strategy is frequently used by the teachers. The least frequent

communication strategy of students is avoidance whereas mother tongue and code switching strategies were least frequently used by the teachers.

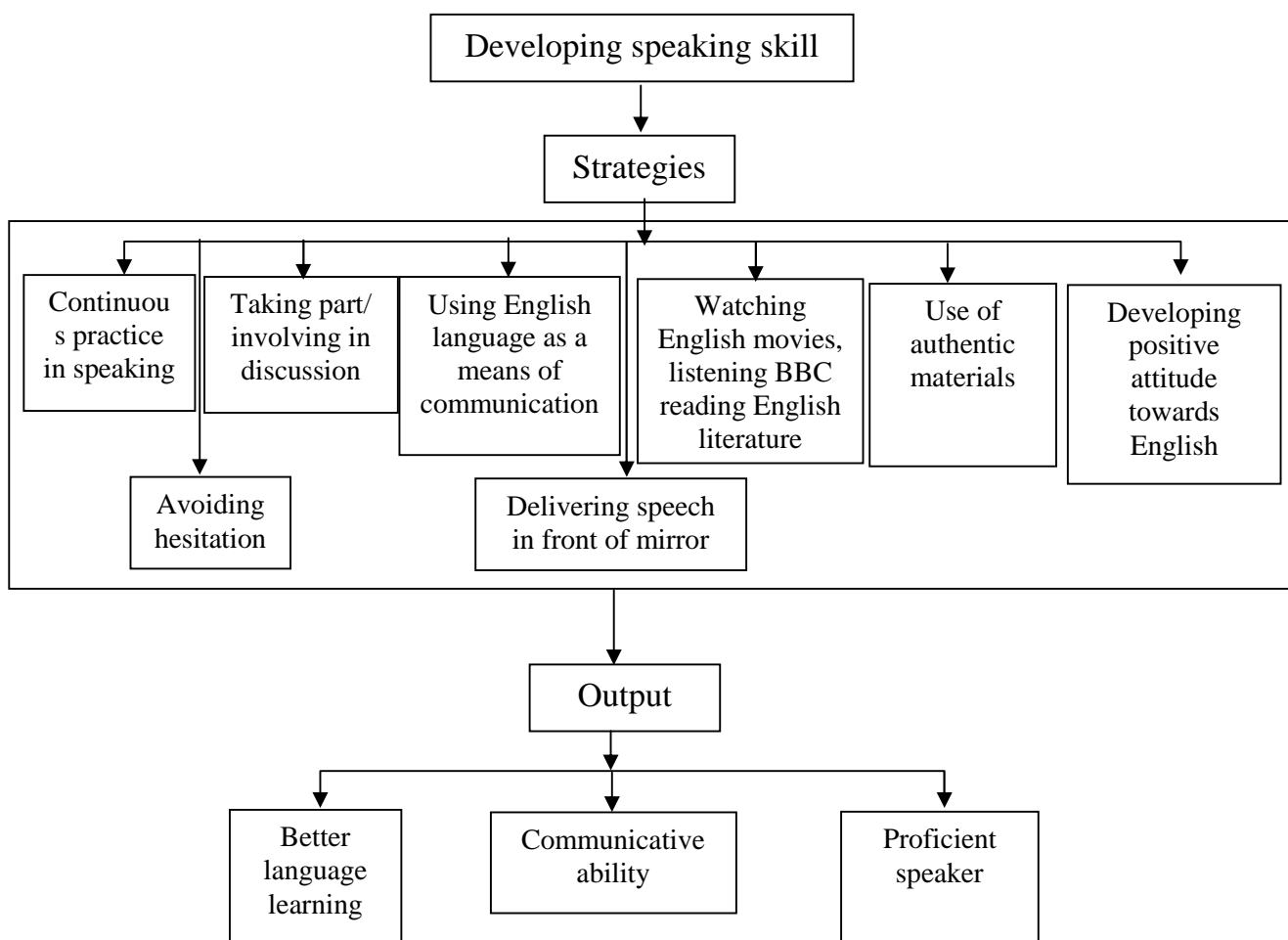
Though a number of researches have been carried out in teaching and learning speaking, none of the studies is conducted on 'Strategies Used for Developing Speaking Skill: A Case of M.Ed. Students. Many researches have been also conducted on learning strategies of different level of students by various researchers around the world but my research is different from above mentioned studies in the sense that this is concerned with the students of Nepali context who are studying in M.Ed. second year and specializing in English education.

2.3 Implications of the Review for the Study

Four different researches reviewed, they were conducted regarding the development of speaking skills in the Department of Education. These studies are to some extent related to my study. After reviewing these works I have collected lots of ideas regarding developing of speaking skill. Specially, I got information on communication strategies used by the secondary level of English teachers and students, teaching of speaking at the secondary level: An analysis of classroom activities, the impact of information gaps in developing speaking skill etc. from the study Dahal (2008), Pandey (2007), Oli (2007) respectively. In order to conduct these researches they have used survey research design and I followed the same i.e. survey research design. Therefore, after reviewing those research works, I got ideas on the process of survey research design. Likewise, they have used observation and questionnaire as the research tools for data collection and I used the survey questionnaire for collecting data as a research tool.

2.4 Conceptual Framework

The study on "Strategies Used for Developing Speaking Skill: A Case of M.Ed. Students" was based on the following conceptual framework:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This study conducted using the following methodology.

3.1 Design of the Study

To find out strategies used for developing speaking skill I adopted the survey research design. In this type of research, the researcher visits different fields to find out data. This type research is carried out in large number of population to find out the opinion by public on particular issues / problems. Survey studies large and small population by selecting and studying sample chosen from target population.

Regarding survey research design Cohen, Manion and Morrison (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. Same way Nunan (2010, p. 110) says "Surveys are widely used for challenging data in more areas of social inquiry from politics to sociology, from educational to linguistics."

Based on the definitions mentioned above it can be said that survey researches can be carried out in educational sectors.

Cohen et. al. (2010, p. 209) have given the following processes of survey research:

1. Define the objectives.
2. Decide the kind of survey required (e.g., longitudinal, cross sectional, trend study, cohort study).
3. Formulate research questions or hypothesis (if any / appropriate): the null hypothesis and alternative hypothesis.
4. Decide the issues on which to focus.

5. Decide the information that is needed to address the issues.
6. Decide the sampling required.
7. Decide the instrumentation and the metrics required.
8. Generate the data collection instruments.
9. Decide how the data will be collected (e.g., postal survey, interview)
10. Pilot the instruments and refine them.
11. Train the interviewers (if appropriate).
12. Collect the data.
13. Analyze the data.
14. Report the results.

3.2 Population and Sample

For this study, the total population was the students of M.Ed. second year studying English in three different campuses (University Campus, Kirtipur, Mahendra Ratna Campus, Tahachal and Kathmandu Siksha Campus, Shantinagar, Kathmandu). I selected 15 students from each campus as the sample.

3.3 Sampling Procedures

I used non-random sampling procedure. In non-random sampling procedure, I used quota sampling to select 45 students from three different campuses.

3.4 Data Collection Tools

To collect the required data for the study, I used survey questionnaire.

3.5 Procedure of Data Collection

I collected the data from the primary sources using questionnaire. For that, I adopted the following steps.

- i) At, first survey questionnaire was prepared to elicit the required information.

- ii) After the preparation of the research tool, I visited and got permission to carry out the research and explained the purpose of research and process of the research to informants. .
- iii) After getting permission from the concerned authority I built the rapport and started to study.
- iv) For getting information I distributed questionnaires to forty five students from three different campuses (Tribhuvan University, Kirtipur, Mahendra Ratna Campus, Tahachal and Kathmandu Shiksha Campus, Shantinagar, Kathmandu) in the Kathmandu valley and requested to fill up.
- v) I collected, analyzed the data obtained from the questionnaires at last.

3.6 Data Analysis and Interpretation Procedure

The topic itself states that the study is quantitative. The data were been collected through questionnaire and the collected data were described and interpreted by applying both qualitative and quantitative analysis procedure throughout the study. I analyzed and interpreted the collected data in two sections. I analyzed and interpreted close-ended questionnaire in the first section. And in second section I presented and interpreted open-ended questionnaire.

CHAPTER - FOUR

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of collected data in detail. The data has been analyzed descriptively. After the analysis of data, the strategies employed for developing speaking skill by M.Ed. students are mentioned. This chapter consists of two parts. Strategies employed for developing speaking skill and identification of problems faced while developing speaking skill. I arranged to carry out my research in three different campuses at M.Ed. second year. I took the data with the help of questionnaire selecting fifteen respondents from each campuses. The analysis and interpretation of data have been done under the following heading.

4.1 Results

As my study is related to the strategies employed for developing speaking skill, the main findings of the study are:

- a) A substantial number of students (80%) applied 'use of the English language only in daily communication', and 'thinking in mother tongue and translating in English' strategies to develop speaking skill.
- b) Increasing number of students (70%) emphasized both accuracy and fluency practice to develop speaking skill instead of fluency and accuracy separately.
- c) Different activities can be used for speaking practice, i.e., presentation on the topics, group work, pair work, using English only out and inside the class. But a large number of students (50%) were found to use group and pair work as an activity to improve speaking skill.
- d) The study revealed that mistakes in speaking should be tolerated and should not be taken seriously by interlocutor.

- e) Students focused on pronunciation skills, communication skills sociolinguistic skills to develop speaking skill.
- f) Mother tongue use, lack of exposure, feeling of fear, embarrassment and uneven participation were some of the common problems to develop speaking skill. The study showed that 'mother tongue use' is a most common problem to develop speaking skill.
- g) Listening English BBC, reading English newspaper, watching English movies and speaking with people who speak English as a native language are means to be followed to develop speaking skill. But it was found that student follow, speaking with people who speak English as a native language as a mean to develop speaking skill.
- h) Discussion was found a powerful technique to have been used in speaking.
- i) When learners were able to ask for repetition by using formulaic expressions (e.g. would you mind repeating . . .), repeating up to the point conversation breaks down.
- j) Number of learners shared the same mother tongue, therefore, they find unnatural to speak in a foreign language.
- k) Learners can develop speaking well, if they have face- to- face communication with competent English speakers.
- l) The study showed that an intelligible pronunciation plays a vital role in communication.
- m) A larger number of students (75%) were found participating in oral interaction making pair with one of the intimate friends to increase confidence level.

- n) Unequal power/status of participants in communication was found hampering element to develop speaking skill.
- o) Getting an ample exposure was found one of the better ways to develop speaking skill.

4.2 Discussion

Under discussion, the responses obtained from informants through survey questionnaire are interpreted and discussed using both qualitative and quantitative approaches of data analysis.

4.2.1 Analysis and Interpretation of the Data Obtained from Questionnaire

Language consists of four skills (i.e., listening, speaking, reading and writing). Though all four skills are important for a speaker to get mastery over the language, speaking skill is a must for delivering information. People use different strategies to develop their speaking skill and they may face different problems as well.

In order to make the study more authentic and reliable, a set of questionnaire of both type, i.e., close and open ended questions were designed to ask the students. The main concern of asking questions to the students was to know about strategies employed by them and to identify problems that they faced while developing speaking skill. So, sub-section deals with the analysis and interpretation of the data based on the students' responses or opinions.

Both close-ended and open-ended questions were asked. Close-ended questions were asked to get specific information i.e., agree, disagree with the items asked. Open-ended questions were asked to get general information and opinions from the respondents. There were all together twenty-five items. Among them nineteen items were close-ended and six items were open-ended.

These items were concerned with strategies employed while developing speaking skill and problems that respondents have faced, ways to be used to solve problems etc. The data collected from close-ended questionnaire have been systematically presented and analyzed by using the following tables.

4.2.2 Interpretation and Discussion of Close-ended Questions

The questions have been discussed and interpreted with the help of tables with their description.

Table No. 1
Strategies Used to Develop Speaking Skill

Strategies used	% of the informants
Use of mother tongue	-
Use of English only	55
Thinking in mother tongue and translating in English	35
All of the above	10

The first question was about the strategies do English as a foreign language learners use for developing speaking skill. The strategies were; use of mother tongue, use of English only, thinking in mother tongue and translating in English and all of the above. Out of forty five respondents, no one responded 'the use of mother tongue' as a strategy to develop speaking skill. Fifty five percent responded the strategy 'the use of English only', likewise 35 percent and 10 percent responded third and fourth strategies respectively. Therefore, from the analysis, it has been identified that a substantial number of the students used 'Use of English language only' strategy.

Table No. 2

Practice Emphasized by the Students to Develop Speaking Skill

Emphasized practice	% of the informants
Fluency practice	30
Accuracy practice	-
Both accuracy and fluency practice	70

The second question was about practice. For this question 30 percent respondents said fluency, 70 percent respondents said both accuracy and fluency and no one emphasized accuracy practice. This result shows that both accuracy and fluency practice were emphasized more than accuracy and fluency separately.

Table No. 3

Activity Used to Improve Speaking Skill

Activity used	% of the informants
Group work and pair work	50
Presentation on the topics	5
Taking in English inside and outside of the class	40
Using English language only	5

Third close-ended question was about mostly used activity to improve speaking skill. On the basis of responses given, 50 percent said group and pair work, 5 percent presentation on the topic, 40 percent using English inside and outside of the class, and 5 percent responded using English language only is the best activity to improve speaking skill. This indicates that most of the students were found to use group work and pair work as an activity to improve speaking skill.

Table No. 4
Mistakes Viewed While Developing Speaking Skill

Mistakes viewed	% of the informants
Tolerated and should be taken seriously by interlocutor	45
Immediately correlated by interlocutor	15
No attention should be given, speakers will correct themselves	20
Mistakes should be corrected by getting help from his/her interlocutor	20

The fourth item was about mistakes in which 45 percent informants responded that mistakes in speaking should be tolerated and should not be taken seriously by interlocutor, 15 percent said mistakes should be immediately corrected by interlocutor, whereas, 20 percent informants opined that no attention should be given in mistakes and 20 percent viewed mistakes should be corrected by getting help from his/her interlocutor. Greater number of respondents in this analysis responded that mistakes while speaking either in accuracy or in fluency should not be taken seriously instead they should be tolerated.

Table No. 5
Skills Focused to Develop Speaking Skill

Skills Focused	% of the informants
Pronunciation skill	5
Communication skill	35
Sociolinguistic skill	-
All of the above	60

Regarding question number five, which was concerned with skills to develop speaking skill. In this item, 5 percent students responded that pronunciation

skills should be focused on, 35 percent focused on communication skills, no one focused on sociolinguistic skills and 60 percent focused on all skills (i.e., pronunciation skills, communication skills, sociolinguistic skills).

Table No. 6
Most Common Problem to Develop Speaking Skill

Most common problem	% of the informants
Mother tongue use	30
Lack of exposure	50
Feeling of fear and embarrassment	20
Uneven participation	-

Next question was related to most common problem that speakers face while developing speaking skill. In this item 30 percent informants used of mother tongue as the most common problem in speaking, 50 percent said lack of exposure, whereas 20 percent said feeling of fear and embarrassment is the most common problem and nobody took uneven participation as common problem in developing speaking skill.

Table No. 7
Means Followed to Develop Speaking Skill

Means followed	% of the informants
Listening English BBC	30
Reading English newspapers	10
Watching English movies	15
Speaking with the people who speak English as a mother tongue	45

The seventh question was about the means to follow for developing speaking skill. Regarding means, i) listening English BBC, ii) reading English newspapers, iii) watching English movies, iv) speaking with people who speak

English as a native language, were given. Whereas, 30 percent followed listening English BBC as a mean to develop speaking skill, same way, 10 percent followed reading English newspaper, 15 percent followed watching English movies, and 45 percent followed speaking with people who speak English as a native language as a mean to develop speaking skill. This discussion indicates that speaking with people who speak English as a native language is a mean responded by greater number of informants which is 45 percent.

Table No. 8
Techniques Used for Speaking

Techniques used	% of the informants
Group work	15
Discussion	50
Role play	30
Strip story	5

Likewise, eighth question dealt with technique in which speakers get more chance to speak. Regarding this question, 15 percent emphasized on group work, whereas 50 percent responded discussion as the best, 30 percent rope play, and 5 percent strip story. This result reveals that majority of informants responded discussion as a best technique to develop speaking skill.

From ninth questionnaire to nineteenth I asked close-ended questionnaire to get specific information but, with agreement, disagreement with the items asked. Following table shows analysis of ninth question to nineteenth question.

Table No. 9
Strategies Used to Develop Speaking Skill

Statements	% of the informants			
	Agree	Undecided	Strongly agree	Strongly disagree
Conversation becomes successful when learners are able to ask for repetition by using formulaic expressions (e.g. would you mind repeating.....), repeating up to the point conversation breaks down.	50	15	15	20
Feeling of fear and hesitation to participate in conversation is one of the problem for developing speaking skill.	20	10	70	-
Number of learners share the same mother tongue and they may tend to use it because it is easier, because it feels unnatural, to speak to one another in a foreign language which hampers in developing speaking skill.	30	20	50	-
If learners are to be involved in spontaneous face-to-face conversation outside the classroom also with competent English language speakers they can develop speaking skill well.	50	-	50	-
For successful communication intelligible pronunciation plays vital role in conversation.	60	5	20	10

Language learners who lack confidence to participate successfully in oral interaction should practice in English making pair with one of the intimate friend.	75	5	10	10
Unequal power/status of participants in communication affects interlocutor who has low status/power.	55	35	-	10
To get ample exposure of speaking is one of the better ways to develop speaking skill.	35	10	55	-
If speakers use passive vocabularies in their daily communication, they become active which helps to develop fluency in speaking.	40	30	20	15

The ninth statement was, 'Conversation becomes successful when learners are able to ask for repetition by using formulaic expressions (e.g., would you mind repeating . . .), repeating up to the point conversation breaks down.' In response to this question, 50 percent agreed, 15 percent remained undecided, 15 percent strongly agreed and 20 percent strongly disagreed with the statement. This shows that most of the students use formulaic expressions to make conversation successful.

Towards the statement 'Feeling of fear and hesitation to participate in conversation is one of the problem for developing speaking skill', 70 percent respondents strongly agreed, 20 percent simply agreed, 10 percent were undecided and no one strongly disagreed for the statement. From this, it can be

interpreted that majority of the students found feeling of fear and hesitation to speak as a problem for developing speaking skill.

The eleventh and eighteenth statements were about sharing same mother tongue, therefore, they do not want to speak any foreign language, which hampers in developing speaking skill. On this statement 50 percent strongly agreed, 30 percent agreed, 20 percent didn't decide and nobody disagreed strongly. From this, it could be concluded that much percentage of respondents were in support of the statement which is 50 percent.

The twelfth question was asked about involving in spontaneous face-to-face conversation outside the classroom with competent English language speaker to develop speaking skill. Majority of the students 50 percent strongly agreed and again 50 percent agreed but no one showed their disagreement with this statement.

The thirteenth item was concerned with intelligible pronunciation for successful communication for which 60 percent informants agreed, 5 percent remained undecided, 20 percent strongly agreed and 15 percent informants disagreed strongly. This indicates that an intelligible pronunciation also plays a vital role for successful conversation because 60 percent respondents agreed for the statement which is higher percentage.

The fourteenth statement was, 'language learners who lack confidence to participate successfully in an interaction should practice in English, making pair with one of the intimate friends. On this statement 75 percent agreed, 5 percent remained undecided, 10 percent strongly agreed and again 10 percent disagreed strongly. From this result it can be gathered that using English language with the intimate friends builds self-confidence to participate in oral interaction.

Fifteenth item was, 'unequal power/status of participants in communication affects interlocutor who has less status/power'. For this item, 55 percent agreed, 35 percent were undecided, no respondents were agreed strongly and 10 percent informants disagreed strongly. This discussion shows that high or low social status/power of speakers makes conversation one directional. The speaker who has less social status is affected mentally and socially.

Sixteenth and seventeenth statements were concerned with ample exposure of speaking to develop speaking skill. On this statement, 55 percent strongly agreed with it, 35 percent just agreed, 10 percent were undecided and no respondents disagreed strongly. So, in this discussion majority of respondents agreed that exposure plays a crucial role in speaking.

The statement nineteenth was about use of passive vocabularies in daily communication to make them active for developing fluency in speaking. For this statement, 40 percent respondents agreed, 30 percent were undecided, 20 percent strongly agreed and 10 percent disagreed strongly. An information got from this discussion, it could be concluded that, great number of informants agreed for the statement.

4.2.3 Interpretation and Discussion of Open-ended Questions

There were six open-ended questions in the set of questionnaire that were asked to get general information of the students about strategies employed for developing speaking skill, problems they faced and ways they applied to solve the problems in speaking skill. This questionnaire further includes, ways of assessing progress in speaking, ways to increase fluency, and ways that informants used to get exposure for speaking.

The analysis and interpretation of data collected from open-ended questions is done descriptively with help of tables as below:

Table No. 10
Strategies Used for Developing Speaking Skill

Strategies used	% of the informants
Speaking practice Taking part in conversation Using English language as a mean of communication Watching English movies Listening English BBC	90
Use of authentic materials Speaking practice Taking part in conversation Using English language as a mean of communication Watching English movies Listening English BBC	5
Developing positive attitude towards the language somebody is learning Group work and pair work Taking part in discussion Using English language as a mean of communication Watching English movies Listening English BBC	5

The first question was asked about the strategies that students use to improve their English. All the respondents wanted to improve their English. For this question, 90 percent respondents mentioned following strategies for improving speaking skill: Speaking practice, taking part in discussion, using English language as a mean of communication, watching English movies, listening English BBC, 5 percent respondents mentioned use of authentic materials including above mentioned strategies to develop speaking skill. Again 5 percent students mentioned, second language learners need to develop positive

attitude towards the language that they are learning including group and pair work, taking part in discussion, using English language as a means of communication, watching English movies, listening English BBC to improve speaking skill.

The more important thing that students (EFL/ESL) need to do is to develop positive attitude. More than this there should not be cultural shock in learners.

Table No. 11
Problems Faced While Developing Speaking Skill

Problems faced	% of the informants
Problem in pronunciation and supra-segmental features Hesitation and feeling of fear Mother tongue interference	35
Lack of exposure Uneven participation Afraid of committing mistakes Lack of confidence Lack of trained teachers Proper government policies for language teaching and learning Fasilization	65

The second question was about the problems that students faced while developing speaking skill. With regard to this, 35 percent informants faced following problems; problems in pronunciation and in supra-segmental features, hesitation and feeling of fear, mother tongue interference, likewise, lack of exposure, uneven participation, afraid of committing mistakes, lack of confidence, lack of trained teachers and proper government policies for language learning and language teaching, and facilization were the problems mentioned by 65 percent respondents including above mentioned ones.

Table No. 12

Strategies Applied to Solve Problems While Developing Speaking Skill

Strategies applied to solve problems	% of the informants
More speaking practice Listening English news Watching English movies Reading English literature and news	40
Less use of mother tongue Participating in group in pair work Reducing hesitation and teaching of fear Use of simple vocabularies Increasing risk taking ability	60

The third question seeks out the strategies applied to solve problems occurred while developing speaking skill. Regarding this questionnaire, 40 percent respondents mentioned following strategies, speaking practice, listening English news, watching English movies, reading English literature, reading English news. Similarly, 60 percent respondents mentioned the strategies like, less use of mother tongue, participating in group work and pair work, trying to reduce hesitation and feeling of fear, use of simple vocabulary and increasing risk taking ability to solve the problems.

Table No. 13

Assessment of Progress in Speaking in Terms of Accuracy and Fluency

Ways to assess progress in speaking	% of the informants
Recording conversation / voice and comparing it with native speakers voice or comparing with competent English speakers' voice Letting interlocutor test/assess	70
No assessment	30

The fourth question was about assessing the progress in speaking in terms of accuracy and fluency. Majority of the students 70 percent said following ways to assess; letting interlocutor assess/test, recording conversation/voice and comparing it with native speakers voice or comparing with competent English speakers. And 30 percent mentioned that they don't assess their level of improvement. In this regard, it could be interpreted that most of the second or foreign language learners assess their level of improvement in language by recording their voice and comparing it with native speakers' one.

Table No. 14
Ways Used Increase Fluency in Speaking

Ways used	% of the informants
Making pair to speak Listening native speakers and speaking with them Listening audio and visual materials Using English language daily communication	80
Recording class lectures and listening when they are free Listening native speakers and speaking with them Listening audio and visual materials Using English language daily communication	20

The fifth question was asked to identify ways to use to increase fluency in speaking. Majority of respondents i.e., 80 percent used following ways to increase fluency, making pair to speak, listening native speakers to English and speaking with them, listening audio-materials and watching English movies, using English language in daily communication. Whereas, 10 percent respondents said they record class lecturers and listen when they are free including above mentioned ways. more than this, reading English texts from

books, newspapers/magazines recording and listening them again and again are some of the other ways to increase fluency.

Table No. 15
Ways Used to Get Exposure for Speaking

Ways used for getting exposure	% of the informants
Using of English language in daily communication Listening and watching audio-visual materials in English Reading different genres in English language Avoiding hesitation and fear to participation conversation	80
Using dictionaries and delivering speech in front of mirror Using of English language in daily communication Listening and watching audio-visual materials in English Reading different genres in English language Avoiding hesitation and fear to participation conversation	20

The sixth question was related to ways to get exposure for speaking. Regarding this question, 80 percent respondents used following ways to get exposure for speaking: Use of English language in daily communication, listening and watching audio-video materials, reading different genres in English language, avoiding hesitation and fear to participate in conversation. Similarly, 20 percent respondents applied the following ways: using dictionaries and delivering speech in front of mirror along with above mentioned ways for getting exposure.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This final chapter of this research report deals with summary, conclusion and implication made after analyzing the data. This chapter is divided into three parts; summary, conclusion and implications.

5.1 Summary

The topic of the study is 'Strategies used for developing speaking skill: A case of M.Ed. students'. Being the survey and qualitative research, the study sets following objectives: to find out strategies employed for developing speaking skill of English and to identify problems while developing speaking skill. In this study, the survey research design is used in which researcher visits different fields to find out the information required for it. This type of research is carried out in large number of population to find out the opinions by public on particular issue.

For this study, the total population was 45 students from three different campuses in the Kathmandu valley. In sampling procedure, non-random sampling was used. In non-random sampling also, the quota sampling is used to select the respondents for the authentic and reliable findings. To collect the required data for the study, the survey questionnaire was used. The data was collected from primary sources using questionnaire.

The data were collected through questionnaire and the collected data have been described and interpreted by applying both qualitative and quantitative analysis procedure. The collected and analysis data have been presented in two sections. In the first section, close-ended questionnaire is interpreted and in second open-ended.

After applying all the procedures required for the survey research, following findings are carried out.

All the students were very eager or interested to develop and improve their speaking in English language. They pointed out various strategies for developing speaking and at the same time they mentioned problems while learning speaking and solution to them. Some of the strategies they mentioned were, listening BBC, reading English news paper, watching English movies, speaking with native speaker of English, making presentation, group work and pair work. Similarly, mother tongue, lack of exposure, feeling of fear and embarrassment, and uneven participation were the problems that students faced while improving speaking skill. Among the problems, mother tongue use was most common problem. There is much argumentation in correction of mistakes (i. e. grammatical, functional). In this issue, majority of students viewed that mistakes should not be corrected by interlocutor at the time of speaking. Their opinion was, correction on the spot makes speaker slower which hampers in fluency development. Though various methods have been practiced for learning and teaching foreign languages emphasizing communicative competence, most of the students were found to use GT (Grammar Translation) method for developing speaking skill. They used the technique, thinking in mother tongue and translating in English. To improve pronunciation, students recorded their voice and compared it with native speakers' voice for making it intelligible.

5.2 Conclusion

Since my study was conducted to describe strategies employed for developing speaking skill, I prepared the questionnaire, collected responses required to the study and presented descriptively. On the basis of analysis and interpretation of the information collected from 45 informants. The following conclusion are the conclusions of the study.

5.2.1 Strategies Used for Speaking

The strategies that students used for developing speaking skill were: continuous practice in speaking, talking part or involving in discussion, using English

language as a means of communication, use of authentic materials, watching English movies, listening English BBC, developing positive attitude towards English language, and avoiding hesitation and delivering speech in front of mirror. Moreover, motivation (i.e., internal and external) was found very important factor for continuous practice in speaking. Though less number of students emphasized on developing positive attitude towards English language and delivering speech in front of mirror strategies, they play very crucial role in improvement of speaking skill.

5.2.2 Problems Faced While Developing Speaking Skill

The problems that students faced while developing speaking skill were: feeling of fear and embarrassment, mother tongue interference, lack of exposure and uneven participation, lack of confidence, problem in pronunciation and suprasegmental features. Mostly, problems were person-specific. Some students were introvert and others were extrovert. Therefore, from this study it can be identified that those who are extrovert can develop speaking skill faster than that of introverts.

5.3 Implications

The present work is my sincere effort to present the strategies employed for developing speaking skill. This study is not discovered yet. All the findings are helpful in teaching, learning, material production related to the language teaching in our country. The main implications of the study for educational practice can be presented under the following three levels.

5.3.1 Policy Level

Policy is an action of a government to systematize the activities of the people belonging to the particular field. It is the long term vision of the nation. Policy helps to achieve the objectives. Without adequate study many policies are made in Nepal. Due to inadequate study, they can not be successful, therefore, immediately after formulating policies they are compelled to change. The study

conducted on strategies employed for developing speaking skill: A case of M.Ed. students would highly helpful for the policy makers of Nepal to formulate policies related to English language teaching.

- a) The study will be highly beneficial to the policy makers in the field of education in general and in the field of English language education in particular for making policy related to second language acquisition (SLA).
- b) It will be effective for Ministry of education to design educational plans and to implement them.
- c) Curriculum development centre can take benefit from the study for designing new curriculum, revise and improve existing curriculum.
- d) The universities can also utilize the study to make policies in the field of second language teaching and learning.

5.3.2 Practical Level

The implication of the research study in the practical field or day to day life is kept under practice level. This study is related to the practical field of the English language teaching and learning. The ELT practitioners such as, curriculum developer, linguists, textbook writers, material producers, teachers, supervisors and so on can effectively utilize the study. The major implications of the study in practice level are:

- a) This study becomes an asset for ELT practitioners / teachers to conduct different types of research related to English teaching and learning.
- b) Particularly English teachers can take help from the finding of the study.
- c) Textbook writers and instructional materials producers will also get feedback from it.

- d) ELT supervisors can also take help from the findings of the study summarized in this study.

5.3.3 Further Research

I hope the present study would be fruitful to conduct further research. It is one step of study in strategies for developing speaking skill. Speaking is the most powerful skill in communication. It requires continuous practice along with other language skills (i.e., listening reading and writing skill) to be competent speaker. The new researchers can identify strategies employed for developing other skills of language i.e., reading, writing listening. Similarly, the study can be conducted on various learning strategies (i.e., vocabulary learning strategies, rule learning strategies etc.) in English language. All the new researches who are interested in this field would certainly be benefited by this study.

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Appendix - I

Survey Questionnaire

Dear Respondents,

This questionnaire is a research tool for collecting information for my research entitled "Strategies Used for Developing Speaking Skill: A Case of M.Ed. Students", a study for M. Ed. thesis in English Education under the guidance of **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Language Education, T.U., Kirtipur, Kathmandu. My research aims to find out strategies employed / used in developing speaking skill. I would like to make you sure that your response will be used for research purpose only and not for anything else. Feel free to answer them any way you like. Please, respond each item according to how you think. The correct information provided by you will be of great help for completing my research. I sincerely assure that your responses will remain confidential, please, return this questionnaire as soon as possible. Thank you !

Researcher
Binod Singh Dhama
T.U., Kirtipur, Kathmandu

Tick() the best option.

1. Which of the following strategies do (EFL) English as foreign language learners use for developing speaking skill ?
 - (i) Use of mother tongue
 - (ii) Use of English only
 - (iii) Thinking in mother tongue and translating in English.
 - (iv) All of the above

2. For learning speaking a speaker should emphasize practice.
 - (i) Fluency
 - (ii) Accuracy
 - (iii) Both accuracy and fluency

3. Which activity do you use most to improve your speaking skill ?
 - (i) Group work and pair work
 - (ii) Presentation on particular topic
 - (iii) Talking inside and outside of the classroom
 - (iv) Using English language only

4. Do you think mistakes in speaking for developing fluency are:
 - (i) Tolerated and not taken so seriously by interlocutor
 - (ii) Immediately corrected by interlocutor
 - (iii) No attention is given in mistakes, speakers will correct themselves.
 - (iv) Corrected by getting help from his/her interlocutor

5. Which of the following skills do you focus while developing speaking skill ?
 - (i) Pronunciation skills
 - (ii) Communication skills
 - (iii) Sociolinguistics skills
 - (iv) All of the above

6. Which of the following problems do you think is most common for developing speaking skill.
 - (i) Mother tongue use
 - (ii) Lack of exposure
 - (iii) Feeling of fear or embarrassment
 - (iv) Uneven participation

7. For developing speaking skill which of the following means do you mainly follow ?
 - (i) Listening English BBC.
 - (ii) Reading English newspapers
 - (iii) Watching English movies
 - (iv) Speaking with people who speak English as native language.

8. People get chance to speak more intechnique.
- (i) Group work (ii) Discussion
 (iii) Role play (iv) Strip story
9. Conversation becomes successful when learners are able to ask for repetition by using formulaic expressions (e.g. would you mind repeating.....), repeating up to the point conversation breaks down.
- (i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
10. Feeling of fear and hesitation to participate in conversation is one of the problem for developing speaking skill.
- (i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
11. Number of learners share the same mother tongue and they may tend to use it because it is easier, because it feels unnatural, to speak to one another in a foreign language which hampers in developing speaking skill.
- (i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
12. If learners are to be involved in spontaneous face-to-face conversation outside the classroom also with competent English language speakers they can develop speaking skill well.
- (i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
13. For successful communication intelligible pronunciation plays vital role in conversation.
- (i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree

14. Language learners who lack confidence to participate successfully in oral interaction should practice in English making pair with one of the intimate friend.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
15. Unequal power/status of participants in communication affects interlocutor who has low status/power.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
16. Accurate pronunciation makes conversation comprehensible.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
17. To get ample exposure of speaking is one of the better ways to develop speaking skill.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
18. Confidence level should be high, hesitation should be avoided, and risk taking ability should be increased for developing speaking skill.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
19. If speakers use passive vocabularies in their daily communication, they become active which helps to develop fluency in speaking.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree

20. Do you want to improve English speaking skill ?

(i) Yes

(ii) No

If yes, what are the strategies that you use to improve your English ?

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21. What are the problems that you face while developing speaking skills ?

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22. What are the strategies that you apply to solve problems occurred while developing speaking skill ?

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23. How do you assess yourself to know about your progress in speaking in terms of accuracy and fluency ?

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24. Making pair to speak, listening native speakers of English and speaking with them, listening audio materials and watching English movies, expressing ideas in English are some ways to improve fluency in English language. What do you do to increase fluency in English ?

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25. To get ample exposure of speaking is one of the better way to develop English speaking skill. What are the ways that you use to get exposure for speaking ? Write at least six ways.

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Mahendra Ratna Campus

Appendix - II

Sample Responses

Dear Respondents,

This questionnaire is a research tool for collecting information for my research entitled "Strategies Used for Developing Speaking Skill: A Case of M.Ed. Students", a study for M. Ed. thesis in English Education under the guidance of **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Language Education, T.U., Kirtipur, Kathmandu. My research aims to find out strategies employed / used in developing speaking skill. I would like to make you sure that your response will be used for research purpose only and not for anything else. Feel free to answer them any way you like. Please, respond each item according to how you think. The correct information provided by you will be of great help for completing my research. I sincerely assure that your responses will remain confidential, please, return this questionnaire as soon as possible. Thank you !

Researcher
Binod Singh Dhama
T.U., Kirtipur, Kathmandu

Tick(✓) the best option.

- Which of the following strategies do (EFL) English as foreign language learners use for developing speaking skill ?
 - Use of mother tongue
 - Use of English only
 - Thinking in mother tongue and translating in English.
 - All of the above
- For learning speaking a speaker should emphasize practice.
 - Fluency
 - Accuracy
 - Both accuracy and fluency
-

3. Which activity do you use most to improve your speaking skill ?
- (i) Group work and pair work
 - (ii) Presentation on particular topic
 - (iii) Talking inside and outside of the classroom
 - (iv) Using English language only
4. Do you think mistakes in speaking for developing fluency are:
- (i) Tolerated and not taken so seriously by interlocutor
 - (ii) Immediately corrected by interlocutor
 - (iii) No attention is given in mistakes, speakers will correct themselves.
 - (iv) Corrected by getting help from his/her interlocutor
5. Which of the following skills do you focus while developing speaking skill ?
- (i) Pronunciation skills
 - (ii) Communication skills
 - (iii) Sociolinguistics skills
 - (iv) All of the above
6. Which of the following problems do you think is most common for developing speaking skill.
- (i) Mother tongue use
 - (ii) Lack of exposure
 - (iii) Feeling of fear or embarrassment
 - (iv) Uneven participation
7. For developing speaking skill which of the following means do you mainly follow ?
- (i) Listening English BBC.
 - (ii) Reading English newspapers
 - (iii) Watching English movies
 - (iv) Speaking with people who speak English as native language.

8. People get chance to speak more intechnique.
(i) Group work (ii) Discussion
(iii) Role play (iv) Strip story
9. Conversation becomes successful when learners are able to ask for repetition by using formulaic expressions (e.g. would you mind repeating.....), repeating up to the point conversation breaks down.
 (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
10. Feeling of fear and hesitation to participate in conversation is one of the problem for developing speaking skill.
(i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
11. Number of learners share the same mother tongue and they may tend to use it because it is easier, because it feels unnatural, to speak to one another in a foreign language which hampers in developing speaking skill.
(i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
12. If learners are to be involved in spontaneous face-to-face conversation outside the classroom also with competent English language speakers they can develop speaking skill well.
(i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
13. For successful communication intelligible pronunciation plays vital role in conversation.
(i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree

14. Language learners who lack confidence to participate successfully in oral interaction should practice in English making pair with one of the intimate friends.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
15. Unequal power/status of participants in communication affects interlocutor who has low status/power.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
16. Accurate pronunciation makes conversation comprehensible.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
17. To get ample exposure of speaking is one of the better ways to develop speaking skill.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
18. Confidence level should be high, hesitation should be avoided, and risk taking ability should be increased for developing speaking skill.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
19. If speakers use passive vocabularies in their daily communication, they become active which helps to develop fluency in speaking.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree

20. Do you want to improve English speaking skill ?

(i) Yes

(ii) No

If yes, what are the strategies that you use to improve your English ?

First we need to develop positive attitude towards any target languages to have good command over it. The strategies that I use to improve English are reading the English texts a lot, listening to English programmes, speaking with the friends regularly.

21. What are the problems that you face while developing speaking skills ?

The problems which are faced while developing speaking skills are: mother tongue interference, Negative cultural shock (in English movies), lack of proper amount of exposure, lack of government's concern to promote English language in its sector in terms of trained teachers, monitoring and evaluating.

22. What are the strategies that you apply to solve problems occurred while developing speaking skill ?

To raise the problematic issues is ~~an~~ easier but seems quite difficult to solve it. However, it seems difficult, we can apply some strategies like providing awareness programme, presenting the international scenerio of English language, better not to correct the simple mistakes in speech, etc.,

23. How do you assess yourself to know about your progress in speaking in terms of accuracy and fluency?

I often record my speech, either it is reading text aloud or supposing myself as giving speech and listen. I too speak in English with my intimate friends and ask them feedback and correct to better my speaking skill. This is how I assess myself about my progress in speaking in terms of accuracy and fluency.

24. Making pair to speak, listening native speakers of English and speaking with them, listening audio materials and watching English movies, expressing ideas in English are some ways to improve fluency in English language. What do you do to increase fluency in English?

Along with aforementioned strategies, I read the English text a lot. The more one reads the more he/she increases fluency. To become a fluent speaker of English one must be exposed to the greater amount of exposure of English where it is used as native-like or natively.

25. To get ample exposure of speaking is one of the better way to develop English speaking skill. What are the ways that you use to get exposure for speaking? Write at least six ways.

① English texts: books, papers (2) Teacher: listening lectures and making conversation (3) Chating with friends (4) Taking part in speech and debate competition (5) Watching English programmes (6) Listening IELTS materials.

University Campus

Dear Respondents,

This questionnaire is a research tool for collecting information for my research entitled "Strategies Used for Developing Speaking Skill: A Case of M.Ed. Students", a study for M. Ed. thesis in English Education under the guidance of **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Language Education, T.U., Kirtipur, Kathmandu. My research aims to find out strategies employed / used in developing speaking skill. I would like to make you sure that your response will be used for research purpose only and not for anything else. Feel free to answer them any way you like. Please, respond each item according to how you think. The correct information provided by you will be of great help for completing my research. I sincerely assure that your responses will remain confidential, please, return this questionnaire as soon as possible. Thank you !

Researcher
Binod Singh Dhami
T.U., Kirtipur, Kathmandu

Tick(✓) the best option.

1. Which of the following strategies do (EFL) English as foreign language learners use for developing speaking skill ?
 - (i) Use of mother tongue
 - (ii) Use of English only
 - (iii) Thinking in mother tongue and translating in English.
 - (iv) All of the above

2. For learning speaking a speaker should emphasize practice.
 - (i) Fluency (ii) Accuracy (iii) Both accuracy and fluency

3. Which activity do you use most to improve your speaking skill ?
- (i) Group work and pair work
 - (ii) Presentation on particular topic
 - (iii) Talking inside and outside of the classroom
 - (iv) Using English language only
4. Do you think mistakes in speaking for developing fluency are:
- (i) Tolerated and not taken so seriously by interlocutor
 - (ii) Immediately corrected by interlocutor
 - (iii) No attention is given in mistakes, speakers will correct themselves.
 - (iv) Corrected by getting help from his/her interlocutor
5. Which of the following skills do you focus while developing speaking skill ?
- (i) Pronunciation skills
 - (ii) Communication skills
 - (iii) Sociolinguistics skills
 - (iv) All of the above
6. Which of the following problems do you think is most common for developing speaking skill.
- (i) Mother tongue use
 - (ii) Lack of exposure
 - (iii) Feeling of fear or embarrassment
 - (iv) Uneven participation
7. For developing speaking skill which of the following means do you mainly follow ?
- (i) Listening English BBC.
 - (ii) Reading English newspapers
 - (iii) Watching English movies
 - (iv) Speaking with people who speak English as native language.

8. People get chance to speak more intechnique.
- (i) Group work ~~(ii) Discussion~~
(iii) Role play (iv) Strip story
9. Conversation becomes successful when learners are able to ask for repetition by using formulaic expressions (e.g. would you mind repeating.....), repeating up to the point conversation breaks down.
- ~~(i) Agree~~ (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
10. Feeling of fear and hesitation to participate in conversation is one of the problem for developing speaking skill.
- (i) Agree (ii) Undecided
~~(iii) Strongly agree~~ (iv) Strongly disagree
11. Number of learners share the same mother tongue and they may tend to use it because it is easier, because it feels unnatural, to speak to one another in a foreign language which hampers in developing speaking skill.
- ~~(i) Agree~~ (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
12. If learners are to be involved in spontaneous face-to-face conversation outside the classroom also with competent English language speakers they can develop speaking skill well.
- ~~(i) Agree~~ (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
13. For successful communication intelligible pronunciation plays vital role in conversation.
- (i) Agree ~~(ii) Undecided~~
(iii) Strongly agree (iv) Strongly disagree

14. Language learners who lack confidence to participate successfully in oral interaction should practice in English making pair with one of the intimate friend.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
15. Unequal power/status of participants in communication affects interlocutor who has low status/power.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
16. Accurate pronunciation makes conversation comprehensible.
- (i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
17. To get ample exposure of speaking is one of the better ways to develop speaking skill.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
18. Confidence level should be high, hesitation should be avoided, and risk taking ability should be increased for developing speaking skill.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
19. If speakers use passive vocabularies in their daily communication, they become active which helps to develop fluency in speaking.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree

20. Do you want to improve English speaking skill ?

(i) Yes

(ii) No

If yes, what are the strategies that you use to improve your English ?

Yes, there are some strategies that we use to improve our English. They are

- ① Listening to the ^{Eng} radio,
- ② Watching English channel or English movies
- ③ Reading English newspapers, magazines and novel
- ④ Speaking or communicate in English with friends and native speakers.

21. What are the problems that you face while developing speaking skills ?

There are some problems we face while developing speaking skills. They are

- ① Feeling fear and hesitation in speaking.
- ② Lack of confidence, in speaking.
- ③ Lack of exposure
- ④ Lack of interest, fossilization
- ⑤ L₁ interference

22. What are the strategies that you apply to solve problems occurred while developing speaking skill ?

We can follow some strategies to solve the problems occurred while developing speaking skills. They are

- ① Encourage ourself in communicating in English with friends.
- ② Video imitation

23. How do you assess yourself to know about your progress in speaking in terms of accuracy and fluency?

By talking with native speakers, watching movies, reading magazines and ~~working~~ ^{taking part} in ^{communication} groups with friends I can assess myself about my progress in speaking in terms of accuracy and fluency.

24. Making pair to speak, listening native speakers of English and speaking with them, listening audio materials and watching English movies, expressing ideas in English are some ways to improve fluency in English language. What do you do to increase fluency in English?

I listen audio materials and watch English movies, and also I read English novels, articles and so on. Sometimes I communicate in English with friends.

25. To get ample exposure of speaking is one of the better way to develop English speaking skill. What are the ways that you use to get exposure for speaking? Write at least six ways.

① Listening to English audio materials and English radio.

② Watch English movies and TV channels

③ Reading English articles and ~~writing~~ ^{novel}

④ Speaking with friends and native speakers

⑤ Listening to the native speakers

⑥

Kathmandu Siksha Campus

Dear Respondents,

This questionnaire is a research tool for collecting information for my research entitled "Strategies Used for Developing Speaking Skill: A Case of M.Ed. Students", a study for M. Ed. thesis in English Education under the guidance of **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Language Education, T.U., Kirtipur, Kathmandu. My research aims to find out strategies employed / used in developing speaking skill. I would like to make you sure that your response will be used for research purpose only and not for anything else. Feel free to answer them any way you like. Please, respond each item according to how you think. The correct information provided by you will be of great help for completing my research. I sincerely assure that your responses will remain confidential, please, return this questionnaire as soon as possible. Thank you !

Researcher
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Tick(✓) the best option.

1. Which of the following strategies do (EFL) English as foreign language learners use for developing speaking skill ?
 - (i) Use of mother tongue
 - (ii) Use of English only
 - (iii) Thinking in mother tongue and translating in English.
 - (iv) All of the above

2. For learning speaking a speaker should emphasize practice.
 - (i) Fluency
 - (ii) Accuracy
 - (iii) Both accuracy and fluency

3. Which activity do you use most to improve your speaking skill ?
- (i) Group work and pair work
 - (ii) Presentation on particular topic
 - (iii) Talking inside and outside of the classroom
 - (iv) Using English language only
4. Do you think mistakes in speaking for developing fluency are:
- (i) Tolerated and not taken so seriously by interlocutor
 - (ii) Immediately corrected by interlocutor
 - (iii) No attention is given in mistakes, speakers will correct themselves.
 - (iv) Corrected by getting help from his/her interlocutor
5. Which of the following skills do you focus while developing speaking skill ?
- (i) Pronunciation skills
 - (ii) Communication skills
 - (iii) Sociolinguistics skills
 - (iv) All of the above
6. Which of the following problems do you think is most common for developing speaking skill.
- (i) Mother tongue use
 - (ii) Lack of exposure
 - (iii) Feeling of fear or embarrassment
 - (iv) Uneven participation
7. For developing speaking skill which of the following means do you mainly follow ?
- (i) Listening English BBC.
 - (ii) Reading English newspapers
 - (iii) Watching English movies
 - (iv) Speaking with people who speak English as native language.

8. People get chance to speak more intechnique.
- (i) Group work (ii) Discussion
(iii) Role play (iv) Strip story
9. Conversation becomes successful when learners are able to ask for repetition by using formulaic expressions (e.g. would you mind repeating.....), repeating up to the point conversation breaks down.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
10. Feeling of fear and hesitation to participate in conversation is one of the problem for developing speaking skill.
- (i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
11. Number of learners share the same mother tongue and they may tend to use it because it is easier, because it feels unnatural, to speak to one another in a foreign language which hampers in developing speaking skill.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree
12. If learners are to be involved in spontaneous face-to-face conversation outside the classroom also with competent English language speakers they can develop speaking skill well.
- (i) Agree (ii) Undecided
 (iii) Strongly agree (iv) Strongly disagree
13. For successful communication intelligible pronunciation plays vital role in conversation.
- (i) Agree (ii) Undecided
(iii) Strongly agree (iv) Strongly disagree

20. Do you want to improve English speaking skill ?

(i) Yes

(ii) No

If yes, what are the strategies that you use to improve your English ?

The following strategies that I use to improve my English;

i) Listening BBC English.

ii) Reading English newspaper.

iii) Talking in English outside and inside of the classroom.

iv) Watching English movies.

21. What are the problems that you face while developing speaking skills ?

i) Mother tongue interference

ii) Feeling fear and hesitation

iii) Difficulties in pronunciation

iv) Word-power

v)

22. What are the strategies that you apply to solve problems occurred while developing speaking skill ?

i) Communicating with people who speaks English as native language.

ii) Group work and pair discussion

iii) Listening to BBC English

iv) play with synonyms and antonyms

23. How do you assess yourself to know about your progress in speaking in terms of accuracy and fluency ?

I do assess myself to know about my progress in speaking in terms of accuracy and fluency by recording my presentation on particular topic and listening the record in my own room and elsewhere.

24. Making pair to speak, listening native speakers of English and speaking with them, listening audio materials and watching English movies, expressing ideas in English are some ways to improve fluency in English language. What do you do to increase fluency in English ?

i) I speak only in English in my own room.
ii) I speak half an hour and record it and again listen it.
iii) I imitate my lecturer's his/her way of speaking.
iv) Sometimes we use play the role of different character in order to follow their speech.

25. To get ample exposure of speaking is one of the better way to develop English speaking skill. What are the ways that you use to get exposure for speaking ? Write at least six ways.

i) Teachers speech in classroom.
ii) Listening the public speech
iii) Analyzing my friends presentations
iv) Discussion on particular topic with friends.
v) Listening the speech of Obama the president of America.
vi) English movies.

14. Language learners who lack confidence to participate successfully in oral interaction should practice in English making pair with one of the intimate

(i) Agree

(ii) Undecided

(iii) Strongly agree

(iv) Strongly disagree

15. Unequal power/status of participants in communication affects interlocutor who has low status/power.

(i) Agree

(ii) Undecided

(iii) Strongly agree

(iv) Strongly disagree

16. Accurate pronunciation makes conversation comprehensible.

(i) Agree

(ii) Undecided

(iii) Strongly agree

(iv) Strongly disagree

17. To get ample exposure of speaking is one of the better ways to develop speaking skill.

(i) Agree

(ii) Undecided

(iii) Strongly agree

(iv) Strongly disagree

18. Confidence level should be high, hesitation should be avoided, and risk taking ability should be increased for developing speaking skill.

(i) Agree

(ii) Undecided

(iii) Strongly agree

(iv) Strongly disagree

19. If speakers use passive vocabularies in their daily communication, they become active which helps to develop fluency in speaking.

(i) Agree

(ii) Undecided

(iii) Strongly agree

(iv) Strongly disagree