

**TECHNIQUES OF TEACHING SPEAKING SKILLS USED BY
SECONDARY LEVEL ENGLISH TEACHERS**

Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English Education

Submitted By

Jamuna Katwal

Janta Multiple Campus, Itahari

Faculty of Education

Tribhuvan University

2023/2079

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DECLARATION

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

Date: 2079-11-12/ 2023-02-24

Jamuna Katwal



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I recommend the thesis for approval and acceptance.

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Jamuna Katwal

ABSTRACT

The research entitled "Techniques of Teaching Speaking Skills Used by Secondary Level English Teachers" is an attempt to find out the different techniques that the Secondary Level teachers use in teaching speaking skill. For this research study the researcher selected 6 government and 6 private schools of Sunsari District. All the teachers were requested to fill up the questionnaire prepared by the researcher. And the researcher observed the classes of twelve teachers while they were teaching speaking skill by applying various techniques and filled up the observation check-lists. The data collected from the teachers of secondary level schools were compared, analyzed and interpreted to find out the differences of techniques.

A variety of teaching techniques were used by teachers to teach speaking skill at grade 12, with role play being the most commonly used technique. Other techniques, such as acting, dramatization, mock presentation, personification, simulation, communication, dialogue, and group work, were also used to varying degrees. This indicated that teachers used diverse methods to engage students and improve their speaking skill. Puppets or being a ventriloquist, acting, dramatization, drilling, imitate/caricature, latest drama technique, mime, and simulation were the most rarely used techniques. Drama activities were popular techniques among teachers for teaching speaking skill in grade 12. It indicates that this method was considered effective in enhancing students' speaking abilities. The researcher found that using interactive techniques, such as role play and dramatizing, effectively engaged students in speaking activities and improved their speaking skill.

This thesis consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study and delimitation. The second chapter deals with the review of related theoretical literature, review of related literature and conceptual framework. The third chapter deals with research design, sources of data, population and sample, sampling procedure, data collection tools, data collection procedure and method of analysis of data. The chapter four deals with results and discussions. The chapter five deals with conclusion and recommendations.

ABBREVIATIONS AND SYMBOLS

Asst	:	Assistant
Bha.Shi	:	Bhadgaun Sinwari
ELT	:	English Language Teaching
Etc.	:	Et cetera
F.N.	:	Frequency Number
https	:	Hypertext Transfer Protocol Secure
Ltd.	:	Limited
NELTA	:	Nepal English Language Teachers' Association
NESP	:	National Education System Plan
No.	:	Number
P	:	Percentage
Ph.D.	:	Doctor of Philosophy
Prof.	:	Professor
QAA	:	Quality Assurance and Accreditation
Reg.	:	Registration
Sec	:	Secondary
T.N.	:	Total Number
TPD	:	Teacher Professional Development

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CHAPTER ONE

INTRODUCTION

Background of the Study

The English language has been a significant part of Nepal's education system for over a century. The history of English language teaching in Nepal can be traced back to the Rana regime (1846-1951), where it was primarily taught to serve the interests of the British government in India. The teaching of English became more widespread during the early years of the Shah dynasty, particularly after the introduction of the Tribhuvan University Act in 1959, which required English to be taught as a compulsory subject in all faculties (Bista, 2009)

The history of English language teaching in Nepal can be divided into three main phases: pre-1951, 1951-1990, and post-1990. During the pre-1951 phase, English was taught primarily in private schools for the elite class and was mainly used for official purposes. In the second phase (1951-1990), English became more accessible to the masses with the introduction of the Tribhuvan University Act, which made English a compulsory subject in all faculties. However, the teaching of English during this period was still largely traditional, focusing on grammar and rote learning (Sapkota, 2020).

In the post-1990 period, Nepal underwent significant changes in its education system, with a shift towards communicative language teaching and the incorporation of technology in the classroom. The introduction of the National Curriculum Framework in 1995 emphasized the development of English language proficiency and communicative competence among students. The use of technology, particularly the internet, has also revolutionized English language teaching in Nepal, providing students with access to a wealth of English language resources (Bhattarai, 2020).

Despite these developments, English language teaching in Nepal still faces challenges, including a lack of qualified teachers, inadequate infrastructure, and limited resources. Efforts are being made to address these challenges through teacher training programs, the establishment of language centers, and the development of English language teaching materials specifically designed for Nepali students (Sapkota, 2020).

Davies (1990) concludes that one of the greatest advantages to be gained from the use of drama is that students become more confident in their use of English by experiencing the language in operation. The student-centeredness inherent in all dramatic activities also improves students' maturity and motivation, and the physical involvement contained in drama along with the concept of learning language through action is an effective variation on the method of Total Physical Response and other holistic approaches to language teaching, where the learner rather than the language or indeed the teacher is at the centre of the learning process. Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination. Drama encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners experience of success in real-life situations it should arm them with confidence for tackling the world outside the classroom.

Sthapit (2000) points out that the English language is essential in the case of Nepal for the following activities:

- a. To participate in classroom interactions.
- b. To study course materials and other related academic professional matters.
- c. To use it as a medium of expression in assignments, tests and examinations.
- d. To read things for pleasures and general information.
- e. To gain access to the world body of knowledge.
- f. To appreciate movies, plays, talks, radio and television programs, etc.
- g. To keep themselves abreast of what is going on around the world.
- h. To participate in international meetings, seminars, conferences, etc.
- i. To communicate with foreigners in general.
- j. To develop their personality and enhance their career development.

Teaching English became a professional and academic field a half century ago. Many researches for teacher education and teacher training have been conducted in order to raise the English teachers' as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning. During the 3rd millennium of speedily globalized world, teaching English as a common communication tool has become even more significant than two decades

ago. For introducing the history, teaching methodologies, and pedagogies of teaching English as a Second/ Foreign Language, this book is composed as a reference for English teachers (Lin & Chien, 2010).

Uysal and Yavuz (2018) argues that the drama is efficacious in acquiring both linguistic and non-linguistic competences in language learning. While it highlights the listening and speaking skill, drama-oriented exercises can also be designed to teach grammar, pronunciation, vocabulary and the culture of the target language. The role of the teacher in the drama activities is different from the traditional one. The teacher collaborates with the students and guides them without interrupting too much before and during the activities. The teacher is facilitator and counselor and encourages them to express their ideas and emotions beyond their linguistic boundaries. Lastly, many studies show the benefits of drama in language learning and show different aspects of using drama in language classrooms. However, it is found that there is still a lack of empirical studies on the effect of drama exercises on foreign language learning.

Language and Language Skill

Language can be defined as a system of communication consisting of sounds, words, and grammar, used by a group of people to express thoughts, feelings, and ideas. It allows individuals to communicate with one another, express their beliefs and values, and transmit cultural knowledge (Sapir, 1921).

Language can be defined as a system of communication that uses symbols, sounds, gestures, and/or written words to convey meaning between individuals or groups. It is an essential tool for human communication, allowing individuals to express themselves, share ideas, and understand one another (Merriam Webster, 2023).

Language skill refers to the ability to use a language effectively for communication purposes. This includes various aspects such as reading, writing, listening, and speaking. Language skill are essential for effective communication and are developed through practice and exposure to the language (Council of Europe, 2001).

Speaking Skill

According to Brown (2007), "Speaking is the productive skill in the oral mode. It involves not only pronunciation and vocabulary, but also grammar, discourse, and pragmatic competence".

Speaking skill is the ability to convey ideas and information effectively through spoken language, using appropriate vocabulary, grammar, pronunciation, and intonation. It involves not only the use of language but also nonverbal communication such as body language, facial expressions, and gestures (Acker, 2018).

Techniques of Teaching Speaking Skill

Techniques of teaching speaking skill refer to the activities and exercises designed to help learners improve their oral communication skill and build their confidence in using the language in real-life situations (Burns, 2012).

Goh and Burns (2012), points out the techniques of teaching speaking skill as follows.

- a. **Role-Playing:** In this technique, learners act out a scenario or a situation, which allows them to practice speaking in a realistic and interactive way.
- b. **Discussion:** This technique involves learners sharing their ideas and opinions on a particular topic in a group, which helps to develop their fluency and communication skill.
- c. **Debates:** This technique involves learners taking opposing positions on a particular topic and arguing their points in a structured and logical way, which helps to develop their critical thinking and persuasive skill.
- d. **Storytelling:** This technique involves learners sharing a personal experience or a narrative, which helps to develop their storytelling and presentation skill.
- e. **Pronunciation practice:** This technique involves learners practicing and refining their pronunciation of sounds, stress, and intonation, which helps to improve their overall speaking proficiency.
- f. **Simulations:** In this technique, learners engage in simulated or role-playing activities that are based on real-world situations. This helps learners develop their ability to communicate in contextually appropriate ways.

- g. Collaborative Learning: This technique involves learners working together in pairs or small groups to practice speaking. Learners can share ideas, give feedback, and support each other's learning.
- h. Public Speaking: This technique involves learners delivering speeches or presentations to an audience. It helps learners develop their confidence, public speaking skill, and ability to communicate effectively with a large group.
- i. Drama: Drama techniques involve learners performing scripted or improvised scenes. This helps learners develop their ability to communicate in different contexts and with different types of audiences.

Statement of the Problem

The ability to communicate effectively in English is a critical skill for students in today's globalized world. However, many secondary-level students in Nepal struggle with speaking skill due to a lack of exposure to authentic English environments and limited opportunities to practice speaking in the classroom. This research aims to investigate the effectiveness of various techniques of teaching speaking skill at the secondary level in order to provide recommendations for improving speaking instruction and facilitating the development of English speaking proficiency among secondary-level students.

I have been teaching for secondary level for five years. While teaching, I found speaking skill is effective for promoting students proficiency in speaking skill. For this, I haven't found any effective techniques that meet the students' demand in past. So, I took it as a problem.

Objectives of the Study

- a. To find out the different techniques applied by English teachers in teaching speaking skill at grade 12.
- b. To find out the problems faced by English teachers in teaching speaking skill.
- c. To suggest some pedagogical implications.

Research Questions

The researcher had tried to find out following research questions:

- a. What are the different techniques applied by English teachers in teaching speaking skill at grade 12?

- b. What are the problems faced by English teachers in teaching speaking skill?
- c. What are the pedagogical implications of the study?

Significance of the Study

The significance of this study lies in its potential to inform the development of more effective and engaging techniques for teaching speaking skill at the secondary level, which can improve the overall quality of English language education. By investigating the effectiveness of various teaching techniques, this study can contribute to a better understanding of how to facilitate the development of English speaking proficiency among secondary-level students. The findings of this study will have practical implications for English language teachers in Nepal, as they can use the recommended techniques to enhance their teaching practices and ultimately improve the English speaking ability of their students. Furthermore, this study will serve as a foundation for further research in the field of English language teaching, particularly in the area of teaching speaking skill, which can ultimately contribute to the improvement of the overall quality of English language education.

Delimitations of the Study

The delimitations of this study are given below:

- a. This research was limited to the 12 secondary level English teachers of Sunsari district, where 6 teachers were from government and 6 teachers were from private schools.
- b. This study was limited to find out the effective techniques of teaching speaking skill at grade 12.
- c. Primary data was collected through questionnaire and class observation.
- d. Researcher observed only one class of each teacher in a day.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of various articles, research studies, journals and books has been made to have a clear understanding about the techniques of speaking skill. This chapter recalls the theories and previous studies made by various researches in different part of the world. Literature review is basically a stock taking work of available literature. The purpose of literature review is thus to find out what principle are established and what research studies have been conducted in the field of study and what remains to be done.

Review of the Related Theoretical Literature

This section mainly deals with the theoretical aspects of the study. In this sub-heading, various theoretical previous researches, approaches, concepts and issues were reviewed thoroughly to build the strong theoretical foundation of the study. Indeed, these theoretical portions related with this study were studied in depth to get sharp insightful knowledge for the same study. Specifically, English language teaching, ELT in Nepal, techniques of teaching language, language skills, teaching speaking skill, techniques of teaching speaking skill in English, materials for teaching speaking were dealt in this section appropriately. Moreover, the review of different books and articles was done for the facilitation of my study. Different writers and researchers have defined speaking in various ways. Some of the definitions of speaking are presented here as follows:

"Speaking is the process of conveying a message through the use of oral language, which can involve various aspects such as pronunciation, intonation, stress, and rhythm" (Brown, 2007).

According to Newton and Nation (2009), speaking skill refers to "the ability to produce spoken language fluently, accurately, and appropriately in social and academic contexts."

"Speaking is a complex cognitive and linguistic process that involves the coordination of multiple skills such as selecting vocabulary, organizing ideas, and using appropriate syntax, grammar, and discourse markers to communicate effectively." (Bachman & Palmer, 2010).

Speaking is defined as "the ability to express oneself effectively in spoken language, including the ability to speak fluently, accurately, and appropriately in various contexts" (Brown & Larson-Hall, 2012).

"Speaking is an active and dynamic process of encoding and decoding meaning through language. It requires the integration of linguistic knowledge, cognitive skills, and social-cultural knowledge to produce and interpret meaningful utterances." (Bygate, 2013).

"Speaking is the ability to convey thoughts, ideas, and information orally, using appropriate language and communication strategies in various contexts and for various purposes." (Al-Fahad, 2018)

"Speaking is the process of verbal communication between individuals. It is an essential part of human interaction and involves the use of language to convey ideas, thoughts, and emotions." (Language Learning Base, 2020)

English Language Teaching

English Language Teaching (ELT) is the process of teaching and learning the English language to non-native speakers. It is a complex and multifaceted field that encompasses various aspects such as language acquisition theories, pedagogical approaches, curriculum design, materials development, assessment, and teacher training (Richards & Schmidt, 2013). ELT can take place in different settings such as schools, language centers, universities, and online platforms, and it can target different purposes such as academic, professional, or personal communication. The goal of ELT is to help learners develop their linguistic competence in English, including the four skills of listening, speaking, reading, and writing, as well as their pragmatic and sociolinguistic knowledge, so that they can communicate effectively and appropriately in different contexts (Brown, 2007).

English Language Teaching in Nepal

English Language Teaching (ELT) has a long history in Nepal, dating back to the 1950s when Nepal opened up to the outside world. English was introduced as a compulsory subject in schools in the late 1950s, and the first English-medium school was established in 1961 (Giri, 2015). Since then, the English language has become an important means of communication in Nepal, particularly in the fields of education, business, and government.

In the 1980s and 1990s, the Nepalese government placed a greater emphasis on English language education, and the number of schools offering English medium education increased significantly (Sapkota, 2018). The British Council and other international organizations have also played a significant role in promoting English language teaching in Nepal, offering training programs for teachers and sponsoring educational initiatives (Thapa, 2020).

In recent years, Nepal has faced challenges in improving the quality of English language teaching. Many teachers lack the necessary training and qualifications, and resources such as textbooks and materials are often in short supply (Hutt, 2015). However, there are ongoing efforts to address these issues, with organizations such as the Nepal English Language Teachers' Association (NELTA) working to improve teacher training and support (Giri, 2015).

Language Skills

Language skills refer to the ability to use language effectively and efficiently for communication, including speaking, listening, reading, and writing. These skills are essential for effective communication in both personal and professional settings and are critical for success in many fields, including education, business, and healthcare. Developing language skills requires continuous practice and exposure to diverse linguistic and cultural contexts. Improving language skills can lead to better academic performance, career opportunities, and social relationships (Sousa & Tome, 2021).

Gupta (2017) listed the four categories of language skills as follows:

- **Listening Skills:** Listening skills refer to the ability to receive and interpret spoken language. It involves understanding the meaning and context of the language spoken by others.
- **Speaking Skills:** Speaking skills refer to the ability to express oneself effectively and coherently using spoken language. It involves using appropriate vocabulary, grammar, and pronunciation to convey ideas clearly.
- **Reading Skills:** Reading skills refer to the ability to understand written language. It involves interpreting and comprehending the meaning of written words, sentences, and paragraphs.

- **Writing Skills:** Writing skills refer to the ability to express oneself effectively and coherently using written language. It involves using appropriate vocabulary, grammar, and structure to convey ideas clearly and concisely.

Speaking Skill

Speaking skills refer to the ability to express ideas, thoughts, and feelings effectively through verbal communication. It involves the use of appropriate vocabulary, grammar, pronunciation, and non-verbal cues such as tone, facial expressions, and body language. Good speaking skills are essential for effective communication in both personal and professional settings and are critical for success in many fields, including education, business, and politics. Developing speaking skills requires continuous practice, feedback, and exposure to diverse linguistic and cultural contexts. Improving speaking skills can lead to better academic performance, career opportunities, and social relationships (Jones & Leong, 2020).

Speaking skills refer to the ability to communicate effectively using spoken language. This includes fluency, pronunciation, intonation, and the ability to convey ideas clearly and appropriately in various social contexts. Good speaking skills are essential for success in both personal and professional communication, as they enable individuals to express their thoughts and ideas clearly and confidently. Developing speaking skills requires continuous practice, feedback, and exposure to diverse linguistic and cultural contexts. Improving speaking skills can lead to better academic performance, job opportunities, and social relationships (Zheng & Warschauer, 2020).

Speaking skills are an essential component of effective communication. To be a proficient speaker, one must develop various sub-skills, including pronunciation, intonation, stress, rhythm, and fluency. Pronunciation is the ability to produce sounds that make up a language accurately. Intonation refers to the rise and fall of the voice while speaking, which can convey emotions and attitudes. Stress is the emphasis placed on particular words in a sentence. Rhythm refers to the pattern of stresses and pauses in a sentence. Finally, fluency is the ability to speak smoothly without unnecessary pauses or hesitations. Developing these sub-skills can greatly enhance one's ability to communicate effectively in a given language. (Nunan, 2003) and (Celce-Murcia et al., 2010).

Various sub-skills of speaking skills include fluency, pronunciation, grammar, vocabulary, discourse organization, and pragmatics. Fluency refers to the ability to speak smoothly and without hesitation, while pronunciation relates to the accurate production of speech sounds and stress patterns. Grammar and vocabulary refer to the knowledge and use of the language's structure and lexicon. Discourse organization involves the ability to structure speech coherently and to use appropriate discourse markers. Pragmatics concerns the appropriate use of language in social and cultural contexts (Kang & Moran, 2021).

Techniques of Teaching Language

Techniques of teaching language refer to a range of strategies and approaches used to facilitate language learning, including activities, tasks, and materials (Richards & Rodgers, 2014). The techniques of teaching language are described below:

A. Teacher Centered Techniques

Teacher-centered techniques refer to instructional methods that place the teacher at the center of the teaching and learning process, where the teacher is primarily responsible for delivering content and making decisions about the direction and pace of the lesson (Reiser & Dempsey, 2018). Ormrod (2016) listed the teacher centered techniques are as follows:

Lecture: The teacher delivers content through a structured presentation, often using visual aids such as slides or a whiteboard.

- a. Direct Instruction: The teacher presents content in a step-by-step manner, often using scripted lessons and incorporating frequent checks for understanding.
- b. Questioning: The teacher asks students questions to gauge their understanding of the content and encourage critical thinking.
- c. Demonstration: The teacher models a skill or concept for students to observe and learn from.
- d. Drill and Practice: The teacher provides students with repeated opportunities to practice a skill or concept until mastery is achieved.
- e. Memorization: The teacher emphasizes rote learning and repetition of information to aid in retention.

B. Student Centered Techniques

Student-centered techniques refer to instructional methods that prioritize the needs, interests, and abilities of individual students, encouraging their active participation and collaboration in the learning process (Barkley et al., 2019).

Some examples of student centered techniques are as follows:

- a. Cooperative Learning: A collaborative learning approach where students work together in small groups to achieve shared learning goals, often using structured group tasks and group accountability strategies (Johnson et al., 2020).
- b. Problem-Based Learning: An approach where students work in small groups to solve real-world problems, applying knowledge and skills learned in class to analyze and develop solutions to complex issues (Savery & Duffy, 2015).
- c. Inquiry-Based Learning: An approach that emphasizes student-driven exploration and discovery, encouraging students to ask questions, investigate, and construct their own knowledge (National Research Council, 2012).
- d. Project-Based Learning: An approach where students work on a project over an extended period of time, often involving collaboration, research, and the application of knowledge to create a final product (Buck Institute for Education, 2022).
- e. Flipped Classroom: An approach where students engage with instructional content outside of class time (e.g. through video lectures), allowing for more active, collaborative learning experiences during class time (Tucker, 2012).

Teaching Speaking Skill

Teaching speaking skills involves providing students with opportunities to practice and develop their ability to communicate effectively in spoken language. This includes developing their pronunciation, fluency, vocabulary, and grammar, as well as their ability to use appropriate discourse markers and strategies for effective communication. Effective teaching of speaking skills also involves providing students with opportunities to interact in pairs and small groups, to engage in real-world

communicative tasks, and to receive constructive feedback on their performance (Alqahtani & Al-Shehri, 2021).

Alqahtani and Al-Shehri (2021), incorporates sub skills of teaching speaking skill as follows:

- a. Pronunciation: The ability to produce sounds, stress, rhythm, and intonation patterns correctly in spoken language.
- b. Fluency: The ability to speak smoothly and with appropriate pacing, without undue hesitation or pausing.
- c. Vocabulary: The ability to use a wide range of words and expressions accurately and appropriately in context.
- d. Grammar: The ability to use grammatical structures correctly and appropriately in spoken language.
- e. Discourse markers: The ability to use appropriate markers to signal structure, organization, and coherence in spoken language.
- f. Communication strategies: The ability to use strategies such as paraphrasing, clarification, and repair to overcome communication breakdowns.

Techniques of Teaching Speaking in English

Generally, there are different techniques of teaching speaking skill in English such as role-play, discussions, debates, presentations, storytelling etc. so there are not any hard and fast techniques to teach speaking.

Techniques of teaching speaking skill in English are described below:

- a. Role-plays: Activities in which students assume different roles and engage in simulated conversations or interactions, providing opportunities for them to practice specific language functions and expressions in context (Richards & Bohlke, 2019).
- b. Discussions: Structured conversations in which students engage in a group discussion on a particular topic, using appropriate discourse markers and strategies to express their opinions, ask questions, and respond to others (Newton & Nation, 2009).

- c. Debates: Structured arguments in which students present and defend their opinions on opposing sides of an issue, using appropriate rhetorical devices and persuasive techniques (Huang, 2019).
- d. Presentations: Opportunities for students to deliver prepared speeches or presentations on a particular topic, focusing on developing their pronunciation, fluency, and ability to organize and deliver information in a clear and engaging manner (Zhang, 2020).
- e. Technology-mediated communication: The use of digital tools and platforms such as video conferencing, social media, and messaging apps to facilitate communication and interaction in English with peers and speakers of English in real-world contexts (Kessler & Bikowski, 2020).

Review of the Related Literature

Before selecting this topic for the research work, the researcher went through different researches available to her. After that she reached the final conclusion to choose the topic. Different researchers have found out different things in their different respective research work. Their findings are cited below:

Lohani (2008) in “Strategies of Teaching Drama At Higher Secondary Level” presented with the objective to find out the strategies adopted by the teachers in teaching drama or play at higher secondary level. It also aims to find out teachers’ view towards drama teaching in the English language class at that level. In order to achieve these objectives, two research tools viz-class observation form and questionnaire to the English language teachers were prepared. Fifteen higher secondary schools of Kathmandu district were selected non-randomly for the collection of data. One teacher from each school was selected purposively. After preparing the tools, the researcher visited the sampled schools. The researcher administered the questionnaire to the selected teachers and also observed the classes of the selected teachers for four days focusing on the strategies of teaching drama. Very divergent situation was found in the strategy of teaching drama. It was varying from teacher to teacher. No fixed strategy was found in teaching drama at higher secondary level. The condition of teaching drama to the respective level was found satisfactory. Though there was domination of lecture method, teachers were using other methods too in delivering the content. Pre, while and post-teaching activities followed by the teachers in teaching drama were found satisfactory. Regarding

teachers' view towards drama teaching in English language class, the researcher found that all teachers agreed that teaching drama is necessary for learning English. The major focus is that teaching drama develops communicative skill of the students. It keeps students alive and creative and it increases the involvement of students in language classroom.

Similarly, Paudel (2009) conducted a research on "A Study on the Techniques of Teaching Reading in English at Secondary Level" with the objective to find out different techniques applied in teaching reading and to identify the most commonly used techniques in teaching reading at secondary level indifferent public schools. For this purpose the researcher selected the public schools of Banke district as his field of study. He visited forty (40) teachers teaching English at different public schools of Banke district. The main research tools were questionnaire and class observation check list. At first, the researcher distributed a set of questionnaire to each teacher and requested them to response to it. Similarly, he observed three classes each of forty teachers while teaching reading items in their respective classes. After observing three classes each of those forty teachers, he collected the questionnaire and arranged them with observation check list. Then both of the items (questionnaire and observation check list) were analyzed and interpreted statistically and descriptively. The findings of the study have shown that group work, pair work and demonstration are generally used where as explanation is the most commonly used technique in teaching reading at secondary level.

Similarly, Adhikari (2011) in "Techniques of Teaching Drama in Higher Secondary Classes" presented with the objective to find out the different techniques that the Higher Secondary Level teachers use in teaching drama and to analyze the techniques used by them. The researcher selected twenty higher secondary schools of Chitwan district and forty teachers (two from each school). All the teachers were requested to fill up the questionnaire prepared by the researcher. And the researcher observed the classes of forty teachers while they were teaching drama by applying various techniques and filled up the observation check-lists. The data collected from the teachers of higher secondary schools were compared, analyzed and interpreted to find out the differences of techniques. By this study, it was found that various techniques were being used for teaching drama.

Whereas, Ojha (2016) in “Novice Teachers' Perceptions and Practices of Learner Centered Techniques in Teaching English” presented with the objective to find out the practices of student- centered techniques in teaching English at secondary and lower secondary level. For collecting the data, forty novice English language teachers of Nuwakot district were taken as a sample using non-random sampling procedure. The study was survey research design. The tool is used for interpreted the data both quantitatively and qualitatively. The main finding of the study is that secondary and lower secondary level English teachers have practiced student-centered techniques in their classrooms. However, in the case of teaching poems, it is also found that they have used,, explanation "technique which comes under teacher-centered technique".

Dhami (2018) in "Practices of Testing Speaking Skill at Secondary Level" presented with the objective to explore the practices and problems of testing speaking skill at secondary level students. Keeping the objectives in consideration, the researcher selected 20 schools situated in Baitadi district using purposive non random sampling procedures. The sample of this study was 40 secondary level English language teachers who have been teaching in secondary level. Questionnaire was the main tool for data collection. The required data were collected by using open and closed ended questions. The data collected from the field were analyzed qualitatively and quantitatively. The collected data were analyzed and interpreted by using descriptive as well as statistical tools tabulation and percentile. The major finding of this study was that almost all English teachers had faced many problems while testing speaking skill. Teachers faced problems to teach in large class and they struggled for sufficient teaching materials in the school. Moreover, teachers mostly used mother tongue in ELT classes. The teacher felt difficult to handle heterogeneous classes properly. Furthermore, the teachers did not test the students' speaking skill daily, did not use the multimedia system, and other modern ICT tools and technologies for teaching and learning process. Teachers were unaware of the teaching materials in the class and they used text book as the prime source of teaching materials.

Khatti (2019) in the study entitled "Teachers' Perception and Practices on Immediate Feedback in Speaking" aimed to find out the teachers' perception and practices on immediate feedback in enhancing students' speaking proficiency. Qualitative descriptive design was used in this study. The study was carried out

among five secondary level English teachers of Baglung district. The sample of this study was selected through the use of purposive sampling strategy. The data were collected through semi-structured interview and classroom observation. From the study it has been found that the teachers take feedback positively and focus on immediate feedback. They mostly used immediate oral feedback in speaking lessons. Similarly, they provided on spot corrective feedback, especially on the mistakes made by students in pronunciation. . In the same way, they equally made use of the positive feedback on students' good work with verbal assurance like; "good", "excellent", "good job", "very good" and many more in the classroom. Moreover, they mostly used repetition and clarification request as the techniques to provide immediate feedback in speaking

Yadav (2019) in the study entitled "Teachers' Strategies for and used in Teaching Speaking" aimed to find out the perception of the teachers on the strategies for teaching speaking and to explore the strategies that the teachers used in teaching speaking. In order to fulfill the objectives of this study, twenty teachers from Saptari District were selected as the sample through the use of simple random sampling procedure. A set of questionnaire and observation checklist were the research tools for eliciting the required information for the study. The collected data from the respondents were analyzed descriptively with the help of simple statistical tools like percentile and frequency. The findings of the study showed that the teachers used the strategies like role play, storytelling, discussion, picture description and narrating while teaching speaking more frequently for developing students' speaking abilities. Similarly, teachers perceived that (i.e 55%) strategies make the teaching speaking easier.

Similarly, Khan (2021) in "Secondary Level English Teacher`s in Teaching Speaking in Large Classes" presented with the objective to find out the strategies adopted by the teachers for teaching speaking in large size ELT classes. The study was carried out by using both primary and secondary sources of data. To achieve the objectives, classroom observation and in-depth interview were prepared as a tool for data collection. The data were collected from four secondary level English teachers of Banke district. From each school, one teacher was selected by using non-random sampling method. Four teachers were interviewed and four classes were observed. The data collected through interview and classroom observation were analyzed and

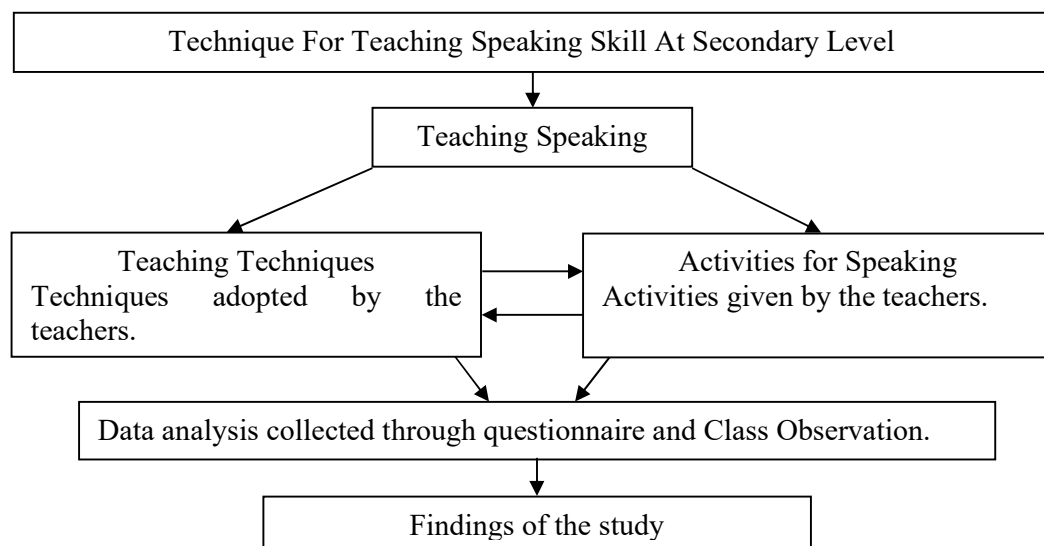
interpreted thematically and descriptively. It was found that teachers used various speaking strategies like simulation, picture narrating, language games, project work, drills method and presentation. The study also strip story to develop communication ability of the students. The study also recalls that there are significant differences between the strategies used by public and private teachers.

Conceptual Framework

In this study, the researcher has attempted to find out the Technique of Teaching Speaking Skill at Secondary Level. The present researcher has developed a conceptual framework according to objectives of the study. The conceptual framework for this research study is given below:

Figure 1

Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the researcher has attempted to find out the Techniques of Teaching Speaking Skills Used by Secondary Level English Teachers. The following methodology has been adopted by the researcher to accomplish the objectives.

Research Design

Research design is the framework that guides the collection and analysis of data in a research study. It involves making decisions about research questions, data collection methods, data analysis techniques, and ethical considerations. The research design also helps to ensure that the study is valid and reliable. As stated by Ledy & Ormrod (2013), "A research design is a plan of action that includes a statement of the research problem, the purpose of the study, the nature of the research questions or hypotheses, the type of data to be collected, and the procedures to be used for data collection and analysis". The researcher used survey research design to achieve the objectives.

Sources of Data

The Researcher has used both primary and secondary sources of data for analysis. The sources are as follows:

Primary Sources of Data

This study was mainly based on the primary sources of data. The primary sources of data for this study were 12 secondary level English teachers of Sunsari district, where 6 were from government and 6 were from private schools. (See appendix I and II)

Secondary Sources of Data

The research consulted the related books as (Bressler, 2011), (Brown, 2007), (Brown & Larson-Hall, 2012), (Bygate, 2013), (Collie & Slater, 1987), previous thesis as (Adhikari, 2011), (Awasthi, 1979), (Basnet, 2009), (Bhatta, 2011), (Chimariya, 2011), (Dhakal, 2021), previous journal and articles as (Al-Fahad, 2018), (Bachman & Palmer, 2010), (Bhattarai, 2020), (Bista, 2009), (Davies, 1990), (Dhami, 2018), (Durrant, 2014) etc to expand the understanding in the research field.

Population and Sample

The total populations of this study were English teachers teaching at secondary level (grade 12) both from government aided and private schools of Sunsari district sample population for this study was only 12 secondary level teachers, 6 from government and 6 from private schools. Due to the lack of capital and time the researcher had taken only 12 secondary level English teachers as a sample for this study. (Appendix III)

Sampling Procedure

The researcher selected 12 secondary level English teachers of Sunsari district by using purposive sampling technique. The name of schools and teachers are given in appendix III.

Data Collection Tools

The researcher used questionnaire and observation checklist as the main tools for data collection. A set of questionnaires were given to 12 secondary level (grade 12) English language teachers to find out the techniques of teaching speaking skill. All the selected 12 secondary level teachers were observed by researcher using observation checklist. Researchers use questionnaires and observation checklists as their main tools for research studies because they provide standardized and quantifiable data that can be analyzed and interpreted easily. (See appendix I and II)

Data Collection Procedure

The researcher used the following procedure to collect the data from the primary source.

Initially, the researcher developed research tools, including questionnaires and observation checklists. Afterward, the researcher went to the field, which comprised 6 government-aided and 6 private schools in Sunsari district. Subsequently, researcher visited the headmasters of those schools and requested that they encourage the English language teachers at the secondary level to participate in her study.

The researcher explained the purpose and process of the study to the selected population and assured them of confidentiality. After that, she scheduled a time with the selected population to utilize the research tools.

As the researcher had prepared two main tools to collect data from the sampled population, firstly, she went to every school and meet English teacher. Then she distributed a set of questionnaire and request to write responses. Secondly, the researcher had requested to the teacher to allow her to observe the classes of teaching reading. After organizing the time, she seated in the classroom and observed the teacher's activities by the help of a checklist.

Finally, the researcher had collected all the questionnaires from the sampled population and arranged them with observation checklist.

Method of Analysis of Data

Methods of analysis of data refer to the techniques used to interpret and make sense of the information collected from research studies. The majority of survey research includes both qualitative and quantitative components. Being a survey research it had features of both qualitative and quantitative analysis. The data collected in a structured manner was analyzed, interpreted, and visually presented in descriptive tables and illustrations.

Ethical Considerations

Ethical consideration refers to the moral principles and values that should guide decision-making and behavior in a particular context. I obtained informed consent from the participants in my study, promising to keep their information confidential and to only use it for the purpose of my research. I did not use the data for any other purposes without their permission, nor did I manipulate or harm the participants while collecting the data. In analyzing the data, I maintained objectivity and focused on accuracy, honesty, and truthfulness. Furthermore, to avoid plagiarism, I properly credited the authors of books, journals, articles, and research works that I used in my study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

After collecting the data, the researchers need to organize and scrutinize it to arrive at a conclusion. The researcher decided to analyze the data according to their research objectives, study type, and feasibility. Statistical methods are commonly used to evaluate numerical data gathered from research. This segment focuses on the scrutiny and interpretation of data obtained from secondary level English teachers (grade 12) in the Sunsari district.

Results

The following is a list of the study's findings, which were obtained through data analysis and interpretation:

- a. Majority 66.67% of the respondents used role play drama technique for teaching speaking skill to the secondary level students.
- b. 25% of the teachers rarely used puppets or being a ventriloquist, 8.33% of the teachers rarely used acting, 8.33% of the teachers rarely used dramatization, 8.33% of the teachers rarely used drilling, 8.33% of the teachers rarely used imitate/ caricature, 8.33% of the teachers rarely used latest drama technique, 8.33% of the teachers rarely used mime and 8.33% of the teachers rarely used simulation.
- c. Majority 66.67% of the teachers used drama activities for teaching speaking skill.
- d. Majority 58.33% of the respondents' all students actively participate in the drama activities.
- e. 16.67% of the teachers evaluate their students speaking skill through interview, 16.67% of the teachers through speaking fluency and clarity of pronunciation, 8.33% of the teachers evaluate through taking exams, 33.33% of the teachers evaluate through role play, 25% of the teachers evaluate through picture, graphs and chart description, 16.67% of the teachers evaluate through question answer, 8.33% of the teachers evaluate through storytelling and 16.67% of the teachers evaluate through questionnaire and individual conversation.

- f. Majority 91.67% of the teachers used student centered technique and 8.33% of the respondents used both student and teacher centered technique for teaching speaking skill to the secondary level students.
- g. 8.33% of the teachers didn't like teachers centered technique because it didn't help for achieving the specific objective of learning, 33.33 of the teachers didn't like because it is not effective for student, 16.67% of the teachers didn't like because it is old fashioned, 25% of the teachers didn't like it because it is one way flow or monotonous in a nature and 33.33% of the teachers didn't like it because this technique makes student passive.
- h. 25% of the teachers end their class by evaluation and discussion, 33.33% of them by summarizing the content, 16.67% of them by providing the assignment to the students, 33.33% of them by providing necessary feedback to the students and 8.33% of them by appreciating to the best presenter.
- i. Some of the problems the researcher found that some students lacked active listening, participation, and questioning during class.

Discussions

The collected data were analyzed and interpreted as follows:

Academic qualification of the teachers

Academic Qualification of teachers refers to the level of education attained by the individual, typically through formal schooling, that enables them to teach in a particular subject or field (The World Bank., 2018). In this study the researcher asked the respondents about their academic qualification to know whether they are qualified or not for teaching to the secondary level (grade 12) students effectively.

Table 1

Academic Qualification of the teachers

Academic Qualification	Frequency	Percentage (%)
Master's Degree	12	100.00
PhD.	0	0.00
Total	12	100.00

Table 1 shows the academic qualification of the teachers. The details provided in the research report indicate that the sample population of 12 teachers teaching at grade 12 all possess a Master's Degree as their highest academic qualification, with none of them holding a PhD. This suggests that the teachers in the sample are highly qualified in their field, which will contribute to their ability to effectively teach reading skill to students at the grade 12 level.

Teaching experience of the teachers

Teaching experience refers to the length of time a teacher has been teaching and the depth of knowledge and skill they have acquired through their classroom practice (Kopcha, 2012). The researcher in this study sought to gain a thorough understanding of the respondents' teaching experience, which involved asking them about various aspects such as their subject matter knowledge, relationships with students and colleagues, and more.

Table 2

Teaching experience of the teachers

Experience (In Years)	Frequency	Percentage (%)
Less than a Year	0	0.00
2-5 Years	3	25.00
5-10 Years	5	41.67
10-15 Years	2	16.67
15-20 Years	2	16.67
More than 20 Years	0	0.00
Total	12	100.00

The above details indicate the distribution of years of experience among the sample population of 12 teachers teaching at grade 12, with 25% having 2-5 years of experience, 41.67% having 5-10 years of experience, 16.67% having 10-15 years of experience, and another 16.67% having 15-20 years of experience. Notably, none of the teachers in the sample had less than a year or more than 20 years of experience. This suggests that the sample population consists of teachers who are relatively

experienced, with the majority having 5-10 years of experience. The experience of the teachers could potentially have an impact on their teaching techniques and their ability to effectively teach reading skill to students at the grade 12 level.

Training taken by the teachers

Teacher training refers to the professional development and education provided to teachers to enhance their teaching skill, knowledge, and effectiveness in the classroom (Borko, 2004). In this study, the researcher asked the respondents about the trainings they had taken or not for teaching English to the secondary level (grade 12) students effectively.

Table 3

Training taken by the teachers

Training Received	Frequency	Percentage (%)
Yes	12	100.00
No	0	0.00
Total	12	100.00

Table 3 shows the training taken by the teachers for teaching English at secondary level. The data shows that all 12 teachers received training in teaching reading skill. This indicates that the study has a good sample size and that the findings can be generalizable to the larger population of teachers teaching speaking skill to grade 12 students. Additionally, the fact that all teachers have received training in teaching speaking skill may indicate a strong emphasis on literacy education in the education system or institutions in which these teachers work.

Number of training taken by the teachers

In this study, the researcher asked the respondents about the number of trainings they had taken for teaching English to the secondary level (grade 12) students effectively.

Table 4

Number of training taken by the teachers

Number of training	Frequency	Percentage (%)
One	1	8.33
Two	3	25.00
Three	3	25.00
Four	1	8.33
Five	4	33.33
Total	12	100.00

Table 4 shows the number of training taken by the teachers for teaching English at secondary level (grade 12). According to the given data, the sample population consists of 12 teachers teaching at grade 12. Out of these, 33.33% of the teachers reported using five techniques of teaching reading skill, 25% of the teachers used three techniques, while another 25% used two techniques. Additionally, 8.33% of the teachers reported using only one technique, and the remaining 8.33% used four techniques. This data indicates that there is a wide range of techniques being used by teachers to teach reading skill at grade 12.

Study of curriculum of English at secondary level

The curriculum of English at the secondary level provides a framework for teaching and learning the English language, including reading, writing, speaking, and listening skill, as well as literature and language study (Ministry of Education, 2013). In this study, the researcher tried to find out whether the respondents had studied the curriculum of English text book of secondary level or not.

Table 5

Study of curriculum of English at secondary level

Study of curriculum of English	Frequency	Percentage (%)
Yes	12	100.00
No	0	0.00
Total	12	100.00

Table 5 shows study of curriculum of English at grade 12. The data shows that all 12 teachers have studied the English curriculum, indicating that the study is likely to be informed by a strong understanding of the subject matter. This suggests that the research report is likely to provide useful insights into effective techniques for teaching reading skill to students in the context of the English curriculum.

Warming up the students of secondary level

Warming up the students of secondary level refers to a short activity or exercise designed to engage students' attention and prepare them for the upcoming lesson (TeachThought., 2021). In this study, the researcher tried to find out which techniques they used for warming up their students of grade 12.

Table 6

Warming up the students of secondary level

Methods of warming up the students	Frequency	Total Number	Percentage (%)
Teaching context/ subject matter	1.00	12.00	8.33
Teaching background of the lesson	2.00	12.00	16.67
Reciting poems	1.00	12.00	8.33
Discussing about previous classes	1.00	12.00	8.33
Asking student's interests	1.00	12.00	8.33
Telling short stories, jokes, news, facts and updates	6.00	12.00	50.00
Presenting sign post questions	1.00	12.00	8.33
Showing picture	1.00	12.00	8.33
Showing flash cards	1.00	12.00	8.33
Engaging students to work together etc.	1.00	12.00	8.33

Table 6 shows the methods of warming up the students of secondary level. The given data presents the frequency and percentage of different methods used by teachers to warm up secondary level students in preparation for lessons. Among the twelve teachers sampled, 50% reported using short stories, jokes, news, facts, and updates to warm up their students, while 16.67% and 8.33% of the teachers used teaching background of the lesson and presenting signpost questions respectively. The remaining 33.33% of the teachers used various other methods, including discussing

previous classes, asking student's interests, reciting poems, showing pictures, flashcards, engaging students to work together, and linking the lesson to the teaching context/subject matter. This data indicates that there are several effective methods available to warm up secondary level students, and the report can use this information to analyze the effectiveness of different methods and recommend the most effective ones for teaching reading skill at grade 12.

Use of reference materials while teaching

The use of reference materials while teaching refers to incorporating additional resources such as textbooks, dictionaries, encyclopedias, and online sources to supplement the primary teaching material (The Glossary of Education Reform., 2013). In this study the researcher tried to find out the reference materials used by respondents while teaching speaking skill in English at secondary level.

Table 7

Use of reference materials while teaching

Use of reference materials while teaching	Frequency	Percentage (%)
Yes	12	100.00
No	0	0.00
Total	12	100.00

Table 7 shows the use of reference materials while teaching English to the secondary level students. The data shows that all 12 teachers use reference materials while teaching, indicating a reliance on additional resources to support their instruction. This suggests that the research report may investigate the various types of reference materials used by teachers and their effectiveness in enhancing students' speaking skill. The high percentage of teachers who use reference materials also suggests that the use of additional resources may be a common practice in the instruction of speaking skill in grade 12 classrooms.

Use of teachers guide while teaching

The use of teacher's guide while teaching refers to the instructional manual or resource material designed to support teachers in planning, implementing and assessing learning activities (Education Bureau, 2022). In this study the researcher

tried to find out that did teachers use guide for teaching speaking skill in English at grade 12.

Table 8

Use of teachers guide while teaching

Use of teachers guide while teaching	Frequency	Percentage (%)
Yes	6	50.00
No	6	50.00
Total	12	100.00

Table 8 shows the use of teachers guide while teaching English to the secondary level students. The data shows that half of the teachers, or 6 out of 12, use teacher guides while teaching, while the other half do not. This suggests that the use of teacher guides in the instruction of speaking skill in grade 12 classrooms is not a universally adopted practice. The research report may explore the reasons why some teachers choose to use teacher guides while others do not and investigate the impact of using teacher guides on students' speaking skill. Overall, the data indicates a diversity in teaching practices among grade 12 teachers when it comes to the use of teacher guides in the instruction of speaking skill.

Drama techniques for teaching speaking skill preferred by teachers

Drama techniques for teaching speaking skill involve the use of role-plays, improvisations, dialogues, and other dramatic activities to provide students with opportunities to practice and improve their speaking abilities in a fun and engaging way (Kao, 2014). These techniques are preferred by teachers because they can create an authentic and immersive learning environment that simulates real-life situations, encourages students to take risks, and promotes creativity and critical thinking. Additionally, drama techniques can help students develop their confidence, fluency, and accuracy in speaking, as well as their ability to express ideas, emotions, and perspectives effectively. In this study the researcher tried to find out the different drama techniques for teaching speaking to secondary level (grade 12) students.

Table 9

Drama techniques for teaching speaking skill preferred by teachers

Drama techniques for teaching speaking skill preferred by teachers	Frequency	Total Number	Percentage (%)
Acting	3.00	12.00	25.00
Body Movement	1.00	12.00	8.33
Communication/ Conversation	2.00	12.00	16.67
Debate	2.00	12.00	16.67
Dialogue between teachers and students	2.00	12.00	16.67
Discussion	1.00	12.00	8.33
Dramatization	2.00	12.00	16.67
Drilling	1.00	12.00	8.33
Games	1.00	12.00	8.33
Group work/ Pair Work	2.00	12.00	16.67
Imitate	1.00	12.00	8.33
Improvisation Scripts	1.00	12.00	8.33
Mime	1.00	12.00	8.33
Mock (Model) Presentation	3.00	12.00	25.00
Radio Drama	1.00	12.00	8.33
Role Play	7.00	12.00	58.33
Simulation	1.00	12.00	8.33
Using Puppets or being a ventriloquist	3.00	12.00	25.00

Table 9 shows the drama techniques for teaching speaking skill preferred by teachers. The data shows that the most commonly preferred drama techniques are role play, with 7 out of 12 teachers selecting it as their preferred technique, and mock/model presentation, acting, and using puppets or being a ventriloquist, with 3 out of 12 teachers selecting each technique. The data also indicates that there is a diverse range of drama techniques being used by teachers, including communication/conversation, debate, dialogue between teachers and students, dramatization, group work/pair work, improvisation scripts, mime, radio drama, and simulation.

Drama techniques used by respondents for teaching speaking skill

Drama techniques for teaching speaking skill involve the use of theatrical techniques, such as role-plays, improvisations, dialogues, and simulations, to engage students in speaking activities that are both challenging and enjoyable (Ladousse,

1999). The types of drama techniques used in teaching speaking skill include mime, storytelling, creative writing, playwriting, puppetry, and performance. These techniques help students to develop their confidence, creativity, and communication skill, as well as their ability to think critically and express themselves effectively in different contexts. In this study the researcher tried to find out the different drama techniques used by respondents for teaching speaking skill to the secondary level (grade 12) students.

Table 10

Drama techniques used by respondents for teaching speaking skill

Drama techniques used by respondents for teaching speaking skill	Frequency	Total Number	Percentage (%)
Acting	4.00	12.00	33.33
Communication/ Conversation	2.00	12.00	16.67
Debate	1.00	12.00	8.33
Dialogue between teachers and students	1.00	12.00	8.33
Dramatization	2.00	12.00	16.67
Drilling	1.00	12.00	8.33
Group work/ Pair work	2.00	12.00	16.67
Imitate/ Caricature	2.00	12.00	16.67
Improvisation Scripts	1.00	12.00	8.33
Mime	3.00	12.00	25.00
Mock (Model) Presentation	2.00	12.00	16.67
Personification	2.00	12.00	16.67
Role Play	8.00	12.00	66.67
Simulation	4.00	12.00	33.33
Using Puppets or being a ventriloquist	2.00	12.00	16.67

Table 10 shows the drama techniques used by respondents for teaching speaking skill. The researcher found that majority 66.67% of the teachers used role play, 33.33% teachers used acting, 33.33% of the teachers used simulation, 25% of the teachers used mime, 16.67% of the teachers used communication/ conversation, 16.67% of the teachers used dramatization, 16.67% of the teachers used group work/ pair work, 16.67% of the teachers used imitate/ caricature, 16.67% of the teachers used mock (model) presentation, 16.67% of the teachers used personification, 16.67% of the teachers used puppets or being ventriloquist, 8.33% of the teachers used debate, 8.33% of the teachers used dialogue between teachers and students, 8.33% of the teachers used drilling and 8.33% of the teachers used improvisation scripts.

Drama techniques mostly used by respondents for teaching speaking skill

In this study the researcher tried to find out the different drama techniques mostly used by respondents for teaching speaking skill to the secondary level (grade 12) students. The researcher had found the following results.

Table 11

Drama techniques mostly used by respondents for teaching speaking skill

Drama techniques mostly used by respondents for teaching speaking skill	Frequency	Total Number	Percentage (%)
Role Play	7.00	12.00	58.33
Acting	2.00	12.00	16.67
Dramatization	2.00	12.00	16.67
Mock (Model) Presentation	2.00	12.00	16.67
Personification	2.00	12.00	16.67
Simulation	2.00	12.00	16.67
Communication/ Conversation	1.00	12.00	8.33
Dialogue between teachers and students	1.00	12.00	8.33
Group work/ Pair work	1.00	12.00	8.33

Table 11 shows the drama techniques mostly used by respondents for teaching speaking skill. The researcher found that majority 58.33% of the teachers mostly used role play, 16.67% teachers mostly used acting, 16.67% of the teachers mostly used dramatization, 16.67% of the teachers mostly used mock (model) presentation, 16.67% of the teachers mostly used personification, 16.67% of the teachers mostly used simulation, 8.33% of the teachers mostly used communication/ conversation, 8.33% of the teachers mostly used dialogue between teachers and students and 8.33% of the teachers mostly used group work/ pair work.

Drama techniques rarely used by respondents for teaching speaking skill

In this study the researcher tried to find out the different drama techniques rarely used by respondents for teaching speaking skill to the secondary level (grade 12) students. The researcher had found the following results.

Table 12

Drama techniques rarely used by respondents for teaching speaking skill

Drama techniques rarely used by respondents for teaching speaking skill	Frequency	Total Number	Percentage (%)
Acting	1	12	8.33
Dramatization	1	12	8.33
Drilling	1	12	8.33
Imitate/ caricature	1.00	12	8.33
Latest Drama technique	1.00	12	8.33
Mime	1.00	12	8.33
Simulation	1.00	12	8.33
Using Puppets or being a ventriloquist	3.00	12	25.00

Table 12 shows the drama techniques rarely used by respondents for teaching speaking skill. The researcher found that 25% of the teachers rarely used puppets or being a ventriloquist, 8.33% of the teachers rarely used acting, 8.33% of the teachers rarely used dramatization, 8.33% of the teachers rarely used drilling, 8.33% of the teachers rarely used imitate/ caricature, 8.33% of the teachers rarely used latest drama technique, 8.33% of the teachers rarely used mime and 8.33% of the teachers rarely used simulation.

Drama activities used by the respondents for teaching speaking skill

In this study the researcher tried to find out the different drama activities used by respondents for teaching speaking skill to the secondary level (grade 12) students. The researcher had found the following results.

Table 13

Drama activities used by the respondents for teaching speaking skill

Drama activities used by the respondents for teaching speaking skill	Frequency	Percentage (%)
Yes	8	66.67
No	4	33.33
Total	12	100.00

Table 13 shows the drama activities used by respondents for teaching speaking skill to the secondary level students. The researcher found that majority 66.67% of the teachers used drama activities for teaching speaking skill and remaining 33.33% of the teachers didn't use any drama activities for teaching speaking skill.

Students participation in the drama activities

The respondents were asked that did their students actively participate in the drama activities and the researcher have found the following results.

Table 14

Students participation in the drama activities

Students participation in the drama activities	Frequency	Percentage (%)
Few of them	1.00	8.33
Most of them	4.00	33.33
All	7.00	58.33
Total	12	100.00

Table 14 shows the students participation in the drama activities for teaching speaking skill. The researcher found that out of 12 respondents (teachers) 1 respondent replied that only few of students participate in drama activities, out of 12 respondents 4 respondents replied that most of students participate in drama activities and 7 respondents replied that all students actively participate in the drama activities for learning speaking skill.

Evaluation of speaking skill of the students

The respondents were asked that how did they evaluate their students speaking skill and the researcher have found the following results.

Table 15

Evaluation of speaking skill of the students

Evaluation of speaking skill of the students	Frequency	Total Number	Percentage (%)
Interview	2	12	16.67
Speaking Fluency and clarity of pronunciation	2	12	16.67
Taking Exams	1	12	8.33
Role Play	4	12	33.33
Picture, graphs, charts Description	3	12	25.00
Question answer	2	12	16.67
Story telling	1	12	8.33
Questionnaire and individual conversation	2	12	16.67

Table 15 shows the evaluation of speaking skill of the secondary level students. The researcher found that 16.67% of the teachers evaluate their students speaking skill through interview, 16.67% of the teachers evaluate their students speaking skill through speaking fluency and clarity of pronunciation, 8.33% of the teachers evaluate their students speaking skill through taking exams, 33.33% of the teachers evaluate their students speaking skill through role play, 25% of the teachers evaluate their students speaking skill through picture, graphs and chart description, 16.67% of the teachers evaluate their students speaking skill through question answer, 8.33% of the teachers evaluate their students speaking skill through storytelling and 16.67% of the teachers evaluate their students speaking skill through questionnaire and individual conversation.

Providing feedback to the students while teaching speaking skill

The respondents were asked that did they provide any feedback to their students while teaching speaking skill and the researcher have found the following results.

Table 16

Providing feedback to the students while teaching speaking skill

Providing feedback to the students while teaching speaking skill	Frequency	Percentage (%)
Yes	12.00	100.00
No	0.00	0.00
Total	12.00	100.00

Table 16 shows the providing feedback to the students while teaching speaking skill and the researcher found that all 12 respondents (teachers) used to provide feedback to the students while teaching speaking skill.

Technique preferred by the respondents

In this study the researcher tried to find out the technique preferred by the respondents for teaching speaking skill to the student of grade 12. The researcher had found the following results.

Table 17

Technique preferred by the respondents

Technique preferred by the respondents	Frequency	Percentage (%)
Student centered technique	11.00	91.67
Teacher centered technique	0.00	0.00
Both	1.00	8.33
Total	12.00	100.00

Table 17 shows the technique preferred by respondents while teaching speaking skill and the researcher found that majority 91.67% of the teachers used student centered technique and 8.33% of the respondents used both student and teacher centered technique for teaching speaking skill to the secondary level students.

Reason of disliking the teacher centered technique

In this study the researcher tried to find out the reason of disliking the teacher centered technique for teaching speaking skill to the student of grade 12. The researcher had found the following results.

Table 18

Reason of disliking the teacher centered technique

Reason of disliking the teacher centered technique	Frequency	Total Number	Percentage (%)
Didn't help for achieving the specific objective of learning	1.00	12.00	8.33
Not effective for student	4.00	12.00	33.33
Old fashioned	2.00	12.00	16.67
One way flow or monotonous in nature	3.00	12.00	25.00
This technique makes the student passive	4.00	12.00	33.33

Table 18 shows the reason of disliking the teacher centered technique and the researcher found that 8.33% of the teachers didn't like teachers centered technique because it didn't help for achieving the specific objective of learning, 33.33 of the teachers didn't like teachers centered technique because it is not effective for student, 16.67% of the teachers didn't like teacher centered technique because it is old fashioned, 25% of the teachers didn't like it because it is one way flow or monotonous in a nature and 33.33% of the teachers didn't like it because this technique makes student passive.

Way of ending the class

In this study the researcher tried to find out the way ending the class after teaching the student of grade 12. The researcher had found the following results.

Table 19

Way of ending the class

Way of ending the class	Frequency	Total Number	Percentage (%)
With evaluation and discussion	3.00	12.00	25.00
By summarizing the content	4.00	12.00	33.33
Providing the assignment to the student	2.00	12.00	16.67
Providing necessary feedback to the students	4.00	12.00	33.33
By appreciating to the best presenter	1.00	12.00	8.33

Table 19 shows the way of ending the class. The researcher found that 25% of the teachers end their class by evaluation and discussion, 33.33% of the teachers end their class by summarizing the content, 16.67% of the teachers end their class by providing the assignment to the students, 33.33% of the teachers end their class by providing necessary feedback to the students and 8.33% of the teachers end their class by appreciating to the best presenter.

Problem faced by teachers

In this study the researcher tried to find out the problems faced by teachers. The researcher found that some the teachers' student didn't actively listen while teaching. The problems faced by the teacher were student didn't actively participate in the in

activities given by teachers such as: role plays, dramatizing. Similarly, another problem faced by the teachers was students didn't ask questions to the teachers.

Techniques used by the teachers in teaching speaking skill found in the observation by researcher

The researcher observed one class of each 12 secondary level teachers 5 government and 7 private schools. Different Techniques found by researcher in the observation are as below:

Table 20

Techniques used by the teachers in teaching speaking skill found in the observation by researcher

Speaking Techniques	Strongly Agree			Agree			Disagree		
	F.N.	T.N	P	F.N.	T.N.	P	F.N.	T.N.	P
Presentation:									
Warm up the students	8.00	12	66.67	4.00	12	33.33	0.00	12	0.00
Asking questions to students	5.00	12	41.67	7.00	12	58.33	0.00	12	0.00
Teacher allow the students to be active	5.00	12	41.67	7.00	12	58.33	0.00	12	0.00
Established clear learning goals	4.00	12	33.33	8.00	12	66.67	0.00	12	0.00
Initiation:									
Teacher is organized and neat	7.00	12	58.33	5.00	12	41.67	0.00	12	0.00
Teacher manage the time well	7.00	12	58.33	5.00	12	41.67	0.00	12	0.00
Teacher has clear procedure in the classroom	5.00	12	41.67	7.00	12	58.33	0.00	12	0.00
Visual aids can be easily read	5.00	12	41.67	7.00	12	58.33	0.00	12	0.00
Drama Activities:									
Using relevant teaching method, aids & technique	7.00	12	58.33	5.00	12	41.67	0.00	12	0.00
Make them to play the role in the classroom	4.00	12	33.33	8.00	12	66.67	0.00	12	0.00
Group activity/ work	2.00	12	16.67	10.00	12	83.33	0.00	12	0.00
Uses example simple and clear by	2.00	12	16.67	10.00	12	83.33	0.00	12	0.00
Dramatizing	1.00	12	8.33	11.00	12	91.67	0.00	12	0.00
Discussion	1.00	12	8.33	11.00	12	91.67	0.00	12	0.00
Drama games	1.00	12	8.33	11.00	12	91.67	0.00	12	0.00
Teacher's activities:									
Fluency of the teacher in the classroom	7.00	12	58.33	5.00	12	41.67	0.00	12	0.00
Subject matter are relevant and interesting to read	3.00	12	25.00	9.00	12	75.00	0.00	12	0.00
Content of the drama was read life oriented	2.00	12	16.67	10.00	12	83.33	0.00	12	0.00
Exercises were interesting to all the students	1.00	12	8.33	11.00	12	91.67	0.00	12	0.00
Interaction in the classroom with students	1.00	12	8.33	11.00	12	91.67	0.00	12	0.00
Student- student interaction	1.00	12	8.33	11.00	12	91.67	0.00	12	0.00
Students Participation:									
Listen actively	0.00	12	0.00	11.00	12	91.67	1.00	12	8.33
Participation in discussion	0.00	12	0.00	12.00	12	100	0.00	12	0.00
Answer teachers questions	0.00	12	0.00	12.00	12	100	0.00	12	0.00
Ask questions	0.00	12	0.00	11.00	12	91.67	1.00	12	8.33
Participation in role play/ dramatizing	0.00	12	0.00	11.00	12	91.67	1.00	12	8.33

Table 20 shows the distribution of Techniques used by the teachers in teaching speaking skill at secondary level (grade 12) found in the observation by researcher. Under presentation 66.67% of respondents strongly agreed and 33.33% agreed on warming up students technique. Similarly, 41.67% of respondents strongly agreed and 58.33% agreed on asking questions to students technique and allowing students to be active technique. Additionally, 33.33% of respondents strongly agreed and 66.67% agreed on using the established clear learning goals technique.

Under Initiation 58.33% of respondents strongly agreed and 41.67% agreed on the teacher being organized and neat, and managing time well techniques. Similarly, 41.67% of respondents strongly agreed and 58.33% agreed on the teacher having clear procedures in the classroom, and visual aids being easily readable techniques.

Under speaking activities, majority 58.33% of the respondents strongly agreed on using relevant teaching methods, aids, and techniques, while 41.67% of the teachers agreed on it. On the other hand, 66.67% of the respondents agreed that making students play a role in the classroom is an effective technique, with 33.33% strongly agreeing to it. The majority 83.33% of the teachers agreed on using group activity/work, with only 16.67% disagreeing. Additionally, the majority 91.67% of the respondents agreed on using examples and dramatizing, drama games, and discussions as effective techniques, with only a few respondents disagreeing.

Under teacher's activities, 58.33% of the respondents strongly agreed and 41.67% of the respondents agreed for fluency of the teacher. 25% of the respondents strongly agreed and 75% of the respondents agreed for subject matter are relevant and interesting to read. 16.67% of the respondents strongly agreed and 83.33% of the respondents agreed for content of the drama was read life oriented. 8.33% of the respondents strongly agreed and 91.67% agreed for exercise were interesting to all the students, interaction in the classroom with students and student-student interaction.

Under student participation, 91.67% of the respondents agreed and 8.33% of the respondents disagreed for listen actively, ask question and participation in role play/dramatizing techniques. All 12 respondents agreed for participation and answer teachers questions.

Major Findings of the Study

The major findings of the study are as follows:

- a. The most commonly used techniques for teaching speaking skills by secondary level English teachers was role play.
- b. The rarely used technique for teaching speaking skills by secondary level English teachers was puppets or being a ventriloquist.
- c. Most of the teachers used speaking activities for teaching speaking skill.
- d. Most of the teachers' students actively participated in the speaking activities.
- e. All respondents used to provide feedback to the students while teaching speaking skill.
- f. Most of the teachers used student centered technique for teaching speaking skill to the secondary level students.
- g. Some of teachers ended their class by providing evaluation and discussion, summarizing the content, providing the assignment to the students, providing necessary feedback, appreciating to the best presenter.
- h. The researcher found that some students didn't actively listen while teaching, some students didn't actively participate in the activities given by teachers, some students didn't ask questions to the teachers.
- i. Under initiation, a significant majority of respondents (58.33%) strongly agreed that the teacher should be organized, neat, and manage time well.
- j. For speaking activities, a large majority (91.67%) of respondents agreed on the effectiveness of using examples, dramatization, drama games, and discussions. Only a few respondents disagreed.
- k. Regarding the teacher's activities, a significant majority (91.67%) of respondents agreed that exercises should be interesting to all students, and there should be interaction between the teacher and students, as well as between students.
- l. In terms of student participation, a significant majority (91.67%) of respondents agreed that active listening is an effective technique. All 12 respondents agreed that participation and answering the teacher's questions are important for student involvement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This is the last chapter of this research study. This chapter incorporates the conclusions and recommendations of the study which are based on the results and discussion of the collected data.

Summary

The aim of this research study entitled "Techniques of Teaching Speaking Skills Used by Secondary Level English Teachers" is to investigate the various techniques utilized by secondary level English teachers in teaching speaking skills to their students. Speaking is an essential skill that plays a significant role in communication, and it is important for teachers to implement effective techniques that enable students to acquire this skill. The research examines the different approaches and methods that teachers use, including traditional and modern techniques, such as role-playing, debates, group discussions, and storytelling, among others.

The study utilizes survey research methods which had features of both qualitative and quantitative analysis. The findings of the research reveal the most commonly used techniques by secondary level English teachers and the study suggest some pedagogical implications teachers. The study provides valuable insights and recommendations for English language teachers to improve their teaching practices and enhance the speaking skills of their students, ultimately contributing to the overall improvement of English language education at the secondary level.

Conclusion

The research was titled "Techniques of Teaching Speaking Skills Used by Secondary Level English Teachers" aimed to identify the most commonly used techniques for teaching speaking skill to grade 12 students. A range of teaching techniques were utilized by teachers to enhance their students' speaking abilities. A variety of teaching techniques were used by teachers to teach speaking skill at grade 12, with role play being the most commonly used technique at 58.33%. Other techniques, such as acting, dramatization, mock presentation, personification, simulation, communication, dialogue, and group work, were also used to varying degrees. This indicated that teachers used diverse methods to engage students and improve their speaking skill. Puppets or being a ventriloquist, acting, dramatization,

drilling, imitate/caricature, latest speaking technique, mime, and simulation were the most rarely used techniques. Speaking activities were a popular technique among teachers for teaching speaking skill in grade 12. It indicates that this method was considered effective in enhancing students' speaking abilities. The researcher found that using interactive techniques, such as role play and dramatizing, effectively engaged students in speaking activities and improved their speaking skill.

Implication

The study entitle "Techniques of Teaching Speaking Skills Used by Secondary Level English Teachers" has many theoretical and practical outcomes that are helpful for consequences in different contexts. The consequences of the finding were suggested as follows in the point of policy, level of practice and further research:

Policy Related

The following policy-level actions can be made in order to reduce the problems with the current classroom speaking techniques as a result of the research findings.

- a. Policymakers and curriculum designers should assess the needs and preferences of students.
- b. A textbook author should provide books that cover a variety of techniques and processes as well as materials that address learners' difficulties with everyday speech.
- c. The findings of the study can help create a positive environment where students can improve their speaking abilities. The goal is for teachers to be able to use technique when teaching languages, therefore teacher educators and program organizers like NELTA should eventually coordinate the various training and workshops.

Practice Related

For practice level, the following recommendations are made:

- a. The experimental group performed all linguistic tasks more effectively than the control group did. Dramatic instruction has so proven effective in teaching speaking abilities.
- b. Dramatic language instruction raised students' proficiency in the target language in a situation that was representative of everyday life.

- c. The students had free time during the assignment so they could successfully complete the communicating in drama task.
- d. When creating and introducing the assignments in the classroom, the teacher should be thoughtful and helpful.
- e. The learning process was enthusiastically engaged by the students. They worked in groups or in pairs to complete the assignment. Their ability to talk clearly and effectively is improved as a result. So the drama approach is effective here.
- f. Even hesitant students can benefit from this method of instruction. They can improve their communication skill.
- g. The activity should be student-centered and tailored to the students' interests in order to maximize their level of engagement.

Future Research Related

No work is ever truly finished, and no research is ever finished on its own. In order to determine the present approach to teaching reading in ELT classes, it is crucial to conduct a large-scale, comparable study that takes into account practically all of the secondary level schools. This will help to guide future research on the drama techniques used to teach speaking skill. In light of the study's shortcomings, the following directions for further research appear promising:

- a. Examine the relationship between students' motivation and engagement in drama activities and their speaking skill performance.
- b. Examine the role of peer collaboration in drama activities and its impact on students' speaking skill performance.
- c. Investigate the long-term effects of drama activities on students' speaking skill development and their future language learning.
- d. A larger number of sample populations could provide more comprehensive data and insights into teaching speaking skill at the secondary level.
- e. For better study, the researcher should devote more time.

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APPENDIX I (QUESTIONNAIRE)

APPENDIX II (CLASSROOM OBSERVATION CHECKLIST)

APPENDIX III (LIST OF SCHOOLS AND TEACHERS)

Teachers Name	School Name	School Address
Bandana Ramtel	Chandra Sanskrit Sec. School	Dharan, Sunsari
Diwash Rai	Green Peace Academy	Itahari, Sunsari
Hari Prasad Bhattarai	Sushma Sec School	Itahari, Sunsari
Hem Narayarn Chaudhary	Lord Buddha Higher Sec School	Jhumka, Sunsari
Indra Narayan Chaudhary	Bha. Shi Sec Sunsari	Ramdhuni, Sunsari
Madhab Gurung	Bal Bikas Sec School	Itahari, Sunsari
Nandika Aadhikari	Shree Pakali Sec School	Itahari, Sunsari
Rajan Basnet	B.S. Model Sec School	Itahari, Sunsari
Ram Chaudhary	Unique Academy Sec School	Ramdhuni, Sunsari
Ramesh Adhikari	Shree Janta Sec School	Itahari, Sunsari
Sajan Chaudhary	Janata Sec School	Itahari, Sunsari
Sher Bahadur Buddhathoki	Ramdhuni Sec School	Ramdhuni, Sunsari