

**CLASSROOM ACTIVITIES IN TEACHING  
SPEAKING SKILL**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Sita Aryal**

**Faculty of Education  
Tribhuvan University,  
Kirtipur, Kathmandu, Nepal  
2017**

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## **DECLARATION**

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

Date 07-04-2017

.....

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mrs. Sita Aryal** has prepared this thesis entitled **Classroom Activities in Teaching Speaking Skill** under my guidance and supervision.

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# DEDICATION

*Affectionately dedicated*

*To*

*My parents*

*Who devoted their entire life for my study and made me what I am at present.*

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**Sita Aryal**

## **ABSTRACT**

The present study classroom activities in teaching speaking skill aims at findings the strategies of students` activities in teaching speaking skills. For this study, I selected ten English teachers and thirty students of secondary level from Kathmandu district by applying non-random sampling procedure. A questionnaire consisting of both closed-ended and open-ended questions were used the research tools for data collection. The major findings of this study used of gestures, facial expression, and eye contact with the students` performance capacity and skills of students in teaching speaking were found more effective strategies in private school than government-aided schools. The findings of this study teaching speaking skills were good private schools than government aided schools. Speaking skills were very good of the students because it helps the students' pronunciation, vocabulary, speech and sound. It was found that about of the classes had good teaching speaking skill. However some of the schools of them had just speaking which were the results of poor concentration of the teachers in the classroom.

This study 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, delimitation of the study, and operational definition of the key terms. The second chapter presents the review of the related literature and conceptual framework. Similarly the third chapter deals collection tools and techniques, data collection procedures and data analysis and interpretation procedure. Likewise, the forth chapter presents the systematically collected data which have been analyzed and interpreted descriptively and analytically and this chapter also presents major findings and summary and analytically and this chapter also presents major findings and summary of the study on the basis of analysis and interpretation. The final, that is, fifth chapter deals with conclusions and recommendations on the basis of the major findings of the study. The fifth chapter is also followed by the references and appendices.

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## ACRONYMS AND ABBREVIATION

%	: Percentage
&	: and
/	: Or
Dr.	: Doctor
ELT	: English Language Teaching
Et. al.	: And Other People
Etc	: Et cetera (other similar things)
i.e.	: That is
L.A	: Learner Autonomy
M.Ed.	: Masters of Education
Mr.	: Mister
Mrs.	: Misses
No.	: Number
p.	: Page
pp.	: Pages
Prof.	: Professor
S.N.	: Serial Number
T.U.	: Tribhuvan University



# CHAPTER ONE

## INTRODUCTION

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### 1.1. Background of the Study

The classroom is a miniature society in which we have the students of different age, cognitive style, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on.

In other words, in the classroom, there are students from different backgrounds. There lie individual differences in terms of intelligence, autonomy and attitude. Not only this, the differences can be along with the dimension of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical facilities, religious beliefs, political beliefs or other ideologies. Therefore, it is self-explanatory that each student in the class is a different individual. Because of such a diverse composition of the classroom, the teachers` responsibilities have been multiplied. The challenge to the language teacher` responsibilities have been multiplied. The challenge to the language teacher is to enhance thinking and speaking skills and to learn how other cultures express ideas. The teachers need to create a safe and comfortable learning environment in the class so that they have a place and a voice in the classroom. But creating such environment is really challenging for the teachers.

Teachers should create a good classroom atmosphere where students can take risk and participate freely and enthusiastically in speaking activities. Teachers always want to satisfy their students in the classroom. Some teachers get success while others get failure in their journey. Moreover, some students may find language lessons boring because it is too easy for them while other students think that the lessons are too demanding for them. While teaching

speaking skill, teachers may face many challenges because speaking activities are probably the most demanding for students and teachers in terms of the affective factor involved in. Generally, trying to produce language in front of their classmates and teachers can generate high level of anxiety to the students. In this connection, Hedge (2010) says:

Students may feel that they are presenting themselves at a much lower level of cognitive ability than they really possess; they may have a natural anxiety about being incomprehensible about losing face, or they may simply be shy personalities who do not speak very much in their first language (p. 292)

It is very clear to us that at present English language have been made compulsory up to Bachelor`s level in Nepal. English is being taught and learnt as an optional subject at school as well as college level. It is spoken as first, second and foreign language all over the world. Regarding school level English curriculum, all the four skills of language are incorporated. These skills develop competence of students over a language. They are equally important. But when we observe the ELT practices of Nepal, we find that teaching of speaking skill is to some extent neglected although there is a provision of asking questions or practical examination separately for this skill. It may happen due to teachers` incompetence or unawareness of the importance of this skill. I still remember the days when our teachers used to teach us. Generally, teachers of government aided schools are found less concerned about teaching speaking skill because when I was student of school level I did not find my teachers organizing group works, pair works and any special seating arrangement of the students that enhance students` communicative competence. There was a tendency to teach whole class. My teachers were found very less interested to teach that language what I found that learning speaking skill is not an easy job.

Thus, for the successful learning and teaching of speaking skill, it is based on teachers` classroom activities, management, feedback and encouragement techniques. It is therefore a major responsibility for the teachers to create a reassuring classroom environment in which students are prepared to take risks and experiment with the language. If we observe the ELT practices of Nepal, we still find the use of teacher centered techniques. In such ELT classes. Teachers rarely address the students` needs, motivation, interests, learning styles and strategies. So for the successful teaching and learning activity, teachers should update themselves with the new methods, techniques and classroom activities. Thus, this study attempts to find out teachers` practices of teaching English.

## **1.2. Statement of the Problem**

Classroom activities of students` activities in teaching speaking skill is an important component of English classroom. It depends upon ones inner will. In words, it draws on the teachers` own inner resources for change. It is holistic and long term activity. It is totally based upon teacher desires professionally grow or not. Nobody force or compel them to grow professionally.

By and large, people select classroom activities in teaching speaking skill with two purposes; teaching as a job and teaching as a profession. Teachers who select teaching as a profession, they desires or expect some help and facilities from the stakeholders, family, colleagues and government good salary, job, security, permanency, fairness in teachers recruiting and promotion work as impetus to their professional development. So, this study is related to teachers` personal views and perception towards the factors that affect teaching professional. As teacher development is a lifelong process he/she may need or expect different things from the stakeholders to grow their professionalism. Moreover, teachers` voices need to be heard in order to bring about changes and improvement in their own profession.

Training, incentives, positive attitude, family support, educational policy and so on are the key factors for teachers` professionalism. If these variables are timely addressed and fulfilled then teachers` development and professionalism will grow smoothly. Beside this, there can be other factors that affect teaching profession. They are personal and social factors of teachers, classroom environment, socio economic status of teachers, rewards/incentives teachers` beliefs and family supports and attitudes of family members.

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

This study will have the following objectives:

- i. To explore secondary level English teachers` activities in teaching speaking skills.
- ii. To find out secondary level students` views towards their activities used in English class for teaching speaking.
- iii. To suggest some pedagogical implications.

### **1.4 Research Questions**

This study was oriented to find out the answer of the following question:

- i. What activities do secondary level English teachers` use while teaching speaking skill?
- ii. How do secondary level students` views towards their teachers` teaching speaking skill?

### **1.5 Significance of the study**

New innovative ideas, findings, discoveries, thoughts and theories are significant for related field. As this study will find out the strategies of teaching English used by teachers while teaching speaking skill, first, teachers and curriculum designers was benefited. Teachers can improve their strategies of teaching and teaching English. They will update themselves with the new strategies and findings that help them to speak different types of learners in the

classroom. In the same way curriculum designers will update themselves with the findings of this study. Similarly, this study was very significant for the students who want to know about different ways of developing their speaking skill and to build confidence. Likewise, this study will also be equally important for the researchers who want to carry out further research work related to speaking skill of language. To sum up, study was beneficial for those who are directly or indirectly involved in teaching and learning activities, like teachers, students, institutions, subject experts, policy makers.

### **1.6 Delimitations of the study**

The study had following limitations:

- i. This study was limited to the secondary level English teachers and students of government-aided and private schools of Kathmandu valley.
- ii. This study was limited to the teaching of speaking skill in terms of teaching English.
- iii. The sample was ten secondary level English teachers and thirty students of class 10.
- iv. It was limited to the thirty students of those teachers and three classes of each of them.
- v. It was based on the data collected through classroom observation check-list and questionnaire.

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

The following important terminologies are used in this study.

**Role Play:** “Role play is a way of bringing situations from real life into the classroom” (Doff 1990, 232). It may also include plays, dramas, socio dramas, and simulation. Here we use the general term role play for all of these types of activities, but we will also discuss the specific definitions, benefits, and uses of plays, dramas and socio dramas, and simulation in this section.

**Simulations:** A distinction is sometimes made between simulation and role play. A simulation is a highly developed role play, almost a miniplay, that it is not scripted. The teacher sets up a simulated environment, such as the traffic accident set-up described earlier. The key is to structure the roles and action around a problem or series of problems.

**Group Work:** Under certain conditions, a high percentage of group members would prefer to sit back and let “someone else” work on their behalf. This phenomenon, which has come to be known as “social loafing” (Latane, Williams & Harkins, 1979) can be a serious problem in classrooms and workshops because it heavily constrains the interaction necessary for a productive learning environment. Further, if left unchecked, the conditions that produce social loafing can prevent the development of the social fabric that is necessary for effectively functioning learning groups.

**Dramatization:** Witnessing firsthand the ways drama activity puts their students’ imaginations to work, these teachers experienced drama’s value as a powerful teaching and learning strategy that invites students of all ages to move collaboratively inside classroom content, human issues, and significant events.

# **CHAPTER TWO**

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

This chapter consists of Review of Theoretical Literature, Review of the Empirical Literature, Implications of the Review for the Study and conceptual framework.

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

In Webster New World Dictionary, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech, Nunan, D. (1995). Speaking is an skill to do something well, (Dictionary, 1995). Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language, Nunan, D. (1995). Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this skill until, that is, they have to learn how to do it all over again in a foreign language, (Thornbury, S. (2005).

Review of theoretical related to speaking skill is an act of making vocal sounds. We can say that speaking means to converse o r expressing one`s thoughts and feelings in spoken language. Speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other the conversation is called a “dialogue”. Speaking skill is related with sounds such as pronunciation, vocabulary, rhythm, tone and intonation. Classroom activities in teaching speaking skills including influencing factors of classroom speaking skill,

characteristics of successful speaking skills and Activities for teaching speaking skills.

### **2.1.1 Language teaching in speaking skills**

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

Bhattarai and Gautam (2008) state:

In Nepal, it used to be the exclusively British English prescribed for EFL curricula. However, due to Nepal`s exposure to the globalization world through trade, technology, media and relations. Nepal for the last decades has experienced a transition in the use of English in terms of variety. This situation has demanded to adopt more flexible approach in the situation and use of English in an eclectic manner rather than being prescriptive (p.13).

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



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

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

By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factor in accounting for success or failure in language teaching. Some spoke of the death of methods and approaches and the term 'post-methods era' was sometimes used (p.247).

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

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

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

### **2.1.2 Classroom Language Teaching in Speaking Skill**

Students can pick up much from the way their teachers walk into the classroom at the start of that first lesson writes Rose senior (Mentioned in Harmer, 2008). The teachers` physical presence plays a great role in the classroom. The way they dress, the stance they adopt and their attitudes to the class make an immediate impression on students. In this sense they need to make some kind of distinction between whom they are and who they are as teachers. This does not mean that they should somehow be dishonest about who they are when they face to their students. This means they have to try to find new ways which can impress their students. They can adopt a variety of roles in the classroom, which facilitate language learning. Depending upon the situation the teachers can play different roles in the classroom to facilitate language learning. This roles that most of the teachers play in the classroom are as follows:

- a. Controller: when teachers act as controllers, they are in charge of the class and of the activity taking place and are often leading from the front. Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of teacher

fronted classroom. When the teacher plays the role of controller, the students do not get opportunity to speak in the classroom. The students become passive but of course there are times when acting as a controller make sense for example when giving explanation organizing question and answer work, learning making announcement or bringing a class to order etc. Richards et. Al. (1999)

- b. Prompter: when the students are involved in different activities, sometimes they get the threat of what is going on. They may not be quite sure how to proceed. In such situations the teachers` take is to support the students. We need to encourage and help our students to go ahead. When we prompt the students, we need to do it sensitively and encouragingly. Timilsina R.R. (2005)
- c. Participant: when the students are involved in the activities like role play, discussion, group decision-making activities, the teachers also can join the activity not only as a teacher but also a participant. When the teachers also participate, the students enjoy having the teacher with them; this livens the activity and encourages the students to learn more. Students feel free to put their problems. This is also helpful to maintain close relationship between the teacher and students. Halliday (1994)
- d. Resource: of course, the teacher are a good resource for the students. They need to ask how to say or write something or ask what a word or phrase mean to take information from the teacher to continue and fulfill their activity. It is also true that nobody knows everything. Sometimes teachers may not be familiar with the issues. At that time, the teacher should not say ‘I do not know’. Better say I will tell tomorrow otherwise the students may begin to lose confidence in their teacher. And sometimes we can also provide sources like websites, or book’s information. Weinhrish, H., Kottz, H. (1996)
- e. Tutor: when students are working on longer projects, such as process writing or preparation for a talk or debate we can work with individuals or small groups pointing them in directions they have not yet thought of

talking. In such situations we are combining the roles of prompter and resource in other words asking as tutor. In the classroom the teacher should try to move around the class and provide guidelines to small groups or individuals though this is not an easy task in large classes.

Wragged, EC. (1981)

### **2.1.3 Strategies of Teaching in speaking skill**

Teaching a language effectively in a classroom is not an easy task. Teachers need special skill to handle the task properly. Teaching in a country like Nepal, where most of the classrooms are very large with multilingual students, is really a very challenging job for all the teachers. All the language teachers should be familiar with some issues like how does learning process take place? What are the factors that affect language learning? How can a teacher ensure success for all the students? They should be familiar with different methods and techniques to apply in the classroom. They should be able to perform different roles to help their students learn better.

- (i) **Making the class interesting:** The forty-five minute period, where in a teacher just speaks and students only hear, is not at all exciting. It is important that the students themselves participate in the process, thus making the period an interactive session instead of dull lecture. Your teaching English strategies should also include effective teaching strategies, which would keep the students glued to the topics. As a teacher you can plan a few activities in the classroom, which will make children get up from their seat and interact with teachers as well as fellow students. Don't forget that students have a lot spent up energy, which has to be released. Avoid taking the class for full forty-five minutes, you can ensure that last 10 minutes of the class time are spent in discussions.
- (ii) **Talking to the students:** Teachers should talk with the students, not just in the classroom or school, but outside as well. Whenever you come

across any students in the cafeteria or in your neighborhood grocery store, greet them. If any student has excelled in a particular sport or event, appreciate him or her. Praise their sincere efforts and tell them how they should go on with it. This will make the students feel that you are close to them and you understand them, the result of which was obviously seen in the classroom.

- (iii) **Dealing with disruptive behavior:** Students tend to be naughty and at times this naughty behavior or their part can disrupt the momentum of the entire class. In such a situation, if you try to yell at them on the top of your voice, you will yourself disturb other students. A wiser thing to do at such a point of time is to just go and stand near that particular student's desk. This will automatically send him a signal that you want him to stop whatever he is doing, and pay attention to you. Most often this works in your favor, if it doesn't you can either take the student outside the class as a bit humiliating and make him more defiant while talking to him after the class will make him feel that you understand plans to deal with disruptive fail to yield results you should promptly send the students to the principle.
- (iv) **The Teacher in the classroom:** Our Physical presence can play a large part in our teaching of the classroom environment. The way we move and stand, and the degree to which we are physically demonstrative can have a clear effect on the degree to which we are physically demonstrative can have a clear effect on the teaching of the class. All teachers, like all people, have their own physical characteristics and habits and they will take these into the classroom with them. However, there are number of issues to consider which are not just matters of personality or style and which have direct bearing on the students' perception of us. They are: proximity, appropriacy, movement and awareness.

- (v) **Using the Voice:** Perhaps our most important instrument as teachers is our voice. How we speak and what our sounds like have a crucial impact on classes. When considering the use of the voice in the English of teaching. There are three issues to think about. They are: Audibility, variety and conversation.
- (vi) **Talking to the students:** The way that teachers talk to students, the manner in which they interact with them is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, require teachers to empathize with the people they are talking to by establishing a good rapport with them.
- (vii) **Giving Instructions:** There are two general rules for giving instructions. They must be kept as simple as possible, and they must be logical.
- (viii) **Student Talk and Teacher Talk:** Classes are sometimes criticized because there is too much TTT (Teacher Talking Time) and not enough SLT (Student Talking Time). Good teachers use their common sense and experience to get the balance right.
- (ix) **Using the LI:** An English language classroom should have English in it, and for as possible there should be an English environment in the room, where English is heard and used as much of the time as possible for that reason, it is advisable for teachers to use English as often as possible, and not to spend too long time talking in the students LI.
- (x) **Creating Lesson Stages:** We have to include different stages in our lessons. Teachers need to focus the student's attention, or point it in some new direction. This can sometimes be difficult, especially when teachers try to draw a speaking activity to a conclusion or when students are working in groups. Some teachers clap their hands to get the students' attention. Some speak loudly thank you, now can have your attention, please sometimes when teachers speak loudly the students just

speak louder in order to force the students to listen to them. Another method is for the teacher to raise his or her hand. When individual students see this, they raise their hands briefly in reply to indicate that they are now going to be quiet and wait for the next stage.

## **2.2 Review of the Empirical Literature**

Among different aspects of teaching learning process, teaching English is one. The meaning of teaching English is the skills of organizing, managing a class for effective teaching / learning process. As a teacher, We have to adapt to the level and age of the students we are teaching once a teacher loses control of his classroom, it becomes more difficult for him to regain that control. Teaching English is closely linked to the issue of motivation, discipline and respect. It relies upon creating an environment where teacher and students have good faith and understanding. If the teacher has sound knowledge about he teaching English, it certainly helps for effective learning process. As we do not find any research work related to teaching English while teaching and learning language skills. I struggled very hard for the review of related literature. Some of related to my study are reviewed here.

Pokhrel (2000) carried out a research entitled “Teaching communicative function: inductively and deductively”. The main objective of his study was to find out which strategy: inductive or deductive is better to teach language functions. He followed an experimental research design. All the 10<sup>th</sup> grade students of government-aided school were sample. He used pre-test and post test to collect the data. He found out that the inductive method was relatively more effective than the deductive method for teaching communicative functions.

Timilsina (2005) carried out a survey research entitled “A study on students’ activity of communicative skills in English and to compare the achievement of the students in terms of different variables. He selected ninety students of Kathmandu, Lalitpur and Bhaktapur district using random sampling procedure.

He used test items as the main tool of data collection. He analyzed systematic collected data using quantitative approach.

Oli (2007) conducted a research on “The impact of information gaps in developing speaking skills: A practical study” The main objective of this study was to measure the impact of information gaps in developing speaking skills. He used experimental research. He carried out the research on fifty students of grade ten. He used both pre-test and post test to collect the data. He found out that information gap activities have positive impact on developing speaking skills.

Timilsaina (2008) carried out a study in the “Strategies employed in teaching speaking skills” His main objective was to find out strategies employed in teaching speaking by teachers. He used survey research design. He selected 20 English teachers as sample. Ten from public and ten from private school. He used classroom observation checklist and questionnaire as tools to collect the data. He observed four classes of each teacher. He found out strategies used by private school teachers are better than public school.

Osti (2008) conducted a research work on the title “performance on listening and speaking versus reading and speaking, ” His objective was to find out the difference in the scores of reading, writing and listening, speaking examinations. He used survey research design. The total sample population for this study fifty students and fifteen secondary level English teachers. He used questionnaire to collect the data. He found that out of hundred students only one student secured the distinction marks in reading marks in listening / speaking exam.

Basyal (2010) carried out a research work on the title “Strategies of teaching English used by secondary level teachers” The main objective of this study was to identify the common strategies used by the secondary level English teacher for teaching English. He used survey research design. The total sample population included 10 teachers from government aided secondary school of



Kathmandu district. Classroom observation checklist and questionnaire were used as research tools for data collection. The findings of the study showed use of gestures, eye contact with the students, use of teaching aids and use of black board were more effective strategies. Similarly motivation was found more effective strategies.

Ram (2014) carried out a study on “Teaching English language teaching ‘main objective was to identify the different teaching English strategies used by the teacher for teaching English in government aided school and private school. He used survey research design. The population for this study was all the government aided and private secondary level teacher. All together ten teacher, five from private secondary school were selected using non-random sampling method as a sample. He used classroom observation checklist as the main tool as well as diary and questionnaire as the supportive tool. The findings of the study showed that out 3 classes, talking to students, using teaching aids, performance capacity and skills of teaching English were found more effective strategies in private school than government-aided schools.

Although there are some research works which have been carried on teaching English but there is not any research work which has been carried out to find out teacher practices of managing English classroom to teach and learn speaking skills. Therefore this study is different from above reviewed research process and so on. He has reviewed different previous research works, he which are related to present research work to some extent. The reviewed research works have been carried out with different objectives, methodology, and research question and in different situation. So after reviewing all those research works, he updated himself if with research process and methodological tools which are very beneficial to his research work. In order to conduct those research works the research have used survey research design So, as the present study is survey research. He got ideas on the process of survey design after review those research works. As above researchers have used classroom observation check-list and questionnaire as tool of data collection,

these works have direct implication to the present study because research was also use questionnaire, classroom observation check-list for data collection. Finally he has got some insights English and its aspects along with along with the different strategies used in teaching speaking.

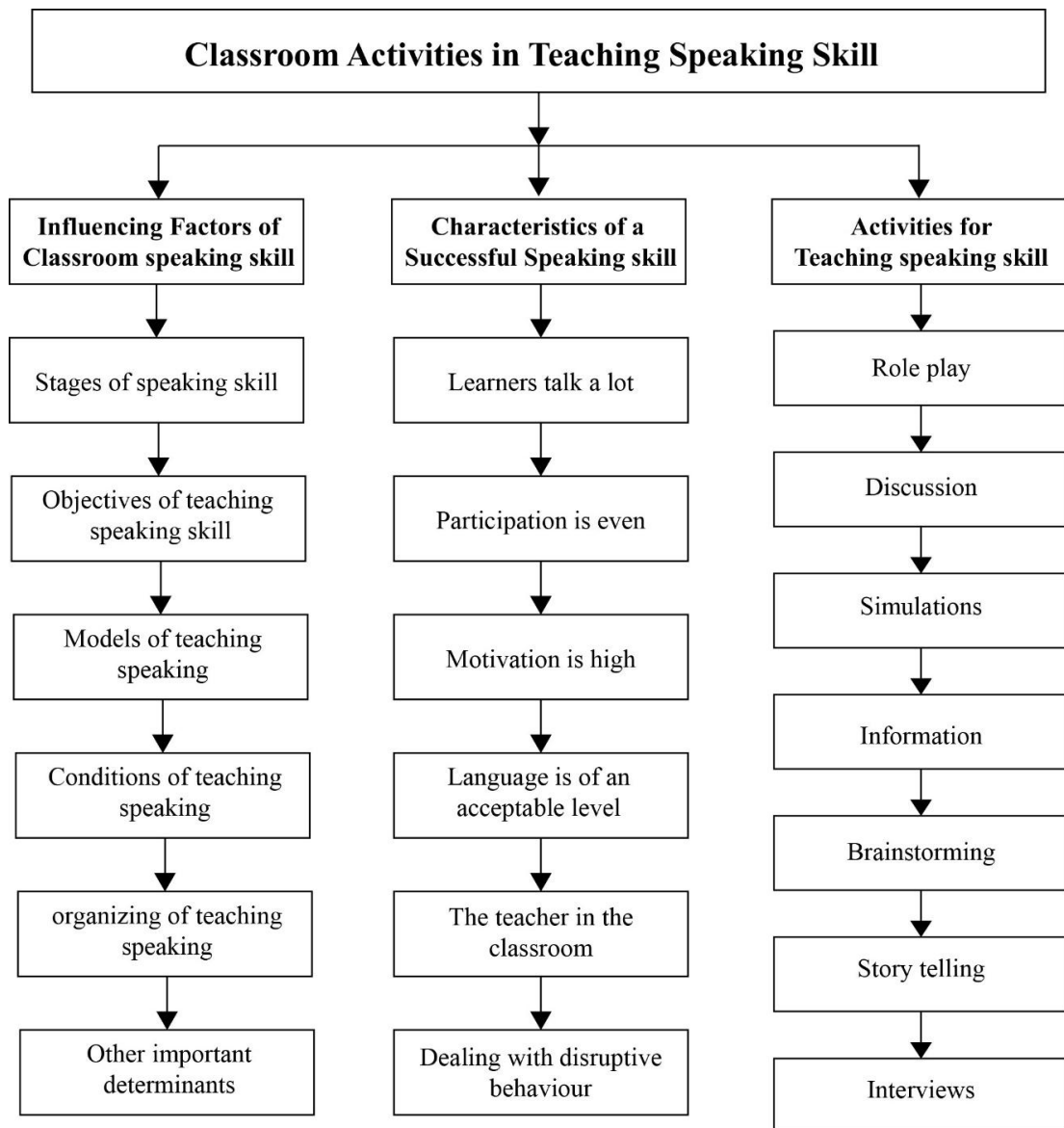
### **2.3 Implications of the Review for the Study**

Defining and reviewing the related literature is central and most important task for research in any research. It is very important task and most important task for researchers in any research. it is very important tasks for any research while conducting research work in any topic or subject matter. Timilsena (2009) p.30) states.” One of the essential primary tasks when you undertake a research is to go through the existing literature in order to account yourself with the available body of knowledge and area of interest.” In the initial stage of research it helps to establish the existing literature in order to account yourself with the available body of knowledge and area of interest.” In the initial stage of research it helps to establish the theoretical root of our study, clarify our ideas and develop our methodology.

As a research, I reviewed some of the books and research works. These works helped me to conduct research practically. The review of the above literature has number of implication in many research such as: Ram’s (2014) research helped me to give concept on my study. Basayal’s (2010) research provided me theoretical background of my study and also helped me to formulate objectives. Research question. Oli’s (2007) research work helped me to select methodology. Timilsaina’s (2008) research helped me to get concrete ideas to conduct my research and it given me more knowledge about speaking skills. Survey research helped me to collect data from the public operation and the behavior and attitudes of different professionals.

## 2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study.



# **CHAPTER THREE**

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

I will adopt following methodology to carry out the research:

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

Research is essentially an intellectual and creative activity which is done for finding out the truth and reality. It is oriented towards the solution of the problem that opens the door of new knowledge to get into the world. I adopted survey research design in order to complete the study.

Survey research is the most commonly used method of investigation in social and education research. Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with education process. It is a superficial study of an issue or phenomenon. Therefore, my superficial research design is considered the most reliable to the present topic of this study. To define the survey research, various scholars have put forward their unique views. According to Kidder (1981,81)' Survey is the best research design carried out in order to find out public opinion, and the behaviors and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time. Similar, according to Cohen and Manion (1985 as cited in Nunan, 2010 p.140)

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

Survey research is always carried out in the natural setting. So, I have selected this research design it will provide me an authentic and reliable data to process my research work. it will help me to find out the teaching English activities in teaching speaking skill. Nunan (2010, p.141) suggests the following eight-step procedures of Survey research designs:

### **Step 1: Defining Objectives**

To determine the objective is the first and most important thing in any research design. Therefore, the first task of any task of any researcher is to define objectives of the study what does he/she want to find out should be carry written in their research work if they carry out research work without defining objectives it will lead them nowhere.

### **Step 2 Identify Target Population**

Under this second step, target population of the study should be mentioned.

### **Step 3: Literature Review**

Under this third step, related literature should be reviewed. It helps to know about what others said /discovered about the issues.

### **Step 4: Determine Sample**

Under this step, we have to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Thus, Survey research is a systematic process of investigating ideas, concepts and views of respondents that cannot be conducted haphazardly. Therefore, in order to conduct survey research, research have to follow the above systematic process.

### **Step 5: Identify Survey instruments**

Under this fifth step, we have to be clear about the instruments for data collection, e.g. questionnaire, interview and observation checklist.

### **Step 6: Design Survey Procedures**

After preparing appropriate tools for data collection the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

### **Step 7: Identify analytical procedures**

After collection raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

### **Step 8: Determine reporting procedure**

Finally after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

Thus, Survey research is a systematic process of investigating ideas, concepts and view of respondents that cannot be conducted haphazardly. Therefore, in order to conduct survey research, researchers have to follow the above systematic process.

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

The total population of the study was the students of secondary level. The sample population for this study was 10 teachers and 30 students from the selected schools of Kathmandu valley. I observed 3 classes and followed the non- random judgmental sampling procedure.

### **3.3 Research Tools**

The research tools were based on the collection of data an interview questionnaire form and an observation checklist.

### **3.4 Data collection procedures**

I went to the selected government aided schools and private schools of Kathmandu valley and build rapport with concerned people. Then I explained to the selected teachers about the purpose of my study. I also asked for permission to observe his/her classes. Then I observed the selected teachers' and collected the data through mean, median percentage and explained the purpose of my study to the students. I simplified the difficult terms if any are used in the study. Likewise, I told their students that this set of question try to find out their views about their teachers' teaching activities and their own ways of learning speaking skill.

### **3.5 Data Analysis Procedures**

I selected five government aided schools and private schools from Kathmandu valley. One teacher from each school were selected. All together ten teachers was sample population for this study. I observed three classes of each teacher. Similarly, five students from each school were selected. All together thirty students were sample population for this study.

### **3.6 Study Area / Field**

The research area of this study was Kathmandu district and secondary level school' Novice English teachers and students. The field of it was related to teaching listening skill in ELT classroom. For the feasibility of this study, I selected ten secondary level school, ten novice teachers and thirty students of the same locality by using purposive non-random sampling procedure.

# **CHAPTER FOUR**

## **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter consists of analysis of data and interpretation of results. The results and discussion of data collected from classroom observation and diary notes of speaking skills are presented in this chapter. This study primarily aimed at findings out strategies of classroom speaking skills for effective teaching. This chapter present the result and discussion of collected data from primary sources. The information is tabulated and discusses after direct classroom observation.

Tabulation of information and its discussion is followed by results and discussion using tools like table, bar-chart and percentage. All the statistical tools have been used to make the result and discussion comprehensive.

### **4.1 Analysis of Data and Interpretation of Results**

This chapter deals with analysis and interpretation of the data collected from primary sources. The main purpose of this study was to find out the practices of managing classrooms for teaching speaking skill at secondary level. The data managing classrooms for teaching speaking skill at secondary level. These data were collected by using observation checklist and questionnaire. In the actual classroom teaching, the observer observed three classes of the selected English teachers with the help of checklist and the ways beyond the checklist used by the teacher were also noted. She also encouraged the students to fill up the questionnaire in order to collect the authentic information. The researcher tabulated the information and analyzed the data systematically as follows:

- i. Analysis of the classroom observation checklist.
- ii. Analysis and interpretation of the questionnaire for students.

#### **4.1.1 Analysis of the Classroom Observation Checklist**

I observed three classes each of ten secondary level English teachers i.e. a total of thirty classes were observed. The observation was conducted in class ten. The topics included in the checklist are analyzed below simultaneously.



#### 4.1.1.1 Physical facilities of the classroom

Physical facilities refers to how well the class is facilitated in term of size and shape, arrangements of the student’s desks and benches, teaching materials, decoration of the class room, electricity. Student’s seating arrangements and condition of windows, doors, floor, and roof in classroom.

**Table 1**  
**Physical facilities of the classroom**

S.N	Observed Items	Responses of the students							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Size and shape of the classroom	-	-	27	90	3	10	-	-
b.	Arrangements of student’s desks and bench	-	-	24	80	6	20	-	-
c.	Teaching materials	-	-	6	20	18	60	6	20
d.	Decoration of the classroom	-	-	15	50	9	30	6	20
e.	Electricity	-	-	24	80	6	20	-	-
f.	Students` seating arrangement	-	-	15	50	15	50	-	-
g.	Condition of window, door, floor, roof in classroom	9	30	18	60	3	10	-	-

The table clearly shows that in terms of size and shape of the classrooms 90% of them are good. Similarly 80% of classes have good arrangements of desks and benches. But in the case of teaching Materials only 20% of the classes are good whereas 60% of them are just average. Likewise 50% of the classes had good decoration 30% of them had average whereas 20% of them had poor decoration. 80% of the classes had good electricity. In the matter of seating arrangements of the students 50% had good arrangements whereas 50% had

just average type. 30% of the classes had excellent condition of window, door, roof and floor.

#### 4.1.1.2 Teachers in the Classroom

Teachers in the classroom refer to the personality of the teacher along with his gestures, facial expression, his voice and competence over subject matter.

**Table 2**

**Teachers in the Classroom**

S.N.	Observed Items	Responses of the students							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
a.	Personality	6	20	15	50	9	30	-	-
b.	Movement in the classroom	-	-	18	60	12	40	-	-
c.	Competence over subject matter	-	-	24	80	6	20	-	-
d.	Use of gesture, facial expression and rough-tune	-	-	15	50	15	50	-	-
e.	Use of voice in terms of audibility, variety	9	30	15	50	6	20	-	-

The above table that in the observation of 30 classes it was found that 20% of the teachers had excellent because they have extra talented activities. Whereas 50% of them good one because they speak English fluently 60% movement were done by the teachers while teaching however 40% of them did only average movements because they speak English communicatively in the class. Talking about competence over their subject matter 80% of the teachers had good knowledge about their subjects. In case of using gestures and facial expression while teaching it was found that 50% of the teachers were good in it whereas other 50% didn't seem to use expression properly in their teaching.

Similarly only 30% of the teachers had excellent audible voice and other 50% had good clear voice.

#### 4.1.1.3 Students in the Classroom

Under this the researcher observed the students in the class. She observed their interest in learning, attention in class, how frequency they used L1, either they respond to their teachers question or not, how actively they participated on different communicative and their discipline in the class.

**Table 3**  
**Students in the Classroom**

S.N.	Observed Items	Responses of the students							
		Excellent		Good		Average		Poor	
		No. of Classes	%	No. of Classes	%	No. of Classes	%	No. of Classes	%
a.	Interest in learning	-	-	9	30	12	40	9	30
b.	Attention	-	-	9	30	12	40	9	30
c.	Use of L1	-	-	12	40	18	60	-	-
d.	Response to teacher`s question	-	-	18	60	9	30	3	10
e.	Participation in different communicative activities	-	-	6	20	15	50	9	30
f.	Discipline	6	20	12	40	9	30	3	10

It shows that that only 30% of the students had good interest in the learning of speaking English and so was their attention in the class.60% of the students used LI raising this score the average one. Despite the low interest in learning speaking 60% of the students responded well to their teacher`s questions. Due to the impact communicative activities organized by their teacher. However, maximum % of the students was found disciplined in the class.

#### 4.1.1.4 Classroom practice

It refers to different activities conducted in the class while teaching speaking under this the research observed how often the students interacted with their teacher, how actively they were involved in the interaction with their friends, what was the duration of teacher talking, was any discussion held or not, was role play used for teaching speaking and how was the pair work.

**Table 4**  
**Classroom practice Students in the Classroom**

S.N.	Observed Items	Responses of the Students							
		Excellent		Good		Average		Poor	
		No. of Classes	%	No. of Classes	%	No. of Classes	%	No. of Classes	%
a.	Interest in among students and teachers	-	-	12	40	12	40	6	20
b.	Student talking times (STT)	-	-	21	70	9	30	-	-
c.	Teacher talking time (TTT)	-	-	9	30	21	70	-	-
d.	Discussion	-	-	18	60	12	40	-	-
e.	Role play	-	-	6	20	24	80	-	-
f.	Pair/Group work	-	-	15	50	15	50	-	-

It was found that there was average interaction among the teacher and students in the speaking class in the government school whereas in private school it was good. While talking about student talking time it was good with overall 70% and teacher talking time was just average with the same ratio which is a good symptom of teaching speaking. Even discussion was good in the class. But role play wasn't found in good practice in the maximum school. Pair or Group work

was found in good uses in some of the private schools on the other hand it was just average in practice in the government school.

#### 4.1.1.5 Student's Seating Arrangements and Groupings

Student's positions in the class play one of the major roles in their learning. So, the researcher involved this topic under observation in which she noticed the different types of seats arrangements like circles, horseshoes, orderly rows and separate tables.

**Table 5**

#### **Student's seating arrangements and Groupings Students in the Classroom**

S.N.	Observed Items	Responses of the students							
		Excellent		Good		Average		Poor	
		No. of Classes	%	No. of Classes	%	No. of Classes	%	No. of Classes	%
a.	Orderly rows	-	9	30	18	3	10	3	-
b.	Circles	-	-	-	-	21	70	9	30
c.	Horseshoes	-	-	-	-	21	70	9	30
d.	Separate tables	-	-	-	6	20	10	21	70

Thus it was found that practices of orderly rows seating arrangements was good in most of the school even with 30% of the classes had excellent practice of orderly rows. However arranging the students in circles and horseshoes were found average in use with 70% classes overall. Use of separate tables for teaching speaking was also not seen in efficient practices in fact it was quite poor with 70% overall. It shows that teacher do not focused better in the seating arrangements of the students while teaching speaking in the class.

#### 4.1.1.6 Analysis of the Questionnaire

The questionnaire was prepared for the students and they were motivated to write the genuine answer. There are altogether 12 questions among which

question no. 2,4,5,6,8,11, and 12 are close ended question no. 1,3,7,9,10 are open ended or opinion based questions. They are analyzed below.

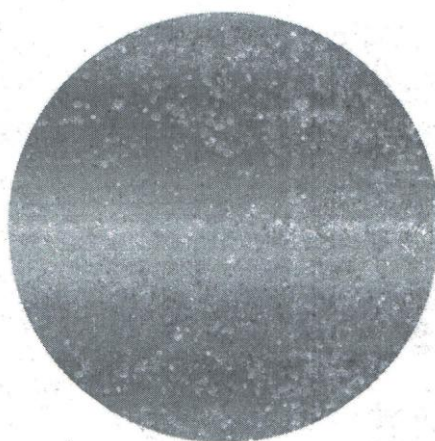
Based on Close Ended Questions are Analyzed

#### **4.1.1.7 Motivating the Students before Teaching the Lesson**

Motivation plays a vital role in making the teaching efficient. It helps the teachers to attract the attention of the students towards their teaching. It also helps the students learn effectively. Therefore teachers must motivate their Students before teaching the lesson.

**Figure 1**

#### **Motivating the students**

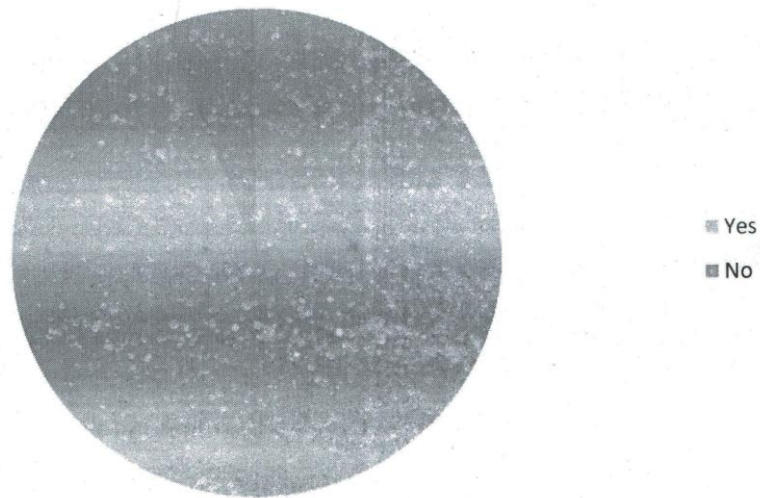


It was found that cent percent of the students responded that their teacher s motivate them before starting the lesson.

#### **4.1.1.8 Use of speaking skill in ELT Classes**

By using Speaking skill teachers can make their students speak better in classes. A skillful teacher applies the skill of speaking in ELT classes.

**Figure 2**  
**Use of speaking skill in ELT classes**



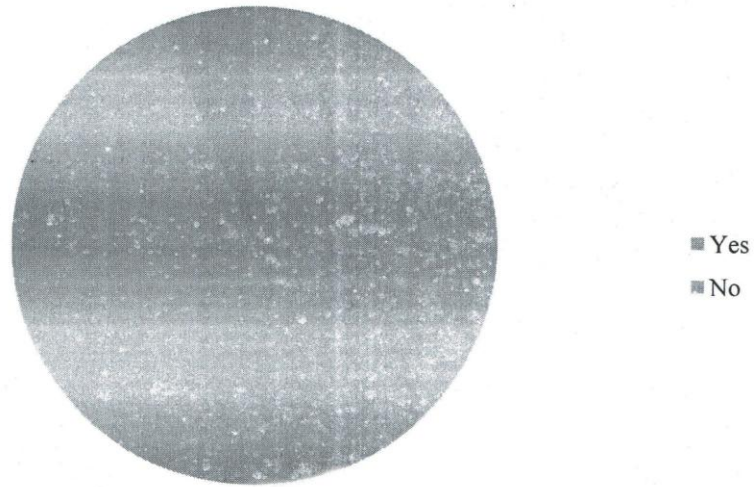
About 94% of the students replied that their teacher use speaking skill in ELT classes whereas other 6% students of some government school said that their teacher do not use speaking skill in ELT classes.

#### **4.1.1.9 Telling Jokes and Singing songs to Motivate Student**

Students have to attend the classes of different subjects in the same day which make them monotonous and reduce the interest in learning. As teaching speaking is completely a practical thing so a teacher must have to motivate his students before starting to teach. In this regard the students were asked if their teachers tell jokes or sing songs in class before teaching. Their responses were like this:

**Figure 3**

**Telling jokes or singing songs to motivate students**



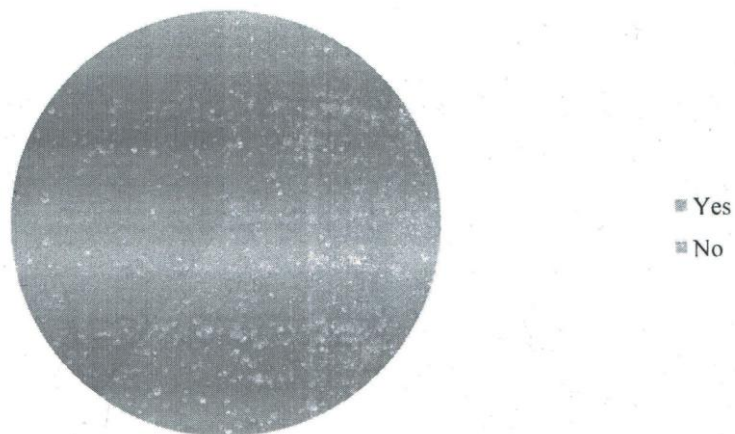
Maximum students i.e. 98% responded that their teachers do not entertain them like that and continue teaching seriously 2% students which make them feel bored.

**4.1.1.10 Using Cassette player to Teach Speaking skill**

The teachers can play cassettes containing the recordings of some model speaking to help their students learn speaking. It also helps the students to learn pronunciation. They can play the rhymes, poems, sounds pronunciation, etc.

**Figure 4**

**Use of cassette player to teach speaking**





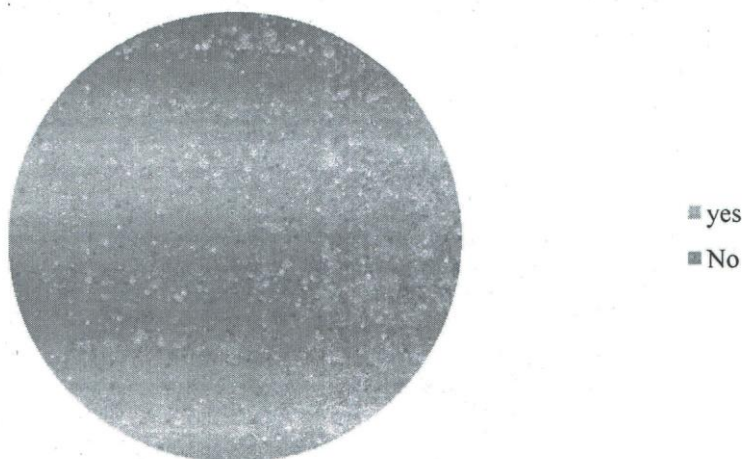
It was found that 80% of the students said that their teacher use cassette player to teach speaking skill but 20% students in which maximum were of government school said that their teacher do not use cassette player.

#### **4.1.1.11 Interaction with friends and Teachers in the Classroom**

Speaking is something which is not taught theoretically but it's completely practical based teaching. If the students interact more and more in the targeted language then only the teacher are supposed to have done better teaching.

**Figure 5**

#### **Interaction with friends and teachers**

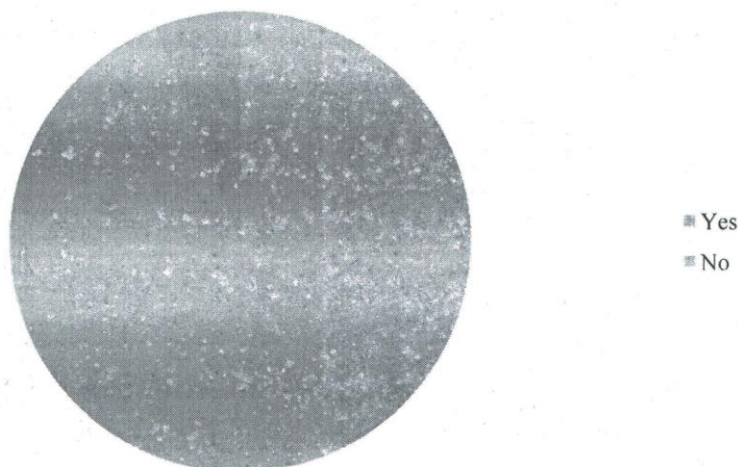


The chart clearly shows that 100% of the students' response was positive regarding this question that means they interact with their friends and teachers in the classroom.

#### **4.1.1.12 Organizing Extra-curricular Activities to Enhance Students' Speaking Skill**

Teachers should organize different types of extra-curricular activities in the speaking class and motivate their students to participate in those activities. This will help them to enhance their speaking ability and even to build up their confidence to speak in the mass.

**Figure 6**  
**Organizing extra-curricular activities**



The research showed that maximum teacher organize extra activities in their ELT classes to enhance their students’ speaking potentiality but some very less % of teachers do not so.

**4.1.1.13 Activities Organized to Enhance Speaking Skill of Students**

There are different types of activities that teachers can organize in their classes like oratory contest in which they can organize debate competition. They can also organize Role play and make their students to act like different professionals. Similarly they can engage their students in group discussion by giving them certain issue to discuss with their friends or they can even conduct drama for their students’ responses were like this.

**Table 6**  
**Extra-curricular activities organized in the class**

Extra-curricular activities	No. of students	%
a. Oratory contest	20	40
b. Role play	2	4
c. Group Discussion	10	20
d. Dramatization	3	6
e. All of above	14	28
f. None	1	2

As the table show maximum students said oratory contest is the main activities organized by their teacher in class whereas some 4% of them said that Role play is often organized in their class. 20% of the students replied that their teacher make them involve in group discussion however only 6% of them voted for dramatization as it needs lots of preparation. About 28% of them replied that their teacher organize all the above mentioned activities in the class whereas 2% said that no activity is organized in their class which proved that these teachers do not show any interest in teaching speaking to the students.

#### **4.1.1.14 Analysis of Open Ended Questions**

In question no. I the students were asked what do their teacher do when they make noise in the class and their responses are like this:

**Table 7**

#### **Techniques Applied by Teachers to Control Noise in the Class**

Responses of the students	No. Of students	%
The teachers scold them.	15	30
The students are given punishment.	15	30
The teachers just tell them to be quiet.	12	24
They ask questions from the book.	8	16

Out of 50 students 30% said that they are cold by the teachers when they make noise in the class whereas 30% other said that they are even given punishment for making noise. Some 24% students responded that their teacher try to distract their attention by asking questions from the books. It shows that very few of the teachers apply their trick to control the noise in the class. Otherwise most of the teachers just take it on granted and follow the traditional way to do so.

In question no. 3 the students were asked how their teacher motivate them and their response are like this:

**Table 8**

**Activities for motivating the students Before Starting the Lesson**

<b>Responses of the students</b>	<b>No. of Students</b>	<b>%</b>
Encourage them with positive speech	6	12
Ask question on the related topic	15	30
Introduces famous personalities	5	10
Share own experiences with students	6	12
Talk on some other topic	4	8
Tell stories	12	24
Show inspirational videos	1	2
Make students share their knowledge	1	2

About 12% of the students said that their teachers motivate them with their positive speech before starting the lesson. They tell them the importance of education and give them inspiration. Likewise 30% of them said that they are asked questions on the related topic so that their attention can be drawn towards the lesson. Similarly 10% students responded that their teachers share discuss on some other important topic to motivate them whereas 24% of the students said that their teachers tell them inspirational stories to encourage them. A few of them said that they are shown inspirational video before starting the lessons. So, it`s clear that teachers are applying modern techniques to inspire their students before teaching the lesson.

In question no 7 the researcher had asked the students about the pre-communicative activities organized by their teachers in the class and they responded like this.

**Table 9**  
**Pre-communicative Activities for the Students**

<b>Responses of the students</b>	<b>No. of Students</b>	<b>%</b>
a. Work on vocabulary	14	28
b. Talk on different topics	9	18
c. Make students read articles in the class	4	8
d. Play cassettes	6	12
e. Share own experiences	6	12
f. Make students sing songs or tell jokes	9	18
g. No activities	9	18

The table clearly shows that maximum teachers 28% make their students work on vocabulary under pre-communicative activities whereas minimum % of teachers 8% make them read articles in the class. It also shows that a lot more teachers even make their students talk on different topics before the actual communication class. Never the less some 2% of students said that no pre-communicative activities are performed in their classes which are not a good sign of teaching speaking. And such condition was even found in some private schools.

In question no. 9 students were asked about the activities carried out by their teachers to encourage shy students in their class and they responded like these:

**Table 10**

**Activities to Encourage shy Students in the Class**

<b>Responses of the students</b>	<b>No. of Students</b>	<b>%</b>
a. Motivate them to speak by giving examples of smart students	21	42
b. Engage them in various tasks	13	26
c. Ask chapter related questions	6	12
d. Make them sing a song	2	4
e. Make them read aloud	4	8
f. Make them share their own experiences	3	6
g. Ignores them	1	2

Among the different activities mentioned by the students motivating shy students with the examples of good students got highest score with 42% whereas just ignoring them is at the lowest score with 2% in all. Similarly engaging them in various activities also seems have adopted by many teachers 26% which is one of the unique work of a good teacher. This helps them to explore their capabilities.

Likewise in question no. 10 they were asked about the problem they face while speaking in the classroom. Their responses are as follows:

**Table 11**

**Problems Faced by the Students While Speaking in the Class**

<b>Responses of the students</b>	<b>No. of Students</b>	<b>%</b>
a. Grammatical error	10	20
b. Nervousness	7	14
c. Teachers can't interpret their intentions	2	4
d. Pronunciation problem	3	6
e. Lack of confidence	3	6
f. Teased by friends	8	16
g. Feel shy	10	20
h. No Problem	6	12

Among the achieved responses grammatical error and feeling shy to speak in class are at the highest score with 20% of all. The table shows that the students face behavioral problem rather than academic one like teased by friends 16%, nervousness 14%, and others. However some students of private school mentioned that they face no problem while speaking in the class which is a good sign of confidence. Some even said that the teachers can't understand what they want to say which mostly happens due to language errors.

Lastly in question no. 13 students were asked about the kinds of free-communicative activities organized by their teachers and they responded like these:

**Table 12**  
**Free-communicative Activities Organized by the Teachers**

<b>Responses of the students</b>	<b>No. of Students</b>	<b>%</b>
a. Role Play	8	16
b. Presentation on different	9	18
c. Group Discussion	12	24
d. Speech	8	16
e. Debate	2	4
f. Free conversation	6	12
g. Drama	5	10

Among the different activities mentioned by the student's group discussion is the maximum one with 24% whereas organizing debate competition for the students is minimum with only 4%. In some private school it was found that the teachers take the students to the language lab and give them a certain topic on which they have to give a presentation. However it was found that various numerous activities are organized by the teachers to increase the fluency level of student.

## 4.2 Summary of Findings

Based on Analysis and interpretation of data, following findings have been drawn:

1. The findings of this study teaching speaking skills were good private schools than government aided schools.
2. Speaking skills were very good of the students because it helps the students` pronunciation, vocabulary, speech and sound.
3. It was found that about of the classes had good teaching speaking skill. However some of the schools of them had just average speaking which were the results of poor concentration of the teachers in the classroom.
4. While asking about the teaching motivated it was found that the classes were facilitated with good motivated for teaching they had just average motivated which include classroom activities.
5. Similarly the classes had good speaking skill which gave the class a pleasant look but the other had just the average speaking which are the complete lack of interests of both teachers and the students.
6. In the case of speaking skill of the students in the classroom it was seen that were good.
7. The students were excellent regarding activities such as role play, discussion, group work, pair work and the rest were also good except some government schools.
8. As personality of the teachers in the classroom counts on their teaching, it was found that almost all the private school students activities but government school student were not found so conscious about their speaking skill.
9. In case of movements of the teachers while teaching it was seen that maximum teachers of them did good movement in the class



approaching each of the students. However expected results was not found in some of the government schools.

10. Talking about competence of the students over their subject matter of them had good knowledge about their subjects.
11. In case of using gestures and the facial expression while teaching it was found that half of the teachers were good in doing so whereas other half were not found using the expressions properly.
12. Similarly only of the teachers had excellent audible voice and the other had good clear voice whereas rest of them didn't have clear voice.
13. The survey results shows that of the students had good interest in the learning of speaking English and so was their attention in the class.
14. The students used L1 in the class whereas it was found that private school students used L1 very less.
15. It was seen that the average interaction among the teachers and the students took place in the speaking class despite their low interest in learning speaking.
16. While talking about student talking time it was good with overall and teacher talking time was just average with the same ratio which is a good symptom of teaching speaking.
17. Even discussion was good in the class but role play was not found in good practice in the maximum schools. However pair or group work was found in good use in some of the private schools on the other hand it was just average in practice in the government aided schools.
18. While talking about the teaching speaking of the student's orderly rows was found good practice in most of the schools. However arranging the students in the circles and horseshoes were found average in use with the classes overall. Use of separate table was also found poor in practice. It shows that teachers do not focus in

the communicative competence of students while teaching speaking.

19. Motivating the students before starting the lesson helps them to learn even efficiently and it was found that the teachers motivated their students in the class.
20. Maximum teachers ranging used speaking skill ELT classes however some very were not found doing so.
21. Use of jokes and songs for motivating the students was found in maximum classes as reported by the sample population.

# **CHAPTER FIVE**

## **CONCLUSION AND RECOMMENDATIONS**

In this chapter. Research has presented the conclusion being based on findings of the study. Further, some recommendations for policy level and further research level has been made on the basis of findings discovered from the study.

### **5.1 Conclusion**

On the basis of the findings of the study, I would like to conclude that in majority of the classroom abilities of students speaking skill because in most of case speaking skill were found good students. Regarding the students participation in speaking activities, private school were found to have good practice of engaging students into pair work and group work than in government aided school. In country, teaching speaking skills in ELT classroom was found to be in good practice because data shows that about the teachers had the practice of teaching speaking skills to their students. Similarly, most the teachers were found to use cassette player while utility of students speaking skills. They were found to have the practice of conducting interaction classes and extra curricular activities to enhance their students speaking skill especially in private school but these to practice were found poor in practice in terms of public school.

As a whole, I would like to conclude that management of the classroom in teaching speaking was good in practice in private school in comparison to government aided schools in Kathmandu valley.

- i. Students should motivate in speaking stage. To motivate students: teachers should use several funny activities. For example: telling jokes, poems, short stories, asking quiz questions etc.
- ii. Teachers should use several contextual example to make comprehensive to the texts.

- iii. Teachers should use teaching materials. For this teachers might be use from the classroom setting: door, board, teachers' cap, ring, teacher herself, etc.
- iv. Students should leave to predict, the following recommendations of the study have been made:

## **5.2 Recommendations**

One the basis of findings of the research, the following recommendations of the study have been made:

### **5.2.1 Policy Level**

- i. English language teacher should be provided with different in-service training on how to manage ELT classroom while teaching speaking skill to their learner.
- ii. Training program organizers and teacher education should include different techniques of abilities of student in teaching speaking skills in their training package to enhance teacher's ability to each speaking skill in meaningful way.
- iii. The policy marks like ministry of education, district of English language teachers. They should focus on the creation of supportive environment in the school. So that teachers can teach speaking skill in better way.
- Iv. School management committee, head teacher should provide teacher with enough research and appropriate environment to implement different techniques of teaching speaking in English language.
- v. There should be the provision of regular subversion

### **5.2.2 Practice Level**

- i. Speaking is a complex skill since it is a network of skills including pronouncing words and utterances with proposer stress and intonation making speech as accurate and fluent as possible

and so on. It means, speaking is a complex task. Therefore, teachers need to have better planning for this.

- ii. Teachers need to make their learners involve in speaking activities such as drill, role play, group work, pair work, picture decryption, having discussion on certain topic, dramatization, and debate activities and so on.
- iii. Teachers need to attempt their best to create a relaxed atmosphere in the classroom. So that learners do not frighten of speaking in front of the rest of the class.
- iv. Teachers should base speaking activity on easy language. They should make a careful choice of topic and task to stimulate their learners to learn speaking skill.
- v. Is better to give explicit instructions and training and discussion skill to the students. It helps students to speak in the target language.

### **5.2.3 Further Research Level**

There are many research carried out in the field of English language teaching but till now, no researches have been carried out on classroom English in teaching speaking. Therefore, students from different universities should carry out further researches in this field.

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## Appendix 1

### CHECK-LIST FOR THE CLASSROOM OBSERVATION

**Teacher`s Name:**

**Class:**

**School`s Name**

S.N.	Observed Items	Responses			
		Excellent	Good	Average	Poor
1.	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>- Conversation</li> <li>- Talk, dialogue</li> <li>- Discourse, conference, debate</li> <li>- Exchange of views, consultation</li> <li>- Deliberation to the students</li> <li>- Talking to students</li> <li>- Making the class deal with students behavior</li> </ul>				
2.	<p><b>Simulation</b></p> <ul style="list-style-type: none"> <li>- Representation of real life events the students tell the drama</li> <li>- Perform the roles</li> <li>- Involve the drama</li> <li>- Memorization</li> <li>- Conservation</li> </ul>				
3.	<p><b>Role Play</b></p>				

	<ul style="list-style-type: none"> <li>- Interaction</li> <li>- Students Participation</li> <li>- Perform roles</li> <li>- Involve the drama</li> <li>- Body movement</li> <li>- Engegetic</li> </ul>				
<b>4.</b>	<b>Group work</b> <ul style="list-style-type: none"> <li>- Questioning</li> <li>- Test</li> <li>- Word pass game</li> <li>- Whispering</li> <li>- interview</li> </ul>				
<b>5.</b>	<b>Brainstorming</b> <ul style="list-style-type: none"> <li>- questioning</li> <li>- test</li> <li>- word pass game</li> <li>- whispering</li> <li>- interview</li> </ul>				

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