PROBLEMS IN TEACHING AND LEARNING SPEAKING SKILL

A Thesis Submitted to the Department of English Education in Partial Fulfilment for the Master's Degree in Education

Submitted by

Narayan Prasad Neupane

Faculty of Education

Tribhuvan University,

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2009

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2009

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DECLARATION

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I hereby declare 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: July, 2009   Narayan Prasad Neupane

RECOMMENDATION FOR ACCEPTANCE

4

This is to certify that **Narayan Prasad Neupane** has prepared the thesis entitled **'Problems in Teaching and Learning Speaking Skill'** under my guidance and supervision.

I recommended this thesis for acceptance.

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DEDICATION

Dedicated

to my parents, Gurus and Gurumas

ACKNOWLEDGEMENTS

ABSTRACT

This research study has been prepared to find out the problems and their causes in teaching and learning speaking skill in secondary level of Nuwakot district. In order to find out the problems, two types of tools: questionnaires for the teachers and students and class observation forms were prepared. In the questionnaire different questions were asked related to the teaching and learning of speaking and its problematic areas such as classroom situation, texts, teaching materials and the problems and recommendations. Similarly, classroom situations and activities, use of language, teaching materials and teachers' attitude toward teaching speaking were included in the observation form. The questionnaires were distributed to the teachers of 15 schools of Nuwakot district and 15 English classes were observed to find out the problems and the causes of those problems. It has been found that lack of physical facilities, not using proper teaching materials in teaching speaking, students poor English background, not giving focus on speaking test in the exam, were the major problems in teaching speaking skill in lower secondary level.

This thesis comprises four chapters. The first chapter deals with the introduction of the topic in which general background of the English language , ELT in Nepal, general information about teaching and learning speaking skill, activities in developing speaking skill, the review of related literature, objectives of the study and the significance of the study are presented. Chapter two includes all the areas of methodology dealing with the source of data and population of the study, sampling procedure, research tools, the process of data collection and the limitations of the study.

Chapter three contains the analysis and interpretation of the collected data using different charts, tables, diagrams, figures and so on. Similarly, the

last chapter throws its light on presenting the findings and implications of the study and also some recommendations for the purpose of improving in concerned field. References and appendices are presented in the final part of this study.

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LIST OF ABBREVIATIONS

CDC   : Curriculum Development Center

Dr.   : Doctor

ELT   : English language

Eng.   : English

GOS   : Government Offices

INGOS : International Non- Governmental offices

LSRW   : Listening Speaking Reading and Writing

No.   : Number

P   : Page

Prof.   : Professor

Prop.   : Proposed

SL   : Secondary level

SN   : Serial Number
TG   : Teacher's Guide

TL   : Target Language

WB   : World Bank

CHAPTER ONE

INTRODUCTION

This chapter deals with the introduction to the topic in which general background of the English language, ELT in Nepal, general information about teaching and learning speaking skill, activities in developing speaking skill, review of the related literature, objectives of the study and the significance of the study with different subheadings.

1.1 General Background

Out of different modes of communication, language is the most widely used means of communication which is common to all and only human beings. It is the unique gift that helps to share ideas, emotions, desires, experience etc. Crystal (2003) states "language, at its most specific level, refers to the concrete act of speaking, writing or singing in a given situation" (p. 255). Wardhaugh (1998, p.1) defines "a language is what the member of a particular society speak." Various scholars have defined language variously but none of the definitions is absolutely complete in themselves. However, different definitions given by different scholars share some characteristics of language.

Language is a set of structurally related elements for encoding and decoding of a message. It is also voluntary vocal system of human communication. There are many languages spoken in the world. Among them, English is the most prestigious and important language. It is not only one of the languages of the UNO but also the international language.

1.1.1 English in Nepal

As mentioned above, the English language in Nepal has come a long way since its birth. It seems to have entered Nepal during Bhim Sen Thapa's

Prime Ministership. However, it has formally included into the educational field with the establishment of Durbar High school in 1910 B.S. by Janga Bahadur Rana. It was included in the higher education with the establishment of Tri-Chandra College. In this way slowly and gradually it has occupied a vital position in the educational field of Nepal. Nowadays the English language in Nepal flourished not only in the urban areas but also in the rural areas due to a number of facts. Nepal is a democratic country. It has established its diplomatic relations with several countries. Nepal is rich in its beautiful sceneries, art and culture. Many tourists from different parts of the world come to view it. Nepal is concerned with several NGO, INGOS, WB and so on. Besides these, because of the recent development in the field of science and technology, and other disciplines with the latest innovations have mainly been introduced and described in English. Similarly, many books, newspapers, magazines, and journals have been published in the English language .Many media and instructions have accepted this language as the medium of broadcasting and instructions. Nobody can stay out of the touch of these things .Thus, realizing these facts, English is taught and learnt with due emphasis.

1.1.2 ELT in Nepal

Many languages are spoken in Nepal. But with the growing interest of the world towards the English language Nepal has also realized it as the most important medium not only for the instructive purpose but also for our day to day communication. Considering these facts the government of Nepal has included English as a compulsory subject from primary to university level .The curriculum has been planned with the provision of compulsory subject (English) of 100 marks for each grade from one to

bachelor level including optional English too from secondary to higher education in Nepal.

For teaching and learning the English language in Nepal, two language skills: reading and writing were given more emphasis in the curriculum in the past. Grammar translation method was blindly supported by the teachers. This kind of tendency showed the evidence that the students improved or learned language not from the point of view of the use but the usage of it. It developed grammatical competence of the students but not the communicative competence. It became thrust of the people who were interested in the English language. Nowadays, it is realized that teaching English means enabling the students to communicate in that language. Realizing this very fact, all four language skills are being logically emphasized and ways of teaching English have been changed. According to the need of the people of this Language, National Education Commission 2049 B.S. has changed the education system of Nepal, especially in the field of English at secondary level. The speaking skill has got special consideration in school as well as in the higher education.

In the field of language teaching at present, different methods and techniques are in their existence. But communicative approach to language teaching, OSS approach, different methods of such approaches and several techniques are being applied to develop the communicative competence of the students. In short, the ELT situation in Nepal is flourishing theoretically but suffering from a great deal of practical problems.

1.1.3. Teaching Language skills

A child after its birth gradually starts acquiring language and becomes adult in the field of language when he is five or six years old. He acquires

his mother tongue (L1) in his family first and continues acquiring other languages from his neighborhood, friends and school. He listens to varieties of languages in different situations. He spends much time hearing and speaking them. He follows the natural order of language skills, i.e. listening –speaking – reading- writing. Listening and reading are receptive skills and speaking and writing are productive skills of language. In natural setting of language acquisition, natural order of language skill is followed. First, the child listens to the language used by his family, friends and so on and he comprehends it. Gradually, he starts speaking. Reading and writing are complex skills in comparison to those of two primary skills: listening and speaking. While teaching English as a foreign language, all the language skills should follow the natural order as the child follows to acquire his mother tongue.

Listening is the first and most important language skill. It is a receptive skill. To be competent user of a language, one should know its skills and aspects. In order to acquire all abilities, the students should get better input.

For the beginning of learners a language listening provides input. Speaking occupies the second position in the natural order of language skills, first being listening. According to Khaniya (2005), "speaking is a productive skill like writing and a very complex activity in the sense that it is difficult to describe how utterances are processed and who they come out while speaking (p.133). Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how he wants to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coping with the situating where he has to get things done orally interacting with

English speaking people (Khaniya, 2005, p. 134). Speaking is based on successful interaction. This process involves both production and comprehension. The major objectives of most of the language programmes are to prepare the learners for meaningful interaction, making them able to use and understand natural speech forms. Genuine interactional speech differs from class room discourse in many ways. Ur (1996) identifies four characteristics of successful speaking activities: Learners task, participation is even, motivation is high, and language is of an acceptable level.

Speaking is crucial part of second language teaching and learning. Despite its importance, for many years, teaching speaking has been undervalued and English teachers have continued to teach speaking just as memorizations of dialogues, however, today's world requires that the goal of teaching speaking should improve students communicative skills because, only in that way they can express themselves and learn how to follow social and cultural rules appropriate in each communicative circumstances.

Teaching and learning speaking means to make the learners able to:
   I.   Produce English speech sounds and sound pattern.
   II. Use words and sentence stress. Intonation patterns and the rhythm of the second language.
   III. Select appropriate words and sentences according to the proper social setting, audience, situation and object matter.
   IV. Organize their thought in a meaningful and logical sequence.
   V.   Use the language quickly and confidently with few unnatural pause. (Kayi, 2006, Vol. IV, P.7)

Reading is the third language skill in the natural order of language skills. It apparently is a receptive skill because message can be received by reading something. It involves the process of decoding.

Writing is considered to be the last language skill. It is the production of graphic symbol. The symbols are arranged according to certain conversations to form word and words to be arranged to from sentences. It is a productive skill. In fact, each language skill should have its own importance. Writing is a powerful medium of expression.

Traditionally, two primary skills of language viz. listening and speaking were ignored while teaching English as a foreign language though the people knew their importance in learning a language. Obviously, it is possible to learn a foreign language without learning how to write in it because reading and writing are the skills which are difficult to acquire and communication is not disturbed without learning reading and writing skills. Unless one is able to listen, i.e. perceive or comprehend the language, s/he can not speak or use it. Therefore, listening and speaking are interrelated.

1.1.4 Teaching Speaking

A speaking lesson is a kind of bridge for learners between the classroom and the world outside. In order to build this bridge, speaking activities must have three features. They must give the learners practice opportunities for purposeful communication in meaningful situation.(http://www.ne/re. org/sectionals/speaking / stage peek .him)

Stages of speaking activities

a) Setting up

This introduces the learners to the topic.

b) Speaking practice

This is the main part of the activity. The learners communicate with each other in pairs or groups.

c) Feedback

The learners comeback as a whole class. A few of them may report to the rest of the class on things they have talked about in their pairs or groups. The teacher gives feedback on the language practiced, and deals with any problems.

John Munby (1979) has identified the following sub- skills of speaking:

   i. Articulate sounds in isolate forms.
  ii. Articulating sounds in connected speech.
 iii. Manipulating variation in stress in connected speech.
  iv. Manipulating the use of stress in connected speech.
   v. Producing into nation patterns and expressing attitudinal meaning through variations in pitch, height, range and pause. (as cited in Sharma and Phyak , 2006, p.14)

Many language learners regard speaking ability as the measure of knowing language. These learners define fluency as the ability to converse with other much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill that they can acquire and they assess their progress in terms of their accomplishment in spoken communication.

1.1.5 Components of Speaking

Since speaking is a very vast skill of language, the elements of it cannot be pinpointed. Discussion even what constitutes the speaking ability has raised a number of debatable as well as interesting issues. Speaking ability has often been compared with communication ability and its

components are considered to be the components of speaking ability. There is no agreement to what exactly communicative ability consists of. Hymes (1972, as cited in Khaniya 2005, p 23) assumes that L2 learners need to know not only the linguistic knowledge but also the culturally and socially acceptable ways of interacting with othersin different situations and relationship. His theory of communicative competence consists of the interaction of grammatical, psycholinguistic and sociolinguistic components. Cannale and Swain (1980,1983, as cited in Khaniya, 2005, p 25) state that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Bachman (1990, p.84) calls it communicative language ability which includes these components: language competence, strategic competence, and psycho- physiological mechanism. Sthapit (2000, p.7) broadly involves the components such as extended linguistic competence, the extra linguistic competence and the pragmatic competence or language sensitivity.

Despite the debate on theoretical framework on communicative competence, the ability to speak in a foreign language consists of the following components:

) Articulation and production of sounds and sounds sequence

) production of stress and intonation patterns

) Grammar

) Vocabulary

) communicative competence (grammatical competence , discourse competence, sociolinguistic competence and strategic competence)

) connected speech

) Phatic communion

⌡ Social components

1.1.6 Strategies for Developing Speaking Skill

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

Some strategies for developing speaking skills are using minimal responses, recognizing scripts and using language to talk about language.

a. Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen silently while other do the talking. One way to encourage such learners to begin to participate is to help them to build up stock of minimal responses that they can use in different types of exchanging. Using minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt and other responses to what another speaker is saying. Having a stock of responses enables a learner to focus on what the other participant is saying without having to simultaneously plan a response.

b. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanging- a script. Greeting, apologies, complements, invitations and other functions that influence social and culture norms often follow patterns or scripts. The instructor can help students develop speaking ability by making them aware of scripts of different situation. An instructor can help students develop speaking ability by making them aware of the script of different situation so that they can predict what they will hear and what they will need to say in response. Thorough interactive activities, an instructor can give students practice in managing and varying the language that different scripts contain.

c. Using Language to Talk about Language

Language learners are often too embraced or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructor can help students overcome this resistance by assuring them that misunderstanding and need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

1.1.7 Activities for Teaching Speaking

The speaking activities that we engage our students should be interactive:

> Getting a conversation going in a foreign language class is something like building a fire in a wood stove. First, we have to be sure the fuel is dry and where it needs to be. There is a place for the small kindling and a place for the large sticks and the place for the logs and the things won't go very well if any

of these are out of their place. Similarly, we want to ensure that the necessary word and images are available to students and are responsible for giving clear overall structure to the activity. (Stevick, 1986, p. 145)

Students learn to speak in a second language by interacting. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situation that requires, communication. For this, the teacher should create a classroom environment where students have real-life communication, authentic activities and meaningful tasks that promote oral language. Some of the widely used speaking activities are as follows:

- Drills
- Recitation
- Pair work
- Group work
- Role play
- Drama
- Discussion
- Debate
- Information Gap
- Brain Storming
- Story telling
- Interviews
- Speeches/ Prepared talks
- Reporting
- Communication games
    - Playing Cards

- Picture describing

- Guessing, etc.

- Listen and say

- Read and say

- Find the differences

- Describing yourself (Kayi, p.25, 2006)

1.1.8 Stages for Teaching Speaking

Teaching speaking is a bit difficult in a common classroom. Speaking is a complex skill because of its vast network. So, it needs systematic progression from easy to difficult stages and aims to teach pronunciation, grammar and so on. Generally, teaching speaking skill involves the three stages (Harmer, 1991, p.51). They are:

a. Introducing new language

b. Practice

c. Communicative activities

a. Introducing New Language

The introduction of new language is an activity that falls at non-communicative end of speaking continuum. Here, the teacher works often with controlled techniques, asking students to repeat and perform in drills. At the same time we will insist on accuracy, correcting where students make mistakes. Although, these introduction stages should be kept short and the drilling abandoned as soon as possible, they are nevertheless important in helping the students to assimilate facts about new language and enabling them to produce the language for the first time.

b. Practice

Practice activities are those activities which face somewhere between the two extremes of our speaking continuum. While students are performing, they may have a communicative purpose and while they may be working in pairs, there may also be a lack of language variety and the materials may determine which the students do or say. During practice stage, the teacher may intervene slightly to help, guide and to point out inaccuracy.

c. Communicative Activities

Communicative activities are those which exhibit the characteristics at the communicative end of speaking continuum. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. Such activities are vital in language class room since the students can be their best users to use the language as individuals arriving at a degree of language autonomy.

1.1.9 Materials for Teaching Speaking

Speaking materials are often commercially available in the form of textbook or booklets. However, the teacher themselves should be able to take initiatives to collect and prepare the materials of students' interest and motivation depend to a great extent on the types of the materials the teachers use. Speaking materials can be in any of the following forms:

Description or narration

Interviews

Picture explanation / description

Speech, etc.

Speaking is essentially a productive skill and, therefore, its materials are a set of activities and tasks. Richards (1990) gives two types of spoken discourse as speaking materials: interactional use of language and transactional use of language. Interactional uses of language are those in which the primary purpose for communication is social. The emphasis is on correcting harmonious interactions between participants rather than on communicating information. Transactional use of language, on the other hand, are those in which language is being used primarily for communicating information. They are message-oriented rather than listener-oriented.

1.1.10 Problems in Teaching and Learning Speaking

Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of English who can speak on an academic topics for hours to an audience (monologue) may have difficulty in coping with the situation where he has to get things done orally interacting with English speaking people (Khaniya , 2005, p. 123). So there come different types of problems in teaching and learning speaking. But generally, we can observe the following problems while teaching and learning speaking:
- Students will take or say anything
- Students chat in their own language
- the lesson becomes too noisy and
- student resistance
- large class
- mixed abilities

- Lack of motivation

-Insufficient language

-Insufficient time

-Students feel shy

-Uneven participation of the students etc.

- Unfavourable environment of school

But according to Ur (200, p.21) the problems with speaking skill are as follows:

-Inhibition

-Nothing to say

-Low or uneven participation

-mother tongue use

1.2 Review of the Related Literature

A number of researcher directly and indirectly related to teaching / learning speaking have been carried out in home and abroad. Some of them are as follows:

Cullen (1998) carried out a research to find out whether brainstorming is useful in teaching conversation. The result of the study was that was brainstorming before speaking task was very useful activity that can be easily introduced into language classroom. This study showed that it not only helped the student to become a better learner but also the teaching was with fun and enjoyment.

Sharma (2002) carried out a comparative study to find the effectiveness of role play technique in teaching communicative functions. It showed that role play teaching had relatively a better impact in teaching the functions on the whole.

Sook (2003) carried out a research to identify the types and the ways of speaking assessment used in Korean EFL classroom. The result of the study was that several types of non-authentic speaking tasks were used by the Korean teachers and the practical constraints due to large classes, excessive work in addition to classroom teaching , lack of training in conducting speaking assessment , lack of effective and efficient instruments and difficulty in eliciting students' responses.

Chaulagain (2004) carried out a study to find out the problems in applying communicative approach. He found that lack of physical facilities, large size of the class and lack of sound knowledge on communicative approach were the serious problem for applying communicative approach.

Oli (2005) carried out a research to find the effectiveness of task- based technique for teaching grammar. He found out that the task- based teaching was very effective in teaching simple present tense than theoretical or from based technique.

Timilsina (2005) carried out a research to determine the student's ability to communicate orally in English and to compare the achievement of the students in terms of different variables. He found out that although the syllabus of compulsory English was communicative, students' performance was not satisfactory. There is not significant difference between male and female student's skill in communicating in English. The students of urban area have produced more appropriate sentences than the semi- urban and rural.

Oli (2007) carried out a research to find out the impact of information gaps in developing speaking skills. It has found that information gap activity has relatively a better impact in teaching speaking.

Pandey (2007) conducted a research entitled "Teaching Speaking at Secondary Level Class: an Analysis of the Classroom Activities." Her objectives of the study was to investigate the activities used for teaching speaking and to find out practical constraints in conducting speaking activities. She used non-random sampling procedure to conduct her research. She found that description, pair work, group discussion and picture description are the common activities and her next finding was teaching speaking was more problematic because of less time allotment, large number of students and inhibition in them.

Although a number of researches have been conducted in teaching speaking. None of the studies deals with the problems in teaching and learning speaking skill. Therefore, the present study attempts to find out the problems in teaching and learning speaking skill in the secondary level and the causes of those problems.

1.3 Objectives of the study

The study had the following objectives:

i. To identify the problems in teaching and learning speaking skill.

ii. To find out the causes of those problems.

iii. To provide pedagogical implications from the findings of the study.

1.4 Significance of the study

The findings of the study will be significant to the personnel who are directly or indirectly involved in teaching and learning. Mainly, it will be beneficial for the teachers in the sense that they can conduct any speaking activities in the classroom according to the problems and their reliable solutions. Similarly, it will be equally important for the students, text

book writers, syllabus designers, book writers and other persons who are interested in this field. It is also significant to assess the suitability of the materials for speaking skill.

1.5 Definition of specific terms

Sign- post questions: The questions which are given to the students before presenting the text. These question has helped the students to concentrate on the important information.

Communicative competence: Enable the students to use grammatically as well as situationally appropriate sentence.

Live Materials: The actual voice of the teacher during the period of teaching language skill.

Record Materials: Those materials that have been recorded into a cassette from the speech of the people for teaching are known as recorded materials.

Learning: A process of acquiring knowledge from study. Experience and instruction that help the learner to change his behavior.

Teaching: Teaching is a process of facilitating and guiding to the learner particularly to learn something.

Teaching materials: Those materials which are be used by the teacher at the time of teaching. These materials help the teachers to present teaching item easily and the students to learn them effectively.

Teaching activity: Activities or works which are used to involve the students in speaking like pair work, debate competition etc.

Speaking: The ability to express oneself fluently in a foreign language.

Skills : The ability or knowledge to do something well. Here skills mean found language skills viz. LSRW.

CHAPTER TWO
METHODOLOGY

The following tools, techniques and procedures as methodology of this study were used to collect the required data.

2.1 Sources of Data

The researcher collected data from both the sources: primary and secondary.

2.1.1 Primary Sources of Data

The required data of the study was collected from 15 different Secondary Schools of Nuwakot District. The 15 teachers having at least one year experience in the secondary level and 45 students of the same level were the primary sources of data.

2.1.2 Secondary Sources of Data

The researcher primarily emphasized on the primary sources of data. Although he emphasized on the primary source of data, directly or indirectly consulted many books, theses, articles, journals etc. written on ELT and also went through the textbooks and teacher's guide of secondary level. Some of them were as follows:
 Ur (1996), Cullen (1998), Khaniya (2005), Kayi (2006), etc.

2.2 Sample and Sampling procedure.

For collecting data, the students studying in the secondary level (grade 9 and 10) and the teachers who have at least one year experience in

teaching were population of this study. The researcher selected 15 different schools on the basis of their fame in the district level and 15 English teachers of those schools having at least one year teaching experience using judgmental non- random sampling procedure. He also selected 45 students from 15 different schools randomly.

2.3 The Research Tools

The researcher used two types of tools for the purpose of collecting data. They were: questionnaire and observation.

a. Questionnaire

The researcher prepared two different sets of questionnaire. They were for both the teachers and the students. The first questionnaire was used for the teacher in which 23 questions were set consisting of both types of item i.e. open-ended and closed-ended and another for the students in which 12 closed- ended and 2 open – ended questions were included. The questions for the teachers aimed at bringing the information related to the problems in teaching skill and the existing situations and, on the other hand, the questions for the students aimed at bringing the information related to the problems of learning speaking skill and the existing situation of their classroom.

b. Observation form

The researcher visited different selected schools for the study. He requested to allow him to observe their classes. He observed the other conditions of schools likely that are to have impact upon the teaching and learning speaking skill. Besides, he asked other different questions of the observation form.

2.4 Procedure of Data Collection

The researcher adopted the following processes to collect the data from primary sources.

i. Prepared observation form and different sets of questionnaires.
ii. Visited concerned schools and sought consent from the schools' administration and explained the purpose and process of the research.
iii. Contacted with both the teachers and students and established rapport with them.
iv. Provided different sets of questionnaires to fill up by them.
v. Collected the questionnaires from both the teachers and students.
vi. Observed at least three classes of one teacher by using checklist.

2.5 Limitations of the Study

This study had following limitations:

i. The population of the study was limited to the students and teachers of Nuwakot district.
ii. Questionnaires were administered to the teachers of English who had at least one year experience in teaching.
iii. The research work was limited to the students of secondary level.
iv. Only the speaking skill was the field of the research.
v. The primary aim was to identify the problems in teaching and learning speaking skill and their causes.
vi. Only the questionnaires and observation were used for collecting data.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

Having collected data, the researcher analyzed and interpretated the collected data. The propose of this study was to identify the problems in teaching and learning speaking skill and find out the causes of those problems. For this, the researcher tabulated and showed them in the charts.

3.1 Problems in the Teaching of Speaking

The teaching of speaking is not an easy task as the teachers faced a lot of problems. As Nepal is a developing country, it lacks adequate and essential physical facilities in schools, which is one of problems for the teaching and learning of speaking. This section deals with the problems for the teaching of speaking.

There are many problems in the teaching of speaking in a foreign language. Speaking is a productive skill and it involves different facials expressions as well as cultural norms. The problems of teaching speaking expressed by the teachers differ from each other.

The teachers were asked whether they had any problems for teaching speaking. Some of the problems mentioned by the secondary level teachers are as follows:

  i. Large numbers of students
  ii. Students' hesitations
  iii. Pronunciation problems
  iv. Lack of vocabulary in students
  v. Lack of exposure
  vi. Lack of teaching materials
  vii. Disturbance in the class room
  viii. Inhibition of the students

ix.   Mother tongue interference

x.   Students feel uneasy to interact

xi.   Difficulty in controlling the class

xii.   Lack of proper training for teachers.

xiii.   Lack of physical facilities

xiv.   Heterogeneous classes.

xv.   Uneven participation of the students

xvi.   Students shyness in the classroom

xvii.   Time allocation for the teaching of speaking

From the above mentioned points-it becomes obvious that teachers certainly had some problems while teaching speaking in the secondary level classroom .Most of the problems were related to the physical facilities of the schools, lack of proper training for teacher in the teaching of speaking, management problem of the students and lack of materials to motivate the students towards speaking in a foreign language.

3.2 The Condition of Speaking Materials in 15 Secondary Schools of Nuwakot District

Here, the researcher had tried to present the data related to the speaking materials found in the 15 schools. For this, he has mentioned the name of schools and used 'A' for the materials which are available and 'NA' for those that are not available.

Table No. 1
Availability of Materials for Teaching Speaking

S.N.	School's Name	Tape recorder and cassettes	Other materials	Textbooks	Conducting Debate competition	Native Speaker	Electricity
1.	Chandra Jyoti Ma.vi. Pipiltar.	A	NA	A	NA	NA	NA
2.	Orchid Academy Battar	A	NA	A	A	NA	A
3.	Suvenior secondary Battar	A	NA	A	A	NA	A
4.	Rana Bhuwaneshwari Devighat	NA	NA	A	NA	NA	A
5.	Kalyan Devi Ma.vi. Jiling	A	NA	A	NA	NA	NA
6.	Sahid Prakash Jung Ma.vi. Devighat	NA	NA	A	NA	NA	NA
7.	Niranjan Ma.vi. Belkot	NA	NA	A	NA	NA	NA
8.	Birendra Ma.vi.Belkot	A	NA	A	A	NA	NA
9.	Mahadev H.S. school, Ratmate	NA	NA	A	NA	NA	NA
10.	Bhimsen Ma.Vi. Battar	A	NA	A	NA	NA	NA
11.	Bhairab H.S.school Bidur	A	NA	A	NA	NA	A
12.	Bhairab H.S.school Hattigauda	A	NA	A	NA	NA	NA
13.	Samudayak Vidya Mandir,Devighat	A	NA	A	NA	NA	A
14.	Trishuli H.S. school	NA	NA	A	NA	NA	NA
15.	Amar Jyoti H.S. school Kharanitar	A	NA	A	NA	NA	NA
		A=10 NA=5	A= 0 NA=15	A=15 NA=0	A=3 NA=12	A= 0 NA=15	A=10 NA=5

* Other materials refer to newspapers, graphs, pictures, figure, maps and

charts.

From the above illustrated table, regarding the availability and non-availability of materials for teaching speaking in 15 schools , it is clear that out of 30 schools, 10 schools had tape recorders and cassettes, 5 schools did not have such materials. It was found that all the schools had no other supporting materials made by the teachers themselves for teaching this skill. Almost all the schools had textbooks, only 3 schools sometimes conducted debates. It was also found out that no any schools took the system of letting the native speaker have the class. And only 10 schools had electricity inside their classrooms.

The above illustrated table is summarized in the following ways:

Table No. 2

Availability of Materials

S.N.	Teaching materials	Available percentage	Not available percentage
1.	Tape recorder and cassette player	66.66	33.33
2.	Other materials	0	100
3.	Text book	100	0
4.	Debate competition	20	80
5.	Native speaker	0	100
6.	Electricity	66.66	33.33

From the above table, it is obvious that 66.66 percent schools had cassettes and tape recorders; 100 percent schools had text books, 0 percent schools had no other supporting materials made by the teacher himself. Only 20 percent schools conducted debate competitions, 0 percent schools had the availability of the native speaker teacher and 66.66 percent schools had electricity in their classroom.

Therefore, it is clear that the availability of teaching materials for teaching speaking was very poor which caused a very serious problem for

both the teachers and students regarding teaching and learning speaking skill. The reasons for the lack of speaking materials were as follows:

- Carelessness of the school management

- Teachers' inactiveness

- Poor economic condition of the schools

- Lack of the less practical emphasis on teaching speaking skill.

3. 3 Use of Teaching Materials by the Teacher

The researcher tried to find out whether the teachers properly used the speaking materials or not . In response to the questiobn "Do you use debate, picture description, narration while teaching speaking skill in your school?" Out of 15 schools, only 3 schools used them and the teachers of such schools reponded to this question in this way:

Table No. 3

Use of Debate, Picture Description and Narration

S.N.	Responses	Number of schools
a.	Yes and conducting / using Properly	3
b.	No use	12

From the above mentioned table, it is clear that only 3 schools such as Orchid Academy Battar, Suvenior Secondary School Battar and Birendra Ma. Vi.Beikot were using/conducting debate competitions, picture description and narration properly and the rest of the school were not using them.

This makes obvious that they did not use such materials due to the following problems .

a) The students were poor in the English language

b) Less motivation in English language learning

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c) Less exposure of the English language

d) Students were unable to talk and describe the pictures in the English language.

e) The classes were large so that it was very difficult to give equal chance to each student.

3.4 Use of Language by the Teacher

In response to the question, "How often do you use the English language while teaching English in your class room?" From the actual observation of the class, the researcher found the following as:

Table No. 4

Use of English Language by the Teacher

Use of language	Number of teacher
All over the class	5
Half of the class	7
Sometimes	3

From the above mentioned table, it is clear that the five teacher of different schools such as: Chandra Jyoti Ma.Vi. Pipaltar, Suvenior secondary Battar, Orchid Academy Battar, Rana Bhuwaneshwari Devighat and Kalyan Devi Ma. Vi. Jiling had used the English language all over the class during English period. Seven teachers of different schools such as Niranjan Ma.Vi. Belkot, Birendra Ma.Vi. Belkot, Mahadev H.S.S Ratmate, Bhimsen Ma.Vi. Battar, Bhairab H.S.S. Bidur, Sahid Prakash Jung Ma.Vi. and Bhairab H.S.S. Hattigauda had used English language for half of the class during English period. And 3 teachers of different schools such as Sanudayak Vidya Mandir, Trishuli

H.S.S. and Amar Jyoti H.S.S. had used the English language for sometime during the class.

Regarding the reason of the various duration of the use of the English language during the English period, the researcher found the following reasons:

- Large number of students.
- Weak English background of the students.
- The students were less interested in speaking.
- The teachers did not use other materials for teaching speaking like pictures, graphs, charts, magazine cutouts, etc.

3.5 Status of Speaking Test at the Final Examination

The English teachers gave their views differently about the condition of asking speaking test at the final exam in response to the question. "Do you give your students speaking test at the final examination?" The following pie chart presents the responses:

Figure No. 1

Asking Speaking Test in the Final Exam

20.00%

43.00%

37.00%

- Asking speaking test in the final exam
- Not asking speaking test in the final exam
- Asking speaking test only in the final exam of class 10
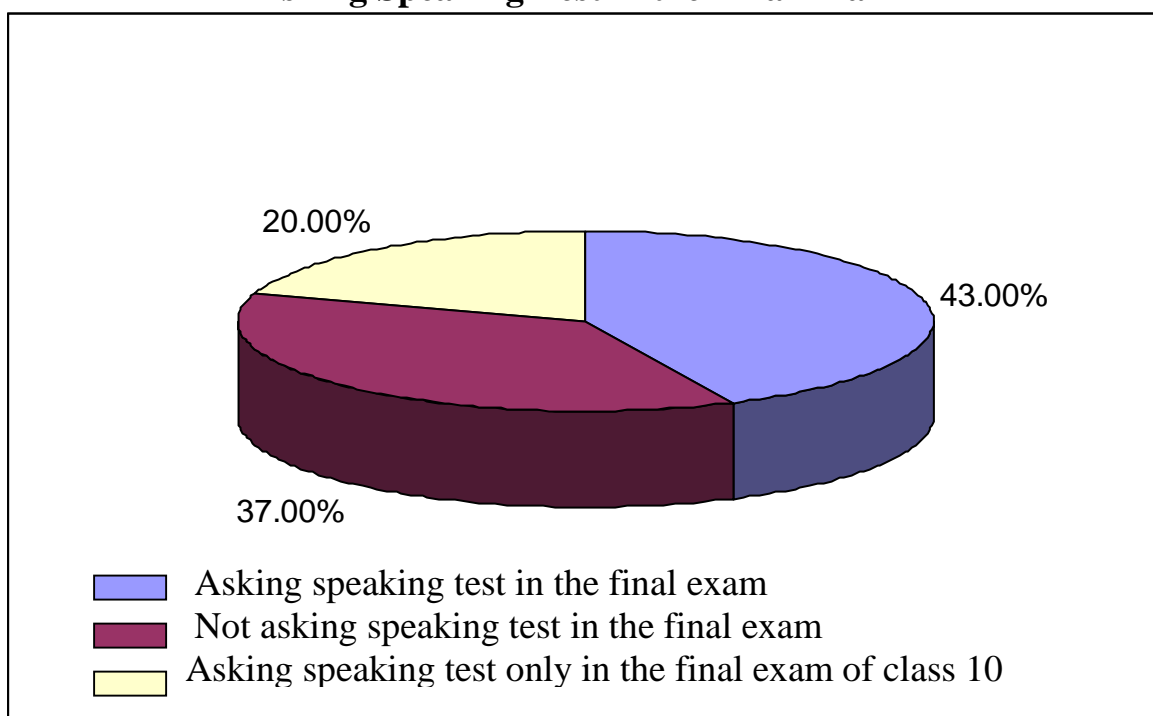
From the above mentioned figure, it is clear that 43% of the total number of teachers asked speaking test in the final exam, 37% teachers donot ask at the final exam and only 20% of the teachers asked speaking test in the final exam.

3.6   Teachers' View on the Use of Mother Tongue in the English Class

Mother tongue is the language that the students use as their native language. Here in our context, the teachers use either English or the mother tongue or both languages while teaching English in the class-room. The students are motivated towards the speaking item, if it is according to their level, age, interest and demand of the students. The teachers responded differently to the question "Do you think the use of mother tongue by the teacher in the class room is a hindrance to practise speaking skill?" The responses are presented in the following pie chart:

Figure No. 2
Teachers' View about the Use of Mother Tongue

20.00%

80.00%

■ Percentage of teachers rejecting the use of mother tongue
■ Percentage of teachers accepting the use of mother tongue
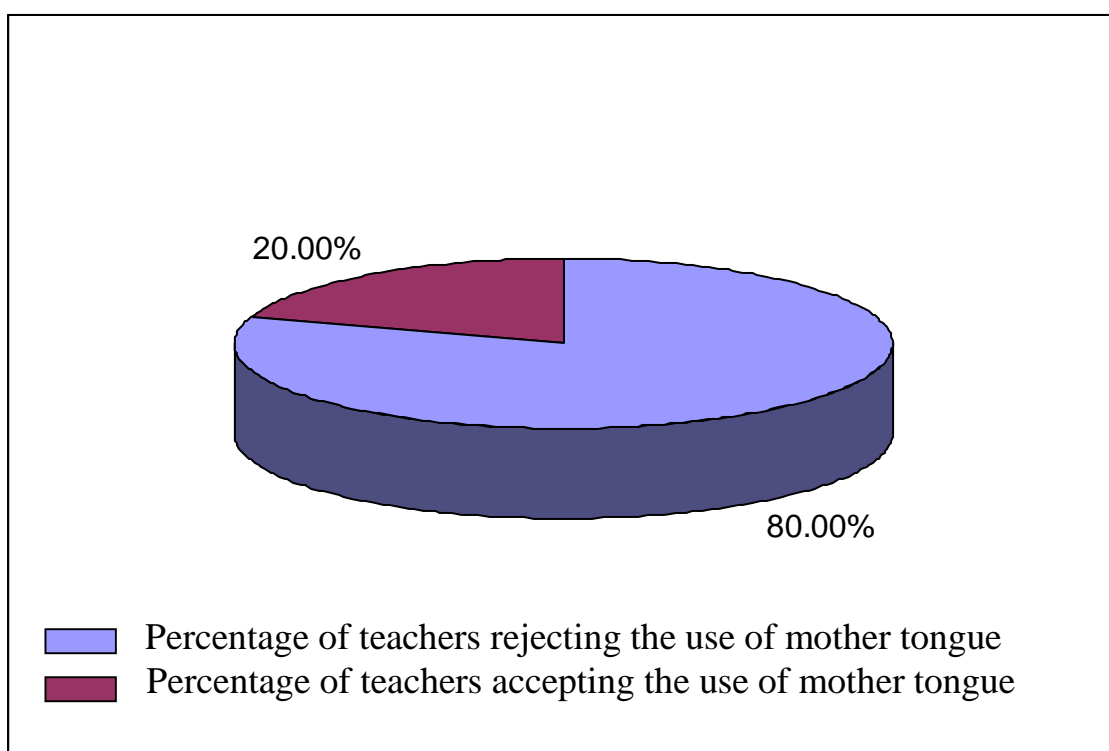
From the above figure, it is obvious that a large number of teachers i.e. 80% viewed that the use of mother tongue is a hindrance to practise speaking skill and 20% opined that the use of mother tongue is not a hindrance but they suggested to use both the mother tongue and the target language simultaneously in the class room.

The teachers who found mother tongue as a hindrance to practise speaking skill suggested not to use it because it lessens the fluency of the students; it is very difficult for the students to think in the mother tongue and then translate it into the target language; the language system of each language differs from one another; and it destroys the spontaneity in the language.

3.7   Use of the Sign-post Questions

Sign-posts are very useful for the trekker and other to reach the target point. They make them know about the way they are on. In the some way, presenting sign-post questions is very useful to make the students aware of the particular point. They help the students to concentrate on their mind. The teachers responded variously to the question- "Do you provide your students the sign-post questions or speaking text first?" The responses were as follows.

Table No. 5

Using Sign-Post Questions

Responses	Number of teacher
Sign-post questions first	6
Speaking test first	9

From the above table, 9 teachers in different schools responded to present speaking text first and 6 teachers presented the sign-post questions first. It

means, out of the two, i.e. sign-post questions or speaking text first, most of the teachers presented speaking text first and some of them presented speaking text first. So, here, it is better to present sign-post questions to motivate the students and familiarize them with speaking. They help the students to improve the habit of speaking and solving the problems.

3.8 Time Investment for Teaching Speaking Skill

The total time allocated for English subject in the secondary level has been divided for the different skills of the language. But the researcher found that the English teachers were conducting their class occupying individual variant amount of time for teaching different skills. The time they invested for the purpose of teaching speaking skill has been presented below.

Table No. 6
Number of Periods Allotted to Teaching Speaking Skill in a Week

Number of periods	1	2	3
Number of Teachers	10	5	-

From the above mentioned table, it is clear that 10 teachers out of 15 invested one period to teach speaking skill in a week. And 5 teachers invested two periods in a week. Although no skill is less important in itself, speaking, as we mentioned above, is a productive one. It brings output.

In response to the question "Do you ever make your students give speech in the classroom?" Only 5 teachers out of 15 responded that they sometimes encouraged their students to give speech in the classroom.

3.9 Difficulty in the Pronunciation of a Word while Teaching Speaking Skill

Pronouncing a word correctly is very significant for a language teacher in the sense that unless a teacher pronounces a word correctly, the students do not get its meaning and can not produce the language properly. All the 15 teachers responded differently to the question "Do you feel difficulty while teaching pronunciation to your students? If yes, what are the problems?" The responses were in the following ways:

Table No. 7

Teachers' View Towards the Difficulty in Teaching Pronunciation

Responses	Number of teacher
Difficulty in teaching	12
No Difficulty in Teaching	3

From the above mentioned table, it is clear that 12 teachers out of 15 felt difficulty in teaching pronunciation to the students. And only three teachers felt no difficulty in the pronunciation. They opined that in course of learning a language, pronunciation is learnt automatically.

Those teachers who felt difficulty in teaching pronunciation to the students gave their reasons such as non- native learners like Nepali do not have the same tone; students do not understand where to use stress and intonation; the learners have already learnt their mother tongue, and the teachers are not properly trained etc.

3.10 Interaction in the Classroom

This part deals with the teacher – student interaction and student- student interaction in the classroom. Interaction is very essential in the teaching and learning of speaking. The researcher asked the teachers how often they interact with the students in the classroom and how often they allow their students for interaction among themselves. The result shows that almost all of them interacted with the students and the same was true with the students interacting among themselves.

The table below shows how often the teachers allow their students for interaction and how often they interact among themselves.

Table No. 8

Interaction in Classroom Participation

Interaction	Frequently	sometime	Seldom
Teacher- student interaction	50%	50%	---
Student – student interaction	50%	50%	---

From the responses, it is revealed that all the teachers interacted with the students in the classroom and so did with the students. The 50 percent of the teachers interacted frequently with the students and the same percentage of the teachers interacted sometimes. The researcher did not find any teacher who did not interact with the students.

Similarly, all of the teachers allowed students for interaction in their classroom. Among them 50 percent allowed their students for interaction frequently and the same percentage allowed them sometimes, and not

always. No teacher is found who did not allow the students for student-student interaction.

From this, it is clear that interaction is very necessary to promote speaking in the classroom.

3.11 Evaluation of the Speaking Skill

The reply of the teachers to the question "How do you evaluate the speaking skill?" was as follows:

Table No. 9
Style of Evaluating Speaking Skill

S.N.	Activities	Number of teacher
a.	Asking the students to do the exercise of the text book	5
b.	Through giving any topic to discuss	3
c.	Giving figures, Maps , and charts to describe	3
d.	Oral questions	4
e.	Total	15

The table shows that 5 teachers evaluated their students by asking the questions to do the exercises of the text book. Three teachers evaluated the students giving them a topic to discus; and three teachers evaluated them by giving figures, maps and charts to describe and four teachers by asking them oral questions.

3.12 The Classroom Situation and Activities

The researcher observed at least three classes of one teacher of different schools. He observed classroom situation and activities of those classes. He found as follows:

Table No. 10
Classroom Activities and Situations

S.N.	Classroom activities and situation	Yes	No
a	Use of cassette player/ visual materials	0%	100%
b	Use of teachers own voice	100%	0%
c	Was it audible for the students ?	95%	5%
d	Repeating the text	65%	35%
e	Were the furniture sufficient?	50%	50%
f	Following the stages of teaching speaking	10%	90%
g	Conducting other teaching activities like discussion, pair work, debate, story telling, etc.	10%	90%
h	Students able to solve the problems after finishing the text.	30%	70%

From the table given above, it is clear that almost all the language teachers did not use cassette player and visual materials for teaching speaking skill except in the exam. They all used their own voice. Ninety-five percent of the teachers' voice was audible. And only in 5% classes, especially in the back benches, it was not audible due to a large number of students. While presenting the speaking text, 65% of the teachers repeated the text but 35% of them followed the stages of teaching speaking but 90% of the teachers did not follow them. For this, they simply presented the speaking text and tried to solve the problems themselves ignoring the students' participation in the classroom. Similarly, while presenting the speaking item (text), only 10% of the teachers used other teaching speaking activities like discussion, pair

work, picture description, dialogue, etc. And only 30% of the students were partially able to solve the problems and rests (70%) were not able to do so.

From this, we can say that most of the schools did not have recorded materials and the schools which had those materials were not using them properly. Its main cause was found that the students had poor English background. They could not understand the voice of the recorded materials. Because of the poor economic condition of those schools, they were not able to manage the sufficient furniture. Due to large number of students, their poor English background and the lack of teacher's training, the teachers were not following the stages of teaching speaking. Likewise, the teachers in the selected schools were not found engaging the students in other speaking activities due to the lack of time.

Because of problems, only few of the students could learn the particular item or text.

3.13 Use of Language in the English Period

From the observation of classes, the researcher found the following use of language.

Table No. 11
Use of Language in English Period

S.N.	Use of language	Most of the time	sometimes	Never
1.	Use of target language by the teacher	40%	60%	0%
2.	Use of target language by the students	10%	90%	0%
3.	Use of mother tongue by the teacher	30%	70%	0%
4.	Use of mother tongue by the students	90%	10%	0%

From the above given table, it is obvious that the use of the language by the teachers and students varies in several ways. Only 40% of the teachers used English most of the time in their period. They presented the subject matter in the target language. But 60% of the teachers used English for sometime. They just read the text and translated and converted it into the students mother tongue. It was found that when the teacher was presenting the language item in the target language the students did not pay attention to it but some of them participated actively when he translated the text into their mother tongue. Likewise, 10% students used the target language most of the time. And 90% of the students used the target language for sometime. In the same way, 30% of the teachers used mother tongue most of the time and 70% used for sometime. Ninety percent of the students used mother tongue most of time inside the class room and only 10% used for sometime. Thus, language is learnt when it is used and practiced properly. Language learning only from the class of 45 minutes in a day is not possible because the teachers and students are not using it practically. So, it has been a great problem for the learners. The teachers are not handling the classes in the target language because of the poor language background of the students. They responded that they were repeatedly asked to tell the item in the Nepali language (mother tongue). The students express their thoughts, feelings, emotions, etc. with their friends and others using their mother tongue. So, very homely/lively English speaking environment should be created by the teacher to motivate the students to speak in the English language. It has become the challenge for the English language teachers.

3.14 Suggestions of the Teachers to Improve/Solve the Present Scenario of Teaching Speaking Skill

The problems faced by the teachers while teaching speaking can be avoided in different ways. Some of the suggestions given by the teachers are listed below:

   i.   Involve students in group activity.

   ii.   Behave like a friend and make them free to speak.

   iii.   More practice in the class room.

   iv.   Schools should have sufficient teaching materials.

   v.   Students should be praised frequently.

   vi.   Make the student participate in speaking through group work and project work.

   vii.   Make the students speak in the English language even outside the classroom.

   viii.   Focus on practical classes rather than concentrating on finishing the desired course.

   ix.   Give the students plenty of examples.

   x.   Create English speaking environment in the classroom.

   xi.   Encourage the students to improve their vocabulary.

   xii.   Teachers should be presented as a good model of speaking ability.

   xiii.   Teachers should be given training

   xiv.   Make the students not to use mother tongue while speaking in English

   xv.   Students should be made interested in the use of English realizing it's importance as an important language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main focus of this study was to identify the problems in teaching and learning speaking skill and to find out the causes of those problems. The findings obtained from the questionnaire and observations have been presented separately.

4.1.1 Findings Obtained from Questionnaires

I. Teaching materials play an inevitable role in language teaching and learning. Regarding the condition of speaking materials and activities in 15 selected schools, it was found that only 10 schools had audio cassette and tape recorders; no schools had other supporting materials made by the teacher himself and only 3 schools had engaged their students in debate competitions and no school provided the students with the real voice of the native speaker.

II. Regarding the use of debate competition, picture description and narration and dialogue in the classroom, the researcher found that only 3 schools were using them properly and 12 other schools were not using them. The causes behind them were :

a. The students were poor in the English language

b. Less motivation in the English language learning

c. Less exposure of English language

d. Large number of students in the classroom.

III. Regarding the use of English language by the teacher in the classroom only 5 teachers of 15 schools used target (English) language all over the

class during English period. Seven teachers used for half of the class and 3 teachers used for sometime. It showed the much use of mother tongue in the English classroom. The causes of it were :

    a. Large number of the students

    b. Weak English background of the students

    c. The students were less interested in speaking.

The teachers did not use other supporting materials like graphs, maps, charts, newspaper, etc.

IV. Examination plays a very important motivating role for the students to learn the language. Regarding the status of giving speaking test at the final examination, 43% of the teachers gave speaking test in the final examination. Thirty seven percent of the teachers did not give it at the final exam and only 20% of the teachers gave speaking test in the final class of 10. Here, 57% of the teachers were not giving speaking test in class 9.

V. So far as the matter of the use of mother tongue in the classroom by the teacher, it was found that 80% of the teachers were against the use of mother tongue in the classroom and 20% of the teachers suggested to use both the mother tongue and English as a means of instruction. The causes for not using mother tongue as a means of instruction in the classroom were :

    a) The use of mother tongue lessened the fluency of the students.

    b) Translation of mother tongue in to the target language is difficult.

    c) The language system of one language is different from another.

    d) Destruction of spontaneity in language.

VI. For the use of sign- post questions, different teachers opined differently. It was found that 6 teachers of the selected schools provided the sign-

post questions first. Rest of the teachers of those schools provided the speaking text first.

VII. Although, speaking skill is also one of the most important skills for the language learners, it was found that 10 teachers of the selected schools invested one period for teaching speaking skill and 5 teachers invested 2 periods a weak.

VIII. Students were evaluated differently. Most of the teachers evaluated by asking the students to do the exercises given in the text book. Three teachers evaluated the students giving a topic to discuss, 3 teachers evaluated them giving figures, maps and charts to describe and no teacher was found evaluating students asking oral questions.

IX. Pronouncing a word correctly is also a serious problem in the teaching and learning of speaking skill. From the analysis, it was found that 12 teachers out of 15 teachers from the selected schools felt difficulty in teaching pronunciation to the students and 3 teachers did not feel any difficulty.

X. Most of the classes were dominated by teachers. Student-student interaction was less emphasized than student- teacher interaction.

XI. Students were not able to solve the problems properly after presenting the speaking item. About 30% of the students were able to solve the problems partially. For this, there were many reasons:
   a. Large number of the students
   b. Less motivation towards speaking.
   c. Lack of the proper use of the technique of teaching this skill.

d. Lack of supporting materials

e. Unrelated text to their lives.

f. Poor English background of the students.

XII. Regarding the academic Qualification of the teacher, it was found that 5 teachers teaching in the secondary level had bachelor in education. Two teachers had master's degree in Arts, two teachers had master's degree in English education and 6 teachers had bachelor degree in both Arts and Education.

4.1.2 Findings from the Observation

From the observations of the classrooms of the teachers, the following things were found:

i. A few teachers used cassettes and tape recorders for teaching this skill.

ii. All the teachers' used their own voice for presenting the speaking text.

iii. Teachers' voice was audible in 95% of the classes of selected schools and in 5% of the classes, the students of the back benches were unable to listen properly.

iv. In 40% of the selected classes of 20 schools, furniture was not sufficient for the students.

v. For teaching speaking skill, only 10% of the teacher followed the stages of teaching speaking.

vi. Nobody used other supporting materials like pictures, graphs and so on for teaching speaking skill.

4.2 Recommendations

I. Every school must have at least audio cassettes, audio recorder, teacher's guide, speaking text as far as possible, the teachers himself should make other supporting materials such as charts, maps, graphs, magazine, cutout etc.

II. The teacher should facilitate make to hold conversations with each other by engaging them in different activities like debate, narration, story telling etc. If the students are practised with these activities, they develop the speaking skill.

III. For the effective teaching and learning, a class must not have more than 40 students. Therefore, the concerned bodies should open more schools and provide more teachers, classes and the facilities required for them.

IV. It is said that language can not be learnt unless it is used. Therefore, the medium of instruction should be English for teaching and learning the English language. The teachers should be experienced and skillful to create suitable environment for using language.

V. Speaking test should be given to the students in every class in their final examination.

VI. It is better to provide sign post questions that help the teachers to motivate the students. The students listen carefully to find the key information of such question.

VII.   The English language using time should be increased. For this, the school should conduct extra curricular activities in the English language.

VIII.   Teaching and learning of speaking skill has to do with the correct pronunciation of a word. Therefore, to avoid the problem of pronunciation, the teacher should be experienced and well trained.

IX.   Student- student interaction should be encouraged so that they get adequate time for speaking.

X.   The speaking item should be related to age, level, interest and demand of the students.

XI.   The school administration and the community should manage at least the minimum requirement of physical facilities for teaching speaking.

XII.   The teacher should follow the different stages of teaching speaking skill and the activities that follow.

XIII.   All the language teachers should follow the TG properly.

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APPENDIX E

Number of Students in Different Schools

S.N.	School's Name	Number of students	
		Class 9	Class 10
1.	Chandra Jyoti Ma.Vi., Pipaltar	109	70
2.	Orchid Academy, Battar	70	75
3.	Suvenior secondary school, Battar	60	55
4.	Rana Bhuwaneshwari Devighat	82	95
5.	Kalyan Devi Ma.vi. Jiling	105	96
6.	Sahid Prakash Jung Ma.vi. Devighat	78	65
7.	Nirajan Ma.vi. Belkot	35	28
8.	Birendra Ma.vi.Belkot	156	160
9.	Mahadev H.S. school, Ratmate	120	122
10.	Bhimsen Ma.Vi. Battar	69	60
11.	Bhairab H.S.school, Bidur	206	209
12.	Bhairab H.S.school, Hattigauda	113	108
13.	Samudayak Vidya Mandir,Devighat	115	155
14.	Trishuli H.S. school	88	103
15.	Amar Jyoti H.S. school Kharanitar	206	195

APPENDIX F

Class wise Students' Number in Different 15 Schools

S.N.	School's Name	Number of students	
		Class 9	Class 10
1.	Chandra Jyoti Ma.Vi., Pipaltar	55	70
2.	Orchid Academy, Battar	70	75
3.	Suvenior secondary school, Battar	60	55
4.	Rana Bhuwaneshwari Devighat,	41	47
5.	Kalyan Devi Ma.vi. Jiling	52	48
6.	Sahid Prakash Jung Ma.vi. Devighat	39	65
7.	Niranjan Ma.vi. Belkot	35	28
8.	Birendra Ma.vi.Belkot	78	80
9.	Mahadev H.S. school, Ratmate	60	61
10.	Bhimsen Ma.Vi. Battar	69	60
11.	Bhairab H.S.school, Bidur	68	70
12.	Bhairab H.S.school, Hattigauda	56	54
13.	Samudayak Vidya Mandir,Devighat	57	77
14.	Trishuli H.S. school	44	51
15.	Amar Jyoti H.S. school Kharanitar	68	97

APPENDIX G
Academic Qualification of the Teachers

S.N.	Name of the schools	Qualifications	Experience years
1	Chandra Jyoti Ma.Vi. Pipaltar	B.A., B. Ed	12
2	Orchid academy Battar	B.A.,B.Ed	7
3	Suvenior secondary Battar	B.A.,B.Ed	11
4	Ran Bhuwaneshwari Devighat	B.A.,B.Ed	5
5	Kalyan Devi Ma.VI. Jilling	B.Ed	9
6	Sahid Prakash jung Ma.Vi. Devighat	B.Ed	12
7	Niranjan Ma.Vi. Belkot	B.A.,B.Ed	10
8	Birendra Ma.Vi. Belkot	B.Ed	13
9	Mahadev H.S.S.Ratmate	M.A.	7
10	Bhim sen Ma.VI. Battar	B.Ed	7
11	Bhairab H.S.S. Bidur	B.A.,B.Ed	3
12	Bhairab H.S.S. Hattigauda	M.A.	9
13	Samudayak Vidya mandir Devighat	B.Ed	10
14	Trishuli H.S.S. Bidur	M.Ed	13
15	Amar Jyoti H.S.S.	M.Ed	10

M.Ed =2

M.A.=2

B.Ed =5

B.A.,B.Ed =6