CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is used as a means of communication through which we can express our thoughts in general. It is considered as the system of sounds, words, patterns, etc. used by human beings to communicate with each others. It is such a special feature possessed only by human beings to transfer the knowledge and meaning from one person to another. It is the language through the help of which we can develop the social relationship between the people from different society and culture in a community. It makes use of vocal noises made by human vocal apparatus. Thus, language is the voluntary vocal system of human communication. Human beings are considered to be the highest social creature due to the possession of language.

There are innumerable languages spoken in the world. People from different nations use the English language for different purposes viz, education, business, etc. It has become one of the mediums of communication used by almost all the people in the world having different linguistic and social backgrounds.

In Nepal English is taught as a foreign language. It is mainly used for academic purpose. Different writers have defined language differently. Sapir (1921) states "Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (as quoted in Varshney, 1993, p.3). Thus, language is mainly used by humans to communicate their ideas, emotions, feelings and desires by means of symbols. Nobody gets a language in heritage. It is acquired by human beings in the community where the language is used.

So, it is non-instinctive. Hall (1968) concludes "Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols" (as cited in Lyons, 1981, p.4). In this way, language is expressed by 'symbols', the vocal signals that are actually transmitted from a sender to a receiver in the process of communication and interaction. Language is God's special gift to mankind. Without language, human civilization, as we now know it, would have remained far behind. Language is also the maker or unmarker of human relationship. It is the use of language that makes a life bitter or sweet. Without language, man would have remained only a dumb animal.

Language has distinct characteristics. It is vocal, arbitrary, symbolic, unique, creative, complex, conventional and modifiable. Verma and Krishnaswamy (1989, p. 3) quote Descartes' view "Thanks to language, Man became Man." Thus, language is many things: a system of communication, a medium of thought, a means of self expression and social control, the marker and unmarker of human relationships and a vehicle for literary expression.

1.1.1 The English Language: An Overview

Among the thousands of different languages in the world today, English is the most widely used language in the world. It is the first language of the people of United Kingdom, America, Australia, New Zealand, Ireland, South Africa and several countries. It belongs to the groups of Indo-European language family, the largest and the most significant language family of the world. It is spoken as a native language by more than 300 million people and taught as a foreign language in over hundred countries at present. Similarly, English is also a second language in many countries. In about twenty-five countries English has been legally designated as an official language: in about ten, it is the sole official language and in some fifteen others it shares that status with one or

more other languages. Likewise, if we look at the media, we find that over 50% of world's newspapers, over 50% of world's scientific and technical periodicals and more than 60% of world's radio stations use English as medium of communication. English has become a global language because of the rapid spread of industrial development, science and technology, international trade and commerce and the close independence of nations. It is an international linguafranca as well as one of the official languages offered by UN. It has penetrated deeply into the international domains of political life, business, communication, entertainment, media and education. In this way, English has become the tool to watch the world and to gain diverse knowledge in many areas (Quirk et al., 1985, p. 3- 4).

1.1.2 The English Language and its Importance in Nepal

The English language entered Nepal in the time of Bhimsen Thapa. It was introduced into the educational or academic field with the establishment of Durbar High School in 1797 A.D. Teaching English was included in the curriculum of higher level (campus level) education in Nepal with the establishment of Trichandra College in 1932 A.D. Now, this language is compulsorily taught and learnt in almost all the education institutes in Nepal from the primary to bachelor level. It is the medium of instruction in most of the private schools and in higher level of education. A good number of books, newspapers, and magazines are found in English medium in Nepal. At university level, most of the prescribed books and reference books are available in English medium.

Regarding the importance of the English language in Nepal, Malla (1977, p.12) writes "English is undoubtedly of vital importance for accelerating the modernization process in Nepal, and in so far as education is an agent of such a process the place of English in Nepalese education as a foreign language is

secure and unassailable." He further says that Nepal needs English especially for two purposes:

) to have access to the scientific and technical knowledge of the modern world.

) to establish effective channels of communication with the rest of the world.

Similarly, Sthapit (2000, p. 2-3) points out that the English language is essential in the case of Nepal for the following activities:

) to participate in classroom interactions;

) to study course materials and other related academic professional matters;

) to use it as a medium of expression in assignments, tests and examinations;

) to read things for pleasures and general information;

) to gain access to the world body of knowledge;

) to appreciate movies, plays, talks, radio and television programs, etc.;

) to keep themselves abreast of what is going on around the world;

) to participate in international meetings, seminars, conferences, etc;

) to communicate with foreigners in general;

) to develop their personality and enhance their career development.

In this way, English has an important place in Nepal. There are very rare fields in Nepal, which are not in touch with English. The rapid increment of English users or speakers and the rapid growth of English medium schools and their impact on society are sufficient for us to know how important the English language is in Nepal.

1.1.3 Language Teaching

Language teaching involves teaching of both the first and second or foreign language. The purpose of teaching a language is to enable the students to communicate in the target language. In the world of language teaching and learning many schools of thoughts have come and gone, so have language teaching method waxed and waned popularity. Brown (1994, p. 14) defines teaching method "as the application of theoretical findings and positions" They may be thought of as "theory in practice". There has been variety of such applications, some in total philosophical oppositions to other".

To get mastery of a language, one needs to learn in all skills and aspects of language. To convey our thoughts, intentions, wishes, information etc. we need a mastery over all four language skills viz. listening, speaking, reading and writing.

1.1.4 Language Skills

The four basic skills of language are:

- Listening
- Speaking
- Reading
- Writing

Among these four skills of language, listening and reading are receptive and speaking and writing are productive skills. In language teaching and learning all four skills play a vital role to get mastery over language but in language acquisition listening and speaking play an important role in the field of academic life or learning/teaching a foreign language writing plays a vital role.

a. Listening

Listening skill is the receptive skill. Underwood (1989, p.1) says that "listening is an activity of paying attention to and trying to get meaning from something we hear". Learners actively involve themselves in interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in an aural text.

Listening involves a sender (person, radio, television, etc.) a message and a receiver. Listening is given importance in language learning and teaching so that, students may become effective learners.

b. Speaking

Speaking is primarily a productive skill in the sense that language is primarily manifested in speech. Speech consists of pronunciation of vowel and consonant sounds, stress, rhythm, juncture and intonation. Speaking is directly related to listening. Therefore, listening is prerequisite to speaking. 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 how they come out while speaking. (Khaniya, 2005, p.122)

Since language is a means of communication and for communication speaking is must. "Of all the four language skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as "speaker of that language" Ur (1996, p.120). Thus, learning to speak in a foreign language is the most important skill because those who can communicate in that language are referred to as the speaker of that language. People speak when they want to express their ideas, opinions, desires and establish social relationship and friendship.

The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. "Speaking in a

second or foreign language has often been viewed as the most demanding of the four skills" (Bailey and Savage 1994, p. vii as cited in Lazaraton 2001, p.103).

A major objective of the most of the language teaching programmes is to prepare the learner for meaningful interaction, making them able to use and understand natural speech from the genuine interaction. Speech differs from classroom discourse in many ways. Ur (1996, p.120) identifies four characteristic of successful speaking activity.

⌡ Learners talk a lot: As much as possible of the time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

⌡ Participation is even: Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

⌡ Motivation is high: Learners are eager to speak: because they are interested in the topics and have something new to say about it, or because they want to contribute to achieving a task objective.

⌡ Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Cross (2003, p. 235), however, points out more features of natural speech as follows:

i. Purpose

Speech is purposeful. We use language with some clear intension in mind. We greet people, apologize, criticize, enquire, or inform because we want to do that.

ii. Unpredictability

Language consists of finite number of rules and vocabulary items which can generate infinite number of utterances. We, therefore, cannot guess the exact nature of most speech acts that the speakers are going to produce, nor can we predict the exact words or structure.

iii. Slips and Hesitations

We cannot edit, check and re-check our speech in the same way as we do written work. It is possible that we are likely to violate the grammar norms of written language. More over, speakers pause, repeat themselves, paraphrase, and use 'uhm' and 'er' as they organize their speech. Spontaneous speech, therefore, makes natural use of discourse markers and gap-fillers.

iv. Creativity

Fluent speakers create and understand noble utterances which they have never heard before. Even children produce un- modeled language forms. We are rarely conscious of this wonderful gift.

v. Spontaneity

Speaking is a complex and complicated skill. In addition to the content of the message, it involves the mental process of what is to be said.

vi. Economy

We prefer shorter and more concise expressions to longer ones if they express the same meaning. We avoid redundancy and unnecessary repetition.

vii. Intonation and Stress

We express attitudes and feelings through the music of language. We can make changes of meaning evidenced by the tone of voice. Intonation and stress reflect the speakers' emotions and attitudes (angry, happy, dissatisfied, etc.)

viii. Comprehension Checks

We look at people with whom we talk, checking if they have understood.

ix. Turn Taking

Natural speech is not mono-directional. There are both speakers and listeners, and they often change turns: speakers become listeners and listeners become speakers. This change in turn may be marked by gesture, facial expression or by intonation.

Speaking plays the vital role in second language learning. Despite its importance for many years teaching speaking has been under evaluated and English teachers have continued to teach speaking just as repetition of drill or memorization of dialogues. But the teaching speaking should aim to improve students' communicative skills.

c. Reading

Reading generally means understanding or making sense of a given text. It is the total understanding of a message in a text. Though reading has traditionally been regarded as a receptive skill of absorbing printed information in a text, it is an active and productive skill where the interaction of the reader and text is central to the understanding of the text. Reading is the most important skill so that in recent years there has been increased focus on the teaching of reading. "Reading is probably the most important skill for second language (L2) learners in academic context '' (Grabe 1991 as cited in Ediger 2007, p.153).

d. Writing

The main purpose of teaching a language is to develop the four basic skills-listening, speaking, reading and writing. Of these, writing attracts special importance because "reading makes a full man, conference a ready man and writing an exact man". To write means to use graphic symbols i.e. letters or

combination of letters which relate to the sounds when we speak. Writing is much more than production of graphic symbols. The symbols have to be arranged according to certain convention like letters to form words, words to form phrases and sentences, not one sentence but sequence of sentences.

Writing is the most difficult but least used skill among the four language skills. It is far from being a simple matter of transcribing a language into written symbols. It requires some conscious mental effort. It is a thinking process in its own. Writing involves encoding of message/ideas to communicate/express. It translates our thoughts into language. It is a productive skill that involves manipulating, structuring and communicating.

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involve in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word-choice and so on.

1.1.5 Teaching Speaking

Speaking is a very complex skill. Speaking ability has often been compared with communicative ability. There is no agreement what exactly communicative activity consists of (Hymes 1972, as cited in Khaniya 2005, p.23) assumes that L2 learners need to know not only linguistic knowledge but also the culturally and socially acceptable ways of interacting with other in different situation and relationship. This 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 (1990:84) calls it communicative language ability which includes three components: language competence, strategic competence and psycho-physiological mechanism.

It is not easy to limit speaking with some verbal or sentential definitions. Since speaking is the ability to express oneself fluently in a foreign language, it is a complex and complicated skill, in addition to the structures and vocabulary items; it involves thinking of what is to be said. But it is especially difficult in foreign language because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also supra segmental elements of speech as Pitch, stress and intonation, non-linguistic elements such as gestures and body language/posture, facial expression and so on.

1.1.6 Techniques of Teaching Speaking

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 classroom environment where student have real – life communication, authentic activities and meaningful task that promote oral language.

Cross (2003:282) points out the activities of teaching speaking as follows:

a. Discussion and Debate

There is absolutely no need, though to restrict debate to the topics of printed passages. Anything that is worthy of thought and discussion can be the basis of a communication session. Debate can be introduced at anytime and last for just as long as interest persists. Almost daily, there are events in the local or international press which can be taken up for discussion.

i. Organizing Discussion Group

Discussion takes place in group. In small group situation everyone gets an opportunity to offer an opinion and the supra-linguistic features of genuine interaction are developed too. Eye contact and body language are the important aspect of body talk. Students also learn turn taking strategies how to interrupt and express agreement or dissent.

ii. Using Discussion Cues

A simple blackboard or poster prompt can provide the stimulation for a lengthy discussion or argument. In newspaper, there are frequently interesting statistics in ready-to-copy graph or chart form. Such non- linguistic visuals can even be taken from local publication. They are easily transferred to the blackboard or poster.

iii. Project Presentation

A project is an in-depth study of a topic of interest to the individual students. They collect all the information and data themselves and build up a document of some sort – usually with text, diagrams and pictures but perhaps supported by a poster, a brochure, radio or even a cassette recording.

iv. Topic Talks

The range of topics should reflect learner's interests as well as examination topics. A list of six or more topics can be agreed by the class, after which the student form group of four to six, depending on seating, and each member or the group chooses a different topic.

b. Drama Activities

Drama activities can be tightly controlled, perhaps as a logical development of a dialogue in the textbook, of it can be relatively free with considerable scope for imagination and creativity.

Role Adoption

Role adoption is a term to describe a drama -type activity where just one student of a group or pair takes on a new identity, transforming practice and exploitation of the text into real performance. Role adoption can be introduced in three different ways.

- Prescribed role play
- Free role play
- Free role play from a text

c. The Communicative Approach and the Information Gap

Information gaps are part of everyday communication. The speaker or writer is saying something that the receiver does not really know. The listener or reader is actively decoding and reacting. Then the listener speaks, becoming for information for a while. The new receiver cannot predict exactly what will be said and so on.

Information Gap Activities

Many information gap activities can be conducted in a simple and cheap way in regular classroom, while still remaining exciting and effective. In its simplest form, the teacher needs only a single blackboard drawing or far better, a poster. Some of the information gap activities that can be conducted in the classroom are:

- Which face?
- Who is who?
- Describe and draw.
- Loss of memory.
- Jumble pictures.
- Shared information, etc.

Similarly, Ur (1996:129) points out the following techniques of teaching speaking:

a. Discussion

Discussion is taken as one of the techniques of teaching speaking. A wide range of activities can be included in discussion. Some of the discussion activities that can be conducted in the classroom for teaching speaking are:

- Describing pictures
- Picture differences
- Things in common
- Shopping list
- Solving a problem etc.

b. Dialogues

This is a traditional language–learning technique that has gone somewhat out of fashion in recent years. The learner are taught a brief dialogue which they learn by heart. For example:

A: Look, it's stopped raining

B: So it has! Do you want to go out?

A: Yes, I have got a lot of shopping to do.

B: Right, let's go. Where do you want to go first?

c. Plays

This is an expansion of the dialogue technique, where a class learns and performs a play. This can be based on something they have read; or composed by them or teacher or an actual play from the literature of the target language.

d. Simulation

In simulation the individual participants speak and react as themselves, but the group situation and task are given as an imaginary one. They usually work in small groups, with no audience.

e. Role play

Participants are given a situation plus problem or task, as in simulation, but they are also allotted individual roles, which may be written out on cards.

For example:

ROLE CARD A: You are a customer in a cake shop. You want a birthday cake for a friend. He or she is very fond of chocolate cake.

ROLE CARD B: You are a shop assistant in a cake shop. You have many kinds of cake, but not chocolate cake.

1.1.7 Teaching Speaking in Language Institutes

Language institute is an educational organization to prepare the learners competent in all language skills viz listening, speaking, reading and writing by providing suitable language courses based on the need and level of the learners. Language institutes play the vital role to train the learners in language related skills. Communication is the matter of practice and language institutes provide the opportunities to have the rigorous practice for the learners. Now a day, we can see that language training institutes are providing the language courses in terms of the level and needs of the learners. They have developed their own syllabuses including the four language skills, grammar and language structures. On the basis of the need and level of the learner they offer the following courses:

- Elementary
- Intermediate

⟩ Advanced

⟩ Special/package programme

Although they focus on all the four language skills (listening, speaking, reading and writing) their main aim is to enable the learner to speak fluently and accurately depending upon the specific situation. Therefore, they pay special attention to the speaking skill. They aim to develop the speaking by engaging the learners in conversation depending upon the situations. Learners are practised to speak by engaging in both free and controlled speaking activities. Sometimes, the teacher provides the situation and the students make a conversation on the basis of that situation.

1.2 Review of the Related Literature

Some of the research works are reviewed as below:

Pokhrel (2000) conducted a practical study entitled 'Teaching Communicative Functions Inductively and Deductively' to find out which method (deductive or inductive) is more effective to teach selected communicative functions for the students of grade seven. It was found that inductive method is more effective than deductive for teaching communicative functions of English in general.

Sharma (2000) carried out a research entitled 'Teaching Reported Speech in English Deductively and Inductively' to find out the effectiveness of inductive and deductive method for teaching reported speech in English. It was found that the deductive method was slightly more effective than the inductive.

Sharma (2002) carried out a research entitled 'Effectiveness of the Role Play Technique in Teaching Communicative Function' to find out the effectiveness of role play in teaching communicative function. He has concluded that role play technique has significant role in teaching and learning behaviour.

Rawal (2004) carried out the research entitled 'The Effectiveness of Drill Technique in Teaching Passivization' to find out the effectiveness of drill

technique in teaching passivization. It was found that the drill technique has relatively a better impact in teaching the passive voice.

Bhandari (2005) carried out the research on 'The Effectiveness of Pair Work and Group Work Technique in Teaching Communicative Function of English' to measure the effectiveness on the two techniques (pair work and group work). He has concluded that the pair work technique is relatively more effective than the group work technique of teaching communicative functions of English on the work.

Pandey (2007) carried out the research on 'Teaching of speaking at the secondary level: An analysis of classroom activities' to identity the activities used for teaching speaking in secondary level classroom. She has concluded that group work, pair work and discussion are commonly used speaking activities.

The above mentioned research works show that a lot of research works have been done on teaching speaking to find out different techniques such as teaching communicative function inductively and deductively, effectiveness of drill technique, teaching of speaking at the secondary level etc. But no research work has been carried out yet in techniques of teaching speaking adopted in language institutes. Thus the present study is different from other works in the sense that the present study identified the appropriate techniques of teaching speaking adopted in language institutes.

1.3 Objectives of the Study

The objectives of the present study were as follows:

a. To find out the techniques of teaching speaking adopted in language training institutes.
b. To suggest pedagogical implications based on findings.

1.4 Significance of the Study

This study is expected to be significant to all those who are interested in language teaching and learning in general and more particularly to the teachers, students, syllabus designers, textbook writers and producers of materials . The present research hopes that the findings provide significant support to any effort to be made in order to improve the methodology of language teaching and learning.

CHAPTER - TWO
METHODOLOGY

To fulfill the objectives of the study, the researcher adopted the following methodological processes while conducting this study.

2.1 Sources of Data

In order to conduct this research, the researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this research were the language teachers who teach in the language institutes in Kathmandu valley.

2.1.2 Secondary Sources of Data

The secondary sources of data for this research were different books such as Cross (2003), Harmer (2003), Ur (1996). Different journals, magazines, article, previous theses and other materials were also consulted.

2.2 Population of the Study

The total population of the study was 20 English language teachers from 20 language institutes from Kathmandu valley.

2.3 Sampling Procedure

The sample population of this study was altogether 20 teachers from different language institutes. They were selected using judgemental non-random sampling procedure. The researcher observed 40 classes altogether.

2.4 Tools for Data Collection

The researcher prepared a checklist for the class observation (see appendix no 2) and he also prepared a set of questionnaire (see appendix no 3) to distribute to the selected teachers.

2.5 Process of Data Collection

I collected data from the primary sources by using the pre-prepared research tools, for this purpose, I adopted the following steps:

a. At first, he visited the selected language training institutes and talked to the concerned authority to get their permission to carry out this study.

b. Then, he consulted the language teachers and explained the purpose and process of the study.

c. After that, he observed two classes from each selected institute with the help of prepared checklist.

d. Next, he distributed the questionnaire to the teachers and requested them to fill them.

e. At last, he collected, tabulated and analyzed the data obtained from the questionnaire.

2.6 Limitations of the Study

The limitations of this study were as follows:

a. The population of the study was limited to the twenty institutes from Kathmandu valley.

b. The study was limited to techniques of teaching speaking.

c. Data collection was conducted through class observation and questionnaire.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION

The data collected from the informants were analyzed and interpreted to find out the techniques of teaching speaking adopted in language training institutes. For this the researcher tabulated the information and analyzed the data under two main headings.

〕 Classroom observation of teaching speaking

〕 Teachers' view on teaching speaking

He used simple statistical tools such as: tables, bar-diagram, and pie-chart to analyze, interpret and tabulate the data.

3.1 Analysis of Data Obtained From Classroom Observation

This section deals with the classroom observation of twenty English language teachers. The researcher prepared an observation checklist and observed each teacher's class. This observation checklist had been taken as a complement to the questionnaires distributed to them. Here, the researcher had tried to observe how the teachers taught speaking in the language institutes. He tried to analyze the techniques used in teaching speaking. For this the researcher used four rating scales viz. excellent, very good, good, and fair. He also used frequently, sometimes and seldom to observe the language functions and the speaking activities. This section is discussed under the different headings.

3.1.1 Classroom Management

The researcher observed the classes of the teachers to find out their skills in the management of their classes. Out of total 20 teachers, fifteen percent were found excellent, thirty percent were very good, thirty five percent were good and twenty percent were fair.
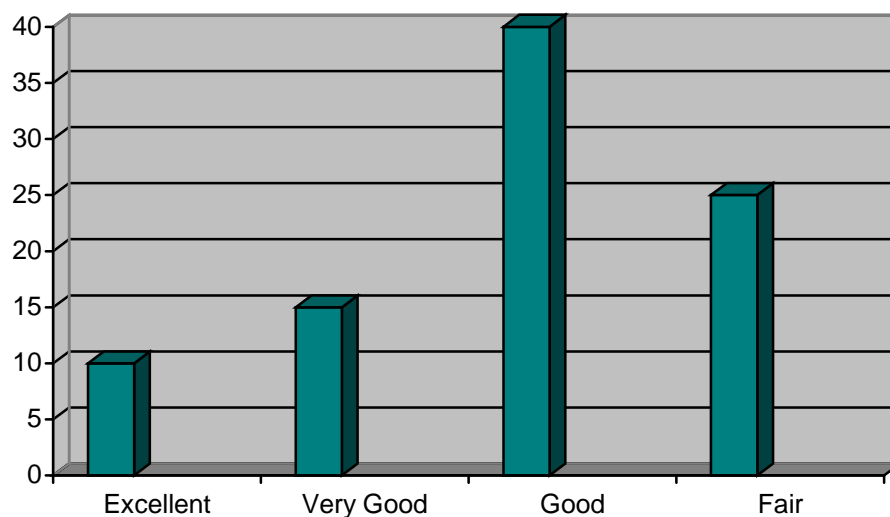
The data can be presented as:

Table No. 1

Classroom Management

Rating	No. of teachers	Percentage
Excellent	3	15
Very Good	6	30
Good	7	35
Fair	4	20

Thus, it is clear that classroom management for the teaching of speaking was good in the institutes.

3.1.2 Students Motivation

Figure No. 1

Students Motivation

The above figure shows the percentage of students motivated towards teaching speaking. Ten percent teachers were found excellent in motivating students. Similarly, fifteen percent were very good, forty percent were good and twenty

five percent were fair. Hence, motivation and interest of the students for the teaching speaking was good.

3.1.3 Students' Interest

Table No. 2

Students' Interest

Rating	No. of students	Percentage
Excellent	3	15
Very Good	5	25
Good	7	35
Fair	5	25

The above table shows how far the teachers were able to arouse interest in students towards learning of speaking. Fifteen percent teachers were found excellent, twenty percent very good, thirty five percent good, and twenty five percent fair. From the above table, it is clear that students were interested towards learning of speaking.

3.1.4 Use of Teaching Materials in the Classroom

Teaching materials play a vital role for effective learning. Thus, teaching materials should be appropriate according to the subject- matter.

Table No. 3

Use of Teaching Materials

Rating	No. of teachers	Percentage
Excellent	1	5
Very Good	3	15
Good	7	35
Fair	7	35

The above table shows that out of 20 teachers only ninety percent were found using teaching materials. Among them, five percent teachers were excellent in using teaching materials. Similarly, fifteen percent were very good, thirty five percent were good and thirty five percent were fair. By the above description, it is clear that use of teaching materials in the classroom was satisfactory.

3.1.5 Amount of Warm up Questions Focusing on Speaking Skill

Warm up question plays the vital role to motivate the learners towards their subject matter. Teacher can ask these questions in the beginning of the class.

Table No. 4

Use of Warm up Questions in Teaching Speaking

| Rating	No of teachers	Percentage
Excellent	2	10
Very Good	4	20
Good	8	40
Fair	6	30

The above table shows that 10 percent teachers were excellent in using warm up questions. Similarly 20 percent were found very good, 40 percent were good and 30 percent were fair. Thus, it is clear that the use of warm up question in teaching of speaking was found satisfactory.

3.1.6 Interaction in the Classroom

Interaction plays a vital role to develop speaking skill. In the language class, interaction can be between teacher and students as well as students and students. The following figures present the type of the interactions that took place in the classroom.

Regarding teacher-student interaction fifteen percent teachers were excellent. Similarly, thirty percent were very good, thirty five percent were good and twenty percent were fair.

Figure No. 2

Teacher-Student Interaction
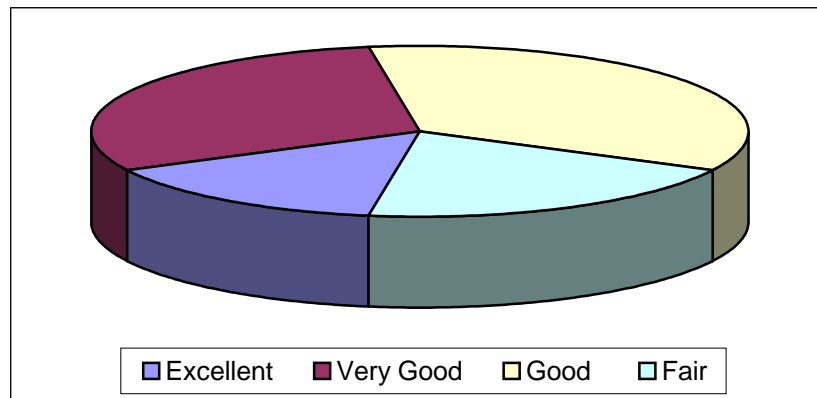
Regarding student –student interaction, out of 20 teachers 15 percent were excellent, 35 percent teachers were very good, 35 percent teachers were good and 15 percent teachers were fair.

Figure No. 3

Student-Student Interaction
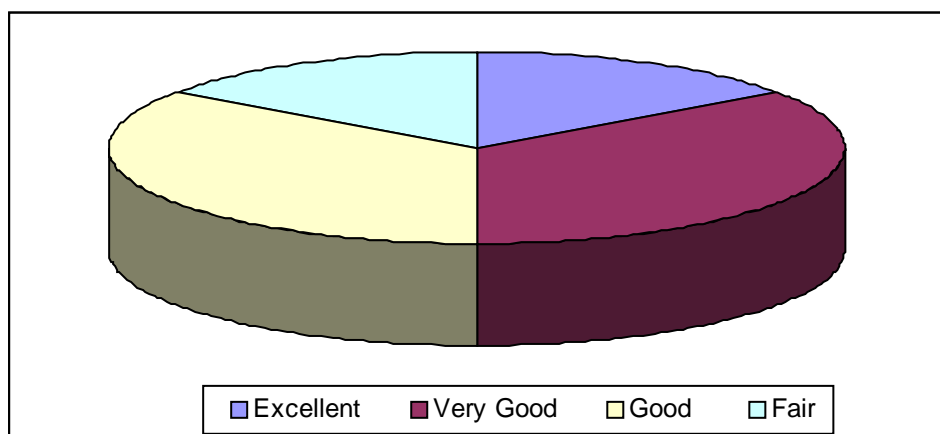
Most of the students were found interactive in the classroom.

3.1.7 Medium of Task Given for Teaching Speaking

Task can be given both in oral and written forms. The researcher found some teachers giving the tasks sometimes written and sometimes in oral forms and sometimes in both oral and written forms.

3.1.8 Student Involvement

Without active participation of learners in speaking activity, it is exactly impossible to develop speaking skill. So, the teacher should be able to involve all the learners in every activity actively. Speaking skill can be developed by speaking only. The researcher found fifteen percent teachers were excellent in student involvement. In the same way thirty five percent teachers were found very good, thirty percent were found good and twenty percent were found fair.

Table No. 5

Student Involvement

Rating	No. of teachers	Percentage
Excellent	3	15
Very Good	7	35
Good	6	30
Fair	4	20

From the above table, it is clear that all the teachers tried to involve the students in speaking practice. The involvement of students in speaking activities was very good.

3.1.9 Focus on Language Function

The researcher collected the language functions from different language course books. He had observed the class to find out which were used frequently in the classroom to practice speaking skill.

Table No. 6

Focus on Language Function in the Classroom

Language function	Frequently	Sometimes	Seldom
Suggesting	30	40	30
Advising	30	45	25
Offering	40	30	30
Directing	20	40	40
Instructing	25	35	40
Accepting/Rejecting	30	40	30
Giving Sympathy	25	45	30
Asking for Permission	10	35	55
Prohibiting	10	40	50
Expressing Opinion	25	40	35
Agreeing/Disagreeing	35	30	35
Requesting/Commanding	45	30	25

The above table clarifies that teachers taught all the language functions. There is not equal frequency in the use of language.

Teachers were found to use all the language functions that were practiced in their course books. From the given table we come to know that offering, agreeing/disagreeing, requesting and commanding were more frequently used language function in the language classroom whereas directing , asking for

permission and prohibiting were seldom used by teachers. Most of the functions taught in the classroom were satisfactory.

3.1.10 Focus on Techniques of Teaching Speaking

Different teaching techniques can be used to develop the speaking skill. The researcher listed some techniques that can be applied in language institutes and tried to observe their frequency of use by the language teachers. Teachers were found to use different techniques depending upon the situation in their language classes.

Table No. 7

Techniques of Teaching Speaking and their Frequency

Techniques	Frequently	Sometimes	Seldom
Role play	40	40	20
Pair work	45	35	20
Group work	35	35	30
Discussion	55	25	20
Drill	15	35	50
Drama	35	35	30
Debate	25	25	50
Brainstorming	20	25	55
Dialogues	45	35	20
Simulation	30	30	40
Problem solving	20	25	55
Prepared talks	20	20	60
Topics talks	20	25	55
Project presentation		20	80
Information gap activities	10	30	60
Picture description	35	35	30

The researcher listed 16 different techniques of teaching speaking. He found that discussion was more frequently used technique of teaching speaking in language institutes. Similarly, the teachers were found to use role play, pair work and dialogues more frequently. Similarly, they were found to use group work, drama, simulation, picture description etc. Sometimes they were found to use debate, problem solving, prepared talks and topic talks.

Thus, from the above description it is clear that teachers used discussion, role play, pair work and dialogue more frequently than the other techniques in language institute.

3.2 Teachers' View on Teaching Speaking

This part deals with the English language teachers' views on teaching speaking. The analysis is made on the basis of the set of questionnaire and the responses of the teacher on it. There were altogether 17 sets of questions provided to the teachers to extract their views on teaching speaking. Teachers' views are analyzed and interpreted in various sub-sections on the basis of responses obtained from them.

3.2.1. Purpose of Teaching Speaking

The researcher asked the teachers the reasons behind teaching speaking in the classroom. The reasons provided by the teachers were divided into two broad headings.

The majority of teachers i.e. thirteen teachers (65%) out of 20 responded that they teach speaking 'to develop the communicative skill'. Some of their responses were: 'to develop speaking skill; i.e. fluency and accuracy; 'to communicate in the target language' 'to express one's opinion' etc.

Similarly, five teachers (25%) out of 20 responded the reason behind teaching speaking was 'the most important skill'. Some of their responses were 'most important and leading to all four language skills', 'most important aspect of language', 'main part of communication via language' etc.

Similarly, two teachers (10%) out of 20 responded it as 'more practical'. Some of their responses were 'more practical in daily life' and 'more practical and needed in every step'.

3.2.2 More Important Aspect of Speaking

Table No. 8

More Important Aspect of Speaking

Responses	No. of teachers	Percentage
Accuracy	4	20
Fluency	6	30
Both	10	50

Fluency and accuracy both are important in speaking. The researcher observed which aspect of speaking was focused by the teachers. The table above shows that the more important aspect of speaking.

It shows that 50 percent teachers focused on both accuracy and fluency, 30 percent were found to focus on fluency and 20 percent teachers focused on accuracy.

Thus, it is clear that both aspects of speaking, accuracy and fluency are more important in teaching speaking.

3.2.3 Materials Used in Teaching Speaking

Teaching materials help to make the learning effective. Thus, teaching materials should be chosen on the basis of subject matter to be taught otherwise the learner will be in dilemma and would not be able to grab the ideas.

This question attempts to elicit information about the teaching materials used by the language teachers while conducting speaking activity.

Teachers i.e. eight teachers (40%) out of 20 responded as 'picture and cards' to teach speaking in the language classroom. Similarly, six teachers (30%) responded as 'cassettes' and six teachers (30%) responded 'topic cards' as the teaching materials.

3.2.4 Techniques Used to Arouse students' Interest

This question attempts to elicit the information about the techniques to arouse student's interest in teaching speaking.

The majority of teachers i.e. eight teachers (40%) out of 20 responded as 'choosing an interesting topic' to arouse the students motivation towards speaking. Some of their answers were 'providing the topic by the teacher', 'asking the students to choose any topics themselves', 'talking on interesting political and social issues' etc. Similarly, five teachers i.e. (25%) responded as 'using varieties of materials'. Some of their responses were 'using informative picture', 'cartoons', 'telling jokes', 'telling stories' etc. similarly , four teachers i.e. (20%) responded as 'conducting information gap activities'. Some of their responses were 'completing dialogues', 'completing paragraph', 'supplying missing words' etc. In the same way, three teachers i.e. (15%) responded as 'active involvement of learners in speaking activities' some of their responses

were 'conducting discussion activity on any interesting issues', 'using group work and pair work' etc.

3.2.5 Language Training Taken by the Teachers

This question was asked to find out whether the teachers had taken any language training or not.

Table No. 9

Language Training Taken by the Teachers

Responses	No. of teachers	Percentage
Yes	14	70
No	6	30

From the above table, it is clear that 70 percent of teachers had taken the language training and 30 percent teachers had not taken any language training.

They were asked to list the type of training they had taken for the teaching of speaking. Most of the language teachers responded that they had taken courses at Department of Education. Some of them had taken trainings from different institutions and organizations. The following table shows the type of the training and name of the institutions that provided trainings.

Table No. 10

Institute of Language Training

Training	No. of teachers	Percentage
British Council	1	7.1
NELTA	1	7.1
NCED	1	7.1
ETTE	1	7.1
One year B. Ed.	2	14.3
Three years B. Ed.	5	35.7
M. Ed.	3	21.4

Out of 20 teachers most of them i.e. fourteen (70%) had taken training of speaking. Out of 14 teachers 1 i.e. (7.1%) was trained by British Council, 1 i.e. (7.1%) was trained by NELTA, 1 i.e. (7.1%) was trained by NCED and 1 i.e. (7.1%) was trained by ETTE. Similarly, 2 i.e. (14.3%) had taken the training of one year B. Ed course, 5 i.e. (35.7%) had taken the three years B. Ed course and 3 i.e. (21.4%) were from M. Ed.

From the above description it is clear that the training of teachers was from department of Education. Most of the teachers i.e. 35.7 percent were the products of three- year B. Ed.

3.2.6 Techniques of Teaching Pronunciation

This question attempted to elicit the information about the techniques of teaching pronunciation.

Four teachers i.e. (20%) out of 20 responded 'by modeling'. Similarly, four teachers i.e. (20%) responded 'by listening talk shows'. Some of their responses were 'listening to BBC', 'listening to English news', watching English movie' etc. Similarly, four teachers i.e. (20%) responded 'by drilling'.

Some of their responses were 'conducting different types of drilling', 'drilling via cassettes', etc. Similarly, three teachers i.e. (15%) responded by 'using dictionary'. Similarly, three teachers i.e. (15%) responded by 'sound matching techniques' and two teachers i.e. (10%) responded as 'conducting different games'.

From this description, it is clear that modeling, drilling and listening to talk shows are the most common techniques of teaching pronunciation.

3.2.7 Drills Conducted in the Classroom

Drill is a technique commonly used in language teaching for practicing sound or sentence patterns in a language. Drill is taken as one of the important techniques to develop speaking skill. In this section, the teachers were asked to list the types of drill, they conducted in their language class.

Table No. 11

Types of Drills used by the Teachers

Responses	No. of teachers	Percentage
Substitution Drill	4	20
Repetition Drill	6	30
Expansion Drill	3	15
Transformation Drill	2	10
Inflection Drill	2	10
Chain Drill	3	15

In the above table, teachers i.e. thirty percent responded as 'repetition drill', twenty percent responded as 'substitution drill', fifteen percent responded as 'expansion drill'. Similarly, ten percent responded as transformation drill, ten percent responded as 'inflection drill' and fifteen percent responded as 'chain drill'.

From the above description, it is clear that repetition drill and substitution drill are found the most common drill practice.

3.2.8 Features of Speaking Skill

Table No. 12

Features of Speaking Skill

Responses	No. of teachers	Percentage
Fluency and accuracy	7	35
Slips and hesitation	3	15
Creativity	4	20
Naturalness	3	15
Economy	3	15

From the above table it is clear that most of the language teachers i.e. thirty five percent responded 'fluency and accuracy' as the features of speaking skill. In the same way, fifteen percent responded as 'slip and hesitation', twenty percent responded as 'creativity', fifteen percent responded as 'naturalness' and fifteen percent responded as 'economy'.

Some of the significant responses given by them are as follows:

    a. It is a skill which develops fluency.

    b. It teaches how to speak as the natives.

    c. Inquisitiveness on the part of the students.

    d. It violates the grammar norms of language.

    e. Speakers pause and repeat themselves.

    f. Use of discourse filler.

    g. It should sound natural.

    h. It should be short, simple and clear.

3.2.9 Sub-Skills Followed to Develop Speaking Skill

This question was asked to find out the sub-skills that play the significant role to develop speaking skill.

Teachers i.e. six teachers (30%) responded as 'stress and intonation pattern'. Similarly, six teachers i.e. (30%) responded as 'pronunciation'.

Four teachers i.e. (20%) focused on 'sound discrimination'. Similarly, three teachers i.e. (15%) responded as 'syllable structure' and only one teacher i.e. (5%) responded 'word grammar' as the sub-skill to develop speaking skill.

Some of the significant responses were as follows:

    a. Sound discrimination of vowel and consonant.
    b. Sounds in connect speech.
    c. Syllable structure of the words.
    d. Word inflections.

3.2.10 Time Separated for Teaching Speaking

In this section, teachers were asked to respond to the total time allotted for speaking in a week. They were provided with four options. The responses given by the teachers are analyzed and interpreted in the following table.

Table No. 13

Time Given for Teaching Speaking

Responses	No. of teachers	Percentage
1 hour in a week	3	15
2 hours in a week	5	25
3 hours in a week	9	45
4 hours in a week	3	15

Most of the teachers i.e. forty five percent had responded that they allotted 3 hours in a week, twenty five percent found to separate 2 hours in a week. Similarly, fifteen teachers responded as 1 hour in a week and fifteen percent responded as 4 hours in a week.

3.2.11 Suggestions to Make Teaching Speaking Easier

 In this section, the researcher asked the teachers to suggest as to how to make teaching speaking easier. Teachers were asked to list some of the suggestions to make teaching speaking easier. Some of them are listed below:

    a. By dividing students into group and allow maximum time to speak.

    b. By reducing teacher talking time (TTT).

    c. By making the classroom interactive.

    d. By using a lot of visual materials.

    e. By making the students to talk more.

    f. By using the English language strictly while conveying anything in the classroom.

    g. By removing hesitation on the part of the learner.

    h. By creating friendly environment.

    i. By encouraging the students to participate in group discussion.

3.2.12 Type of Conversations Followed

Classroom conversation is one of the activities to develop speaking skill. Speaking skill can be developed by involving students in speaking activities only. The more we engage the students in speaking activities, the more we can develop our speaking skill.

Table No. 14

Involvement of Teachers in Classroom Conversation

Responses	No. of teachers	Percentage
Yes	18	90
No	2	10

In this section teachers were asked whether they like to involve the students in classroom conversation. Most of the teachers i.e. eighteen teachers (90%) responded that they like to involve the students in classroom conversation and only two teachers (10%) replied that they did not involve the students in classroom conversation.

Some of the types of conversation followed by the teachers were as follows:

a. Conversation about themselves and their fevourite things.
b. Conversation about their locality.
c. Conversation about the subject they study.
d. Conversation on topics of common interest.
e. Conversation on their personal things like family.
f. Pair conversation.
g. Students- student conversation.
h. Teacher-students conversation.
i. Free conversation.
j. Controlled conversation, etc.

3.2.13 Problems Faced in Teaching Speaking

Since teaching of speaking is a difficult job. Many teachers may face the problems while conducting the speaking activities. There are many problems in the teaching of speaking in a foreign language. Speaking is a productive skill and it involves different facial expressions as well as cultural norms. The

problems of teaching speaking expressed by the teachers vary from teachers to teachers.

The teachers were asked to list the problems they faced while teaching speaking. Some of the general problems mentioned by the teachers are listed below:

a. Students do not participate actively.
b. Fear of making mistake.
c. Hesitation to speak.
d. Difficult to achieve native like fluency, accuracy and pronunciation.
e. Shy nature of students.
f. Forget stress and intonation pattern of language, time allocation for the teaching of speaking.
g. Vocabulary problem.
h. L1 interference.
i. Heterogeneous classes.
j. Lack of confidence in the students.

From the above mentioned points, it is clear that the teachers certainly faced some problems while teaching speaking in language institutes. Most of the problems were concerned with the skill related activities such as accuracy, fluency, pronunciation, vocabulary, stress, intonation, pattern etc.

3.2.14 Extra-Communicative Activities Conducted in the Classroom

In this section teachers were asked whether they conducted any extra – communicative activities or not. They were also asked to list those if they used. The result shows that the majority of the teachers conducted extra - communicative activities.

Table No.15

Use of Extra-Communicative Activities

Responses	No. of teachers	Percentage
Yes	12	60
No	8	40

This table reflects that 60 percent teachers conducted extra – communicative activities while teaching speaking whereas the rest did not conduct extra - communicative activities for the teaching of speaking. Extra - communicative activities help the learner to involve in speaking activities. Some of the extra - communicative activities were used by English teachers are listed below:

a. Topic discussion

b. Situation based talking

c. Debate competition

d. Describing picture/maps

e. Describing things

f. Question answer

g. Language games

h. Strip story

i. Speech competition

j. Drills

k. Guess ahead

3.2.15 Techniques of Testing Speaking

Testing is one of the important aspects of teaching learning activities. Testing is needed to find out the progress in teaching learning activities done by the learners at the end of a lesson. Necessary feedback is provided after analyzing their progress.

In this section teachers were asked to specify the techniques/methods of testing speaking skill to their students. Most of the teachers responded that they used the question - answer method.

The majority of teachers i.e. 12 teachers (60%) were found to use question – answer method to test the speaking skill. Some of the significant responses were:

    a. Asking them to speak by asking questions.
    b. Asking them to speak in a given situation/topics.

Similarly eight teachers i.e. (40%) were found to test their students through classroom activity. Some of their responses were:

    a. Judging from the classroom interaction.

    b. Making them prepared for some presentation etc.

CHAPTER FOUR
FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major findings of this research are as follows:

a. Teachers were found to use different techniques to teach speaking in the language classroom. Among them, discussion, role play, pair work and dialogue were more common.

b. Language functions taught in the classroom were mostly related to the daily activities, such as offering, agreeing/disagreeing, requesting, commanding etc. most of the functions taught in the classroom were satisfactory.

c. Classroom management for the teaching of speaking was good.

d. Students were interested towards teaching of speaking.

e. Most of the teachers tried to involve the students in speaking practice. The involvement of students in the speaking activities was very good.

f. Teachers i.e. (50%) were found to focus on both (accuracy and fluency) aspect of teaching speaking.

g. Teachers i.e. (40%) out of 20 were found to use (picture and cards) as the teaching material to teach speaking in the language classroom.

h. A majority of teachers i.e. (40%) were found 'selection of interesting topic' to arouse the student's motivation towards speaking activities.

i. Regarding the training of teachers, most of the teachers i.e. (70%) were found trained.

j. Modeling, drilling and listening to talk shows are the most common techniques of teaching pronunciation in the language classroom.

k. Regarding the drill practice, repetition and substitution drills were found the most common.

l. Pronunciation was found the most common sub-skill of speaking skill.

m. Teaching of speaking was found problematic because of passive participation of students, fear of making mistake, vocabulary problems, etc.

n. The majority of teachers i.e. (60%) were found to use question answer method to test the speaking skill.

4.2 Recommendations for Pedagogical Implications

On the basis of the findings of this research, the following recommendations have been made:

a. Teachers should use the appropriate teaching techniques according to the nature of the subject matter to be taught, need and level of the students.

b. Language institutes should develop their language course book including a wide range of speaking activities.

c. Language functions to be taught have to be chosen from the real life situation.

d. More students should be involved in speaking activities like discussion and interaction so that they reduce their hesitation in speaking.

e. The teacher should conduct extra-communicative activities like situation based talking, debate competition etc. to develop their communicative competence.

f. Teaching materials should be appropriate and effective according to the nature of subject matter.

g. Student-student interaction should be encouraged.

h. Priority should be given to speaking skill comparatively to other skills but it should not be neglected.

i. Since both (accuracy and fluency) play the vital role in speaking skill, so they should be focused.

j. Teachers should be familiar with the latest innovation in the field of ELT.

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