

CHAPTER ONE

INTRODUCTION

This chapter deals with the background information of the English language teaching, review of the related literature, objectives of the study and significance of the study with different subheadings.

1.1 General Background

Among several modes of communication, language is regarded as the most common and widely used means of communication. It is human species specific property and not possessed by other living beings. In this regard, it is unique property of human beings which makes mankind as the supreme creature in the world. Defining language is perfectly impossible due to its complex nature. It is purely human. It is arbitrary system of human communication which consists of the structured arrangement of sounds or their written representation into larger units through which social groups or participants in a culture interact and communicate. We can characterize language in such a way that it is vocal, systematic, unique, creative, structure dependent, modifiable which distinguishes human beings from other creature of the world. In one sentence, Wardhaugh (1998) defines "A language is what the members of a particular society speak"(p.1).

All the languages of the world have equal status. No language is superior and inferior in communicating ideas. However, some languages play important role in the society. The English language is internationally recognized world language. It is used in international business, technology, education and every walks of social life.

The history of teaching English started with Rana regime in Nepal. It was Jung Bahadur Rana who introduced English in 1910 B.S. due the influence of British education system. Later on, it started to prevail all over the country along with the

schools, campuses and other institutions. In these days, English is taught as a compulsory subject up to Bachelor level. Nowadays, it has occupied an important place in both public and private sectors in Nepal. It has changed people's learning habit to eating habit.

1.1.1 Language Teaching

Language teaching became principle only after the twentieth century as applied linguists and others sought to develop principles and procedures for the designs of teaching methods and materials. In the field of language teaching, approach, methods and techniques are used. Anthony (1963) identifies three levels of conceptualization and organization

...An approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the subject matter to be taught. Method is an overall plan for orderly presentation of language materials. No part of which contradicts and all of which based upon selected approach. A method is procedural. A technique is implementation on that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well. (as cited in Richard & Rodgers 2002, p.19).

In language teaching, several approaches, methods and techniques are in existence. Approach is a philosophical belief and assumption about the nature of language. There are various approaches: behaviorist approach, nativist approach, functional approach, communicative approach and natural approach. Under one approach, there may be

various methods. Method is a procedure to present the subject matter to be taught. There are mainly four methods in language teaching practice. They are: grammar translation method, direct method, audio-lingual method and communicative method. Technique is a teacher's trick in the classroom. What teacher actually does in the classroom is technique. There are mainly two types of technique: teacher-centered and learners-centered. Teacher-centered techniques are those on which teacher plays a dominant role. Teacher does everything in the classroom and students remain passive. Some teacher centered techniques are: lecture, explanation, illustration and demonstration. Learner-centered techniques emphasize the student and his or her individual characteristics as in conducting instruction. The learners learn by doing themselves. Teacher is a facilitator or guide only. Some student-centered techniques are: individual work, pair work, group work, project work, role plays, strip story, drama, stimulation, discovery techniques, etc.

1.1.2 Teaching Strategies

Present decade presents new views on language teaching. There is no fix way of teaching language. Teacher can start his job in any way which he prefers but the most crucial thing is that this way must be student centered. It is the teacher's ability to what extent he can engage students in varieties of activities and enable them to be more imaginative, creative and communicative.

Foreign or second language learning strategies are specific actions, behaviours, steps or techniques students use often consciously to improve their apprehending, internalizing and using the L₂ (Oxford, 1990). In the same way, O'Malley and Chamot (1990) view that strategies are the tool for active, self-directed involvement needed for developing L₂ communicative ability. (As cited in www.cal.org/resources/digest/oxford_01.html)

Therefore, teaching strategies are tools, steps, techniques or activities to make learner active and self-directed. No doubt, strategies contain several activities of teachers in the classroom but these activities should be organized in a certain stage to teach speaking. Therefore, what activities the teacher does to present his class all come under strategies. Now, we can say that strategies are those activities that the teacher conducts in the classroom systematically or in a organized way. According to Martin (2007), the more prominent strategies are: lecture, case method, discussion, cooperative learning, active learning, integrating technology and distance learning.

1.1.2.1 Lecture

For many years, lecture method was the widely used instructional strategy in college and school class rooms. Although the usefulness of other teaching strategies are being widely examined today, the lecture method remains an important way to communicate information. The advantages of lecture method are that it provides a way to communicate a large amount of information to many listeners maximizes the teachers control and is non -threatening to the students. The disadvantages are that lecturing minimizes the feedback from students, assumes an unrealistic level of students understanding and comprehension and often disengages students from the learning process causing information to be quickly forgotten.

1.1.2.2 Case Method

Case method provides opportunity for students to apply what they learn in the classroom. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. The case study approach works well in cooperative learning or role-playing environments to stimulate critical thinking and awareness of multiple perspectives.

1.1.2.3 Discussion

There are varieties of way to stimulate discussion .Someone begins a lesson with a whole group discussion to refresh students' memories about assigned reading. Other finds helpful to have students' list critical points or emerging cases, or generate a set of questions stemming from the assigned reading. These strategies can also be used to help focus large and small group discussions.

1.1.2.4 Active Learning

Active learning as learning environments that allows students to talk and listen, read, write and reflect as they approach course content through problem solving exercises, informal small group, simulations, case studies, role playing and other activities. Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategy that engage students in the learning process stimulate critical thinking and greater awareness of other perspectives.

1.1.2.5 Distance Learning

Distance learning is not a new concept. We have all experienced learning outside a structured classroom setting through television, correspondence courses etc. Therefore, distance learning is any form of teaching and learning in which the teacher and learner are not in the same place at the same time.

1.1.2.6 Cooperative Learning

Cooperative learning is a systematic pedagogical strategy that encourages small groups of students to work together from the achievement of a common goal. The term collaborative learning is often used as a synonymy for cooperative learning. In fact, it is a separate strategy that encompasses a broader range of group interactions such as, developing learning communities, stimulating student discussions and encouraging electronic exchanges.

For cooperative learning, it is necessary to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria and manage active learning environments are critical to the achievement of a successful cooperative learning experience.

1.1.2.7 Integrating Technology

Today, educators realize that computer literacy is an important part of students' education. Integrating technology into a course curriculum when appropriate is providing to be valuable for enhancing and extending the learning experience for faculty and students. Many faculties have found electronic mail to be a useful way to promote students or student's communication between class meetings.

According to Brophy and Good (1997) "A teaching strategy is good when two basic conditions are satisfied:

- i. Student understand and can apply key subject matter, concepts and,
- ii. Student find the learning process so interesting and rewarding that they initiate efforts on their own and can progressively assume more responsibility for planning and evaluating their work"(p. 478).

Thus, the teacher should identify the instructional plan and decisions that meet these criteria and develop a teaching style with which he/she feels so establishing learning

atmosphere that is stimulating and exciting for the students and teacher as well. If the teacher does not enjoy the class, students will not either.

1.1.3 Teaching Speaking

Among four language skills, speaking is one of the most significant skills in the acquisition of new language. It is a productive skill. We can define speaking as the ability to express oneself fluently in a foreign language. It is a complex and complicated skill; in addition to the structure and vocabulary items it involves thinking what is to be said. But it is especially difficult in a foreign language because effective oral communication requires the ability to use language appropriately in social interaction. It requires more than its grammatical and semantic rules. Speaking also involves supra-segmental elements such as, pitch, stress and intonation. In addition, non linguistic element such as gestures and body language, facial expression may accompany speech. Munby (1979) identifies the following sub-skills of speaking:

- i. Articulating sound in isolate forms,
- ii. Articulating sound is connected speech,
- iii. Manipulating variation in stress in connected speech,
- iv. Manipulating use of stress in connected speech,
- v. Producing intonation patterns and expressing attitudinal meaning through variations in pitch, height, pitch range and pause. (as cited in Sharma and Phyak 2006, p. 214)

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on spot. According to Harmer (2001, p. 269) elements of speaking are: language feature (connected speech, lexis and grammar, expressive device, negotiation language) and mental social processing

(Language processing, interacting with other, information processing). Similarly, according to Shumin (2002) learners are required to acquire the knowledge of how native speaker use the language in the situations where structured interaction takes place. Speaking a foreign language, therefore, becomes especially difficult because effective communication requires not only the knowledge but also the ability to use language appropriately in a social context (as cited in Khaniya 2005, p.135).

Thus, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years English language teachers have continued to teach speaking just as a repetition drills or memorization of dialogues. However, today world requires that the goal of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances.

1.1.4 Strategies for Developing Speaking Skill

Students often think that the ability to speak in 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.

1.1.4.1 Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen silently while others do the talking. One way to encourage such learners to begin to participate is to help them to build up a stock of minimal responses that they can use in different types of exchange. 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.

1.1.4.2 Recognizing Scripts

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

1.1.4.3 Using Language to Talk about Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and need for clarification can occur in any type of interaction. Instructors can create the authentic practice environment within the classroom itself (www.nclrc.org).

According to Brown and Nationkyoto (1997), in speaking classes students must be exposed three key items, (1) form oriented instructions, that is attention to details of pronunciation, grammar, vocabulary and so forth, (2) meaning focused instruction that is, opportunities to produce meaningful spoken message with real communicative purposes, and (3) opportunities to improve fluency. (<http://www.jalt-publications.org>)

Developing oral skill is a real challenge for many EFL school teachers since the students do not live in English speaking environment and most of them, English is taught as a curricular subject. In this context, it has traditionally been very difficult to achieve standard of oral production because input student receive is insufficient. There are too few classroom hours and most teacher although proficient in the target language, are not native speaker of English. In addition, it is difficult to find real situation which motivate the students to communicate in the foreign language.

According to Burnham and Helen (2002, p. 203), speaking and listening skills must clearly be developed in English as an additional language (EAL) children. In a very young children the approach may be different from junior school children but the strategies should be the same and should apply across the curriculum.

- i. Finding opportunities to talk: Children will need to be given as much opportunity as possible to talk and discuss ideas with others. At a very young age, this would include opportunities such as role play, where as older children may discussion.
- ii. Using physical cues and gestures: For example, thumbs up and thumps down. This will enable the child to make sense of the situation more quickly.
- iii. Song and rhymes: Children will develop concept of pattern and rhyme in language through learning nursery rhymes and songs. They are also an enjoyable way of developing the children's language skills as well as being part

of group. We may also be able to introduce rhymes and songs in other languages for all the children to learn and so develop their cultural awareness.

- iv. Using games: These opportunities are useful as they will help children to socialize with others as well as practice their language skills.
- v. Use vocabulary which is appropriate.
- vi. Using purposeful listening: If children have come into school with very limited experience of the target language, assistants may be asked to work with them on specific areas of language. For e.g., the teacher may be focusing on positional words to ensure that the child understand words such as behind, above, below, next to and so on. We may work with pictures or other resources to help the child to develop their understanding of these words.
- vii. Explain the purpose of the activity: Children should be aware of why they are undertaking a particular activity and what they are going learn from it.
- viii. Using practical examples: These can be used to help children when they are being given instructions for example, showing a model when children are going to do group work.
- ix. Discussing with a partner first: This may help when EAL children have to tell their ideas to the class, to help them to gain confidence. They should work with a variety of children who will provide good language models.

The teacher has to use different activities for developing speaking skills. He/she has to give opportunities to talk through role-play, pair work, group work, discussion. Therefore, the teacher should create classroom environment where students have real life communication/authentic communication and meaningful task that promote oral language. According to Kayi (2006), some activities to promote speaking are:

- i. **Role Play:** one way of getting students to speak is role playing. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are what they think or feel. Thus, the teacher can tell the student that you are David; you go to the doctor and tell him what happened last night and...
- ii. **Discussion:** A discussion can be held on various reasons. The students may arrive at a conclusion, share ideas about an event, or find solutions in their group discussion. Before discussion, it is essential that the purpose of the discussion activity is set by the teacher. The student can be involved in agree/disagree discussion or they can be involved in presenting opinion. Lastly, in class or group discussions what even the aim is, the student should always be encouraged to ask questions, paraphrase ideas, express support, check for classification or so on.
- iii. **Simulations:** Simulations are very similar to role plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing.
- iv. **Information gap:** In this activity, students are supposed to be working in Pairs. One student will have information that other partner does not have and partner will share their information. Information gap activities serve many purposes such as problem solving or collecting information.
- v. **Brainstorming:** On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brain storming is effective and learners generate ideas quickly and freely. The good

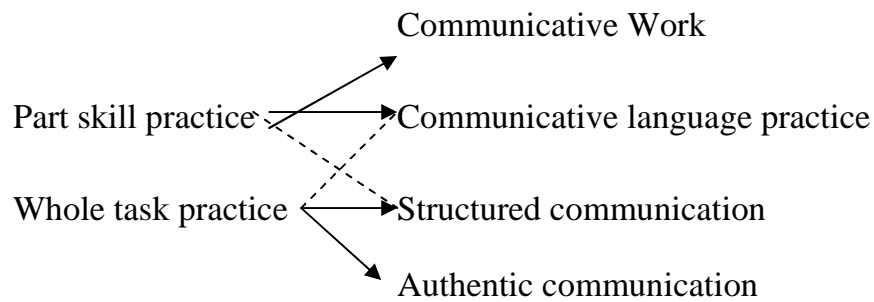
characteristics of brainstorming are that students are not criticized for their ideas so students will be open to sharing new ideas.

- vi. Story telling: Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling foster creative thinking. It also helps students express ideas in the format of beginning, development and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddle or jokes as an opening. In this way, not only will the teacher address students' ability, but also get attention of the class.
- vii. Interviews: Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also in outside and helps them becoming socialized.
- viii. Reporting: Before coming to class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find as the most interesting news.
- ix. Picture describing: Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokes person for each group describes the picture to the whole class.

- x. Find the different: for this activity, students can work in pairs and each couple is given two different pictures, for e.g. Picture of boys playing foot ball and another picture of girls playing tennis. Students in pairs discuss the similarities and for differences in the pictures.

According to Littlewood (1992), speaking activities can be conducted in four stages. In the first stage, learners are practised a specified item without actually communicating any new meaning to each other. It means, at this stage, they obviously practicing part skills of communication or pre communicative work. At the next stage, the learners use the same items but activity is now organized so that there is some communication of new meanings. For example, they may describe a picture so that somebody else reproduces it. This activity constitutes a limited form of communication. Since the meaning and language are controlled and predictable it is communicative language practice. At the third stage, learner to make wider range of grammatical choice or that they have to ask for the objects in the course of a role playing activity where other items of language also occurs. Since there is less predictability and a range of language is needed. Then, we have moved further into the domain of whole task practice. However, the learner are still protected full demand of communication outside the classroom, it is called structured communication. At the last stage, the learners are given a communication task in a situation which has not been specially structured and where the meaning to be communicated arises freely out of the ongoing interaction. Therefore, they are likely to need to communicate meanings through language which has not been specially prepared and under time pressure similar to that outside classroom. The learners at this stage integrate their knowledge and skills in ways similar to required in authentic communication situations. Therefore, it is authentic communication. (p. 71).

Now, we can examine the methodological framework of teaching oral communication given by Littlewood (ibid, 72)



We use different methods (Martin, 2007), techniques (O'Malley and Chamot 1990) and activities (Burnham and Helen, 2002) to teach speaking in the classroom. Therefore, pair-work group work, discussion, role-play, dramatization, simulation, picture description and communicative games, etc. can be used to teach speaking in the classroom. To implement those strategies in the classroom, we need student centered classroom. If interaction is the aim, it is necessary to create a suitable atmosphere that would allow students to express themselves freely and make them feel eager to communicate. A teacher centered classroom never provides the opportunities for the students to interact.

According to Deporto (1997, p. 53), classroom for speaking must be non-threatening environment where the focus is on the process of learning, not on error correction. Errors should be viewed as a natural part of the learning process, never as a drawback.

To apply teaching strategies in the classroom is not an easy task because of group dynamics. That is not the situation in many classrooms in the world today and it will probably not be the situation for years to come. As a teacher tries to apply, there are several ways to make learning better, more fun and easier for both the teacher and students. We cannot direct the wind but we can adjust the sails.

1.2 Review of the Related Literature

There are some researches carried out on strategies in different aspects of language. For example, vocabulary teaching and genre of language like, teaching stories,

teaching drama and teaching poetry. Only a few researches have been carried out on speaking skills in this department. But no research has been conducted to find out strategies employed in teaching speaking in both public and private schools. The review of related literature to the present study is as follows:

Bashyal (2000) carried out research entitled "Strategies Prevalent in Creating Motivation in Teaching English in Higher Secondary Schools in Palpa". It is a kind of survey research. His objective was to survey the prevalent situation of motivation in teaching English at higher secondary level and to identify problems inherent in creating better motivation in teaching English. He found that lack of finance, electricity and decoration affected. His next finding was most of the teachers lacking required skills and activities.

Oli (2003) conducted a research on "Proficiency in Speaking skills of the Ninth Graders". It is a kind of comparative study. He compared rural and urban public schools of Nepal. He selected ten schools of Dang and Rukum randomly. Students were tested on the basis of grammar, pronunciation and fluency. The objective of this research work was to find out the proficiency in the speaking skills. He found that urban children's proficiency is better than rural children's proficiency. Concluding his research, he has given some recommendations on the application of teaching method but his research is silent what teaching strategies is better to apply for better performance. His research could not address which strategies of urban and rural teachers employed in teaching speaking. Similarly, Oli (2007) conducted a research on "The Impact of Information Gaps in Developing Speaking Skills; Practical Study". The objective of this research was to measure the impact of information gaps in developing speaking skills. It was experimental type of research. He carried out the research on fifty students at grade ten. He took both pretest and post test. He found that information gap activities have positive impact on developing speaking skills. This was experimental research where he restricted only in two groups: one in control

group and another in experimental group. So, any researcher who wants to bring out the result from various activities he can do other types of research as well. My study aims to break the restriction possessed by experimental research. Likewise, Pandey (2007) carried out a research entitled "Teaching Speaking at Secondary Level Class: an Analysis of the Classroom Activities". Her objectives of the study was to identify the activities used for teaching speaking and to investigate practical constraints faced by teacher in conducting speaking activities. She used non random sampling procedure for her research sample. She identified that discussion, pair work, group work and picture description are common activities and her next finding was teaching speaking is more problematic because of less time allotment, large number of students and inhibition in them but her research could not address what stages did they follow while teaching speaking? What sorts warming up activities and teaching materials did they use while conducting these activities? What evaluation activities did they do to judge performance of the students?

My research is different from this research in the sense that it is a comparative research and tried to find out what sorts of materials for speaking do public and private school English teachers use? What activities do they follow for teaching speaking? What follow up activities do they follow? These points were under my investigation in this present research. Therefore, this research is crucial to carry out under this department.

Some researches were carried out on strategies, e.g. Lamsal (2006) and Raut (2007). At a glance, there seem some resemblance with my study if we only restricted to the term 'strategies' but my study is different from these in the sense that and Lamsal carried out research on genre of language and Raut carried out research on language aspect. My study was strictly oriented to find out strategies employed in teaching speaking. Therefore, this research work is completely new. No research has been carried out in this department about strategies employed in teaching speaking. So, the

researcher was very enthusiastic to find out the strategies used in private schools and to compare those strategies with that of public schools. Therefore, this research was crucial to carryout under this department.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To find out strategies employed in teaching speaking by teachers of private schools and compare those strategies with that of public school teachers'.
- ii. To suggest the pedagogical implications.

1.4 Significance of the Study

The findings of this research will be beneficial to all the teachers of English language teaching (ELT). They will be familiar with the teachers' strategies in teaching speaking and at least, they can apply those strategies in real classroom. They will also know the role of strategies to increase students' participation in English as foreign language (EFL) classroom. This research will equally be beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculums, syllabus and writing textbooks conveniently. At last, this work will give valuable ideas in language teaching that will be fruitful to any academician.

1.5 Specific Terms

-) **Brainstorming:** A way of making a group of people all think about something at the same time.
-) **Frequent:** The term frequent refers to those strategies which were responded or used repeatedly by majority of the teachers.

-) **Information Gap:** A situation where information is known by only those present.
-) **Motivation:** Internal drive that arouses someone to do something.
-) **Pair Work:** Learning activity which involves learning and working together in pair.
-) **Private School:** Belonging to particular person or group where students pay for their education.
-) **Problem Solving Activity:** An activity in which learner is given a situation and problem and must work out a solution.
-) **Public School:** A kind of free school paid by government not by students.
-) **Role-play:** Classroom activities which gives students an opportunity to practice language pretending to be something or somebody.
-) **Strategy:** Technique or activity in the classroom for active, self directed involvement.
-) **Strip Story:** A technique in which a whole story is cut into different parts and the students are asked to unscramble the strips to make whole story.
-) **Techniques:** A particular way of doing something, especially one in which we learn particular skill.

CHAPTER TWO

METHODOLOGY

To achieve the objectives of the study, the following methodology was adopted:

2.1 Source of Data

Both primary and secondary sources were used for the collection of data.

2.1.1 Primary Sources of Data

The primary sources of data were English teachers at lower secondary level of the public and private schools.

2.1.2 Secondary Sources of Data

The researcher used various books: Klipple (1984), Littlewood (1992), Ur (1996), Good and Brophy (1997), Brunham and Helen (2002) and Cross (2003), etc. The researcher also consulted various sources from internet, journals and articles.

2.2 Sampling Procedure

For this study, the researcher used non random sampling procedure where the researcher's judgment and accessibility play major role. The researcher especially used judgmental sampling procedure to select twenty English teachers for questionnaires and class observation. The researcher selected ten public and ten teachers of private schools out of twenty by using the same procedure. The researcher observed each teacher's four classes.

2.3 Tools for Data Collection

In order to collect the data for this research work, two types of tools were prepared and used.

- i. **Questionnaire:** Both the open ended and close ended questions were designed to elicit the information on strategies employed in teaching speaking. There were fifteen questions on strategies employed in teaching speaking. The questions were provided to both types of teachers whose classes were observed.
- ii. **Observation Checklist:** The researcher observed the classes of selected teachers and collected information with the help of the checklist. The researcher divided his checklist into two parts. The first part deals with the holistic comparison. In order to do so, he used five rating scales i.e. excellent, very good, good, satisfactory and poor. On the other hand, the second part dealt with the detail comparison on the basis of percentage.

2.4 Process of Data Collection

The researcher adopted the following processes to collect the data from primary source:

- i. Visited concerned schools and sought consent from the school administration.
- ii. Contacted with both types of teachers and established rapport with them.
- iii. Observed the classes of these selected teachers by using checklists.
- iv. Provided the questionnaire to the teachers to fill up.
- v. Collected the questionnaires from the teachers.

2.5 Limitations of the Study

This study had the following limitations:

- i. This study was limited to find out teachers' strategies in teaching speaking.
- ii. This study was limited to only twenty English teachers for questionnaire at the lower secondary level.
- iii. This study was based on both public and private schools of lower secondary level of the Kathmandu district for the purpose of class observation.
- iv. This study was limited to only ten public and ten private schools of the Kathmandu district.
- v. The researcher observed classes of grade eight.
- vi. The researcher observed four classes of each teacher.
- vii. Only frequently used strategies were compared in the present study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

Having collected data, the researcher analyzed and tabulated it under the headings such as analysis and interpretation of the data from questionnaires, and classroom observation. The researcher also used simple statistics (percent) and tables for analysis and interpretation.

3.1 Analysis and Interpretation of the Data from Questionnaires

A questionnaire was designed to obtain the information from both types of teachers. There were fifteen questions. Both the open ended and close ended questions were asked to get information. The teachers' repeated responses were termed as frequent one. The highly used strategies (in percent) were more frequent than the other strategies. I organized strategies provided by both types of teachers in the following points:

- i. Motivational Strategies.
- ii. Ways of Arousing Learners Interest in Speaking.
- iii. Activities That the Students Like to Participate More Actively.
- iv. Materials Used by the Teachers for Teaching Speaking.
- v. Extracurricular Activities for Speaking.
- vi. Evaluation Strategies for Speaking.

3.1.1 Motivational Strategies for Speaking

Motivation is internal drive that arouses someone's interest to do something. A teacher has a great role to motivate students in learning. To motivate students, any teacher can conduct many activities. I asked an open-ended question to both public and private school teachers. The table below shows the strategies used by the teachers of both types of schools.

Table: 1
Motivational Strategies for Speaking

| Activities (Public School) | Percent | Activities (Private School) | Percent | Remarks |
|---|----------------|--|----------------|----------------|
| Asking questions | 25 | Asking questions | 25 | C |
| Brainstorming | 20 | Brainstorming | 20 | C |
| By telling them importance of English language | 10 | Showing importance of English language | 15 | C |
| By crating friendly environment | 10 | Creating friendly environment | 10 | C |
| Encouraging them to interact with each other | 15 | Showing picture and asking them to describe | 15 | |
| Through giving them particular role | 10 | Encouraging them to speaking in group discussion | 15 | |
| Asking them to participate in class room discussion | 10 | | | |
| Total | 100 | Total | 100 | |

The table 1 shows that asking questions (25 percent), brainstorming (20 percent), encouraging them to interact with each other (15 percent), by telling them importance of English language (10 percent), by creating friendly environment (10 percent) and giving them the particular role (10 percent) were motivational strategies used by public school teachers. According to table 1, asking questions (25 percent), brainstorming (20 percent), encouraging them to speak in group discussion (15 percent), showing importance of the English language (15 percent) etc. were motivational strategies used by private school teachers. Thus, asking questions and brainstorming strategies were equally frequent in use by both types of teachers where encouraging students to each other and showing the importance of the English language were used by public and private school teachers respectively for the motivational purpose. Creating friendly environment was common but less frequent for both types of teachers and encouraging students to interact with each other and showing pictures and asking the students to describe them were used on individual

basis by public and private school teachers, respectively. Thus, asking questions, brainstorming, creating friendly environment and highlighting the importance of the English language were the motivational strategies used by private school teachers.

3.1.2 Ways of Arousing Learners' Interest in Speaking

It is teacher's ability as to how to arouse the learner's interest in the lesson. To arouse the interest, he can create fun, show pictures etc. in the classroom. I asked an open-ended question to both public and private school teachers. All the twenty teachers expressed their opinion.

Table: 2
Ways of Arousing Learners' Interest in Speaking

| Activities (Public School) | Percent | Activities (Private School) | Percent | Remarks |
|---------------------------------------|----------------|--|----------------|----------------|
| By creating fun in the classroom | 28.58 | Creating fun | 28.58 | C |
| Showing materials and pictures | 23.81 | Showing picture | 35.71 | C |
| Asking them to guess the title | 23.81 | Through listening text | 14.29 | |
| Get them listen native speakers voice | 14.28 | Telling back ground of the lesson | 7.14 | |
| By telling stories related to lesson | 9.52 | Telling stories | 7.14 | C |
| | | Showing films and video | 7.14 | |
| Total | 100 | Total | 100 | |

The table 2 shows that creating fun in the classroom (28.58 percent), showing materials and pictures (23.81 percent) listen to native speakers' voices (14.28 percent) and by telling stories related to the lesson presented (9.52 percent) were public school teachers' activities to arouse learners' interest in speaking. Similarly, the table 2 shows that showing pictures (35.71 percent), creating fun (28.58 percent), through listening text (14.29 percent), telling back ground of the lesson (7.14 percent), showing films

and video (7.14 percent) and telling stories (7.14 percent) were the activities to arouse learners' interest by private school teachers. Thus, to arouse learners' interest, the strategies like creating fun and picture demonstration were used frequently as well as commonly by both types of teachers where telling stories was common but less frequent strategy used by them. But guessing title and telling background information about lesson were used on individual basis by public and private school teachers, respectively.

3.1.3 Activities that Students Like to Participate More Actively

Sometimes students may actively involve in some activities and sometimes in others. It is their interest that they involve in speaking. I asked a close ended question to both public and private school teachers. All the teachers gave their responses.

Table: 3

Activities that Students Like to Participate More Actively

| Activities (Public School) | Percent | Activities (Private School) | Percent | Remarks |
|--|----------------|--|----------------|----------------|
| Role play | 40 | Discussion | 40 | C |
| Discussion | 30 | Role play | 30 | C |
| Strip story | 20 | Strip story | 20 | C |
| Group work | 10 | Group work | 10 | C |
| Total | 100 | Total | 100 | |

Table 3 shows that role play, discussion, strip story and group work were the activities to make students participate actively in both types of schools in which role play and discussion were equally frequent where as strip story and group work activities were less frequent to both types of teachers.

3.1.4 Materials Used by the Teachers for Teaching Speaking

Materials simply refer to the things brought into classroom that may be a chart, picture of a man or an apple to teach the students. I asked an open ended question. The table below shows the materials used by both types of teachers.

Table: 4
Materials Used by the Teachers for Teaching Speaking

| Materials (Public school) | Percent | Materials (private school) | Percent | Remarks |
|--------------------------------------|----------------|---------------------------------------|----------------|----------------|
| Audio cassettes and video cassettes | 40 | Audio video cassettes | 35.71 | C |
| Pictures | 40 | Picture | 28.59 | C |
| Figure, maps and charts | 20 | Newspaper | 14.28 | |
| | | Listening text | 21.42 | |
| Total | 100 | Total | 100 | |

According to table 4, audio and video cassettes (40 percent), picture (40 percent) and figures, maps and charts (20 percent) were teaching materials used by public school teachers. Similarly, audio video cassettes (35.71 percent), pictures (28.59 percent), newspapers (14.28 percent) and listening text (21.42 percent) were the teaching materials used by private school teachers. Thus, audio cassettes and picture were frequent and common materials for both types of teachers whereas figures, maps and charts and newspaper and listening to texts were separately used as teaching materials by both types of teachers.

3.1.5 Extracurricular Activities

To enhance students' speaking ability, many activities out side the classroom can be conducted. Extra curricular activities like debate competition, opinion poll and telling stories can be carried out to promote speaking. I asked an open ended question to the respondents.

Table: 5
Extracurricular Activities

| Extracurricular activities (public school) | Percent | Extracurricular activities (private school) | Percent | Remark |
|---|----------------|--|----------------|---------------|
| Debate competition | 40 | debate | 20 | C |
| Showing film and make them to tell story | 40 | showing video and asking them to describe | 20 | C |
| Opinion poll | 20 | Opinion polls | 30 | C |
| | | performing drama | 30 | |
| Total | 100 | Total | 100 | |

The table 5 shows that debate competition (40 percent), showing film and making them to tell story (40 percent), opinion poll (20 percent) were extracurricular activities used by public school teachers. Similarly, opinion polls (30 percent) and performing drama (30 percent) showing video and asking them to describe (20 percent) and debate (20 percent) were extracurricular activities used by private school teachers. Thus, debate competition, film shows and make students tell story and opinion poll were common but earlier two were frequent in public schools whereas the final one was frequent in private school teachers' presentation but the performing drama was specific to private school teachers.

3.1.6 Evaluation Strategies for Speaking

Simply, evaluation is a process of knowing students' progress. Evaluation not only judges the students' performance in speaking but also gives enormous feed back to the whole programme. I asked an open ended question. The table below shows evaluation strategies used both types of teachers.

Table: 6
Evaluation Strategies for Speaking

| Evaluation activities (Public school) | Percent | Evaluation activities (Private school) | Percent | Remarks |
|--|----------------|---|----------------|----------------|
| Through giving any topic to discuss | 37.5 | Asking them to discuss on a given topic | 40 | C |
| Giving figures, maps and charts to describe | 25 | Problem solving exercise | 20 | |
| Oral questions | 25 | Oral questions | 40 | C |
| Oral reporting | 12.5 | | | |
| Total | 100 | Total | 100 | |

The table 6 shows that most of the public school teachers gave any topic for discussion (37.5 percent), giving figures, maps and charts to describe (25 percent) and oral questions (25 percent) as evaluation strategies whereas private school teachers conducted oral questions (40 percent), asking to discuss on a given topic (40 percent) and problem solving exercise (20 percent). Oral questioning and discussion on topic were frequent as well as common strategies used by both types of teachers but giving figures, maps and charts to describe and problem solving exercises were separately used by public and private teachers, respectively.

3.2 Analysis of Data Obtained from Class Observation

In the observation of classroom activities, I tried to perceive and identify the actual activities practised by the teachers. A checklist (APPENDIX B) containing

different items, grouped into 3, was prepared for the observation of the English classes. I observed 40 classes each of private and public school teachers.

The analysis and interpretation of the data has been categorized under the headings as follows:

) Holistic comparison

) Detail comparison

Holistic comparison contains overall analysis and interpretation of both types of teachers' performance into five rating scales (APPENDIX-B) whereas detail comparison contains micro level analysis and interpretation on the basis of percentage.

3.2.1 Holistic Comparison

For the holistic comparison, I used five rank scales like excellent, very good, good, satisfactory and poor. To assign different rank I set some criteria. Excellent was assigned only to those teachers who entered the class with prepared lesson plan, had self confident in content to be taught, had clarity and fluency in expression, engaged all students frequently in the classroom discussion, facilitated their presentation through teaching materials and motivated their students appropriately and enthusiastically while teaching. Similarly, very good was assigned with other things being equal, who lacked prepared lesson plan. Similarly, good was assigned to the ones other thing being equal, who lacked prepared lesson plan, clarity of expression and proper motivation to the students. Similarly, satisfactory was assigned to the ones other thing being equal, who lacked prepared lesson plan, teaching materials, proper motivation to the students and clarity in expression and poor was assigned to the ones who lacked prepared lesson plan, teaching materials, motivation to the students, clarity in expression, frequent discussion and illustration and enthusiastic for teaching.

Holistic comparison of class observation of both public and private school teachers has been shown in the APPENDIX-D and E. Three items, warming up activities, activities of teaching speaking and follow up activities have been compared (See APPENDIX-D and E).

The first observed item was warming up activities. 62.5 percent teachers of public schools were very good, 27.5 percent good, ten percent satisfactory whereas sixty percent teachers of private schools were very good, 17.5 percent good, twenty percent satisfactory and twenty five percent poor. Thus, the overall performance regarding warming up activities of public schools' teachers was better than private school teachers.

My next focus of observation was pre-communicative, controlled communicative, free communicative and real life situational activities of the public and private school teachers which have been shown in the APPENDIX-D and E, respectively.

Only twelve and half percent public school teachers were very good, five percent good and 82.5 percent satisfactory in doing pre-communicative activities whereas two and half percent school private teachers were very good, twenty five percent good and 50 percent satisfactory and 22.5 percent poor in doing pre-communicative activities. The position of public school teachers was found higher than private school teachers in doing pre-communicative activities.

Regarding controlled communicative activities of public school teachers, two and half percent very good, ten percent good and 87.5 percent poor in doing controlled communicative activities. Similarly, private school teachers' controlled communicative activities showed fifteen percent very good, 7.5 percent good, 22.5 percent satisfactory, fifty five percent poor in doing controlled communicative activities. Thus, the private school teachers' position was found slightly better than their school counterparts.

Regarding public school teachers' free communicative activities, five percent excellent, 30 percent satisfactory and 65 percent poor in doing free communicative activities whereas Private teachers' free communicative activities showed thirty five percent were found good, 17.5 percent satisfactory and 47.5 percent poor in doing free communicative activities. Thus, majority of both public and private school teachers were found below satisfactory level in conducting free communicative activities.

Regarding activities in real life situation, only 7.5 percent public school teachers were good, five percent satisfactory and 52.5 percent poor in doing such activities. Other remaining (35 percent) did not conduct these activities in the classroom whereas twenty five percent teachers of private schools were found good, forty five percent satisfactory and five percent teachers poor in doing these activities. Other remaining (25 percent) did not conduct these activities in the classroom. The private school teachers' performances under free communicative activities were found better than public school teachers. Thus, majority of both the public and private school teachers conducted pre-communicative, controlled communicative, free communicative and real life situational activities in the classroom.

The third point of observation was follow up activities (see APPENDIX–D and E). Only four percent public school teachers conducted follow up activities in the classroom where as 17.5 percent teachers of private schools conducted follow up activities in the classroom. Other remaining (82.5 percent) did not conduct follow up activities in the classroom. Thus, majority of both public and private school teachers did not conduct follow up activities in the classroom.

3.2.2 Detail Comparison of Class Observation

The comparison has been presented on the basis of percentage. The repeatedly used activities of both teachers have been regarded as frequent activities and the activities used by the less number of teachers have been regarded less frequent one for the purpose of my study. The activities which were used commonly by both types of

teachers were regarded as common activities. The comparison and analysis of the data have been presented on the basis of three main items, warming up activities, activities of teaching speaking (pre- communicative, controlled communicative, free communicative and activities in real life situation) and follow up activities.

3.2.2.1 Warming up Activities

Warming up activities facilitate to arouse learners' interest in a lesson. Different activities can be used to warm up students in learning. Content revision, jokes, songs, guessing games and brainstorming can be conducted before actual beginning of the class.

Table: 7
Warming up Activities

| Activities | Public school | Private School |
|-------------------|----------------------|-----------------------|
| Content revision | 45 % | 22.5% |
| Jokes | 5% | 5% |
| Songs | 10% | 12.5% |
| Guessing games | 17.5% | 27.5% |
| Brain storming | 10% | 15% |
| Questioning | 12.5% | 15% |
| Total | 100% | 100% |

Table 7 shows that all the public and private school teacher conducted warming up activities in the classroom. The public school teachers frequently conducted content revision where as less frequently conducted jokes. In the same way, the private school teacher frequently conducted guessing games and less frequently conducted jokes in the classroom. Content revision, guessing games and questioning were common as well as frequently used warming up activities by both types of teachers where telling jokes and playing songs were less frequent in their presentation.

3.2.2.2 Activities of Teaching Speaking

Teaching speaking is a systematic process. We have to conduct speaking activities in the classroom. Any teacher, therefore, passes through speaking into pre-communicative, controlled communicative, free communicative and real life situational activity stages. I observed both the public and private school teachers' speaking classes. This can be analyzed in the following headings:

i. Pre-communicative Activities

Table: 8
Pre-communicative Activities

| Activities | Public School | Private School |
|-------------------------------|----------------------|-----------------------|
| Contextualization | 57.5% | 55% |
| Motivation for preparation | 25% | 25% |
| Identification of participant | 17.5% | 19.5% |
| Total | 100% | 100% |

The table 8 shows that public and private school teachers were similar in conducting pre-communicative activities in the classroom. Public and private school teachers preferred to conduct contextualization activity frequently in the classroom whereas the least preferred pre-communicative activity was identification of participant for both of them. Thus, both the public and private school teachers preferred same kinds of activities at this stage. Contextualization and motivation for preparation were common as well as frequent pre-communicative activities for both types of teachers.

ii Controlled Communicative Activities

Table: 9
Controlled Communicative Activities

| Activities | Public School | Private School |
|----------------------|----------------------|-----------------------|
| Unscrambling task | 7.5% | 57.5% |
| Information exchange | 50% | 37.5% |
| Drills | 32.5% | 5% |
| Guided interview | 10% | - |
| Total | 100% | 100% |

Table 9 shows that public and private school teachers preferred different activities in the classroom. Only few number (7.5 percent) of public school teachers preferred to conduct unscrambling task in the classroom whereas majority of private school teachers (57.5 percent) frequently preferred to conduct unscrambling task at this stage. Only 5 percent private school teachers preferred to use drills in the classroom whereas 27.5 percent teachers of public schools preferred to use drill in the classroom. The least used activity was guided interview for both types of school teachers.

iii. Free Communicative Activities

Table: 10
Free Communicative Activities

| Activities | Public school | Private school |
|--------------------------|----------------------|-----------------------|
| Role-play | 27.5% | 22.5% |
| Describing picture | 15% | 7.5% |
| Question answer | 12.5% | 5% |
| Opinion gap | 5% | 5% |
| Dramatization | 2.5% | 7.5% |
| Rank ordering preference | 5% | - |
| Free interview | - | - |
| Picture differences | - | - |
| Things in common | - | - |
| Solving problem | - | - |
| Guessing games | 12.5% | 15% |
| Simulation | 2.5% | 2.5% |
| Discussion | 7.5% | 20% |
| Information gap | 10% | 15% |
| Total | 100% | 100% |

Table 10 shows that both the public and private school teachers conducted similar kinds of free communicative activities at this stage in the classroom but the preferred percentage varies. Role play was frequently preferred activity for public and private school teachers. The public school teachers frequently conducted describing picture, question answer and information gap in the classroom whereas the private school teachers conducted discussion, simulation and guessing game frequently at this stage. Opinion gap and rank ordering preferences were less used activities for public school teachers whereas opinion gap, rank ordering preferences and question answer were

less used activities for private school teachers. Both the public and private school teachers did not conduct activities like free interview, picture differences, things in common and solving problem activities in the classroom. Thus, describing picture and question answer were frequently used activities on the part of public school teachers whereas role play and discussion were frequently used activities on the part of private school teachers.

iv. Activities in Real Life Situation

Table: 11
Activities in Real Life Situation

| Activities | Public school | Private school |
|---------------------------------|----------------------|-----------------------|
| Oral games | - | - |
| Telling stories and experiences | 12.5% | 22.5% |
| Prepared talk | 17.5% | 7.5% |
| Oral description | 10% | 17.5% |
| Strip story | 15% | 15% |
| Reporting | 10% | 12.5% |
| Total | 65% | 75% |

Table 11 shows that only 65 percent public and 75 percent private school teachers conducted real life situational activities in the classroom. Public school teachers frequently preferred to conduct prepared talks as real life situational activity whereas private school teachers frequently preferred to conduct telling stories and experiences in the classroom. The least used activities by public schools teachers were oral description and reporting whereas the least used activity by private school teachers was prepared talk. Both the public and private teachers did not conduct oral games. Thus, telling stories and experiences, prepared talk and strip story were frequently preferred activities by public school teachers. Telling stories and experiences, oral description and strip story were more frequent activities of private school teachers.

3.2.2.3 Follow up Activities

Follow up activities are the feed back activities after conducting speaking activities in the classroom. These activities are very crucial to correct the students' mistakes in speaking and help to improve the students' mistakes in speaking.

Table: 12
Follow up Activities

| Activities | Public School | Private School |
|----------------------|----------------------|-----------------------|
| Topical follow up | 4% | 7.5% |
| Linguistic follow up | - | 10% |
| Total | 4% | 17.5% |

Table 12 shows that only a few number of public and private school teachers did topical follow up activity in the classroom. The public school teachers did only topical follow up whereas the private teachers did the topical and linguistic follow up in the classroom. Thus, topical follow up and linguistic follow up were found frequent activities of private school teachers whereas linguistic follow up was not used by public school teachers.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The main focus of this study was to find out strategies employed in teaching speaking by private school teachers and to compare those strategies with that of public school teachers. The findings derived from questionnaire and check list have been presented separately.

4.1.1 Findings Derived from the Responses of the Questionnaire

- i. Asking questions, brainstorming, creating friendly environment and highlighting the importance of the English language were the motivational strategies used by private school teachers.
- ii. In order to arouse learners' interest towards speaking, strategies like picture demonstration, creating fun, telling stories, playing recorded text, and showing films and videos were used by them.
- iii. Discussion, role play, strip story and group work strategies were found using to increase students participation in different classroom activities.
- iv. The activities like opinion polls, performing drama, describing the seen film and debate were found to have been used as extracurricular activities.
- v. Students' ability was evaluated by using the strategies like oral-questions, problem-solving exercise and asking them to discuss a given topic.

4.1.2 Comparison

- i. Asking questions and brainstorming strategies were equally frequent in use by both types of teachers where encouraging students to interact with each other and showing the importance of the English language were used by public school teachers and final one was used by private school teachers for the motivational purpose.
- ii. To arouse the learners' interest, the strategies like creating fun and picture demonstration were found frequently as well as commonly used by both types of teachers where telling stories was common but less frequent strategies used by them. But guessing title and telling background information about the lesson were used on individual basis by public and private school teachers, respectively.
- iii. Strategies like role play, discussion, and strip story were found frequent as well as common in both types of teachers' presentation to participate students actively.
- iv. Extra-curricular activities like debate competition, showing film and making students tell story and opinion poll were common but the first two were frequent in public school whereas the final one was frequent in private schools. However, performing drama was specific to private school teachers.
- v. For the evaluative purpose, strategies like oral questions and topic discussion were used frequently as well as commonly by both types of teachers. But description of maps, charts and figures and problem solving exercises were separately used by both types of teachers.

4.1.3 Findings Derived from Class Observation

- i. Content revision, guessing games, questioning, brainstorming, playing songs and telling jokes were the warming up activities used by private school teachers.
- ii. Contextualization, motivation for preparation and identification of participants were pre-communicative activities or strategies used by them.
- iii. Similarly, unscrambling tasks, information exchange and drills were the strategies used under controlled communicative activities but guided interview was not used by them.
- iv. Activities like role-play, discussion, information gap, question answer, describing picture, opinion gap, simulation and dramatization were more frequent to less frequent but free interview, picture differences, things in common and problem solving were never used as free-communicative activities.
- v. Telling stories and experiences, oral description, strip story, reporting and prepared talk were more frequent (22.5 percent) to less frequent (7.5 percent) in private school teachers' presentation but oral games were not used by them.
- vi. In order to conduct follow up activities, two major activities were used viz topical and linguistic follow up less frequently in their classroom.

4.1.4 Comparison

- i. Content revision, guessing games and questioning were common as well as frequently used warming up activities by both types of teachers where telling jokes and playing songs were less frequent in their presentation.
- ii. Contextualization and motivation for preparation were common as well as frequent pre-communicative activities and identification of participant was less frequent in both types of teachers.
- iii. Unscrambling task and information exchange activities were frequent controlled communicative activities on the part of private school teachers whereas information exchange and drills were frequent activities used by public school teachers.
- iv. Under free communicative activities, role play, discussion and information gap were frequent activities on the part of private school teachers whereas role play, describing picture and question answer were frequent activities used by public school teachers.
- v. Telling stories and experiences, oral description and strip story were frequently used by private school teachers where as prepared talk, telling stories and experiences and strip story were frequent real life situational activities on the part of public school teachers.
- vi. Comparatively, topical follow up and linguistic follow up activities were found frequent in private school teachers case whereas linguistic follow up activity was not used by public school teachers.

4.2 Recommendations

On the basis of the findings from this research, the following recommendations have been pin pointed.

- i. Both public and private school teachers restricted frequently in certain activities to motivate students in speaking. But both types of teachers should conduct other activities like creating friendly environment and picture demonstration to bring variety and break monotony of students.
- ii. Regarding extracurricular activities, most of the public and private school teachers limited frequently to certain activities but to make learning interesting they should do different types of activities in different times.
- iii. For evaluative purpose, both types of teachers conducted very limited activities in the classroom. So, to evaluate students' performance in speaking private school teachers should ask students to describe charts, maps and picture whereas public school teachers should give activities like solving problem.
- iv. Songs and jokes were less frequent warming up activities in both type of teachers' presentation but songs and jokes not only help to know culture of that language but also stimulate senses. Therefore, playing songs, telling jokes, showing films and videos like activities should be conducted frequently by both types of teachers to warm-up students.
- v. Discussion and information gap activities were found less frequently used activities in the public schools. In fact, discussion and information gap activities help to develop speaking ability of the learners. Therefore, public school teachers should frequently use those activities in the classroom.
- vi. A few number of public and private school teachers were found using topical follow up and linguistic follow up. In fact, these activities are very crucial for

feedback. Therefore, both public and private school teachers should conduct follow up activities in the classroom.

vii. Both public and private school teachers should be trained by the concerned authority or government regarding new trends in teaching speaking to conduct varieties of activities in the classroom.

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QUESTIONNAIRE

Dear Sir/ Madam

This questionnaire has been prepared to accomplish a research work on "strategies employed in teaching speaking in public and private school, a study for M.Ed. thesis in English Education under the guidance of Mr. Prem Bahadur Phyak, Department of English Language Education faculty of education, T.U. Kirtipur, Katmandu. My research aims to find out strategies employed in teaching speaking by the public and private teachers. I would like to make you sure that your response will be used for research purpose only and not for anything else. You are free to answer them any way you like. Please, respond each item according to how you think right in you practical classroom situation. Please, returned this questionnaire as soon as possible. Thank you!

Keshav Raj Timilsina
TU, Kirtipur, Kathmandu

1. Do you teach speaking in your classroom?

- a. yes b. No

If yes, what steps do you follow for teaching speaking?

.....
.....
.....
.....

2. Do your students like to speak more in the classroom?

- a. yes b. No

How do you motivate them to speak more in the classroom?

.....
.....
.....
.....

3. When you enter the classroom, what are the ways of arousing learners interest in speaking?

.....
.....

4. How many shy natured students in your classroom?

- a. 1-5 b. 5-10 c. 10-15 d. more than 20

How do you encourage them to participate in speaking?

.....
.....
.....
.....

5. Students get chance to speak more intechnique.
a. pair work b. dramatization c. discussion d. role play

6. For teaching speaking, students are practiced:
a. Situational dialogue.
b. Structure based dialogue.
c. Classroom interaction in free environment.
d. Put them in a situation that they necessarily speak.

7. In which technique, your students like to participate more actively?
a. group work b. role play c. discussion d. strip story

.....
.....

8. Do you use teaching materials for speaking except book?
a. Yes b. No

What teaching materials do you use for teaching speaking?

.....
.....
.....
.....

9. How many period you have given for teaching speaking in a week?

.....
.....

10. I encourage my students:
a. To use target language in the classroom.
b. To use mother tongue.
c. Sometimes mother tongue and sometimes target language.
d. To use target language every where.

11. Students' mistakes in speaking are:
a. Tolerated and not taken so seriously.
b. Immediately corrected.
c. Taken it seriously and ask them to produce correct responses only
d. No attention is given in mistakes, students are asked to correct themselves.

12. Any extracurricular activity regarding speaking activities if used, (daily, weekly, monthly).
Please mention.

.....
.....
.....

13. Do speaking activities included in grade Eight are enough for achieving course objective?
a. Yes b. No

14. For teaching speaking teacher should emphasizespractice.
a. fluency b. accuracy c. both fluency and accuracy

15 How do you teach your student to pronounce correctly?
.....
.....
.....
.....

****Thank You ****

The Researcher aims to find out strategies employed in teaching speaking in public and private schools. The researcher will collect information with the help of this observation check list strictly based on teachers classroom activities.

Class Observation form

Teachers' Name:
 Class:
 Training (If any):
 School:

Date:
 Period:

| 1 | Warming up activities | Excellent | V. Good | Good | Satisfactory | poor | Remarks |
|-----------|--|------------------|----------------|-------------|---------------------|-------------|----------------|
| | Content revision | | | | | | |
| | Jokes | | | | | | |
| | Songs | | | | | | |
| | Guessing games | | | | | | |
| | Brainstorming | | | | | | |
| | Questioning | | | | | | |
| 2. | Activities of Teaching Speaking | | | | | | |
| a. | Pre communicative activities | | | | | | |
| | Contextualization | | | | | | |
| | Motivation for preparation | | | | | | |
| | Identification of participant | | | | | | |
| b. | Controlled communicative activities | | | | | | |
| | Unscrambling task | | | | | | |
| | Information exchange | | | | | | |
| | Drills | | | | | | |
| | Guided interview | | | | | | |
| c. | Free communicative activities | | | | | | |
| | Information gaps | | | | | | |
| | | Excellent | V. Good | Good | Satisfactory | poor | Remarks |

| | | | | | | | |
|-----------|--|--|-----|--|----|--|--|
| | Opinion gap | | | | | | |
| | Role play | | | | | | |
| | Dramatization | | | | | | |
| | Free interviews | | | | | | |
| | Discussion | | | | | | |
| | Rank ordering preferences | | | | | | |
| | Describing pictures | | | | | | |
| | Picture differences | | | | | | |
| | Things in common | | | | | | |
| | Solving problems | | | | | | |
| | Simulations | | | | | | |
| | Guessing games | | | | | | |
| | Question answer | | | | | | |
| d. | Activities in real life situation | | | | | | |
| | Oral games | | | | | | |
| | Strip stories | | | | | | |
| | Telling stories and experiences | | | | | | |
| | Prepared talks | | | | | | |
| | Oral description | | | | | | |
| | Reporting | | | | | | |
| 3. | Follow up | | Yes | | No | | |
| | Topical follow up | | | | | | |
| | Linguistic follow up | | | | | | |

.....
Observer

APPENDIX- C

Public Schools

- Baishnabi Secondary School, Kitipur, Kathmandu.
- Janasewa Higher Secondary School, Panga, Kathmandu.
- Adinath Secondary School, Chovar, Kathmandu.
- Nilbarahi Secondary School, Kalimati, Kathmandu.
- Bijaya Higher Secondary School, Dillibazar, Kathmandu.
- Shree Shalynasthan Secondary School, Shalyanasthan, Kathmandu.
- Ganesh Secondary School. Galkhu Pakha, Kathmandu.
- Santividdha Griha, Thamel, Kathmandu.
- Shanti Kunj Secondary School, Maru Dokha, Kathmandu.
- Ratnarajya Higher Secondary School, Baneshwar, Kathmandu.

Private Schools

- Panga Boarding School, Panga, Kathmandu.
- Green Valley Secondary School, Machhegaun, Kathmandu.
- Rarahill Secondary School, Kirtipur, Kathmandu.
- Creative Academy School, Kirtipur, Kathmandu.
- Laboratory Higher Secondary School, Kirtipur, Kathmandu
- Gauri Shankar Secondary Boarding School, Balwatar, Kathmandu
- Ananda Bhumi Secondary School, Maitidevi, Kathmandu
- Ujjwal Secondary School, Kirtipur, Kathmandu.
- Angel's garden Academy, Samakhusi, Kathmandu.
- New Himalayan Higher Secondary School, Samakhusi, Kathmandu.

APPENDIX-D
Summary of Class Observation
(Public Schools)

| 1 | Warming up Activities | Excellent | per. | V. Good | per. | Good | per. | Satisfactory | per. | Poor | per. | Remarks |
|-----------|--|------------------|-------------|----------------|-------------|-------------|-------------|---------------------|-------------|-------------|-------------|----------------|
| | Content revision | - | - | 9 | 22.5 | 6 | 15 | 3 | 7.5 | - | - | |
| | Jokes | - | - | 2 | 5 | - | - | - | - | - | - | |
| | Songs | - | - | 4 | 10 | - | - | - | - | - | - | |
| | Guessing games | - | - | 4 | 10 | 2 | 5 | 1 | 2.5 | - | - | |
| | Brainstorming | - | - | 4 | 10 | - | - | - | - | - | - | |
| | Questioning | - | - | 2 | 5 | 3 | 7.5 | - | - | - | - | |
| | Total | | | 25 | 62.5 | 11 | 27.5 | 4 | 10 | - | - | |
| 2. | Activities of Teaching Speaking | | | | | | | | | | | |
| a. | Pre-communicative Activities | | | | | | | | | | | |
| | Contextualization | - | - | 2 | 5 | 1 | 2.5 | 20 | 50 | - | - | |
| | Motivation for preparation | - | - | 2 | 5 | 1 | 2.5 | 7 | 17.5 | - | - | |
| | Identification of participant | - | - | 1 | 2.5 | - | - | 6 | 15 | - | - | |
| | Total | | | 5 | 12.5 | 2 | 5 | 33 | 82.5 | | | |
| b. | Controlled Communicative Activities | | | | | | | | | | | |
| | Unscrambling task | - | - | - | - | - | - | - | - | 3 | 7.5 | |
| | Information exchange | - | - | - | - | 2 | 5 | - | - | 18 | 45 | |
| | Drills | - | - | 1 | 2.5 | 2 | 5 | - | - | 10 | 25 | |
| | Guided interview | - | - | - | - | - | - | - | - | 4 | 10 | |
| | Total | | | 1 | 2.5 | 4 | 10 | | | 35 | 87.5 | |
| c. | Free Communicative Activities | | | | | | | | | | | |
| | Information gaps | - | - | - | - | - | - | - | - | 4 | 10 | |
| | Opinion gap | - | - | - | - | - | - | 2 | 5 | - | - | |
| | Role play | - | - | - | - | - | - | 4 | 10 | 7 | 17.5 | |
| | Dramatization | | | | | | | 1 | 2.5 | - | - | |
| | Free interviews | - | - | - | - | - | - | - | - | - | - | |
| | Discussion | - | - | - | - | - | - | - | - | 3 | 7.5 | |

| | | Excellent | per. | V. Good | per. | Good | per. | Satisfactory | per. | Poor | per. | Remarks |
|-----------|--|-----------|----------|---------|-----------|----------|------------|--------------|-----------|-----------|-------------|---|
| | Rank ordering preferences | - | - | - | - | - | - | 2 | 5 | - | - | |
| | Describing pictures | | | | | | | 1 | 2.5 | 5 | 12.5 | |
| | Picture differences | - | - | - | - | - | - | - | - | - | - | |
| | Things in common | - | - | - | - | - | - | - | - | - | - | |
| | Solving problems | - | - | - | - | - | - | - | - | - | - | |
| | Simulations | - | - | - | - | - | - | 1 | 2.5 | 1 | 2.5 | |
| | Guessing games | 2 | 5 | - | - | - | - | - | - | 3 | 7.5 | |
| | Question answer | - | - | | | | | 2 | 5 | 3 | 7.5 | |
| | Total | 2 | 5 | | | | | 12 | 30 | 26 | 65 | |
| d. | Activities in Real Life Situation | | | | | | | | | | | |
| | Oral games | - | - | - | - | - | - | - | - | - | - | 35 percent teachers did not conduct these activities. |
| | Strip stories | - | - | - | - | 1 | 2.5 | - | - | 5 | 12.5 | |
| | Telling stories and experiences | - | - | - | - | - | - | - | - | 5 | 12.5 | |
| | Prepared talks | - | - | - | - | - | - | - | - | 7 | 17.5 | |
| | Oral description | - | - | - | - | - | - | - | - | 4 | 10 | |
| | Reporting | - | - | - | - | 2 | 5 | 2 | 5 | - | - | |
| | Total | | | | | 3 | 7.5 | 2 | 5 | 21 | 52.5 | |
| 3. | Follow up | | | Yes | | | | No | | | | |
| | Topical follow up | | | 4 | 10 | | | | | | | 90 percent teachers did not do follow up. |
| | Linguistic follow up | | | - | - | | | | | | | |
| | Total | | | | 10 | | | 90 | | | | |

APPENDIX-E
Summary of Class Observation
(Private Schools)

| 1 | Warming up Activities | Excellent | per. | V. Good | per. | Good | per. | Satisfactory | per. | Poor | per. | Remarks |
|-----------|--|------------------|-------------|----------------|-------------|-------------|-------------|---------------------|-------------|-------------|-------------|----------------|
| | Content revision | - | - | 6 | 12.5 | - | - | 3 | 7.5 | 1 | 2.5 | |
| | Jokes | - | - | 2 | 5 | - | - | - | - | - | - | |
| | Songs | - | - | 4 | 10 | 1 | 2.5 | - | - | - | - | |
| | Guessing games | - | - | 8 | 20 | - | - | 3 | 7.5 | - | - | |
| | Brainstorming | - | - | 1 | 2.5 | 3 | 7.5 | 2 | 5 | - | - | |
| | Questioning | - | - | 3 | 7.5 | 3 | 7.5 | - | - | - | - | |
| | Total | | | 24 | 60 | 7 | 17.5 | 8 | 20 | 1 | 2.5 | |
| 2. | Activities of Teaching Speaking | | | | | | | | | | | |
| a. | Pre-communicative Activities | | | | | | | | | | | |
| | Contextualization | - | - | 1 | 2.5 | 6 | 15 | 13 | 32.5 | 2 | 5 | |
| | Motivation for preparation | - | - | - | - | 4 | 10 | 2 | 5 | 4 | 10 | |
| | Identification of participant | - | - | - | - | - | - | 5 | 12.5 | 3 | 7.5 | |
| | Total | - | - | 1 | 2.5 | 10 | 25 | 20 | 50 | 9 | 22.5 | |
| b. | Controlled Communicative Activities | | | | | | | | | | | |
| | Unscrambling task | - | - | 6 | 15 | 1 | 2.5 | 4 | 10 | 12 | 30 | |
| | Information exchange | - | - | - | - | 2 | 5 | 3 | 7.5 | 10 | 25 | |
| | Drills | - | - | - | - | - | - | 2 | 5 | - | - | |
| | Guided interview | - | - | - | - | - | - | - | - | - | - | |
| | Total | | | 6 | 15 | 3 | 7.5 | 9 | 22.5 | 22 | 55 | |
| c. | Free Communicative Activities | | | | | | | | | | | |
| | Information gaps | - | - | - | - | - | - | 3 | 7.5 | 3 | 7.5 | |
| | Opinion gap | - | - | - | - | - | - | 2 | 5 | - | - | |
| | Role play | - | - | - | - | - | - | 1 | 2.5 | 8 | 20 | |
| | Dramatization | - | - | - | - | 1 | 2.5 | 1 | 2.5 | 1 | 2.5 | |
| | Free interviews | - | - | - | - | - | - | - | - | - | - | |
| | Discussion | - | - | - | - | 5 | 12.5 | - | - | 3 | 7.5 | |
| | Rank ordering preferences | - | - | - | - | - | - | - | - | - | - | |

| | | Excellent | per. | V. Good | per. | Good | per. | Satisfactory | per. | Poor | per. | Remarks |
|-----------|--|-----------|------|----------|-------------|-----------|-----------|--------------|-------------|-----------|-------------|---|
| | Describing pictures | - | - | - | - | 3 | 7.5 | - | - | - | - | |
| | Picture differences | - | - | - | - | - | - | - | - | - | - | |
| | Things in common | - | - | - | - | - | - | - | - | - | - | |
| | Solving problems | - | - | - | - | - | - | - | - | - | - | |
| | Simulations | - | - | - | - | 1 | 2.5 | - | - | - | - | |
| | Guessing games | - | - | - | - | 3 | 7.5 | - | - | 3 | 7.5 | |
| | Question answer | - | - | - | - | 1 | 2.5 | - | - | 1 | 2.5 | |
| | Total | | | | | 14 | 35 | 7 | 17.5 | 19 | 47.5 | |
| d. | Activities in Real Life Situation | | | | | | | | | | | |
| | Oral games | - | - | - | - | - | - | - | - | - | - | 25 percent did not use these activities |
| | Strip stories | - | - | - | - | 3 | 7.5 | 5 | 12.5 | 1 | 2.5 | |
| | Telling stories and experiences | - | - | - | - | 2 | 5 | 4 | 10 | - | - | |
| | Prepared talks | - | - | - | - | 1 | 2.5 | 1 | 2.5 | 1 | 2.5 | |
| | Oral description | - | - | - | - | 3 | 7.5 | 4 | 10 | - | - | |
| | Reporting | | | | | 1 | 2.5 | 4 | 10 | - | - | |
| | Total | | | | | 10 | 25 | 18 | 45 | 2 | 5 | |
| 3. | Follow up | | | Yes | | - | - | No | | | | |
| | Topical follow up | | | 3 | 7.5 | - | - | | | | | 82.5 percent teacher did not do follow up |
| | Linguistic follow up | | | 4 | 10 | - | - | | | | | |
| | Total | | | 7 | 17.5 | | | 82.5 | | | | |

D