

**TEACHING OF SPEAKING AT THE LOWER SECONDARY
LEVEL: AN ANALYSIS OF CL
ASSROOM ACTIVITIES**

**A Thesis Submitted to the Department of English Education, University
Campus Kirtipur in Partial Fulfilment for the Master's Degree in
Education (Specialization in English Education)**

BY

Rajendra Parajuli

**Faculty of Education
Tribhuban University Kirtipur,
Kathmandu, Nepal**

2008

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COMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rajendra Parajuli** has prepared this thesis entitled “Teaching of Speaking at the Lower Secondary Level: An Analysis of Classroom Activities” under my guidance and supervision.

I recommend this thesis for acceptance.

Dr. Bal Mukunda Bhandari (Guide)

Department of English Language

Education,

University Campus, Kirtipur

Kathmandu, Nepal

Date: 2065-03-29

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following
'Research Guidance Committee'.

Signature

Dr. Chandreshwar Mishra

Reader and Head,
Department of English Education
University Campus, Kirtipur
Kathmandu, Nepal

Chairperson

Dr. Bal Mukunda Bhandari (Guide)

Lecturer
Department of English Education
University Campus, Kirtipur
Kathmandu, Nepal

Member

Mr. Balkrishna Sharma

Lecturer,
Department of English Education
University Campus, Kirtipur
Kathmandu, Nepal

Member

Date: 2064-02-14

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation Committee'.

Signature

Dr. Chandrashwor Mishra

Reader and Head,
Department of English Education
University Campus, Kirtipur
Kathmandu, Nepal

Chairperson

Dr. Jai Raj Awasthi

Professor,
Department of English Education
Chairperson, English and other Foreign
Language Education Subject Committee
University Campus, Kirtipur
Kathmandu, Nepal

Member

Dr. Bal Mukunda Bhandari (Guide)

Lecturer,
Department of English Education
University Campus, Kirtipur
Kathmandu, Nepal

Member

Date: 2065-04-02

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ABSTRACT

The present study entitled “Teaching of Speaking at the Lower Secondary Level: An Analysis of Classroom Activities” aims at identifying activities used for teaching speaking and practical constraints in conducting speaking activities. This research study was done using both primary and secondary sources of data. For primary data, he observed classes of lower secondary level teachers with a prepared checklist and distributed them a set of questionnaire as well. After the study and analysis, it is found that group work, pair work and discussion are commonly used speaking activities and inhibition, lack of physical facility and mother tongue use are the main problems in teaching speaking.

The first chapter of the study deals with the general background, language teaching and learning, language skills, teaching speaking, components of speaking, stages for teaching speaking, strategies for teaching speaking, activities for teaching speaking, etc.

The second chapter deals with the methodology used in the study: the sources of data, sample population, sampling procedure, tools for data collection, data collection procedures, etc.

The third chapter is the main part of the study which includes analysis and interpretation of the data.

The last chapter encompasses with the findings and recommendations made after the analysis of the data.

DEDICATION

This thesis is dedicated to my parents and to all respected teachers who made me what I am today.

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CHAPTER I

INTRODUCTION

1.1 General Background

Language is the most widely used means of communication which is common to all and only human beings. “It is a system of arbitrary vocal symbols which permits all people in a given culture to other people, who have learned the system of that culture to communicate or interact” (Finocchiaro 1964:8, as cited in Brown 1994:4). It is the unique gift that helps to share ideas, feelings, thoughts, desires, emotions, experiences, etc. Every human being possesses at least a language in order to make a purposeful communication with other people. So language is an inseparable part of human communication. “Language is the system of human communication which consists of structured arrangement of sounds for their written representation into larger units e.g. morphemes, words, phrases, sentences, utterances, etc.” (Richards et al., 1999:196). “Language at its most specific level refers to the concrete act of speaking, writing or singing in a given situation” (Crystal, 2003:255).

There are two ways of gaining mastery over language: acquisition and learning. The acquisition is the subconscious process and usually applicable to master the first language, whereas learning is a conscious process of knowing rules of second language in a formal or classroom settings.

In Nepal, English has long been taught as a foreign language in all the schools starting from grade one to master’s level at different universities of the country. English plays a vital role for Nepalese students to become successful in local and international communication.

1.1.1 Language Teaching and Learning

The language that helps to survive in the society is acquired by the human being in infancy by a process that does not require any help. When there comes a need of the extra language for other purposes then there will be the need of teaching and learning of those languages.

Whenever a society wants skills which human beings are not equipped with by nature, to acquire them learning is a must. In language, there are two instances of such needs. “First, there are the skills that involve the written language. All literate civilizations since deep antiquity have made provision for appropriate training in reading and writing. The second, teaching is required when foreign languages are learned in a orthodox classrooms with a teacher and a set of text books, i.e. when language teaching takes on some of the features of the literary instruction,”(Asher, 1994:2020).

In past language teaching was recognized to make the learners able to read and write in that particular language. The two basic skills of language speaking and listening were totally ignored. But today language teaching is meant to teach all these four basic skills: listening, speaking, reading and writing. None of the skills are ignored, since spoken form of language is considered as the primary form and written is considered as secondary, the least preferred skills are also started to be given equal priority.

So, teaching language means teaching all the skills and aspects of that language. Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied and procedure for the design of teaching method and materials,

drawing on the developing field of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching method. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies (Richards and Rodgers, 2002:1).

The teaching of language is directly influenced by the way as to how language is defined and it is also directly influenced by the different philosophical, psychological and linguistic schools of thought developed in different countries and in different times. Different approaches, methods and techniques came into use and practised in teaching foreign languages.

Teaching and learning of English in Nepal was started with the establishment of Durbar School in 1889 A.D. And the formal beginning of English in higher education started with the opening of Tri-Chandra College in 1918A.D. At that time literature was the focus of the study and the reading and writing were more emphasized.

Teaching and learning of English could not become satisfactory due to different reasons. Such as lack of trained teachers, lack of sufficient teaching materials, lack of proper fund and problem in curriculum and text book designing and so on. The other main problems were the selection of appropriate teaching approach, method and technique.

Before the implementation of 'New Education System Plan' (NESP, 2028B.S.) the grammar translation method was widely used. The medium of instruction at that time was Nepali. Students were asked to recite the rules of the language which they failed to apply in actual

communication. Because of the world wide influence of the audio lingual method, NSEP 2028 adopted the method for teaching English in our country, too, which emphasized the spoken form of language.

Several attempts have been made to develop effective methods and techniques for teaching English in the world as well as in Nepal. Now, the new curricula for schools have been designed on the basis of the communicative language teaching in which grammar is supposed to be taught inductively and through communicative activities.

1.1.2 Language Skills

There are four basic skills in language teaching: listening, speaking reading and writing. These four skills are related to each other by two parameters.

-) The mode of communication-oral or written
-) The direction of the communication-receptive and productive.

1.1.2.1 Listening

Listening is a receptive skill in the oral mode. Underwood (1989:1) says, “Listening is an activity of paying attention to and trying to get meaning from something we hear.” It is the language modality that is used most frequently. Listeners 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. Not all listening is same; casual greeting, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning of them.

Listening involves a sender (a person, radio, television, etc), a message and receiver. Listening is emphasized in language learning and teaching so that students may become effective listeners. In communicative approach to language teaching, listening strategies are modeled and listening practice is given in authentic situation; the learners are likely to encounter when they use the language outside the classroom.

1.1.2.2 Speaking

Speaking is a productive skill like writing and very complex activity in the sense that it is difficult to describe how utterances are processed and how they come out while speaking (Khaniya, 2005:122). Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to an audience(monologue) may have difficulty in coping with the situation where he/she has to get things done orally interacting with English speaking people (Khaniya, 2005:123).

Speaking is the productive skill in oral mode. Learning to speak in a foreign language seems obviously the most important skill because those who can communicate in that language are obviously referred to as the speakers of that language. Speaking can be defined as the ability to express fluently in a foreign language. Speaking is especially difficult in foreign language because it requires the ability to use the language appropriately in social interaction which is more than the grammatical and semantic rules of that particular language. 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 forms. The genuine interactional speech differs from classroom discourse in many ways. Ur (1996:120) identifies four characteristics of successful speaking activity: Learners talk a lot, participation is even, motivation is high, language is of an acceptable level Cross (1992:120), however, pinpoints more features of natural speech as follows:

a. Purpose

Speech is purposeful we have some clear intention in mind while using the language. We request people, greet, apologize, criticize, command, suggest or inform because we want to do that.

b. Unpredictability

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

c. Slips and hesitations

We cannot edit, check and recheck our speech in the same way as we do in written work. Sometimes it is possible that we are likely to violate the grammar norms of written language. Moreover, 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.

d. Creativity

Creativity in natural speech refers to the fluent speakers who create and understand novel utterances which they have never heard before. Even children produce un-modeled language forms. We are rarely conscious of

this wonderful gift. We can all string familiar words in to new and quite novel utterances.

e. Spontaneity

Speaking is a complex and complicated skill. In addition to the content of or the message, it involves the mental process of what is to be said. We, however, normally plan what we say in natural speech. We compose as we talk.

Economy we prefer shorter and more concise expressions to longer ones if they express the same meaning. We avoid redundancy and unnecessary repetition. Words are not wasted.

f. 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.).

g. Comprehension checks

We look at people with whom we talk, checking if they have understood. Often there is a verbal check (Right? You Know? Yeah?).

h. Turn taking

Natural speech is not monodirectional. 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.

i. Paralinguistic features

A successful communicator interacts not only with words but also with appropriate gesture, posture, facial expression and so on. There is, however, tremendous variation in the use and interpretation of gesture and body language cross-culturally and cross-linguistically.

Speaking is central part of second language teaching and learning. Teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. However, the present world requires that the goal of teaching speaking should improve students communicative skills because only in that way students can express themselves and learn how to follow social and cultural rules appropriately in each communication circumstances.

1.1.2.3 Reading

Reading is a receptive skill in the written mode. It can be developed independently of listening and speaking skills but often developed along with them. Reading, generally, means understanding or making sense of 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. Traditionally the purpose of learning to read in a language has been to have access to the literature written in that language. It assumes that students learn to read a language by studying its vocabulary, grammar and sentence structure. The main purpose of reading is to gain information or verify existing knowledge, or to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of this language being read.

1.1.2.4 Writing

Writing is the productive skill in the written mode. There is no doubt that it is most difficult skill for L2 learners to master. The skills involved 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.

1.1.3 Teaching Speaking

A speaking lesson is a kind of bridge for learners between the classroom and the world outside.

In order to build this bridge, speaking activities must have three features. They must give the learners practice opportunities for purposeful communication in meaningful situations (<http://www.nclrc.org/essentials/speaking/stagespeak.htm>).

Stage of speaking activities:

a) Setting up

This introduces the learners to the topic.

b) Speaking practice

This is the main part of the activity. The learners communicate with each other in pairs or groups. They may also play a role in a context or they act in a drama etc.

c) Feedback

The learner comes back as a whole class. A few of them may report to the rest of the class on things they have talked about in their pairs or

groups. The teacher gives feedback on the language practiced and deals with any problems.

Teaching speaking (Kayi, 2006) means to make the learner able to produce English speech sounds and sound pattern, use words and sentences stress, intonation patterns and rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thought in a meaningful and logical sequence, use the language as a means of expressing values and judgments, use the language quickly and confidently with few unnatural pauses.

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

i. Components of Speaking

Discussion over what constitutes the speaking ability has raised a number of debatable as well as interesting issues. Speaking ability has often been compared with communicative ability and its components are considered to be components of speaking ability. There is no agreement on what exactly communicative ability consists of. Hymes (1972, as cited in Khaniya 2005:23) assumes that L2 learners need to know not only the linguistic knowledge but also the culturally and socially acceptable ways of interacting with other in different situations and relationship. His theory of communicative competence consists of the interaction of grammatical, psycholinguistic and sociolinguistic components. Cannel

and Swain (1980, 1983, as cited in Khaniya, 2005:25) states that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Bachman (1990:84) calls it communicative language ability which includes these components: language competence, strategic competence and psycho-physiological mechanism. Sthapit (NELTA, 2000:7) broadly involves the components-the extended linguistic competence, the extra linguistic competence and the pragmatic competence or language sensitivity.

The ability to speak in a foreign language consists of the articulation and production of sounds and sound sequences, production of stress and intonation patterns, grammar, vocabulary, communicative competence, connected speech, phatic communion and social components.

ii. Stages for Teaching Speaking

It is quite difficult to teach speaking in a common classroom speaking is a complex skill because of its vast network. So, it needs systematic progress from easy to difficult stages and aims to teach pronunciation, grammar and so on. Generally, teaching speaking skills involves the three stages (Harmer, 1991:51).

a) Introducing New Language

“The introducing of new language is an activity that falls at non-communicative end of speaking continuum” (Harmer, 1991: 51). Here, the teacher often works with controlled techniques, asking student to repeat and perform in drills. At the same time we will insist on accuracy, correcting where students make mistakes. Although these introducing stages should be kept short and the drilling abandoned as soon as

possible, they are nevertheless important in helping the students to assimilate facts about new language and enabling them to produce the language for the first time.

b) Practice

“Practice activities are those activities which fall somewhere between the two extremes of our speaking continuum” (Harmer, 1991: 51). While students are performing, they may have a communicative purpose, and while they may be working in pairs, there may also be a lack language variety and the materials may determine which the students do or say. During practice stage, they may intervene slightly to help, guide and to point out inaccuracy.

c. Communicative Activities

“Communicative activities are those which exhibit the characteristics at the communicative end of speaking continuum, students are somehow involved in activities that give them both the desire to communicate and purpose which involves them in a varied use of language” (Harmer, 1991: 52). Such activities are vital in a language classroom since the students can be their best user to use the language as individual arriving at a degree of language autonomy.

iii. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a main part of the language learning process. “Effective instructors teach students speaking strategies-using minimum responses, recognizing scripts and using language to talk about language-which they can use to help themselves expand their knowledge of the language and their confidence in using it. These

instructors help students learn to speak so that they can use the speaking to learn.” (<http://www.nclrc.org/essentials/speking/stratspeak.htm>).

a. Using Minimum Response

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen to other in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up stock of minimum responses that they can use in different types of exchanges. Such can be especially useful for beginners. Minimum responses are predictable, often phrases that interlocutors use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enable a learner to focus on what the other participant is saying, without having to simultaneously responses.

b. Recognizing Scripts

Some communication exchanges are associated with a predictable set of spoken exchange— a script. Greetings, apologies, compliments, invitations and other functions that are influence by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker’s turn and the one that follow it can be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they can hear and 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.

c. Using Language to Talk about Language

Language learners are often 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 resistance by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

iv. Activities for Teaching Speaking

The speaking activities that we engage our students should be interactive "Getting a conversation going in a foreign language class is something like building a fire in a wood stove." First, we have to be sure the fuel is dry and where it needs to be. There is a place for the small firewood and a place for the larger sticks and place for the logs and the things won't go very well if any of these are out of their place. Similarly, we want ensure that the necessary word and images are available to students and are responsible for giving clear overall structure to the activity (Stevick,1986:145).

Students learn to speak in a second language by interacting. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situation that require communication. For this, the teacher should create a classroom environment where students have real - life communication, authentic activities and meaningful tasks that promote oral language. Some of the widely used speaking activities are drills, recitation, pair work, role play, drama, discussion, debate, information gap, brain storming, story telling, interviews, speeches/Prepared talks, reporting, communication games: playing cards, picture describing, guessing etc, listen and say, read and say, find the differences, describing yourself etc. (Kayi, 2006).

1.1.4 Problems in Teaching Speaking

It is difficult to describe how utterances are processed and how they come out while speaking. Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how they want to say. Oral interaction is very complex that even a professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coming with the situation where he/she has to get things done orally. Interacting with English speaking people (Khaniya, 2005:123).So, there come different types of problems in teaching speaking.

But generally we can observe the following problems while teaching speaking.

- Students will talk or say something
- Students chat in their own language
- The class becomes too noisy

- Student dislikes of or opposition to a plan
- Large classroom management
- Individual are differences

Lack of Motivation

- Lack of sufficient knowledge in language
- Students mayn't have enough time to practice
- Students feel shy to speak
- Uneven participation of the students etc.

According to Ur, (2001:21) the problems with speaking activities are:

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they can't think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.

1.2 Review of the Related Literature

Without indepth study of related works, the researcher can not get sufficient knowledge and information. So, a number of researchers directly related to teaching speaking have been carried out at home or abroad. Some of them are as follows.

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

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

Chaulagai (2004) carried out a study to find out the problems in applying communicative approach to language teaching. He found out

that lack of physical facilities, large class size and lack of sound knowledge on communicative approach to language teaching were the serious problems for effective in teaching simple presents tense than theoretical based technique.

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

Oli (2007) carried out a research to find out impact of information gaps in developing speaking skills. He found out that information gap activities have relatively a better impact on teaching speaking.

Although a number of researches have been conducted in teaching speaking, none of the studies deals with analysis of classroom activities for teaching of speaking at the lower secondary level. Therefore, the present study attempts to identify the speaking activities at lower secondary level classroom and the practical constraints perceived by teacher in conducting speaking activities.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- a) To identify the activities used for teaching speaking at lower secondary level.

- b) To identify practical constraints faced by the teachers in conducting speaking activities in the classroom.
- c) To suggest pedagogical implications.

1.4 Significance of the Study

The findings of the study will be significant to those teachers and students who are directly or indirectly involved in teaching/ learning of English. Similarly, it is also beneficial to subject experts, curriculum designers, textbook writers, language trainers and to all who have interest in ELT.

1.5 Definition of the Terms

Activities: The works to involve the students in speaking

Brainstorming: Suggesting a lot of ideas for a future activity very quickly before considering some of them move carefully.

Communication Game: An organized activity that usually has a particular objective, a set of rules, competition between players and communication between players by spoken or written language.

Discussion: A goal-focused conversation involving either groups of students or the whole class and which usually involves interaction about subject matter between a teacher and students.

Drama: A technique used in language classroom to participate learner as in real situation.

Drill: A technique commonly used in language teaching for practicing sound or sentence patterns in a language based on guided repetition or practice.

Group Work: A learning activity which involves a small group of learners working together.

Information Gap: A situation where information is known by only some of those present.

Language Skills: The mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills.

Motivation: Enthusiasm for doing something.

Pair Work: Learning activity which involves learner working together in pairs.

Recitation: A teacher directed and highly structured discussion in which the teacher checks to see if students have learned certain facts.

CHAPTER II

METHODOLOGY

To fulfill the objectives of the study the following methodology was adopted:

2.1 Sources of Data

The researcher used both primary and secondary sources for data collection. The Primary sources were used for collecting data and the secondary sources used to facilitate the research.

2.1.1 Primary Sources of Data

The teachers teaching at lower secondary schools were the primary sources of data for this research.

2.1.2 Secondary Sources of Data

The researcher has used different books, thesis, Journals related to research to facilitate the present study. Some of them were Khaniya (2005), Ur (2001), Richards and Rodgers (2001), Kayi (2006), journal of NELTA, internet TESL Journal, Asia EFL Journal etc.

2.2 Population of the Study

Twenty teachers teaching English at lower secondary level constituted population of this study

2.3 Sampling Procedure

Twenty teachers teaching English at lower secondary level were selected using judgmental non-random sampling. Ten of them were from private schools and ten of them were from public schools of Parbat district.

2.4 Tools for Data Collection

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

2.5 Process of Data Collection

The researcher collected the data from the primary sources using observation and questionnaire. For this, he adopted the following steps:

- a) At first, he visited the concerned schools and talked to the authority to get permission to carry out research and explained the purpose and process of the research.
- b) Then, he met the concerned teachers, explained the purpose of research and requested them to allow observing their class.
- c) After that, he observed the classes with the help of the checklist.
- d) He distributed questionnaires to the same sample and requested them to fill them in.
- e) He collected, tabulated and analyzed the data obtained from the questionnaires at last.

2.6 Limitations of the Study

The proposed study had the following limitations:

- a) The study was limited to the observation of the English classes at lower secondary level.
- b) The study was limited to only sixteen schools (both private and public).
- c) The population of the study was only twenty teachers teaching English at lower secondary level.
- d) The study was limited to Parbat district only.

CHAPTER III

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from primary sources. The purpose of this study was to identify the activities used for teaching speaking at lower secondary level classroom and practical constraints they faced in conducting speaking activities in the classroom. For this, the researcher tabulated the information and analyzed the data under the two main headings.

- Classroom Observation of Teaching Speaking
- Teacher's view on Teaching Speaking

He used simple statistical tools such as: tables, bar- diagrams and pie-charts to analyze and interpret the tabulated data.

3.1 Class Observation

This section deals with the classroom observation of twenty English teachers of lower secondary level. The researcher prepared an observation check-list and observed each teacher's at least two classes. These observation checklists had been taken as a complement of questionnaire which had already been interpreted. Here, the researcher has tried to observe how the teachers taught speaking and what sort of problems they faced while teaching it. He tried minutely to analyze the activities used in teaching speaking and the problems faced by the teacher while teaching it. For this, the researcher used five rating scales viz. excellent, very good, good, fair and poor. He also used frequently, sometimes and seldom to observe the language function and the speaking

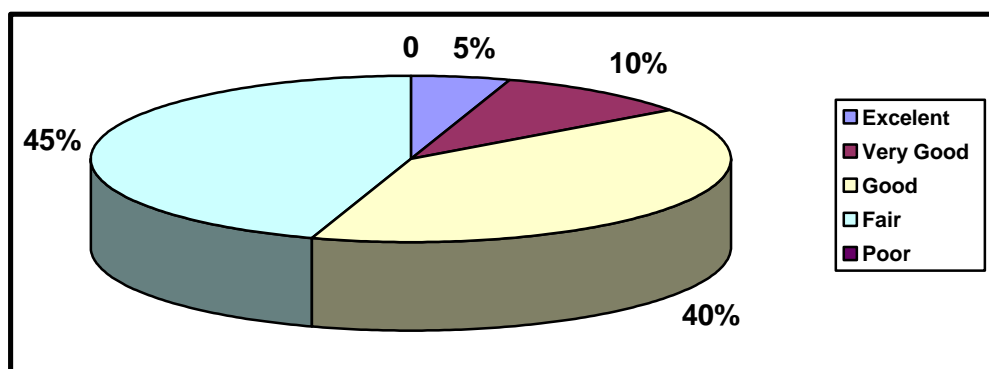
activities. This section is discussed and elaborated under the different headings.

3.1.1 Classroom Management

Classroom management refers to how well a teacher handle the classroom environment. The researcher observed the classes to see to what extent the teachers are able to manage their classes for the successful teaching of speaking. Out of total 20 teachers 5 percent were found excellent, 10 percent were very good, 40 percent were good and 45 percent were found fair in the classroom management.

The data can be presented as:

Figure 1: Classroom Management



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

3.1.2 Student's Motivation and Interest

Table 1: Student's Motivation and Interest

Rating	No. of Teachers	Percentage
Excellent	1	5
Very Good	3	15
Good	8	40
Fair	4	20
Poor	4	20

The above table shows that how far the students were motivated in learning speaking. Five percent teachers were found excellent in motivating students and creating interest among them. Similarly 15 percent were found very good, 40 percent were found good, 20 percent were found fair and 20 percent poor.

Hence, motivation and interest of students for the teaching of speaking was not very satisfactory.

3.1.3 Use of Teaching Materials

While teaching of speaking at the classroom teaching materials play a significant role. The researcher observed carefully how often the teachers used the teaching materials. It was found that teachers were using usual classroom materials rather than the new ones. The table below shows that the use of teaching materials in the classroom.

Table 2: Use of Teaching Materials

Rating	No. of Teachers	Percentage
Excellent	-	-
Very Good	1	5
Good	2	10
Fair	6	30
Poor	11	55

The above table shows that there weren't excellent teachers who used teaching materials while teaching speaking in the classroom. Only 5 percent teachers were very good, 10% teachers were good, 30 percent teachers were fair and 55 percent teachers were poor in this case. Hence it is known that a less numbers of teachers used extra teaching materials in the classroom though they are very useful motivating students in learning and creating interest among them.

3.1.4 Discipline in the Classroom

Table 3: Discipline in the Classroom

Rating	No. of Teachers	Percentage
Excellent	2	10
Very Good	9	45
Good	6	30
Fair	3	15
Poor	-	-

The above table shows that how far the teachers were able to maintain the discipline of the students in the classroom. Among 20 teachers, 10 percent were found excellent, 45 percent were found very good, 30 percent were found good and 15 percent of them were found fair

in maintaining discipline in the classroom. None of the teachers was found poor.

Hence, it is clear that discipline in classroom was satisfactory.

3.1.5 Teachers' Attention to Develop all the Four Skills

Listening, speaking, reading and writing are the four major skills which are very important to develop the competence in the language. Since, the researcher observed the attention of the teachers to develop all four language skills. The table below shows it.

Table 4: Teachers Attention to Develop all the Four Skills

Language Skill	Excellent	Very good	Good	Fair	Poor
Listening	-	5%	25%	70%	-
Speaking	-	15%	20%	65%	-
Reading	5%	20%	40%	35%	-
Writing	-	50%	30%	20%	-

Above table shows that writing is more emphasized than the other three skills. Listening and speaking were less emphasized than other two skills. Though teachers seemed aware of using speaking skills in the classroom. Most of the teachers in government schools were found to give less emphasis on it. But no teacher was found poor in giving attention to any of the four skills.

3.1.6 Teaching Speaking with other Three Skills

Table 5: Teaching Speaking with other Three Skills

Skill	Excellent	Very good	Good	Fair	Poor
With Listening	5%	35%	50%	10%	-
With Reading	5%	30%	40%	25%	-
With Writing	-	20%	45%	25%	10%

Language skills can't be taught in isolation effectively. There is automatically integration of language skills while teaching. Here, the researcher observed the classes to find out how far the teachers integrate the teaching of speaking skill with the other three skills.

The above table shows that listening is found more commonly integrated with speaking rather than reading and writing. And writing is found less integrated with speaking skills.

3.1.7 Amount of Warm up Questions on the Teaching of Speaking

While teaching, motivation plays a significant role in learning. Different techniques can be used to motivate the students in learning. Asking warm up questions before starting the class is one of them. Teachers were observed to find out the use of warm up questions at lower secondary school classroom.

The table below shows the use of warm up questions.

Table 6: Use of Warm up Questions in the Teaching of Speaking

Rating	No. of Teachers	Percentage
Excellent	3	15
Very Good	3	15
Good	10	50
Fair	2	10
Poor	2	10

This table makes clear that 15 percent teachers were found excellent, same percent were found very good, 50 percent were found fair and 10 percent teachers was found poor in the use of warm up questions in the teaching of speaking. Teachers of government school were less familiar with warm up questions than boarding or private school. Hence, it is known that use of warm up questions in teaching of speaking was found satisfactory.

3.1.8 Teachers Control over the Class

In modern teaching, teacher should not be authoritative in the classroom. He or she should work as a facilitator. In observation, private schools teachers were found more authoritative than government schools teachers. But the classes in the government aided schools were found noisier and out of control. The table below shows the control of the teachers of their classes at lower secondary level classrooms.

Table 7: Teachers control over the class

Rating	No. of Teachers	Percentage
Excellent	4	20
Very Good	4	20
Good	8	40
Fair	2	10
Poor	2	10

The above table shows that 20 percent teachers were excellent, some percent teachers were very good, 40 percent teachers were good, 10 percent teachers were fair and 10 percent teachers were found poor in controlling the class.

In spite of some exceptional cases most of the teachers were found satisfactory to control their student as a facilitator in the classroom.

3.1.9 Interaction in the Classroom

Teaching speaking is impossible in the absence of interaction. If we don't interact we can't teach them speaking. In the language classroom interaction can be between teacher and students as well as students and students. The following table presents the type of interaction that to place in the classroom.

Table 8: Interaction in the Classroom

Interaction	Excellent	Very good	Good	Fair	Poor
Student-Students	-	60	20	10	10
Teacher-Students	-	50	20	20	10

Above table shows that 60 percent teacher's were found very good, 20 percent teachers were found good, 10 percent teachers were found fair

and 10 percent were found poor in involving the students in interaction with the other students. None of them was found excellent. Similarly, 50 percent teachers were found very good, 20 percent were found good, 20 percent were found fair and 10 percent were found poor to interact with students in the classroom.

By this it is clear that lower secondary level teachers were not very good in making the classroom interactive.

3.1.10 Task Specification for the Teaching of Speaking

Tasks can be given in both written and oral forms. The researcher observed two classes of a teacher. He found some teachers giving the tasks sometimes written and sometimes in oral form and sometimes they were found to have given the tasks in both oral and written forms. They used the medium according to the necessity of the students.

3.1.11 Students Involvement

Teaching speaking means to participate the students in real life situation. Until and unless the students are involved practically, they cannot learn speaking. More time should be given in practice of speaking. While observing the classes, the researcher found that the students involvement was very good in private schools than in the government aided schools. The following table shows the involvement of the students in speaking.

Table 9: Students Involvement

Rating	No. of Teachers	Percentage
Excellent	3	15
Very Good	10	50
Good	3	15
Fair	4	20
Poor	-	-

The above table shows that 15 percent teachers were found excellent in involving students, 50 percent were found very good, 15 percent were found good and 20 percent were found fair. None of the class was found poor.

This makes it clear that all of the teachers at least tried to involve the students in speaking practice.

3.1.12 Suitability of the Activity According to the Level of Students

Activities should be appropriate to the level of students in language learning. They cannot learn what they supposed to learn, if the activities were not appropriate to their level. The following table shows how far the teachers were able to deliver the suitable activities to their students.

Table 10: Activities and Level of Students

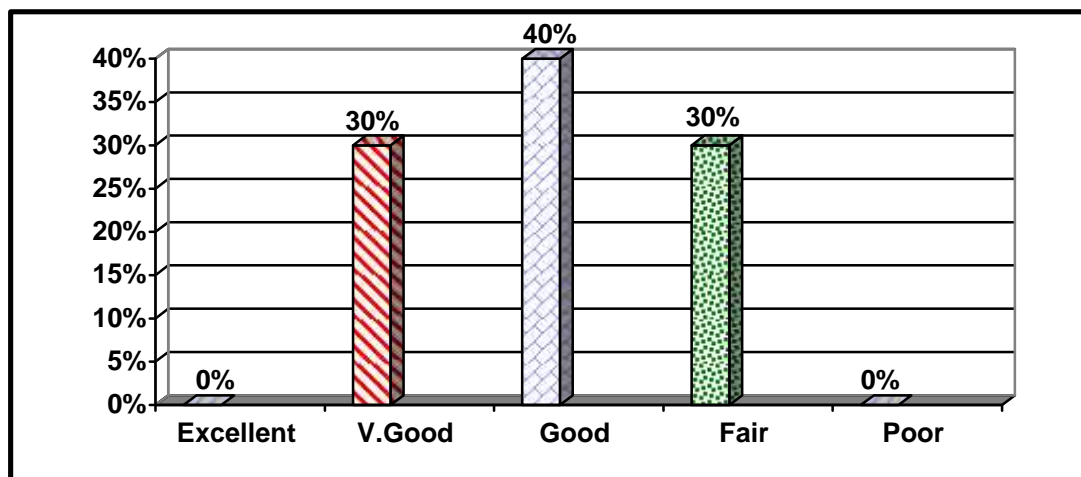
Rating	No. of Teachers	Percentage
Excellent	-	-
Very Good	4	20
Good	8	40
Fair	6	30
Poor	2	10

The above table shows that 20 percent teachers were found very good in delivering activities; 40 percent were found good; 30 percent were found fair and 10 percent were found poor in delivering the activities. In spite of some exceptional case, it is found that activities provided by the teachers were satisfactorily suitable to the level of the students.

3.1.13 Amount of Time and its Management for Teaching Speaking

Teaching language does not mean teaching of only one skill. To make the learners a competent language user, all the skills should be taught and learnt. The management of time for all the skills is necessary. Only skillful teacher can manage the time appropriately. The following diagram shows the time management of the observed teachers.

Figure 2: Activities and Level of Students



3.1.14 Language Functions

The researcher collected the language functions from the prescribed text book of grade 6, 7 and 8. He had observed the class to find out which were used frequently in the classroom to practice speaking skill. The following data presents the language functions in percentage.

Table 11: Language Function Taught in the Speaking Classes

Language Function	Frequently	Sometime	Seldom
Suggesting	25	30	45
Advising	25	40	35
Offering	25	35	40
Directing	15	35	50
Instructing	15	35	50
Accepting/Refusing	10	30	60
Giving Sympathy	-	15	85
Expressing ability-inability	-	15	85
Apologizing/responding	15	35	50
Asking for permission	25	30	45
Prohibiting	20	35	45
Expressing opinion	5	25	70
Agreeing /disagreeing	5	15	85
Requesting/commanding	25	45	30

The above table shows that teachers use all the given language functions. There is not equal frequency in the use of language functions. Among them suggesting, advising, offering, asking for permission, requesting/commanding are more frequently used in the language classes where as giving sympathy, expressing ability/inability, expressing opinion, agreeing disagreeing were seldom used by more than 65 percent of the teachers. But most of the functions mentioned above in table 11 were found to be used in the class satisfactorily according to their textbook.

3.1.15 Activities for Teaching/Speaking

To promote the speaking skill of the students, different activities are used. The researcher listed some activities that are applied at the lower-secondary classrooms and tried to observe their frequency of use by the teachers. Teachers were found to use different activities in their classes. They tried their best to promote the students speaking skills.

Table 12: Speaking Activities and their Frequency

Activities	Frequently	Sometime	Seldom
Discussion	50	30	20
Pair work	40	40	20
Group work	35	45	20
Role play	35	40	25
Picture description	35	40	25
Debate	35	25	40
Story telling	20	25	55
Listen and answer	20	25	55
Reading and answer	15	30	55
Interviewing	10	30	50
Reporting	10	20	70
Information Gap	10	35	55
Drills	10	40	50
Tell summary	-	30	70
Language games	-	30	70

The researcher listed 15 different activities to teach speaking. He found that discussion was more frequently used at the lower secondary classrooms. The teachers were found to use pair work, group work and role play more frequently. Similarly, they were also found to use picture

description, debate etc. Sometimes, they were found to use story telling, listen-answer and read and answer activities.

They used interviewing, reporting, drilling, information-gap activities, summary telling, language games and reporting rarely. This makes clear that lower secondary level English teachers used discussion, pair work and group work more frequently than the other activities.

3.1.17 Problem Observed by the Researcher

While observing the classroom the researcher found following problems in teaching speaking. Teaching speaking is very difficult job so teacher should provide much time to it. But it was found that they allocated less time for the teaching of speaking. Like wise there was also less students' participation in speaking practice. Students felt shy while speaking in front of their friends and the teacher. Student's mother tongue also interfered them to speak. In most of the schools, there were more than 50 students in one class room. So, it became very difficult for them to practice speaking. It was also found that teacher did not use intonation, stress, pronunciation etc. properly. Students didn't have more vocabulary power. So they couldn't participate appropriately. Students were worried about making mistake and correction. So they felt nervous for speaking. It was also found that there was lack of physical facilities like cassette player, recorder etc. Heterogeneous level of students was also a problem in teaching speaking.

3.2 Teacher's View on Teaching Speaking

This section is mainly deals with the lower secondary level English teacher's view on teaching speaking. The analysis, here, is mainly based on the set of questionnaires and the responses of the teachers on it. With the help of 22 different set of questions, the researcher has tried to extract

the view of teachers on teaching speaking focusing on the identification of activities for teaching speaking and practical constraints they faced for conducting speaking activities at lower secondary level classrooms. Thus, teachers views are analyzed and interpreted in various sub-sections on the basis of responses obtained from them.

3.2.1 Teaching Speaking: Easy Task

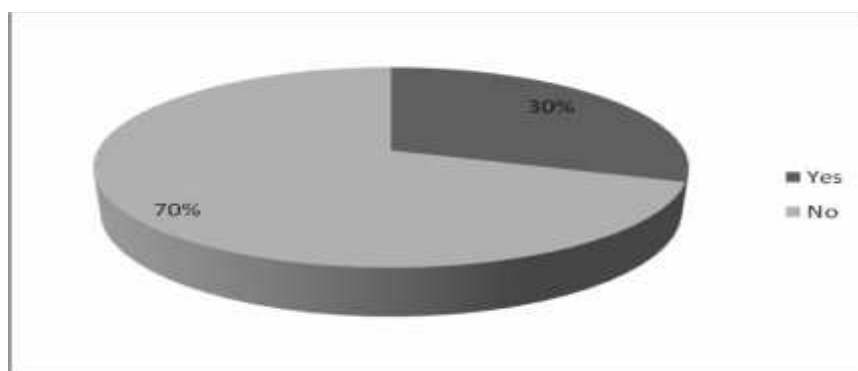
While doing research the researcher asked the teachers whether they taught speaking in the classroom or not. All the teachers under research from both the groups replied that they taught speaking in their classroom. Majority of the teachers were found positive towards teaching speaking.

The researcher asked another question to them that is teaching speaking an easy task? In this question 30 percent teachers said yes but 70 percent teachers said no. So the result shows that majority of the teachers feel teaching of speaking a difficult job. They also said that teaching of speaking was an essential but a difficult job. It can be shown in the following table:

Table 13: Teaching Speaking: An Easy Task

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

Figure 3: Teaching Speaking: An Easy Task



3.2.2 Frequency of Conducting Speaking Activity in the Classroom

This part deals with how frequently the teachers conducted different activities to promote the speaking in the classroom. In research it is found that all the teachers conduct activities for teaching speaking but the time allotment varies.

The table below shows how frequently the teachers conduct activities for the teaching of speaking.

Table 14: Frequency of Conducting Speaking Activity in the Classroom

Responses	No. of Teacher	Percentage
Frequently	4	20
Sometimes	12	60
Seldom	4	20

The above table shows that 20 percent teachers conducted speaking activities frequently in the classroom whereas, 60 percent of the teachers conducted speaking activities sometimes and 20 percent of them conducted speaking activities seldom.

This shows that, despite some exception majority of the teachers conducted speaking activities. They were aware of the importance of speaking in one's life.

3.2.3 Teachers Training for Teaching of Speaking

Here the teachers were asked whether they had taken any special training for teaching speaking or not. The table below shows whether the teachers had taken training or not.

Table 15: Teachers Training for Teaching of Speaking

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

The above table shows that more than 60 percent teachers had taken special training for the teaching of speaking and 40 percent teachers had not taken training for the teaching of speaking. Thus, it is proved that the majority of the teachers were trained in teaching speaking.

Teachers were also asked to list the type of training they had taken for the teaching of speaking. The following table shows the type of training and institutions that provided training.

Table 16: No. of Institutions of Teacher Training

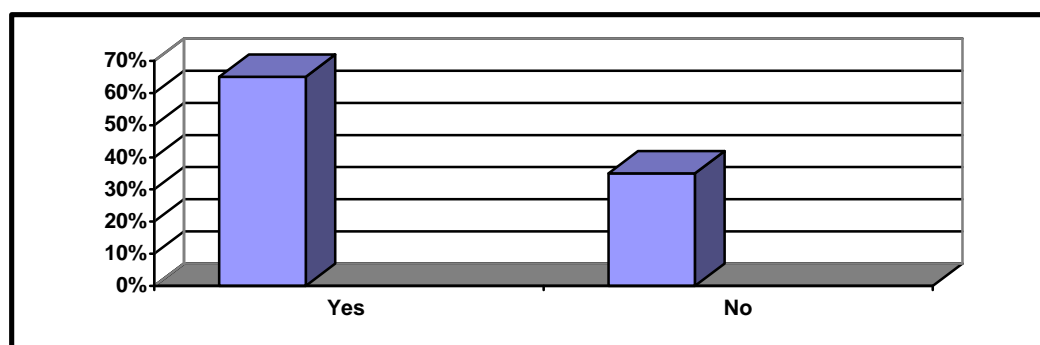
Training	No. of Teacher	Percentage
Training conducted by school	1	5
At British Council	1	5
NELTA	2	10
Re-freshment training	2	10
One year B. Ed.	5	25
Three year B. Ed.	8	40
M. Ed.	1	5

The above table shows that 40 percent of the teachers had completed three years B. Ed., 25 percent of them were completed one year B. Ed. 10 percent of them were taken Refreshment training from district education office, 5 percent teachers were taken training at British Council, 10 percent teachers had taken training conducted by NELTA, 5 percent of them had completed M.Ed. and the 5 percent of them had taken training conducted at school.

It is clear that the majority of the teachers completed their Bachelor's degree in education with specialization in English.

3.2.4 Students Interests in Learning Speaking

Figure 4: Students Interests in Learning Speaking



The above figure reflects that the majority of the teachers' students were interested in learning speaking. Sixty five percent of them expressed that their students were interested in learning speaking. And the only 35 percent teacher recorded that their students didn't have interest in learning speaking.

3.2.5 Interaction in the Classroom

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

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

Table 17: Interaction in Classroom

Interaction	Frequently	Sometime	Seldom
Teacher-Student Interaction	50%	50%	-
Student-Student Interaction	50%	50%	-

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

Similarly, all of the teachers allowed students for interaction in their classroom. Among them 50 percent allowed their students for interaction frequently and the same percentage allowed them sometimes, not always. No teacher is found who did allow the students for student-student interaction.

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

3.2.6 Ways to Involve Students in Speaking

Without involving students in speaking practice they can't develop their speaking skill. The researcher asked the teacher how often they involve the students for speaking practice and how often they allowed them to speak voluntarily in the classroom.

Table 18: Ways to involve Students in Speaking

Interaction	Frequently	Sometime	Seldom
Point out a particular students	10	80	10
Allow them Voluntarily	50	40	10

The above table shows that 10 percent of the teachers involved the particular students for speaking frequently, 80 percent of them pointed out a particular student sometime whereas 10 percent of them seldom pointed out a particular student for speaking. Similarly 50 percent of them allowed the students to speak voluntarily 40 percent of them allowed speak them 'sometimes voluntarily and 10 percent of them seldom allowed speak voluntarily.

From this we can say that most of the teachers sometimes pointed out a particular student for speaking and most of them frequently allowed them speaking and most of them speak voluntarily in the classroom.

3.2.7 Relevancy of the Activities on Course Objectives

The teachers should conduct the activities that are relevant to course objectives. Such activities should help the students to meet courses objectives. Students' development of speaking ability depends on the speaking activities they are involved in. This section deals with the relevancy of activities. Majority of the teachers opined that they conduct the activities relevant to course objectives.

The following table shows the view of the teacher towards the relevancy of the activities on the teaching of speaking.

Table 19: Teachers' View of the Activities on the Teaching of Speaking

Responses	No. of Teacher	Percentage
Yes	20	100
No	0	0

The above table clearly shows that all of the teachers conduct the activities relevant to course objectives in their own views. All of them said that the activities that they conduct for the teaching of speaking are relevant to their course objectives.

3.2.8 Teachers' View on the Amount of Activity Provided in the Prescribed Text Book

Language is taught for communication. So, the language teaching textbook should be communicative and include enough activities for communication.

This section deals with the amount of activities provided in the prescribed textbook for lower secondary level. The teachers were asked whether the

activities provided in the textbook are adequate for the teaching of speaking or not. The majority of them opined that they were not enough.

Table 20: Teachers' View on the Amount of Activity Provided in the Prescribed Text Book

Responses	No. of Teacher	Percentage
Yes	5	25
No	15	75

The above table shows that only 25 percent teachers expressed their view in favor of the prescribed textbook that they included enough activities for the teaching of speaking. The greatest percentage of teachers i.e. 75 percent opined that the prescribed textbooks did not include the adequate activities for the teaching of speaking in the classroom. It is found that the activities included in the prescribed textbook were not enough for the teaching of speaking.

3.2.9 Games for the Teaching of Speaking

It is very effective to teach speaking at lower-secondary level by using game. There are different kinds of games which are very interesting to motivate and encourage the students for speaking. The researcher asked the teachers whether they conducted any games for the teaching of speaking. They were also asked to specify those if they used games. The result can be seen in the following table.

Table 21: Conduct Games for teaching speaking

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

This table shows that 60 percent of the teachers conducted games while teaching speaking where as the rest didn't conduct games for the teaching of speaking.

Some of the games that were used by lower-secondary level English teachers are listed below.

- Listen and say
- Hiding things
- Making words
- Describing things
- Guessing games
- Describing pictures
- Puzzle
- Reporting
- Find the way
- Recognizing things
- Find the correct answer
- Question answer
- Debate

Since, it is found that most of the teachers taught speaking skills through different language games in the classroom which motivated his students to speak. Because of large classroom and large number of students government aided schools teachers were not properly handle such language games for teaching speaking.

3.2.10 Problems in the Teaching of Speaking

The teaching of speaking is not an easy task. As they face a lot of problems. As Nepal is a developing country, it lacks adequate and essential physical facilities in schools, which is one of the problems for the teaching of speaking. This section deals with the problems for the teaching of speaking. Teachers were asked whether they feel any difficulty in teaching speaking or not. The majority of the teachers opined that they faced problems in the teaching of speaking.

The table below shows the percentage of the teachers who faced difficulty in the teaching of speaking.

Table 22: Teachers Facing Problems in the Teaching of Speaking

Response	No. of Teacher	Percentage
Yes	17	85
No	3	15

The above mentioned table shows that the majority 85% of the teachers faced difficulty in teaching of speaking and a few of them did not experience any problem in it.

There are many problems in the teaching of speaking in a foreign language. Speaking is a productive skill and it involves different phatic communion, facial expressions as well as cultural norms. The problems of teaching speaking expressed by the teachers vary from teachers to teachers and the facilities they are provided with.

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

1. Time allocation for the teaching of speaking is not enough.
2. Large number of the students.
3. Student's hesitation.
4. Pronunciation problem.
5. Lack of vocabulary in students.
6. Discipline of the students.
7. Disturbance.
8. Students just pretend as speaking when they are in group activity.
9. Inhibition of the students.
10. L1 interference.
11. Students feel uncomfortable to interact.
12. Difficulty in controlling the class.
13. Difficulty in managing time for all the four skills.
14. Heterogeneous level of students.
15. Lack of proper training for teachers.
17. Lack of physical facilities.
18. Uneven participation of the students.
19. Lack of confidence in the students.

From the above mentioned points, it becomes quite clear that the teachers certainly faced some problems while teaching speaking at the lower secondary level classroom. Most of the problems were related to the physical facilities of the schools, lack of proper training for teachers in the teaching of speaking, management problem of the schools and lack of activities to motivate the students towards speaking in a foreign language.

3.2.11 Suggestions of the Teacher's to Solve the Problems

The problems that come while teaching speaking can be lessened and wiped out in different ways. Some of the suggestions given by the teachers are listed below.

1. Involve students in group activity
2. Encourage students to speak in English through instructing games
3. Behave like a friend and make them feel free to speak
4. Motivate the students to speak in low voice
5. Make them participate in speaking through group work and project work.
6. Praise the students frequently.
7. Make the students to speak in English at least in school premises.
8. Use pair work
9. Focusing on practical classes rather than speeding to finish the desired course.
10. Give the students plenty of examples.

11. Encourage the students to improve their vocabulary as well as speaking ability.
12. Teacher should be presented as a good model.
13. Teacher should be provided with the training to manage the large class.
14. Make the students feel that teacher is not the boss but a friend.
15. Make the students not to use mother tongue while speaking in English.
16. Students should be made interested in the use of English realizing its importance as an international language.
17. Provide a lot of teaching materials.

3.2.12 Activities in the Classroom

This section deals with the activities that are used to involve the students in speaking. The teachers were asked to list the activities that they frequently used in the language classroom. Individual differences were found in the selection of activities in the classroom. From the collected data, it is found that most of the teachers gave priority to group work, pair work and discussion.

The table below shows activities those got more priority in the lower secondary level classroom in the teachers' opinion.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of analysis and interpretation of data, the following findings have been made:

- i. Teachers were found using different speaking activities. Among them, discussion, pair work, group work and picture description were more common in the classroom.
- ii. Language functions included in the text-book were given more emphasis by the teachers.
- iii. Activities conducted by the teachers were found satisfactory to the level of the students.
- iv. Most of the speaking activities were found relevant to the course objectives.
- v. The speaking activities prescribed in the text book were not found enough for the teaching of speaking.
- vi. It was found that 80 percent of the teachers commonly pointed out their students to take part in speaking. Some of the teachers allowed students participation voluntarily.
- vii. Teaching speaking was found more problematic because of less time allotment to its teaching, a large number of students, inhibition, lack of physical facilities etc.
- viii. The teachers gave much attention in reading and writing rather than listening and speaking.
- ix. From the class observation it is found that students' motivation and interest in speaking was satisfactory.
- x. A few teachers used teaching materials for speaking task.

- xi. Most of the classes were dominated by teachers. Student-students interaction was less emphasized than student teacher interaction.
- xii. Listening is found more commonly integrated with speaking rather than reading and writing. Writing is found less integrated with speaking skill.

4.2 Recommendations

On the basis of the above findings the following recommendations are made:

- i) Teachers should involve students in discussion and interaction more so that they do not hesitate in speaking. It would be better to involve students voluntarily.
- ii) The teachers should encourage students to speak in the target language by using different interesting games and behaving as friends with them.
- iii) Audio, visual and audio-visual aids become more effective in practicing speaking by watching and listening performances. So the teachers should include these aids in the teaching of speaking.
- iv) Student -student interaction should be encouraged so that they get adequate time for speaking.
- v) The time allocated for speaking was found not adequate. The teachers gave much emphasis on reading and writing rather than listening and speaking. So, equal emphasis should be given to all skills.
- vi) Training should be conducted by the concerned authorities periodically to the teachers to equip them with skills for effective

teaching of speaking so that they can involve a large number of students in speaking activities without hesitation.

- vii) Further researches related to the teaching of speaking should be conducted, so that teaching could be made more effective and practical.

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<http://www.nclrc.org/essentials/speaking/stratspeak.htm>

<http://www.nclrc.org/essentials/speaking/stagespeak.htm>

APPENDIX I

1	Shree Nepal Tara Higher Secondary School Rani-Pani-1, Parbat
2	Shree Ambari Secondary School Barrachour-4, Parbat.
3	Shree Wahaki Higher Secondary School Wahaki, Parbat.
4	Shree Saligram Higher Secondary School, Saligram, Parbat.
5	Shree Nirmal Jana-Shawa Higer Secondary School, Tribeni, Parbat.
6	Shree Chandra Secondary School, Uram, Parbat.
7	Shree Janata Secondary School, Phalewash, Parbat.
8	Shree Narayan Higher Secondary School, Kusma, Parbat.
9	Shree Namuna Boarding School, Kusma, Parbat.
10	Shree Kaligandaki Boarding School, Kusma, Parbat.
11	Shree Rastriya Bal Siksha Sadan Boarding School, Kusma, Parbat.
12	Shree X-army Boarding School, Wahaki, Parbat.
13	Post Modern Academy, Barrachour, Parbat.
14	Shree Sabda-Chintan English Boarding School, Huwas, Parbat.
15	Pascal Academy Uram-Pokhara, Parbat
16	Kunwar Heaven Boarding School, Ranipani, Parbat.