

CHAPTER-ONE

INTRODUCTION

1. 1 General Background

Language is the unique gift human beings. It is the means of communication which helps to share ideas, feelings, thought, desires, emotions, experience etc Richards et al. (1999, p. 196) defines languages as "the system of human communication which consists of structural arrangement of sound for their written representation into larger units e.g. morphemes, words, sentences utterances etc". A language at its most specific level refers to the concrete act of speaking writing or signing in a given situation (Crystal, 2003). These definitions refer to the characteristics of language. So, it seems that none of the definitions are complete in themselves.

Language is learned through two ways: acquisition and learning. The acquisition is a subconscious process which takes place in one informal setting whereas learning is a conscious process of learning rules of second language in a formal classroom setting.

In the context of Nepal, English occupies the status of a second language. It has been taught as a foreign language in all the schools starting from grade one to bachelor level assuming it to be the need of today.

Language teaching means teaching of all the skills and aspects of language. Different approaches, methods and techniques can be used while teaching language. There are four skills of language: listening, speaking, reading and writing. All these four skills should be taken into consideration while teaching language.

Speaking is a productive skill. Speaking ability is described as the ability to express oneself in real life situations. It helps to establish social relationship and friendship. Speaking in a foreign language is a difficult task. For effective

speaking, it requires vocabulary, grammatical and semantic rules. It also requires naturalness along with supra-segmental elements of speech such as pitch, stress and intonation. Non-linguistic elements like gesture and facial expression make the speaking more natural.

The major objectives of most of the language programmes are to prepare the learners for meaningful interaction and making them able to use and understand natural speech forms. Genuine interactional speech differs from classroom discourse in many ways. Ur (1996, p. 120) identifies four characteristics of successful speaking activity.

-) Learners talk
-) Participation is even
-) Motivation is high
-) Language is of an acceptable level.

Speaking plays a vital role in the development of foreign language teaching and learning. Despite its importance, for many years teaching of speaking has been undervalued and English teachers have continued to teach speaking just as repetitions of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills; only in that way students can express themselves and learn how to follow social and cultural rules appropriate in each communicative circumstances.

For Kayi (2006 p. 56) teaching speaking means the following things:

-) Produce English speech sounds and sound patterns.
-) Use words and sentence stress, intonation patterns and the rhythm of the second language.

-) Select appropriate words and sentences according to the proper social setting, audience situation and subject matter.
-) Organize their thoughts in a logical and meaningful sequence.
-) Use the language as a means of expressing values and judgment.
-) Use language quickly and confidently with few unnatural pauses.

1.1 Difference Between Spoken and Written Texts

Speaking and writing both are known as productive skills. They are productive because while dealing with these skills, a person is tries to express something new. One produces some new and novel utterances which s/he has never heard or produced before. Similar to this is in writing also, they can use their own style. Both are used to convey messages, to share feelings, to keep social relationship alive but they have some different characteristics which make them different from each-other.

Ur (1996 p. 14) lists the following features to distinguish written texts from spoken texts.

- i) Permanence:** Written discourse is fixed and stable so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes spoken text, in contrast with fleeting and moves on real time. The listener-through s/he may occasionally interrupt to request clarification - must in general follow what is said at the speed set by the speaker.
- ii) Explicitness:** The written text is explicit; it has to make clear the context and all references. In speech, however the real time situation and knowledge shared between speaker and listener means that some information can be assumed and need not be made explicit.

- iii) Density:** The context is presented much more densely in writing. In speech, the information is "diluted" and conveyed through many more words. There are lots of repetitions, glosses, fillers, producing a text that is noticeably longer and with more redundant passages.
- iv) Detachment:** The writing of a text is detached in time and space from its readings, the writer normally works alone, and may not be acquainted with her/his readers. Speaking usually takes place in immediate interaction with known listeners, with the availability of immediate feedback.
- v) Organization:** A written text is usually organized and carefully formulated. Since its composer has time and opportunity to edit it before making it available for reading. A speaker is improving as he or she speaks. Ongoing alternations, in the space of glosses, self corrections and so on produce an apparently disorganized "stream of consciousness" kind of discourse. Thus, a written text conforms more to conventional rules of grammar, and its vocabulary more precious and formal.
- vi) Slowness of production, speed of reception:** Writing is much slower than speaking. On the other hand, we can usually read a piece of text and understand it much faster than we can take in the same text if we listen while someone reads it aloud to us.
- vii) Standard language:** Writing normally uses generally acceptable standard variety of the language, whereas speech may sometimes be in a regional or other limited context dialect. In some languages (Chinese, for example) the various spoken dialects may even be mutually incomprehensible, while the written language is universally understood.
- viii) A learnt skill:** Most people acquire the spoken language (at least of their one mother tongue) intuitively, whereas the written form is in the most cases deliberately taught and learnt.

ix) Sheer amount and importance: Spoken texts are far longer in the sense that they contain more words than representation of the same information in writing; this is largely because of the phenomenon called redundancy.

1.1.1 Components of Speaking Skill

Speaking ability is defined as the ability to use the language appropriately in social interactions. It needs the knowledge of pronunciation, stress, intonations, grammatical structures and the vocabularies of the foreign language.

The ability to speak in a foreign language consists of the following components which are important for pedagogical point of view:

i) Articulation and production of sounds and sound sequence: Language consists of individual distinct sounds. Such sounds either fall under "vowel" or "consonant" category. The number and nature of these speech sounds can differ according to the language the learners belong to. Different learners can have different types of articulation and production difficulties of varying degree. The sounds which the students find difficult may be consonant like / θ /, / ð / f /, / v / vowels like: / æ /, / u: /, / ʊ / or diphthongs like / e /, / ɪ /, / ʊ / or the sounds sequences like / sprɪ / /kla:s / /pla:n / etc.

ii) Production of stress and intonation patterns: Languages use certain differences of pitch, duration and loudness, stress and tone to give prominence to some syllables and words over others. These supra-segmental features are the parts of a communication system. These are used in the identification of words, grammatical features, etc.

iii) Connected speech: speech is a continuous stream of sounds, without clear-cut borderline between each word. Effective speakers of English need to be able not only to produce the individual phenomenon of English but also to

use fluent connected speech. In connected speech, sounds are modified assimilated, omitted (elision), added (linking r) or weakened.

- iv) Communicative skills:** communicative skills are those activities with which learners develop an ability to use language for communicative purpose. Littlewood (1981, p. 76) mentions that there are two types of communicative activities or skills: pre-communicative and communicative activities. Pre-communicative activities tend to focus on isolated part of language such as pronunciation drills etc. Communicative activities on the other hand give student a chance to use whole language.
- v) Phatic Communion:** - Phatic communion refers to the component of speaking which provides lubricant for social interaction and play important roles for ice-breaking. They consist of familiar expression of greetings e.g. good morning, how do you do? Farewell, introduction etc.

1.1.2 Problems with Speaking

Speaking in foreign language is problematic one. The problem may lie with the teaching process or with the students or with the material itself. (Ur 1996, p. 121) lists following problems.

- i) Inhibition:** Learners are often inhibited about trying to set things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- ii) Nothing to say:** Even if they are not inhibited we often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- iii) 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.

- iv) **Mother tongue use:** In classes where all or a number of the learners share the same mother tongue, they may use it for a communication purpose. It is easier; it feels unnatural to speak to one another in a foreign language. They feel less 'exposed' if they are speaking their mother tongue.

1.1.3 Solutions to the Problems of Speaking

- i) **Use group work:** This is particularly useful for the shy students. They can present themselves better in the group work. In group work the teacher cannot supervise all learner speech, so that not all utterances will be corrected. They can use language freely without any hesitation.
- ii) **Base the activity in easy language:** Simple language should be used for the discussion. It should be easily recalled and produced by the participants, so that students can speak fluently with the minimum of hesitation. For this, we can teach or review essential vocabulary before the activity starts.
- iii) **Make a careful choice of topic and tasks to stimulate interest:** The topic of the activity should be interesting for the students. Topic-centered discussion should be introduced in the classroom teaching. Sensitive and controversial issues should be avoided.
- iv) **Give some instruction or training in discussion skills:** Clear instruction should be provided to the learners while introducing the tasks. For example, tell learners to make sure that everyone in the group contributes to the discussion and appoint a leader to each group who will regulate participation.
- v) **Keep students speaking the target language:** The teacher should work as a monitor or facilitator to ensure that all the students speak the target

language. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses help participants to be more careful.

1.1.4 Classroom Speaking Activities

Many of the classroom speaking activities currently in use at or near the communicative end of the communication continuum is as follows:

Harmer (2001, p.348) lists the following classroom speaking activities

i) Acting from a Script: Students can be asked to act out scenes from plays and or their course books; sometimes filming the results. They can act out dialogues they have written themselves. For acting we can choose following categories:

- a) **Play-scripts:** While students are working on play-scripts, they should treat it as real meaning. They should know the appropriate stress into notion and speed. This means that the lines they speak will have real meaning.
- b) **Acting out dialogue:** To act out the scene, first of all we should be careful to choose bold students. We should try to create right kinds of supportive atmosphere in the class.

ii) Communication Games: The main aim of communication game is to get students talking as quickly and fluently as possible. Following are the categories of communication games.

- a) **Information gap game:** Here one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures.
- b) **Television and radio games:** Television and radio games are often used to provide good fluency activities. The students find the games

enjoyable, if they are provided with properly designed communicable oriented games.

iii) Prepared Talks: Here students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are more 'writing-like' than this. Such speaking activities are extremely interesting for both speaker and listener.

iv) Questionnaires: Questionnaires are useful because they provide a chance to both questioner and respondent to say something to each other. They may encourage the natural use of language. Students can design questionnaires on any topic that is appropriate.

v) Simulation and Role Play: Simulation and role play can be used to encourage oral fluency. When students are doing simulations and role-plays, they need to know exactly what the situation is and they need to be given enough information about the background for them to function properly.

Speaking is complex activity. For the effective communication, it needs real lifelike classroom environment. Some of the widely used speaking activities are as follows:

- Drills
- Recitation
- Pair work
- Group work
- Role play
- Dramatization discussion
- Debate
- Information gap

- Brain storming
- Story telling
- Interviews
- Speech/ prepared talks
- Reporting
- Communication games
 - playing cards
 - picture describing
 - picture comparing
 - guessing
- Listen and say
- Read and say

1.1.5 Discussion as a Teaching Technique

Discussion is one of the important learner-centered techniques. It helps to develop speaking habit. Discussion makes students engage in interaction to each other. Discussion skills are often undeveloped in the language classroom. Many factors are responsible for this situation: large class size, students' level of proficiency and time constraints. As a result, many teachers never attempt discussion. To apply this technique in language classroom it needs proper management, active students and good control over the class. It increases the amount at speaking and students enjoy the natural classroom environment. At the same time it is difficult to apply, it makes classroom noisy. It is difficult to monitor whether students are talking about the topic or not. They may talk

about something else which is not concerned with the topic. Discussion activities are often designed for advance classes.

According to Richards et al. (2004, 227), for the successful implementation of discussion techniques, it needs three different stages.

i) Pre-discussion

There are two ways of conducting pre-discussion activities.

a) Forming the group: All success of discussion is depends on the group. So, while forming the group we should make sure that individual participation should be there. Discussion carried out in homogeneous group encourages both extrovert and introvert students. If the discussion is carried out in a heterogeneous group extrovert students can dominate introvert ones as a result introvert students lose their confidence and extrovert feel bore.

b) Identifying and organizing the topic: it is difficult to generate and organize discussion topics for students. For this the teacher can use brainstorming and mind-mapping techniques. It helps to increase confidence and fluency in the use of second language.

ii) Discussion: In this stage peer observation and evaluation is done. Peer evaluation may be carried out in one, two, or all of three main ways (the observing ring, shadowing and the reviewing of video-and audiotape recording of discussion) the role of the teacher in the discussion stage is to pass unobtrusively from group to group, forestalling possible breakdowns in communication caused by students having insufficient language to realize intended meaning.

a) Observer: While a group conducts its discussion the observer- evaluators sit with the discussion group and monitor the proceedings. Their findings are reported back in the post discussion stage. This exercise is selected mainly for providing feedback. Observation can be done in another way also; here

observer simply draws a horizontal line across the middle of a piece of paper. Those participants making a large number of contributions would have their names recorded above the line and those making fewer contributions below it. This exercise could be carried out regularly and when five assessments have been carried out the results could be analyzed to find out who is predominantly above the line, who is usually below and who has changed the position.

Number of Contributions

St A St B St C St D St E St F

Behaviour

1. Total number of

Contributions made

2. Responding supportively

3. Responding aggressively

4. Introducing a new

(relevant) point

5. Digressing from the topic

b) Shadowing: Shadowing provides for intensive one-to-one peer evaluation and the possible development of the individual. Here a specified member of the partner group sits next to, or better, just behind a discussion group participant. This technique may also be used for empathy building. At a pre arranged point in the discussion, the shadow may substitute for the participant and adopt his or her line of argument. For shadowing we can use video and audio recorders.

c) Keeping Reflective Journals: Results of the recording can be used in another way also. This is of particular benefit to students who feel uncomfortable about giving and receiving peer-evaluation feedback in front video. Reviews were frequently in evidence in the reflective journals. Students were expected to keep, where they entered a paragraph of commentary on each discussion session.

iii) Post-Discussion: The main concern during this phase will be for learners to review and discuss the strengths and weaknesses of the discussion with peers and the teacher, to make recommendation for future modifications and improvements. This is the time for giving feedback.

1.1.6 Types of Discussion

Discussion technique is learner-centered technique which is often used in a communicative class. Discussion makes students engaged in interaction with each other. It removes hesitation and develops speaking habit.

Harmer (2001, p.350) lists following types of discussion:

i) Buzz group: In this type of discussion, students predict the content of a reading text or they may talk about their reactions to it after they have read it. They can also discuss about the general things like, what kind of music is good for the party.

ii) Instant comment: This is the way in which students respond fluently and immediately. It can be done by showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

iii) Formal debates: In a formal debate students prepare argument in favour or against various propositions. When the debate starts, those, who are appointed as 'panel speakers', produce well-rehearsed 'writing-like' arguments.

iv) Unplanned discussion: Some discussions just happen in the middle of lesson; they are unprepared but, if encouraged can provide some of the most enjoyable and productive speaking in language classes. The success of unplanned discussion depends upon the teacher's ability to promote and encourage students.

v) Reaching a consensus: one of the best ways of encouraging discussion is to provide activities which motivate students to reach a decision or consensus. For this, they should choose specified topic.

1.1.7 Discussion Based Items on the Grade Ten Textbook

Grade 10 English book follows the communicative Syllabus. Every unit in this textbook contains exercises which practice the four language skills: listening, speaking, reading and writing. To promote speaking this book provides varieties of speaking techniques like pair work, group works, telling story etc. Each unit introduces some new language functions, making plans, suggestion and sympathy, expressing congratulation giving instructions and so on.

The first discussion activity is about making polite requests. Two friends are talking about their holiday plans. For this discussion some clues are given along with following clear instruction given:

a) In the box some of the clues are given. Choose one of them to talk about with your partner. Use 'Excuse me.....,' or 'Could you tell me.....?'

Example: departure time/Chitwan

St A: Good morning.

St B: Good morning, how can I help you?

St A: Could you tell me when the first bus leaves for Chitwan?

St B: It leaves at 08.00.

St A: Thanks.

St B: You're welcome.

To present this discussion activity in the classroom, the teacher then can make requests e.g. 'Excuse me, can I take your pen?'

Group A: Good morning.

Group B: Good morning, how can I help you?

Group A: Could you tell me when the first bus leaves for Chitwan?

Group B: It leaves at 08.00

Group A: Thanks

Group B: You're welcome.

He or she can also record the voices about the plan and play it for them. Finally divides class either in group or pairs.

For effective learning teacher can record their discussion and provide them feedback according to their strengths and weaknesses.

1.1.3.8 Scoring Written Works

The scoring of students' written contribution is really a tough job to accomplish perfectly. (Hughes, 1995, p. 86) opines the two process of scoring that can be either holistic or analytic.

a) Holistic Scoring

Holistic scoring (often referred to as "impressionistic" scoring) involves the assignment of single score to a piece of writing on the basis of an overall of it.

This kind of scoring has the advantage of being very rapid. Experienced scores can judge a one-page of writing in just a couple of minutes or even less (scorers of the new TOEFL Test of writing English will apparently have just

one and a half minutes for each scoring of a composition). This means that it is possible for each piece of work to be scored more than once, which is fortunate, since it is also necessary! Harris (1968, p. 167) refers to research in which, when each student wrote one 20-minute composition, scored only once, the reliability coefficient was only 0.25. If well conceived and well organized holistic scoring in which each student's work is scored by four different trained scorers can result in high scorer reliability. There is nothing magical about the number 'four'; it is simply that research has quite consistently shown acceptably high scorer reliability when writing is scored four times.

A reservation was expressed above about the need for such scoring to be well conceived. Not every scoring system will give equally results. The system has to be appropriate to the level of the candidates and the purpose of the test. Look at the following scoring system used in the English-medium university already referred to in this chapter.

NS Native speaker standard

NS - Close tonative speaker standard

MA Clearly more than adequate

MA- Possibly more than adequate

A ADEQUATE FOR STUDY AT THIS UNIVERSITY

D Doubtful

NA Clearly not adequate

FBA Far below adequacy

The British Council's ELTS test is also an example of holistic scoring.

b) Analytic Scoring

Methods of scoring which require a separate score for each of a number of aspects of a task are said to be analytic. The following scale, devised by John Anderson, is based on an oral ability scale found in Harris (1968, p. 178).

i) Grammar

- _6. Few (if any) noticeable errors of grammar or word order.
- _5. Some errors of grammar or words order which do not, however, interfere with comprehensions.
- _4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehensions.
- _3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
- _2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
- _1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

ii) Vocabulary

- _6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of education native writer.
- _5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
- _4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
- _3. Limited vocabulary and frequent errors clearly hinder expression of ideas.
- _2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.

_1. Vocabulary limitations so extreme as to make comprehension virtually impossible.

iii) Mechanics

_6. Few (if any) noticeable lapses in punctuation or spelling.

_5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

_4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

_3. Frequent errors in spelling or punctuation; leads sometimes to obscurity.

_2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.

_1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

iv) Fluency (style and ease of communication)

_6. Choice of structure and vocabulary consistently appropriate; like that of educated.

_5. Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

_4. 'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.

_3. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.

_2. Communication often impaired by completely inappropriate or misused structures or vocabulary items.

_1. A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible.

V) Form (organization)

_6. Highly organized; clear progression of ideas well linked; like educated native writer.

_5. Material well organized; links could occasionally be clearer but communication not impaired.

_4. Some lack of organization; re-reading required for clarification of ideas.

_3. Little or no attempts at connectivity, though reader can deduce some organization.

_2. Individual ideas may be clear, but very difficult to deduce connection between them.

_1. Lack of organization so severe that communications seriously impaired.

Score: gramm: _+Voc: _+Mech: _+Form: _=_

The choices between holistic and analytic scoring depends in part on the purpose of the testing. If diagnostic information is required, then analytic scoring is essential. The choice also depends on the circumstances of scoring. If it is carried out by a small, well-knit group at a single site, then holistic scoring, which is likely to be more economical of time, may be the most appropriate. But if scoring is being conducted by a heterogeneous, possibly less well trained group, or in a number of different places (the British Council ELTS test, for instance, is scored at a large number of test centers), analytic scoring is probably called for. Whichever is used, high accuracy is sought, and multiple scoring is desirable.

It should go without saying that the rating system presented in this chapter is meant to serve only as examples. Testers will almost certainly need to adapt them for use in their own situation.

In my research work I used both kinds of scoring systems according to the nature of the written works by students.

1.1.3.9 Origin of Action Research

The concept of action research is historically credited to the movement in Educational Sciences and a variety of other social reform initiatives in as early as the late nineteenth century. It also grew out of the other ventures of progressive educators, such as John Dewey, in the early part of the twentieth century to dispute the orthodoxy of the scientific research methods current in the field of education (Burns, 1999, p. 26). His main drive to attempt suggesting a new viewpoint was to elucidate the approaches to research and to include in research processes those directly involved in the practices of education. Dewey's notions in research were innovative to confront common educational problems by inviting researchers, practitioners and others agencies in the educational community to address their efforts toward educational enquiry collectively. Dewey's propositions for educational research are captured in the following statement:

The answer is that (1) educational practices provide the data, the subject matter, which form the problems of enquiry... These educational practices are also (2) the final test of value and test the worth of scientific result. They may be scientific in some other field, but not in education until they serve educational purposes and whether they really serve educational purposes can be found out only in practice. (Dewey 1929, cited in Hodgkinson 1957, p. 138)

Dewey's ideas on progressive education were extremely influential in educational research. In the 1940's, an important contribution to Dewey's ideas on action research came from Kurt Lewin, who was not an educator, but a social psychologist. Lewin (1946, p. 87) proposed a mode of inquiry that comprised action cycles including analysis, fact-finding, conceptualization,

planning, implementation and evaluation. He suggested that the urge to carry out an inquiry should stem from and reside in the problems of a specific social group, and investigation should be done by the participants of this group only. Lewin's own research revealed that in order to achieve this type of an inquiry, there is the need for support and training of participants in the development of new skills:

We should consider action, research and training as a triangle that should be kept together for the sake of any of its corners. (Lewin, 1946, p. 42).

Lewin's ideas, which were originally on studying 'minority problems', were extended to industrial training by a former student of Lewin's, Ronald Lippitt. In the early 1950's, Lewin's and Lippitt's ideas were adopted and applied to the educational arena by Stephen Core, Dean of Teachers College, Columbia University. He encouraged teachers, principals, and supervisors to use action research to improve their own practices (McLean, 1995, p. 4). Besides this, Corey's writings were on justifying action research as a methodology and he mainly focused on the technical procedures of it. Other accounts of action research by advocates such as Taba and Noel (1957) followed a rationalized six-step procedure, which are: identifying problems, analysis of problems, formulating ideas or hypotheses, gathering and interpreting data, implementation-action, and evaluating the results of action (12).

The popularity of action research led to the scrutiny of its scientific establishment and it was criticized as a less rigorous, small-scale version of experimental research, rather than as an alternative for practitioners. In the face of this criticism, its popularity declined in the late 1950's and early 1960's. However, as McTaggart (1991) points out, ironically, an understanding of the need for action research in other countries emerged from its decline in the United States. Therefore, in the 1970's, through the work of Lawrence Stenhouse and his successors, John Elliott and Clem Adelman, interest in action research manifested itself distinctively in the British educational

context. In Stenhouse's influential work, *An Introduction to Curriculum Research and Development* (1975), he reflected the action research undertaken by teachers as a key component in the testability of curriculum concepts as he expressed as follows:

The crucial points is that the proposal is not to be regarded as an unqualified recommendation but rather as a provisional specification claiming no more than to be worth putting to the test in practice. Such proposals claim to be intelligent rather than correct (142).

Today, the prevailing idea is that action research should be employed for various purposes: for school-based curriculum development, as a professional development strategy, in pre-service and graduate courses in education, and in planning systems and policy development. Many scholars (i.e., Holly, 1990; Lieberman, 1988; Oja & Smulyan, 1989; McLean, 1995) advocate an action research approach for school restructuring. Therefore, the expansion of action research as a domain is increasing day by day with the applications in different areas and their easily witnessed and experienced contributions to teaching in particular.

1.13.10 Defining Action Research

Action Research is a transformative means of responding to the changing profiles of the classes and developing new teaching strategies and approaches to meet the student's heterogeneous needs. Burns (1999) defines action research as " the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member" (cited in Gwahiwar, 2009, p. 31) This research has been defined in a number of ways.

The three defining characteristics of action research are that it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers; secondly this is collaborative; and thirdly that it aims at changing

things. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the results of strategies tried out in practice. Kemmis and MacTaggart (1982) say "action research is a group activity" cited in Nunan, 1993, p.17). A piece of descriptive research carried out by teacher in his/ her classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon of the investigation would not be considered by these commentators to be action research for Kemmi and Mc taggari the essence of impetus for carrying out action research is to change the system.

Cohen and Manion (1985) offer a similar set of characteristics. They argue that action research is first and foremost situational, being concerned with the identification and solution of problems in specific context (cited in Nunan 1993, p. 18). They also identify collaboration is an important feature of this type of research, and state that the aim of action research is to improve the current state of affairs with in the educational context in which the research is being carried out, Putting different opinion, Nunan (ibid) does not seem to believe that the high desire of collaboration by previous writers should be seen as defining characteristics of action research.

Many teachers who are interested in exploring process of teaching and learning in their own context are either unable, for practical reasons or unwilling, for personal reasons to do collaborative research. The word that such people carry out should not necessarily be excluded as action research. He also disputes the claim that action research must necessarily be concerned with change. A descriptive case study of particular classroom, group of learners, or even a single learner counts as action research if it is initiated relation and is carried out by a practioner investigating aspects of his/ her own context and situations. This said, he knows of few such studies which have not resulted in change of some sort (Nunan, 1993, p. 8).

Thus action research is a process in which the participants critically examine their own activities, find facts in relation to success and failure, reflect on the identified problems, plan to resolve them, take action again evaluate the action and deduce the conclusion on the whole process.

The basic features of action research can be put as follows:

- i) Action research is led by inductive approach
- ii) It is a research in action
- iii) It focuses on small group professional practices but not on producing general statements in which reflection cycle is facilitated.
- iv) It embodies informational reflection through structure reflection.
- v) It is critical and collaborative
- vi) Reflection practitioners are accountable in making the results of their inquiry
- vii) Self evaluation in their practice
- viii) Participation, problem solving and continuing.

1.1.3.11 Tools Used in Action Research

To conduct the action research, the teacher-researcher can use any of the following tools.

- a) Time-on-task: After the conducting of an action, the teacher researcher can provide the students with test items related to the action, and the scores on the test then calculated and analyzed.
- b) Checklist: It is prepared by the teacher to record the observed events.
- c) Individual File: The individual file for each student's progress can be kept on which reflection and analysis occur.

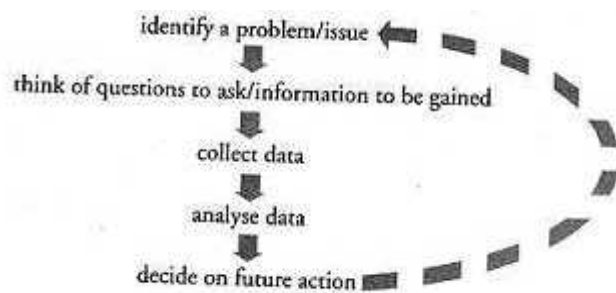
1.1.3.12 Process of Action Research

The process of action research has been recommended in a number of ways. One of them includes reflection, exploring, finding problems, plan the interventions, research, analysis, act and review. Apart from these steps, other scholars have suggested an experience following set of steps to be used in action research:

a) The figure 2 shows that the action research can be carried out following 5 steps. These steps are more common ones to be used in action research.

Figure No. 2

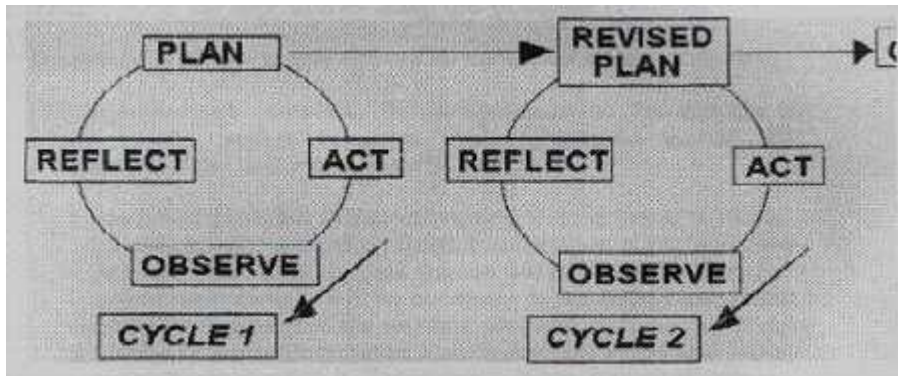
The Flow Chart Displaying the Process of an Action Research



(Harmer, 2001, p. 26)

b) According to Riding et al. (1995, p. 65), the action research begins with observation and continues up to the completion of various cycles until and unless the conclusion is driven. Each cycle in action research has the step called 'plan' which determines the transition of action from one cycle to another as indicated in the following figure.

Figure No. 3
The Process of Action Research



(Cited in Gwahiwar, 2009, p. 34)

c) Similarly, Nunan (1993, p. 19) speaks of the process of the action research in terms of 7 steps, which are additionally termed as steps in the action research cycle. They are as follows:

Step 1. Initiation: The researcher comes with a problem.

Step 2. Preliminary Investigation: the researcher collects the baseline data through tests and observation.

Step 3. Hypothesis: After reviewing the initial data, the researcher forms the hypothesis.

Step 4. Intervention: The researcher devises a number of strategies for encountering the problem appeared.

Step 5. Evaluation: After several weeks, the researcher records the progress in students' intended behavior.

Step 6. Dissemination: The teacher-researcher runs a workshop for colleagues and presents a paper at language conference.

Step 7. Follow-up: The teacher investigates alternative methods to solve the problem in question.

After having a short survey on the definition, processes and tools of action research, we can say that action research is teacher research that is conducted to resolve the problems in teaching learning process introducing new or existing techniques, teaching aids and methods, and so on in a particular situation. The selection of tools depends on who participated in the research.

In case of my present study, I used the process recommended by Burns (1999, p. 59). Burns (ibid) speaks of 5 steps in action research; exploring, identifying, planning, collecting data (analyzing, hypothesizing, intervention), observing (reflect back to collect data), and reporting to team (writing presentation). Out of these steps, my study did not use the fifth step as it was, rather in a modified way. My fifth step was writing and submitting to the guide and concerned department. Regarding tools, I mainly used pre-test, post-test and progressive test for collecting data.

2 Review of the Related Literature

A number of researches directly and indirectly related to development of spoken English have been carried out at home and abroad some of them are as follows.

Cullen (1998) carried out a research to find out whether brainstorming is useful in teaching conservation. The result of the study was that brainstorming before speaking can be easily introduced into language classes. This study showed that it not only helps the students to become a better learner but also provides fun.

Sharma (2002) carried out a comparative study on '**Effectiveness of role play technique in teaching communicative function.**' He had attempted to determine whether role play is more effective than the technique of teaching in practice with respect to achievements of students of English to examine the effect of role play on academic achievements in all four language skills. It

showed that role play technique had relatively a better impact in teaching the functions on the whole. He further mentions that group pair work is the core of any technique.

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

Chamlagain (2004) carried out a study on '**Problems in applying communicative approach.**' The objective of the study was to find out the problems in applying communicative approach in classroom setting. He found out that lack of physical facilities, large size of the class and lack of sound knowledge were the serious problems for applying communicative approach.

Oli (2005) carried out a research on '**Effectiveness of task based technique for teaching grammar.**' The objective was to find out the effectiveness of task based technique for teaching grammar. He found out that task based teaching is very effective in teaching simple present tense than theoretical or form based techniques.

Although a number of researches have been conducted in teaching speaking, none of the studies deals with analysis of discussion technique for teaching speaking in the secondary level classroom, therefore the present study attempted to identify the discussion technique at secondary level classroom and practical constraints in conducting discussion technique.

1.3 Objectives of the Study

The following objectives were set to carry out this research:

- a) to find out the role of the discussion in the development of spoken English.
- b) to list some 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 for the subject experts, curriculum designers, text book writers, language trainers and to all ELT professionals.

CHAPTER-TWO

METHODOLOGY

I adopted the following methodology to carry out this research.

2.1 Sources of Data

In order to carry out this research, I used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data were the tenth grade students of Vaishnavi Secondary School.

2.1.2 Secondary Sources of Data

For the theoretical backup of the study, I consulted Ur (1981), Sook (1992), Nunan (1992), Curry (1994), Harmer (2001), Kays (2006) and related research works to my study. I also used the teacher's guide and textbooks of English for Grade Ten.

2.2 Population of the Study

The population of my study was the students (36) of Grade Ten of a government-aided school of Kirtipur.

2.3 Sampling Procedure

The students of Grade Ten of Vaishnavi Secondary School were selected by using purposive sampling.

2.4 Tools for Data Collection

The tools that I used to collect data included pre-test, progressive test and post-test. The pre-test and post-test consisted of the same items whereas progressive text consisted of the test items in relation to how the lessons went on.

2.5 Process of data collection

Data were collected by using pre-test, progressive test and post-test. I collected the data from primary sources by adopting the following steps.

- a) At first, I visited the selected school and talked to the authority to carry out my research and explained the purpose and process of my research.
- b) I met students and told them the purpose of my research and the benefit they may get from it.
- c) I fixed the time to run an extra-class and asked the students to be present at school on time.
- d) For their initial observation, I presented a picture and let the students discuss on it.
- e) Then I administered pre-test and kept the record of their discussion.
- f) After analyzing the score of the students in the pre-test, I started teaching the speaking items inductively by using the lesson plans.
- g) I administered the progressive test in the interval of four lessons.
- h) After teaching them for 20 days, I administered a post-test.
- i) Finally, I analyzed the individual scores obtained on the pre-test, progressive test and post-test items.

2.6 Limitations of the Study

This study had the following limitations:

- a) The study was limited to a government-aided school of Kathmandu district namely Vaishanavi Secondary School.
- b) The study was confined to only Grade Ten students.
- c) Primary data for this study were collected only by administering pre-test, progressive test and post-test.
- d) Four language functions (requests, complaining, giving opinion and advice) along with some speaking exercises were taught and their respective written tests were administered in the study.
- e) Only discussion technique was used in the study.
- f) The study was limited to only the classroom situation of Vaishanavi Secondary School situated in Kirtipur, Kathmandu.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of data collected from the primary sources. The main aim of the study was to find out the role of the discussion technique in the development of spoken English by the students of grade ten of a government-aided school of Kathmandu. For this purpose, I tabulated and analyzed the data in the following order.

- a) Analysis and interpretation of classroom teaching.
- b) Analysis of individual test scores obtained through pre-test, four progressive tests and post-test.

3.1 Analysis and Interpretation of Classroom Teaching

In this section, I will present analysis and interpretation of data based on classroom teaching. I taught speaking for 20 days. The exercises for developing speaking skills were selected from the ones given in the 'Grade Ten English book.'

3.1.1 Request

This topic was completed in a single lesson.

(i) Presentation

This was my first class with the selected students of class ten. I entered the class with the lesson on 'request' I made a request and wrote that on the board to warm up the students.

Would you please close the window?

I asked the students to respond to the above mentioned request. Many of them had the same response, i.e. 'of course.' Some of them responded in the form of denial also. I also talked something about the role of 'request' and response.

Then I gave the students some of the clues and engaged them to make requests using appropriate responses. For that I divided them into pairs. During this period my role was just as a monitor to see whether they were working or not. After ten minutes, I stopped the discussion and encouraged them to present their conversation with a partner. I recorded their discussion.

(ii) Analysis and Reflection

Out of six pairs, three did quite well. For each and every clue they made was appropriate response for requests. Two of them just made an incomplete dialogue and remaining did not speak anything.

In the first class all the students did not take part in the discussion. Two pairs were completely confused in making requests and responses. One pair out of two made single request by using different language forms for a particular clue and another one used many responses for a single clue. And the remaining one did not present their dialogue. I suggested them to use only single form to make request and response for a clue. The silent pair was spilt down and I formed another two new pairs and let them discuss on the given topic.

3.1.2. Describing Picture by Using Simple Past and Past Continuous

This topic took a single lesson to be completed.

(i) Presentation

As I entered the classroom, I started the class with a discussion game. For that I divided the class into three groups. I also divided the pictures into three different parts. First group was given the first part of the picture, second group was given the second part of the picture and the remaining were given the final part of the picture.

In each group there were four students, two of them made sentences by using simple past and other two used past continuous to make sentences. During this period my role was just as a facilitator to help them use the correct structure.

(ii) Analysis and Reflection

Describing picture through discussion technique was really interesting. It seemed that during their discussion whenever they got confused, they used their mother tongue; lack of vocabulary is one of the serious problems. Though sometimes they used just a word for a complete sentence, they were presented using wrong grammatical structures which they normally used correctly. It is because of the lack of the confidence. I suggested them to make many sentences by using the correct grammatical structure.

3.1.3 Life of the Famous People

This exercise was dealt with in just a single lesson.

(i) Presentation

I entered the classroom with a box filled with word cards. They were much curious to know about the box. I divided the class into four groups and appointed a group leader. I called them in front of the class to choose a slip of paper. After that they were allowed to share the name with their group. I allowed 15 minutes to discuss those famous personalities. During their discussion I recorded whatever they discussed. They were also instructed to make notes. After a while the group leader presented his/her discussion in the form of speech.

I wrote some contribution of the personalities on the board and encouraged them to say many more which was missed in their discussion. I played the role of a guide during this discussion.

(ii) Analysis and Reflection

In this discussion students seemed to be curious to share their ideas. It was easy for them because this topic was about the Nepalese personalities. During their discussion they used broken sentences. In many places they were confused to speak fluently so, they used their native language as well. They seemed afraid by the use of native language and felt hesitant in front of me. As soon as they got engaged in their discussion they forget their hesitation and took interest to share the ideas.

They summarized their discussion nicely; speech was not like their discussion. They wrote complete sentences and even they tried to translate all those words which they used in Nepali in their discussion.

3.1.4 Complaining

The topic also took a single lesson to be completed

(i) Presentation

As soon as I entered the class I asked some questions related to their daily life. Some of them were very excited about their daily routine, while others made lots of complaints. Then I wrote some of the clues on the board.

My son/daughter

My father/mother

- doesn't help around the house

- nags about chores and homework

- dresses badly and has an ugly hairstyle

- always tells me what to do

I asked the students to play the role of parents and children. For this, I gave them ten minutes' time during the role play activity I recorded their discussion. I found as if the students were telling their own problems. Having completed this task, I asked the students to discuss on their own complaints. They made the complaints like:

- Doesn't listen to my opinions
- Doesn't like my friends
- Doesn't allow enough pocket money

(ii) Analysis and Reflection

The students easily performed the role assigned to them. Most of them were fully confident. I found that discussion through role-play is very effective one. From this example we say that the discussion technique plays a vital role in teaching speaking.

3.1.5 Developing Sentences Through the Clues

I presented this lesson in a single period

(i) Presentation

I started the class with a plan to prepare the students to develop the short conversation through the clues. For this purpose, I divided the class into three groups and distributed a bundle of strips to each group. The strips contained the following clues and students were supposed to develop the short conversations out of the clues.

The strips had three copies and were distributed to the three groups. The students were supposed to match the clues with the sentences developed out of them. Then the next exercise let the students develop the short conversation out of them. The students successfully completed the task within 5 minutes. To complete the exercise, the students were busy themselves in discussion and I engaged myself in recording. One of the group leaders called me and showed me their conversation in the written form. They felt uneasy to speak anything. After checking their discussion I encouraged them to speak and they tried to do so. Rest of two groups did well.

ii) Analysis and Reflection

Developing the short conversation through clues seemed to be really an effective technique. All three groups performed well. Though they spoke less, they used correct structure. The main problem I found is the lack of vocabulary

3.1.6 Things Allowed to Do and not Allowed to Do

It took me a single period to complete this lesson

(i) Presentation

Before engaging the class, I wrote the following parts of sentences on the board.

- go to see a film on Saturday
- invite friends at home
- go to a restaurant with friends
- take part in sports
- write letters to a pen friend
- sleep till 8'o clock in the morning

I asked the students to choose the statements which they were allowed to do. Then I gave some of the clues to the students and asked them to make a list of

things which they were allowed to do and not allowed to do. I gave the following clues:

For the purpose, I told them to make a list of those things which they were allowed to do and not allowed to do. They seemed quite energetic to discuss the items. I recorded their discussion.

(ii) Analysis and Reflection

The performance of the students was good. One pair was found to be less known about the things which they were allowed to do and not allowed to do in the certain places. I gave them some clues then they tried. To sum up their performance was found good.

3.1.7 Giving Opinion

I presented this lesson in a single period.

(i) Presentation

This time I entered the classroom with a chart on which I wrote the following clues.

I told students to discuss on clues and they were instructed to write their own individual opinions. For the discussion, I gave ten minutes. I was monitoring the students during their discussion. After ten minutes, I asked them to stop the discussion and invited some of students in front of the class to share their opinions.

It seemed that they were enjoying a lot. In some places they were asked for help. They demanded some structures to describe their opinions I wrote following one

I prefer -----to-----.

I like -----better than -----.

They actively participated in the discussion.

3.1.2 Analysis and Reflection

This was one of the most interesting classes. In this discussion I found that students presented similar opinions. They were very confident about their opinions. What I found was that they all made same mistake on using the following structure.

I like/ don't like be + ing + V3-----

I explained this structure again and told them to describe their opinions by using the same structure. After practicing a lot they used this structure clearly.

3.1.8 Developing Short Conversation Through Clues

It was a single day lesson.

(i) Presentation

I played short recorded conversation for the motivation. I displayed them two pictures with the following clues.

so sad/ break my leg

so happy / get new dress

I divided the students into pairs and gave five minutes to discuss the picture. Then I suggested them to use the above mentioned clues for the picture description. They were supposed to make questions and responses which they did nicely. Then they were given some more clues for the discussion.

So worried / not finished work

So sad / break friendship

So gloomy / miss my friend

This time I changed the pairs and let them discuss on topic. As usual, I recorded their discussion.

3.1.9 Advice

It was a single day lesson.

(i) Presentation

As soon as I entered the class, I described my false problem to them. "I have a terrible toothache," they came up with different advice. Some of them are given below

- you should take medicine

- why don't you visit the dentist

It would be better, if you take a rest

Then I gave the following problems to the students.

Friend is angry with you

Trouble with math homework

Lots of flies at home

This time, I gave them freedom to choose their partners. They selected their partners and became busy in conversation. I did the job of the monitor. I found one pair was completely silent. They did not speak anything. When I asked about their problem, they informed that they knew only one structure which they did not want to use. Then I wrote some other structures on the board. They followed those structures and gave advice. I recorded all those discussion on my player.

(ii) Analysis and Reflection

I tried to get different forms of advice by telling the students my false problem in the lesson. I got what I wanted from my students. They were progressing admirably. They seemed curious to use different forms. They felt hesitant to use same form for other problems. So, they demanded different forms. They did well.

3.1.10 Change in Life

This topic also took a single lesson to be completed.

(i) Presentation

I entered the classroom with a plan to discuss the changes in the school. Many of them told that they did not find any change. Whereas others talked about some changes like building construction, farewell of their teacher, availability of needed books in their library. They also told that my visit to them was also a change. After that I asked them to write a short paragraph about changes in their life over the years. For this writing I have divided them into six groups

and appointed a group leader also. I allowed them ten minutes for discussion and writing. I facilitated them when required. Then I called the group leaders to read out what they had written. I recorded that.

(ii) Analysis and Reflection

The students showed the rapid progress. I did not tell them the structures but they found them themselves. Overall their presentation was good.

3.1.11 Feelings about the Things

I presented this lesson in a single period.

(i) Presentation

After warming up the students, I wrote an issue for discussion on the board. 'Playing cards for enjoyment or a wastage of money.'

I divided the class into two groups. I asked one group to discuss the positive aspect of playing cards and other group to discuss the negative aspect of it. After the discussion in groups, students were asked to be in pairs, choosing the member from different groups so that a pair could share its ideas from the both points of view. Then each pair made two lists one for 'playing cards is for enjoyment' and the other for 'playing cards is wastage of money.' I recorded their summarized discussion.

(ii) Analysis and Reflection

In this class none of students used his/her mother tongue. Among 18 pairs, two pairs frequently called me for providing them with the words that could help them to express their thoughts. Discussion technique is quite useful to develop oral fluency.

3.2 Analysis and Interpretation of the Data obtained through Test Results.

This section comprises the analysis of the score of the students on the progressive tests, pre-test and post-test.

3.2.1 Analysis and Interpretation of the Test Scores

3.2.2 Comparative Analysis of the Pre and Post Test-Scores

Table No. 1

Comparative Analysis of Pre and Post-test Scores

Test	No. of Students	Total Marks	Obtained Marks	Percentage	Average Scores
Pre-test	36	360	247	68.11	6.86
Post-test	36	360	310	86.11	8.61

The above table shows that the total obtained score of pre-test was 247, i.e. 68.11 % and the total obtained score of the post-test was 310 that is 86.11 %. The percentage of the post-test was increased by 20 %. The average score of the pre-test was 6.86 and the average score of the post-test was 8.61 %. The average score in post-test is increased by 1.75 than that of the pre-test. The increment in the average score is the result of the discussion technique used while teaching speaking. Therefore, it can be claimed that discussion technique is an effective technique to develop students' speaking proficiency.

3.2.2 Pre-Test

Before starting the experimental teaching, I administered a written test (i.e. Pre-test) to determine the students initial proficiency. The score of the students on the pre-test are recorded in the following

Table No. 2

Individual Scores on Pre-Test

M.O. (Out of 10)	No. of students	Percentage
8	5	13.88%
7.5	7	19.44%
7	8	22.22%
6.5	8	22.22%
6	7	19.44%
4.5	1	12.57%
Total	36	
Average score 6.86		

The table 2 shows that the students came up with scores at varying range. Out of 36 students, five scored 8 out of 10, whereas seven scored 7.5. Eight scored 7; six scored by eight students; 4.5 is the least score scored by a single student. The average score is 6.86. However, score distribution here shows that their performance is satisfactory.

3.2.3 First Progressive Test

An incomplete dialogue was presented to the students as the first progressive test, which was in the form of 'request.' There were four gaps-to-fill-in and each gap carried 2.5 marks. The scores obtained by the students are as follows.

Table No. 3

Individual Scores on First Progressive Test

M.O (out of 10)	No. of students	Percentage
9	3	8.33%
8.5	3	8.33%
8	12	33.33%
7	11	30.56%
6	5	13.88%
4	2	5.55%
Total	36	
Average score = 7.30		

As the table shows, 3 students obtained 9 out of 10. This is the highest marks. The lower score was 4 which was obtained by 2 students; three students scored 8.5 and 6 marks were obtained by five students. Eight marks are obtained by 12 students.

The students seem to have easily solved the problems assigned to them. In the pre-test, the highest score was 8 which was obtained by five students.

3.2.4 Second Progressive Test

I conducted the second progressive test after 5 days teaching.

Table No. 4

Individual Scores on Second Progressive Test

M.O. (out of 10)	No. of students	Percentage
7.5	2	5.55 %
7	5	13.89%
6.5	9	25.00%
6	8	22.22%
5.5	8	22.22%
5	4	11.11%
Total	36	
Average score = 6.12		

Two students scored the highest marks i.e. 7.5 out of 10. The lowest marks 5 was obtained by four students. The second highest mark i.e. 7 was obtained by 5 students. Whereas 9 students obtained 6.5 and eight student obtained 6 marks.

Since the first progressive test was close to an objective one; students scored the highest marks 9 out of 10 in it. But this was a subjective test. Despite being a subjective test, students scored good marks. The story was taught by using pictures and discussion game which was really helpful.

3.2.5 Third Progressive Test

Having taught the lesson containing the short conversation between parents and children, making plans and picture describing exercises, third progressive was administered. The students secured the following scores.

Table No. 5

Individual Scores on Third Progressive Test

M.O. (out of 10)	No. of students	Percentage
9	5	13.88 %
8	14	38.89 %
7.5	15	41.66%
7	2	5.55%
Total	36	
Average score = 7.87		

This table shows that students made significant progress. In this test the highest marks 9 is secured by five students, whereas the least marks 7 is secured by two students. Eight marks are secured by 14 students and at the same time 7.5 is secured by 15 students. In comparison to second progressive test, the students showed a better progress.

3.2.6 Fourth Progressive Test

On completion of the twelve lessons the fourth progressive test was conducted to record students' progress. No student scored below 7 marks. For this test, some of the discussion exercises were given. The highest score 9 was obtained by five students. The number of students with their scores is shown in the table below.

Table No. 6

Individual Scores on the Fourth Progressive Test

M.O. (out of 10)	No. of students	Percentage
9	5	13.88 %
8.5	10	27.78 %
8	11	30.56 %
7.5	6	16.66 %
7	4	11.11 %
Total	36	
Average score = 8.08		

The result of the third and fourth progressive tests was similar. Forty one and six percent students were found to have performed well; as their score above the average score i.e. 8.08

3.2.7 Post-Test

After I finished the experimental teaching, I administered the post-test. The score of the students was recorded as follows:

Table No. 7

Individual Scores on the Post-Test

M.O. (out of 10)	No. of students	Percentage
9.5	9	25.00%
9	7	19.44 %
8.5	7	19.44%
8	9	25.00 %
7.5	4	11.11 %
Total	36	
Average score = 8.83		

The table given above shows that 9.5 out of 10 is the highest score obtained by nearly 25 % students. Nine out of 10 obtained by 19.44% of them which is the second highest score. Four students scored 7.5 which is the lowest score by 11.33% of students. In comparison to the pre-test scores, post-test scores show a remarkable progress of students in writing. On the pre-test the score of 6.86 with 8 is the highest and 4.5 is the lowest whereas the scores on the post-test are distributed around the average i.e. 8.83 which is much greater than that of the pre-test.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

The present study was conducted to find out the effectiveness of the discussion technique in speaking at a secondary (Grade Ten) English classroom. In order to fulfill the objective, an experimental study was carried out. This gave me an insightful experience. The students were habituated to listen to their teachers silently and used to do the exercises with the help of their teachers. Before I started the experimental teaching through the technique, I had doubt of its usefulness particularly in teaching speaking on the one hand and to maintain the discipline on the students while conducting the group and the pair work worries me on the other. However, from the day I first entered the classroom with my lesson plan that required students to work co-operatively in groups and pairs, it started working well. The class was heterogeneous with varying degree of proficiency level, the effectiveness was satisfactory. The students were curious to learn more. The analysis of the score on a pre-test, progressive test and post-test mentioned above supports my experiences as well.

4.1.1. Findings From the progressive Test Scores

a) Three progressive tests showed better progress in result of the students however in second progressive tests students could not do better than the previous tests. They produced disappointing results. It might be so because speaking consists of various types of language functions, six functions were familiar to the students whereas two were not very familiar to them. They tried a lot though.

b) Nearly 8.33% students scored the highest marks in the first progressive test. But the performance in the second progressive test radically decreased i.e. only 5.55 % students scored the highest marks. It is because this test was a subjective one.

4.1.2 Findings from the Pre-Test and Post-Test scores

After I observed the scores of the students on pre-test and post test. I found a rapid progress of the students.

- a) No students secured 9.5 out of 10 in Pre-test whereas in Post-test 9 students secured it.
- b) The average score in pre-test was 6.86, on the other hand, the score increased to 8.83 in the post-test.
- c) Twenty students secured above the average score in pre-test, whereas in the post-test 23 students secured above the average score.

The gradual increment in the marks they have obtained is the successful application of discussion technique in spoken language.

4.2 Recommendations

The following recommendations for pedagogical implications can be traced out from the findings of this study

- a) Teaching speaking through discussion technique was found to be better since the progress is seen in every progressive test. So, it can be said that it is an effective technique to teach speaking. Hence, this should be practiced in the schools.
- b) While teachings speaking through discussion technique students were found to be highly motivated as such they showed active participation in the class.
- c) Opportunity to all the students in speaking activity can bring the better result. The slow learners should be encouraged to improve individually by pairing them with the cooperative fast learners.

- d) Discussion technique was found effective in both types of tests, i.e. subjective test and objective one. Though in comparison to objective test, they scored less in subjective one. It was conducted test was conducted after a lot of discussion and they showed impressive scoring. Hence, both types of tests are recommended to assess students' performance in speaking.
- e) Fun activities, games and strip-stories can motivate the students in speaking.
- f) It is better to form the pairs after group discussion in such a way that the pair members are from the different groups so that the message can be shared to the greater number of the students.
- g) To deal with discussion technique, special preparation for teachers is required. So, sufficient time should be managed and the teacher should be very active.

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DECLARATION

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

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Bijayalaxmi Awasthi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Bijayalaxmi Awasthi** has prepared this thesis entitled '**Role of Discussion Technique in the Development of Spoken English**' under my guidance and supervision.

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DEDICATION

Dedicated to

My late grand parents and parents

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Date: 2067/12/21

Bijayalaxmi Awasthi

ABSTRACT

The present study entitled "**Role of Discussion Technique in the Development of Spoken English**" aims to find out the achievement in the spoken English by the application of discussion technique. The study was carried out using both primary and secondary sources of data. For primary data, the tenth grade students of a government-aided secondary school were taught speaking. Altogether 36 students were selected as sample and they were taught speaking on the basis of the original texts of the English text book of Grade Ten. Eight language functions along with some speaking exercises were chosen for teaching. The sampling procedure was purposive because of the availability of the students. A pre-test was administered to the selected students in the beginning. Then, four progressive tests were conducted in the interval of five class periods of each. The test items administered for the post-tests were the ones given to the pre-test. They were taught twenty periods altogether. The average score of all the test items were calculated. The results of the tests were compared to find out the effectiveness of discussion techniques on their achievement of speaking. It was found that discussion technique was more effective than usual classroom teaching in practice at secondary level.

This thesis is divided into four chapters. The first chapter consists of background, definition of language, difference between spoken and written texts. Components of speaking skill, problems with speaking, some solutions to the problems, classroom speaking activities are also included in this chapter. The first chapter also presents discussion, types of discussion, discussion items based on the Grade Ten textbook. The origin of action research, its definition and process have also been mentioned in this chapter. The final part of this chapter is review of the related literature, objectives and significance of the study. The second chapter deals with the methodology employed in the study such as the sources of data, sample population, sampling procedure, tools and procedures for data collection. This chapter also states the limitations of the study. The third chapter presents analysis and interpretations. The fourth

chapter consists of the findings and recommendations based on the analysis and interpretation of data. References and appendices are attached at the end.

Transcription of the Recordings

Request

Pair 1

St A : Excuse me, may I borrow your bicycle?

St B : Of course, you may.

Pair 2

St A : Ummm... don't know.....can I, may i excuse me...use your pen?

St B : Can I use your pen? Or

Pair 3

St A : May I sit here?

St B : Yes you may ...yes you cansure..... of course

Describing Picture by using simple past and past continuous.

Group A : (Four student)

Group secretary

You two make past sentence and Wepast...ok picture....past continuous.....time....कति लिने रेल 5 minute

Pair 1:Past simple

St A : Bicyclist was goingNo.....what is past.....

St B : Bicyclist went in the busy road

St A : The man badly injured.....umn.....right sentence त होला नि !

St B : Before that umn....he did not care about the traffic rules.

Pair 2

St A : Hey Amritala start.....

St B : A man in bi.....bi...bicycle was riding very fast from opposite direction to the bus whispering...bus collide or cycle collide?

Ask ma'amma'am.....don't askask Ranjit?

St A : ok. Ranjit bus collide or cycle collide?

Ranjit : picture ऋ bus collide.....

St A: The bus which was coming from next direction (interrupted by pair next no) opposite direction collided with cycle and cyclist fell accident.

Group B

Group secretary Finish first the work

Sujit and Dipu simple pastGanesh, we two continuous pair.

St A : cyclist was so fast that he did not notice traffic rules.

St B : hee....cyclist. faint and cycle spoil.

Pair 2

St A : continuous ः ?

St B : yea.....the cyclist was riding bicycle very fastanother side the bus was coming near the bicycle.

St A : he was getting injury.

Group C

Group secretary- First I say.

The man was riding bicycleu say.

Pair 1

St A : I' m not saying

St B : Me alsocall ma'am

St C : why calling?miss....

St D : ask me ...I'm secretary.....

(all four taking together unintelligibly)

Life of the famous people

St A : (paper shuffling) Bhanu Bhakta Acharya

St B : what he did ?

St A : he.....read in social study.....

St C : Ramayan(laughs) old Ramayan to present Ramyan

St D : Sanskritsay spellingdifficult.

St B : poem also story त थाहा छैन लेखेन होला (langhter)

St A : Now I say

BhanuBhakta Acharya is famous because he wrote Ramayan, poems etc. He was born in rich family. He wrote old Sanakrit Ramayan again.

Group B

St A : (paper shuffling) Bhimsen Thapa

St B : I knowDharahara

St A : other worksummm.....Dharahara and Darahara.

St C : Prime minister also

St A : YesYes....Yes....social works also write

St D :did suicide

St C : I write all these and today I read.

Bhimsen Thapa is famous because he built Dharahara. He was prime-minister also. (all four talking unintelligibly).. ल ल did lots of social

works...and ...did...did...ma'am..did suicide correct: okand finally committed suicide

Group C

St A : Parijat

St B : Name of flower. (laughs) but I haven't seen it.

St C : Not flower, a women, साहित्यिक figure

St A : साहित्यिक ? in English ...(language) let's write same word.

St D : Anisha you write, I say

(after some minutes)

St C : Parijat is a name of flower also but here is a साहित्यिकno.....Anisha ask to ma'am . ma'am what is साहित्यिक in English ? ok

St C : saying from first

Parijat is na..... name of flower also, but here a literary figure. She wroted poem, stories, novels and many. She won very big prize Madan puruskar.

Complaining

St A : Drama.....No.....role play.

St B : ye....I'm ..your daughter (laughs)

St A : ok

St B : I don't like my father because she never gives me enough money....

She never gived me enough money.... Ma'am can I say mother also .I don't like my mother because she always tells what to do?

St A : I don't like you..

St B : ...don't say you, say daughter (laughter)

St A : I don't like my daughter because she doesn't help around the house, and watches TV too much (laughter)

Another Pair

St A : I don't like my teachers. They give a lot of homework.

St B : I also don't like (laughter) my students because ...umm.. what I say
..u...because they are lazy.

Developing sentences through the clues

St A : (paper shuffling) four papers ..and not stop eating much one, get cold second not open window third and become very then last.

St B : First match....then discuss

St C : Its easy not stop eating much with become very thin and ...umm...

St D : And get cold with not open window

St A : If I stop eating much, I became very thin.

St C : Now I ask to Shila why don't you open window?

St D : If I open window, I get cold Pratiksha (laughter)

Things allowed to do and not allowed to do

St A : I'm not allowed to do anything

St B : um.....boring

St C : look the slip, in library

St A : (laughs) I already told not allowed to do anything.

St D : Don't say like that. They allowed many things.

St B : Reading, copying and umm....

Yea talking books to home.

St C : Not allowed speaking loudly.

St A : Not allowed toto....whatsinging also.

Giving opinions

St A : Look the chart. Hindi Films/ Nepali films.

St B : Veg dishes / non veg dishes also

St C : I think we have to discuss...again

St D : Because ...they are ditto of Hindi films

St C : हो तरHindi, not understand....but their dance, I like ...

St B : Hindi बवाल हुन्छ , fight, action ...Nepali films we duplicate gun...(laughter)

St A : I like Hindi films then Nepali films because ...Hindi is original one.

St B : No, Nepali is also original

St A : होला पनिbut I don't like.

Advice

I have a terrible toothache

St A : You should take medicine

St B : It would be better, if you don't speak (laughter)

St C : Why don't you visit the doctor.

St A : That doctor is called dentist don't say doctor....

Trouble with math homework

St A : I don't like math.

St B : I have a trouble with math homework (paper shuffling) ...last this question its very difficult

St C : Why don't you take tuition

St A : You should ask to math sir.

St B : Ok... I ask....

Feelings about the things

Playing cards an enjoyment or wastage of money

St A : Playing cards is not good

St B : I know how to play ...umm.... very- very interesting.

St C : Not always.... lost also....

St D : It's time pass.

St A : Avoids loneliness also umm..In Dasain, Tihar so many peoples are together.

St B : Yes last Dashain We lost 12 thousand.

(all three talking unintelligibly)

St A : We enjoy a lot in Tihar ...umm....with sweets and snacks.

St C : Sometimes a enjoyment and sometimes a wastage of money (laughter)

Lesson Plan

Date- 067-8-27

Time- 45min

Period- IV

Vasihnavi Secondary School

Calss- IX

Subject- English

Topic- Discussion

Objectives: - At the end of the lesson, the students will be able to:

- i. Discuss about the picture
- ii. Answer the question based on the picture

Materials: - Daily used materials, pictures cut out and tape recorder

Teaching-learning Activities: the teacher introduces the lesson by asking following question:

Do you like to draw picture?

How often do you describe any picture? Etc.

She shows the picture cut-out and asks some of the questions about the picture.

Then she divides class into groups and appoints a group leader.

After that she encourages them to discuss about the picture. Then she calls group leader and tells them to present their discussion.

During her presentation she records their voice.

Free-practice: - She shows the same picture and asks following questions:

What can be the title of the picture?

Summarize this picture in one paragraph.

Homework: - Draw any unusual picture and describe that.

Appendix - I

Question Paper

Questions

Answer the following question

- i. List the items described in picture.
- ii. Summarize the picture in one paragraph.
- iii. Why do think the picture is unusual?
- iv. Do you think you can go like that?
- v. Have you ever witnessed such kind of event?
- vi. What do you think where is she going?
- vii. Do people have confidence in her? How do you know?
- viii. Do you get nervous to watch such kind of picture?
- ix. What seems to be good advice?
- x. What do you think about other people's view towards her?

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LIST OF ABBREVIATIONS

TOEFL	Test of English as a Foreign Language
IESL	International Test of English as a Second Language
L1	First Language
L2	Second Language
St	Student
P	Page
etc.	Etcetera
i.e.	That is
NELTA	Nepalese English Language Teachers' Association
TU	Tribhuvan University
ELT	English Language Teaching
et al.	And other people
NO.	Number
&	and
MO	Mark Obtained
PAR	Particularly Action Research
ESL	English as a Second Language
Ed	Edited
OUP	Oxford University Press
Co	Company
US	United States
USA	United Sates of America
Vol	Volume

CUP

Cambridge University Press

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