

HESITATION OF LEARNERS IN SPEAKING ENGLISH IN THE EFL CLASSROOM

Anil Kumar Shrestha

A DISSERTATION

Submitted to

School of Education

In partial fulfillment of the requirements for the degree of  
Master of Education in English Language Teaching

Kathmandu University

Dhulikhel, Nepal

August, 2012

## AN ABSTRACT OF THE DISSERTATION OF

Anil Kumar Shrestha for the Degree of Master of Education in English Language Teaching presented on 26<sup>th</sup> August, 2012. Title: *Hesitation of Learners in Speaking English in the EFL Classroom*

Abstract Approved: \_\_\_\_\_

Assoc. Prof. Laxman Gnwali, Dissertation Supervisor

Speaking is a primary medium of communication. Speaking ability lies at the heart of any ELT program that aims at making students able to communicate in English accurately, fluently and appropriately. Second language learners seem to be primarily eager and interested in learning to speak as if “speaking” skill enables the learners to generate and articulate ideas, arouse feelings, give a chance to be heard, convince and persuade others. This study was carried out with the primary purpose of exploring the factors that hinder especially Grade 10 students of Lalitpur district to speaking in English in EFL classroom. The main focus of this study is to find out causes of hesitation, along with their implications to enhance communicative competence.

I used qualitative approach in order to explore the ground reality of hesitation of the learners in speaking English’. I selected six different secondary level English teachers and students from Lalitpur district by using purposive sampling. Likewise, I used ethnography as the method to explore the natural and cultural setting of those schools engaging in their real world. I used multiple tools such as interview and observation to collect the data. The finding of this research study revealed that most of the students who study in government school hesitate in speaking because of lack of sufficient exposure,

excessive use of mother tongue in the class, less emphasis on the importance of teaching speaking, less emphasis on pronunciation skill, lack of use of communicative activities and communicative approach of language teaching, lack of proper attention on the gravity of hesitation, lack of formative assessment for speaking test, teacher centered approach, exam oriented teaching learning process, and the negligence of both subject teachers and administration of government aided schools.

Based on the findings and the conclusions of my study, I have presented the implications that the hesitation of the students in speaking English can be reduced if the students are provided with separate period for speaking where they can share their opinion, feeling and emotion in a natural setting. I have discussed that the teachers should create English world inside the classroom using recorded tapes, audio cassette, audio visual material and teacher talk to provide sufficient exposure to the students. I have also suggested that they should use communicative activities such as group-work, pair-work, simulation, drama, dialogue, role-play, drilling to make the students participate actively forgetting their stress and anxiety.

Likewise, I have recommended them to avoid GT method, use supplementary material besides text book, use student centered approach, keep balance between TTT and STT, use formative assessment to provide feedback and to reinforce the students constantly.

© Copyright by Anil Kumar Shrestha

2012

All Rights Reserved

## DEDICATION

This dissertation is whole heartedly dedicated to my beloved parents who showed me this beautiful world and taught me to bear the ups and downs frequently occurring in every sphere of my life.

---

Anil Kumar Shrestha, Degree Candidate

26<sup>th</sup> Aug, 2012

## DECLARATION

I declare that the ideas, analyses, findings, conclusions and implications reported in this dissertation are entirely my own effort, except where otherwise acknowledged. I also declare that the work is original and has not been previously submitted for the candidature for any other degree.

---

Anil Kumar Shrestha, Degree Candidate

26<sup>th</sup> Aug, 2012.

## APPROVAL

Master of Education in English Language Teaching Dissertation of Anil Kumar Shrestha

Presented on 26<sup>th</sup> Aug, 2012.

APPROVED:

---

Assoc. Prof. Laxman Gnawali

26<sup>th</sup> Aug, 2012

Dissertation Supervisor

---

Assoc. Prof. Bal Chandra Luitel, PhD

26<sup>th</sup> Aug, 2012

Member of Research Committee

---

Mr. Bhesh Raj Pokhrel

26<sup>th</sup> Aug, 2012

External Examiner

---

Prof. Tanka Nath Sharma, PhD

26<sup>th</sup> Aug, 2012

Dean, School of Education

I assume that my dissertation will become part of the permanent collection of Kathmandu University library. My signature below authorizes release my dissertation to any reader upon request for scholarly purposes.

---

Anil Kumar Shrestha, Degree Candidate

26<sup>th</sup> Aug, 2012

## ACKNOWLEDGEMENT

It is my great pleasure that the present research work has come to existence due to the unforgettable encouragement and invaluable suggestions from different personalities. I am extremely happy to pay my due respect, profound gratitude and admiration to all those who directly and indirectly contributed to accomplish this research study.

First of all, I would like to acknowledge a considerable debt to my dissertation supervisor Assoc. Prof. Laxman Gnawali, for his scholarly guidance, eminent supervision and invaluable suggestions. I am sure, without his constructive feedback from the very beginning, it would not be possible to get this study completed. I will always be indebted for his assistance, patience, worthwhile advice, friendly behavior and continuous inspiration.

I would like to extend my sincere gratitude to Prof. Dr. Tanka Nath Sharma, Dean, School of Education and Assoc. Prof. Dr. Bal Chandra Luitel for their sincere support and valuable suggestion for completing this study.

My profound gratitude also goes to Asst. Prof. Dhanapati Subedi and Asst. Prof. Ghanashyam Bhandari for their unflagging encouragement to cultivate my knowledge in the field of ELT, guidance to use APA format and for their moral support. I owe much to my course tutors Mr. Ganga Ram Gautam, Mr. Kamal Poudel, Mr. Hemanta Raj Dahal and Ms. Gretchen Coppedge for their constant inspiration and encouragement during the two year of academic journey at KU.

Furthermore, I am very much indebted to the concerned participant teachers and students of the government school of Lalitpur district for their kind co-operation and for



their creative ideas. It would be unfair of me not to acknowledge the support of the Principals of those schools who intrinsically showed their interest in this research. I would like to thank my nearest and dearest friends for their sympathetic encouragement and suggestion to complete this research.

I also express my thankfulness to my friend Mr. Vijay Kumar Mahato for APA correction and Mr. Santosh Gautam for editing and rectifying the language errors in the dissertation. My parents also deserve my thanks for their continuous support and inspiration to continue my study in their every ups and down.

---

Anil Kumar Shrestha, Degree Candidate

26<sup>th</sup> Aug, 2012.

## TABLE OF CONTENTS

ACKNOWLEDGEMENT .....	i
TABLE OF CONTENTS.....	iii
ABBREVIATIONS .....	ix
CHAPTER I.....	1
INTRODUCTION.....	1
Background of the Study .....	1
Problem Statement .....	9
Purpose of the Study.....	11
Research Questions .....	11
Rationale .....	12
Delimitation of My Study.....	13
Chapter Summary.....	13
CHAPTER II.....	14
LITERATURE REVIEW .....	14
Chapter Overview .....	14
Preparation of Literature Review .....	14
Speaking as a Skill .....	15
Teaching Speaking .....	19

Fundamental Components Underlying Speaking Effectiveness .....	23
Grammatical Competence .....	24
Discourse Competence .....	25
Sociolinguistic Competence .....	26
Strategic Competence.....	27
Stages of Teaching Speaking .....	27
Introducing New Language Stage/ Preparation .....	27
Practice Stage/ Experience .....	28
Communicative Activities Stage/ Reflection.....	29
Activities for Teaching Speaking.....	29
Discussion.....	30
Topic Talk/ Prepared Talk.....	31
Project Presentation.....	32
Drama .....	32
Role Play .....	33
Information Gap.....	34
Dialogue .....	35
Simulation.....	35
Communication Game.....	36
Drill .....	37

Conversation Practice.....	38
Describing Pictures .....	38
Pair Work.....	39
Group Work.....	40
Psychological Factors in Speaking English.....	40
Exposure.....	40
Motivation .....	42
Problems with Speaking .....	44
Previous Research Studies .....	46
The Gap I Noticed .....	49
Conceptual Framework .....	50
Chapter Summary.....	51
CHAPTER III.....	53
RESEARCH METHODOLOGY .....	53
Chapter Overview .....	53
Paradigmatic Consideration.....	53
My Research Paradigm.....	54
Philosophical Considerations.....	56
Ontology.....	56
Epistemology .....	57

Axiology .....	59
Views of Science in My Study.....	60
Methodological Consideration.....	62
Qualitative Research.....	62
Ethnography.....	64
Selection of Research Site and Participants.....	66
Data Collection Techniques.....	67
Observation.....	67
Interview.....	68
Data Collection Procedure.....	71
Process of Data Analysis.....	74
Quality Standards.....	75
Credibility.....	75
Ethical Consideration.....	77
Collecting Information.....	78
Seeking Consent.....	78
Providing Incentives.....	79
Seeking Sensitive Information.....	79
Chapter Summary.....	80
CHAPTER IV.....	81

DATA ANALYSIS, INTERPRETATION AND DISCUSSION.....	81
Chapter Overview .....	81
Interpretation of Teachers’ Interview .....	81
Theme: 1 Importance of Teaching Speaking: Understanding of Characteristics and Components .....	81
Theme: 2 Stages of Teaching Speaking .....	92
Theme: 3 Place of Pronunciation Skill.....	100
Theme: 4 Use of Communicative Language Teaching Approach.....	110
Theme: 5 Teachers’ perception on the gravity of Hesitation .....	125
Theme: 6 Use of Mother Tongue .....	142
Theme: 7 Roles of Time and Exposure for Language Skill Development .....	149
Theme: 8 Testing Speaking in Terminal Examinations .....	156
Interpretation of Students’ Interview .....	162
Theme: 9 Learning Speaking and the Difficulty Level .....	162
Theme: 10 Motivation Factors for Students .....	164
Theme: 11 Teaching Aids used in Speaking Lesson. ....	166
Theme: 12 Evaluation of Speaking Skill.....	169
Chapter Summary.....	171
CHAPTER V.....	172
SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS AND MY .....	172

REFLECTION .....	172
Chapter Overview .....	172
Summary of Findings .....	172
Conclusions of the Study.....	178
Implications of the Study.....	182
My Reflection .....	185
Chapter Summary.....	188
REFERENCES.....	189
APPENDICES.....	200

## ABBREVIATIONS

EFL	English as a Foreign Language
E. g.	For Example
ELT	English Language Teaching
M Ed	Master of Education
KU	Kathmandu University
SLC	School Leaving Certificate
GT	Grammar Translation
NELTA	Nepal English Language Teachers' Association
CDC	Curriculum Development Centre
CLT	Communicative Language Teaching
P-P-P	Presentation-Practice- Production
MoE	Ministry of Education
TTT	Teacher Talking Time
STT	Student Talking Time



## CHAPTER I

### INTRODUCTION

This chapter begins with the background of the study dealing with the definition of speaking, my tutor's style of teaching speaking and my own experience of teaching and learning speaking. Likewise, it also includes the problem statement dealing with hesitation that the students face while they speak in their EFL class. Then it presents purpose of the study and research questions. Finally, it contains rationale and delimitations of the study dealing with the reasons behind the importance of my research problem.

#### **Background of the Study**

Language is generally defined as a means of communication (Saraswati, 2004). It is a distinctively human possession. Human beings communicate their experience through language. People utter sounds (or letters) to convey meaning and learners (or readers) process the sounds (or letters) to get the meaning (Saraswathi, 2004, p. 15). Language is human species' specific innate possession which distinguishes them from other animals. It is the divine gift of god. It appears to be the most important means of communication in social contexts. Richards (1985) defines, "Language is the system of human communication by means of a structural arrangement of sounds (or their written representation) to form longer units e.g morphemes, words, sentences" ( as cited in Subedi, 2006, p. 153). Language is often called a "skill" rather than a subject. Though a skill does not altogether preclude intellectual activity, it is more a matter of "doing" than

“knowing” (Baruah, 1992). Thus, language is called a “complex skill” comprising (i) the skill of listening (ii) the skill of speaking (iii) the skill of reading and (iv) the skill of writing. The four skills speaking, listening, reading and writing can be classified as receptive and productive skill. Listening and reading fall under the category of receptive skills and speaking and writing are productive skills (Saraswathi, 2004). Among four language skills, speaking and listening are considered as primary language skill whereas reading and writing are regarded as secondary skills. Listening and speaking which demand the exercise of auditory and the speech organs may be called audio-lingual or AURAL – ORAL SKILLS while reading and writing involving the visual and the psychomotor organs may be called GRAPHIC- MOTORS SKILLS. In order to be able to use the language to convey thoughts, intentions, wishes, information etc, a person needs a mastery of various elements such as mastery of sounds, words, structure and skills (Haycraft, 1978). That is why; all the four skills need to be equally emphasized in the EFL classroom to get mastery over second language.

However, among four skills, speaking is arguably the most important, through which one can express his or her inner feeling, thoughts, ideas and emotions with the help of words. In this regard, Ur (1996) says, “Of all the four skills, speaking seems intuitively the most important. People who know a language are referred as a speaker of the corresponding language as if speaking included all kinds of knowing, and most foreign language learners are primarily interested in learning to speak” (p. 120). Speaking is a primary medium of communication. Speaking ability lies at the heart of any ELT programme that aims at making students able to communicate in English accurately, fluently and appropriately (Adhikari, 2010).

Aforementioned citations are the evidences that have proved that speaking in English plays eminent role in the life of every student and learners of any institutions. Relating all the facts with my past experiences of learning and teaching speaking, I had a bitter experience from Nursery to M Ed in ELT at KU and my working experiences as a secondary level ELT teacher at a government school. When I was in primary classes, my English teacher used to teach English translating all the comprehension passage into Nepali using GT method. We were compelled to listen their voice unwillingly throughout the whole period being a passive listener. They did not do any such activities in which we got chance to speak. All we had to do was to listen to the teacher folding our hands and keeping the lock in our mouth. I cannot forget the corporal punishment given by the teacher using the thick stick and the plastic pipes on our buttock whenever we were unable to say the word meaning and answers they were written on the blackboard. They used to write Nepali equivalent meaning of English word and we had to read those by heart and vomit in the classroom as similar as they had written to us. That's why we were not allowed or given chances to be creative and innovative in the classroom.

We were supposed to memorize everything the teacher had written for us on the blackboard and to spell out the same in the class. We were not allowed to disturb the teacher while translating the passage and none of us dared to speak in front of the teacher even in Nepali. Once my English teacher asked me a question from the book but I couldn't answer it correctly in front of him because I was very afraid of him, though I could tell the answer expressively at my home. He could not tolerate the way I answered and looked so aghast. He threatened me furiously and hit on my naked buttock using the plastic pipe. All of my friends including me had to face such frightening situations in the

classroom and sometime we used to bunk the school to get relief from the punishment. My teacher did not use to do any communicative or interactive activities in the classroom to provide sufficient exposure for us to cope with our hesitation in speaking in English. I knew the Nepali meaning of the English words but I could not speak using the words as I used to think that there would be grammatical mistake. I even could not request my teacher to help me to improve my English speaking. Beginning as a primary student, I learned English through rote memorization of written text. None of my primary teachers taught me how to speak English. In this regard, Saraswathi (2004) claims, "Learners should be able to use English within classroom and later in their career, and also for social survival and upward mobility" (p. 84). But the teachers did not provide such environment to develop our competency in speaking English. They need to facilitate communication in the classroom, asking like as an advisor, answering the students' questions and monitoring their performances (Larsen- Freeman, 2004, p. 128). She further says, "Errors are tolerated and seem as a natural outcome of the development of communication skills" (p. 127).

Not only I, but all of my classmates hesitated to speak thinking of making mistake that hindered us to speak in English in front of the teachers. The teacher seemed like an authoritarian (i.e like a policeman) who always threatened and could not create situation likely to promote communication. Ur (1996) says, "Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts" (p. 121). Thus, teacher needs to think that they should give the learners enough exposure to make them ready to deliver their views. When I was in grade ten, my English

teacher usually came to the class without any teaching materials. They used to take a book from the students and start to read the whole text for us and translate the whole passage in Nepali language, and write the question and answers along with word meaning in Nepali on the board. They used to ask to memorize the whole exercise for the exams. I used to write the same answer written by the teacher in exam sheet. There were no provisions of taking speaking test in the SLC exam. However, an American came to live with my family as a paying guest. It was with him that I began practicing speaking in English. He taught me English without translating the words into my mother tongue. But, at school, my teachers never taught me how to improve my fluency in English and I never heard them speaking in English. They used to enter the class, translate all the comprehension texts, and ask the answer the same answer which they had written on the board for us. In all of my years at school, I never experienced a speaking class or speaking tests. The English course of grade ten aims at developing students' communicative competence in the use of English language.

Despite such objective, Adhikari (2010) asserts, "Speaking in the context of government aided school is the minimally practiced skill in the classroom and the least assessed skill in the classroom and the obviously the marginally developed one in the students" (p. 2). Similarly, being an English language teacher of government school, somehow, I tried to teach following the same method of my English teacher which he used to adopt in my English class. I started to teach them using grammar translation method and writing the word meaning on the board thinking that they were poor. This led them face the same problem with which I used to face in my school. I didn't use different kinds of interactive activities and information gap activities in the class. I had to complete

the course in designated time and make them prepare for the SLC. Most of the time, I focused on practicing the reading and writing exercises and skipped the speaking parts. That created a problem within my students. They hesitated to speak even the chunk of a sentence. Willis (1996) states, “Exposure provides a rich comprehensible input of real language i.e, the kind of language that learners will read or wish to understand and use themselves” (p. 59). Such exposures are not frequently applied where the students can practice the real language. So they are not able to speak fluently without shyness, fear and hesitation. Whenever they are asked to participate in interactive activities they feel shy and utter few words along with a bitter smile.

In the context of Lalitpur district, I have experienced that most of the English teachers are trained. The trained teachers play negligent game because they have lot of grievances to speak out about their job. They just dictate in the class but they do not care about the students’ needs and interests. They still think that GT method is the suitable method to teach English. They do not use other teaching materials, method and approaches to make their students active speaker. Sharma (2007) states that even trained teachers fail to bring changes in their own organization. It has been seen that most of the teachers participate in the training only for formality, especially to be promoted in their job but not to change their stereotyped methodology (p. 143). Frequently, the head master tells the English teachers not to ask for teaching aids for English because there is science or math demanding more aids (Bhattarai, 1986).

Recently, I visited different schools to observe the classes of secondary English teachers to complete the required assessment provided by my tutor of Kathmandu University. During my visit to those schools, I found that most of the English teachers

used mother tongue of the learners to teach English. The class was totally teacher centered and the students seemed passive listener. When I asked about their speaking class, none of them dared to answer me in English. Few of them tried to answer me in broken English covering their mouth with their hankies and other students laughed while listening to their answer. One young man stood up and told me that they have speaking test in every terminal exam but they had never experienced such classes in their whole academic year.

In the context of Nepal, excessive use of mother tongue can be observed in schools. It is felt that the main reason behind this maximum use of mother tongue is the low exposure on the part of the students in English language. In this light, Rana (2009) (as cited in Khati, 2011) puts his views as follows; except in certain English medium schools, the students hardly have enough exposure to English language- only 5,6 hours of classes a week. This is not sufficient for several reasons. They have quite less access to other audio video exposure and hardly enough time and room for language performance in the schools. He further added that the situation is even worse in the remote localities. Likewise, Bhattarai (2006) says, “In private schools, all subjects except Nepali are taught in English whereas in government owned public schools, all subjects except English language are taught in Nepali language” (as cited in Khati, 2011, p. 42). Krashen (1985) asserts, “Second language acquisition is unconscious process of using language, not directly obtained by conscious learning.

Thus the major task for a teacher is to create an environment or a setting for students to acquire English by using it through activities in class”. Likewise Snow (1996) believes that students learn effectively about language when they take part actively in the

communication with language rather than only passively accepting what the teacher said. That's why the teachers need to encourage and motivate the students to participate in the activities rather than focusing only in text book. The EFL teachers of Nepalese government aided school need to understand the general objective of English language teaching as a foreign or second language in the secondary level. Government of Nepal has focused on the English language in order to make all the Nepalese students competent and fluent and to enable them to communicate with others using English effectively. EFL teachers can use a balanced activity approach that contains language input, structured output, and communicative output (Harmer, 2007) to develop communicative efficiency in speaking. Input includes (Samuda et al, 2001) the pre-requisites like contextual information, textual-input, instructional questions, pictures or other simulated situation which the learners use as springboard to reach to a conclusion or product of some sort of by processing and exploring the input individually or in a group (as cited in Baral, 2009, p. 7). Language input also comes in the form of teacher talk, listening activities, reading passage and the language heard and read outside the class.

In the course of second language learning and teaching process the teacher needs to understand that speaking in the target language is a complex and complicated skill since it requires the enough knowledge of structures, vocabularies and thinking of what is to be said. It is especially difficult in foreign language because effective oral communication requires the ability to use the language appropriately in social interaction. So the EFL teachers of government aided schools of Nepal need to focus on the communicative competence since it is one of the most necessary language skills for displaying students' language proficiency.



Thus, my past experience of learning speaking skill, my own style of teaching English in government school and existing facts inspired me to conduct a research on hesitation of learners in speaking English.

### **Problem Statement**

“I can understand my teacher’s English but when I speak to ‘real people’ I can’t understand them”. This is a comment I am sure many teachers have heard from their students studying in government aided schools.

While attending an ELT seminar, one of my close friends who also works in a government school asked me if I had any reference or resource book to teach speaking skill. He further said that he used only text book and he did not have audio-cassette to do the listening in the class. This might be the situation of all government aided schools of Lalitpur and probably throughout the country. During my visit to the neighboring school to complete my required assessment, I got an opportunity to put few questions to reveal the ground reality. Few of them tried to reply in broken English covering their mouth with their hankies and other laughed while listening their answers.

In addition to my observation at different schools, my past experience and interview with teachers, I had an opportunity last year to serve as a monitor for the speaking skill portion of the SLC at Bajrabarahi Secondary School, Chapagaun, Lalitpur. Most of the students were from government aided schools. So, when I asked them a few introductory questions and then to describe the picture, they hesitated to express themselves in English. Some of them requested me to take their speaking test in their mother tongue. Some of them even urged me to provide them with satisfactory marks

even though they failed to answer in English accurately. Honestly speaking, I provided satisfactory marks to all of them.

According to the present curriculum English education for secondary level prescribed by CDC (2007) carries 100 full marks. The two year English curriculum for grades 9 and 10 has two purposes. First, they are interested to enable students to exchange ideas with people of any nationality who speak and write in English. The second purpose is to expose students to the vast treasure of knowledge and pleasure available in written and spoken English. “Speaking alone carries 15% in SLC examination. The present level curriculum was slightly reorganized in the year 2007 seeing language as a skill that allows one to get things done,” through language functions (CDC, 2007, as cited in Baral, 2009, p. 2).

However, on the other hand, the assessment system has not been able to incorporate the functional elements. A large part of the examination is still conducted in the traditional format where students answer the question referred to the textbook materials based on memory. Although, there is provision for an oral test that carries 25% marks, that requires students to appear in a separate listening examination with objective comprehension question, and a speaking test involving interview questions (CDC, 2007, p. 30). Most teachers are more concerned about how they can help their students get through the traditional examination rather than incorporating the new communicative elements into their teaching (Baral, 2009, p. 2).

As a second most important language in Nepal, English is extremely used in education system from the primary level up to tertiary level. It is also widely used in various professions such as medical, engineering, law and business. Therefore, it is very

crucial for Nepalese students to be proficient in English so that they can use the language efficiently for academic purpose and later in professional setting. Thus, confidence in speaking is very important to all the graduates because it can prove that they are the suitable candidate for the job. In a nutshell, English has become the second most important language to the students from nursery to the tertiary level of the government aided school. It is because they need to master the language in order to excel in their study and to prepare them for the competitive job market. They have to compete with other graduates who not only have good academic qualification but also have good communication skill in English.

Thus, in this study, being a researcher, I wanted to determine the perception of students/teachers of Lalitpur district, about the feeling of hesitation they experienced when learning/teaching the second language and to express the causes and reasons of their hesitation since no research has been carried out in order to unearth the problem in this area.

### **Purpose of the Study**

The purpose of this study was to explore the problems in speaking. Specifically, this study aimed to explore the reasons behind the hesitation of the students of government aided secondary schools to speak in English.

### **Research Questions**

The sole purpose of my research was to explore the factors of hesitation of students while speaking in EFL classroom and outside. I framed my research questions according to my objectives. My research purpose guided me to formulate my main question in the following ways.

- a. Why do the students of government aided schools hesitate to speak in English?

To facilitate my research and to lead me to the level of knowledge construction, the subsidiary questions I prepared are listed below:-

- a. What factors cause the hesitation in learners in speaking in EFL classes?
- b. What factors do students perceive cause hesitation?
- c. What factors do teachers perceive cause hesitation?
- d. To what extent does the classroom environment practice hinder speaking in EFL classes?

### **Rationale**

A spoken English course should enable the learner to communicate effectively in academic, professional and social context. In other words, learners should be able to use English within the classroom, and later in their career, and also for their social survival and upward mobility (Saraswathi, 2004, p. 84). Learners should be able to use English and 'display' their knowledge as soon as they acquire some competence in speech. Xiaoju (1990) argues, 'Communicative competence doesn't mean the ability just to utter words or sentences. It involves the ability to react mentally as well as verbally in communicative situation. The mental reaction is the root of the verbal reaction" (p. 59). Communicative competence may not be developed just by applying the few information gap activities such as role play, group work and pair work, games and drama in EFL classroom. That's why; the teacher needs to create a real life situation where the learner tries to speak to fulfill their needs and purpose.

Likewise, the teachers need to provide freedom of interpretation and freedom of learning by themselves. They should not be deprived or protected by the rule or the

behavior of the teacher. Thus, exposure to language enables the learner to become acquainted with linguistic structures, opportunities to use these structures, if made available to him, will make it possible for him to speak the language (Verghese, 1984). Motivation plays a significant factor in second language learning. That's why the teacher needs to motivate the learners to communicate, no matter whatever be the level of communication he/she wants to reach. Ur (1996) says, "Learners motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive" (p. 274). So, the rationale behind this study is to research upon the possible factors that hindered the students of government school to speak in English as their second language.

### **Delimitation of My Study**

This research focused only on issue of hesitation in speaking English in EFL classroom. Additionally this study was limited with the perception and practice of the both teachers and students and their classroom observations but other issues were ignored.

### **Chapter Summary**

In this chapter, I presented the introduction and background of the study. Then I focused on my tutor's style of teaching speaking and my past experience of learning speaking. Similarly, I stated the problem statement of the study. In addition to that I included the purpose of study and research questions based on the research objectives. Finally, I presented the rationale and the delimitation of the study.

## CHAPTER II

### LITERATURE REVIEW

#### **Chapter Overview**

This chapter deals with different ideas and opinions presented by different scholars in the field of ELT which are related to my research topic. This chapter begins with the process of literature review, speaking as a skill and characteristics of speaking skill. Likewise it further continues focusing on teaching speaking, fundamental components underlying speaking effectiveness, stages of speaking, activities for teaching speaking, problems with speaking, psychological factors in speaking skill and related research and ends with the gap I noticed .

#### **Preparation of Literature Review**

For the purpose of literature review, and to gather the information related to my research questions, I visited different Libraries (like, KU library, T.U central library, NELTA library, British council, CDC library, Kathmandu valley public library and browsed different websites and went through different articles, researches conducted by various writers and scholars. I reviewed the literature and collected the valuable information related with my topics. Similarly, I read different books, journals and dissertation related to ELT. Under the literature review, I would particularly like to present the definition of language, language skill, speaking as a skill, characteristics of speaking etc. Similarly, I tried to gain the appropriate but different answers of the following question consulting different books written by various scholars: What is teaching speaking? What are the

elements of speaking skill? What are the stages of speaking? What are the different activities for teaching speaking? What are the problems with speaking? What are the psychological factors that hindered spoken English? Below, I have presented the information of related research and the gap I noticed under these headings:

### **Speaking as a Skill**

Speaking is primarily a productive skill in the sense that language is primarily manifested in speech (Ur, 1999). Speech consists of production of vowel and consonant sound, stress, rhythm, juncture and intonation. Speaking is directly related to listening. Therefore, listening is pre-requisite to speaking. Listening and speaking are the two skills which go together. Harmer (2007) defines language in terms of four skills reading, writing, speaking and listening. They are often divided into receptive skill and productive skills. He further defines receptive skill as a term used for reading skills where meaning is extracted from the discourse. A productive skill is the term for speaking and writing skill where students actually have to produce language themselves. Speaking is a productive skill like writing and a complex activity in the sense that it is difficult to describe how utterances are produced and how they come out while speaking (Khaniya, 2005, p. 102).

So, it can be said that language means something spoken. Language learning mainly refers to learning speaking. Barauh (1992) opines that language is primarily speech and knowing a language is often defined as the ability to understand and speak the language. It can also be noted that the development of the other skills (i.e reading and writing) would be comparatively easy if the learners are based on oral foundation. Chaney and Burk (1998) say, “Speaking is the process of building and sharing meaning

through the use of verbal and non-verbal symbol in a variety of context” (p. 13). It is not easy to limit speaking with some verbal symbol or sentential definitions. So, speaking is the ability to express oneself fluently in a foreign language. That’s why, speaking is a crucial part of second language learning and teaching. Gass and Selinker (2008) assert, “It is commonly believed that learning a second language involves learning the rules of grammar of the second language, along with vocabulary items and correct rules of pronunciation” (p. 304).

Likewise, Cameron (2001) says, “To speak in the foreign language in order to share understanding with other people requires attention to precise detail of language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely” (p. 41). Not only this, a second language learner has to be able to link between the language forms and their meaning. The three factors involved in the process are (i) the form (ii) the content or meaning and (iii) their association. Barauh (1992) says, “In speaking, the speaker associates the appropriate form with the meaning that he has in his mind, and in understanding he associates the meaning that he has heard” (p. 157). So, it can be understood that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information Brown (1994). In course of second language learning, speaking is much more demanding than listening on language learners, language resources and skill and speaking activities require careful and plentiful support of various types not just for understanding but also for production (Cameron, 2001).

Longman dictionary (2002) defines skill as an ability to perform well, usually one that is made up of a number co-ordinated processes and actions. Many aspects of



language learning are traditionally regarded as the learning of skills, such as learning to speak. In other words, the ability to do something expertly and well is known as skill. Among the four skills of language, speaking is one of the most significant skills in the acquisition of new language.

Sharma and Phyak (2006) define, "Speaking as the ability to express oneself, fluently in foreign language. It is a complex and complicated skill, in addition to the structures and vocabulary items; it involves thinking of what is to be said. But it is especially difficult in foreign language because effective oral communication requires the ability to use the language appropriately in social interaction" (p. 213). So, it is obvious that in order to be able to speak a foreign language, it is necessary to know certain amount of grammar and vocabulary. The main focus of speaking skill is to make the hearer understand his views, opinions and ideas. Bygate (1984) says, "Speaking in a second language (L2) involves the development of a particular type of communicative skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns. In addition, some of the processing skills needed in speaking differ from these involved in reading and writing" (as cited in Carter & Nunan, 2001, p. 14). Thus, the speech in English tends to be different from that of writing for certain reason. In writing, we generally have time to plan our message, to think about it carefully and revise, if necessary whereas in speech, we have no time to plan but must shape out message as we speak.

Since language is a means of communication and for communication, speaking is must. People who know a language are referred to as "Speaker" of that language (Ur, 1999, p. 120). Thus learning to speak in a foreign language is the most important skill

because those who can communicate in that language are referred to as the speaker of that language. People speak when they want to express their ideas, opinions, desires and to establish social relationship and friendship. The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Bailey and Savage (1994) defined, "Speaking in a second or foreign language has often been viewed as the most demanding of the four skills" (as cited in Lazarson, 2001, p. 103).

A major objective of the most of language teaching programme is to prepare the learner for the meaningful interaction, making them able to use and understand natural speech from the genuine interaction. Speech differs from classroom discourse in many ways. Ur (1999) identifies four characteristics of successful speaking activity (p. 120).

- a. Learners talk a lot: As much as possible of the time allocated to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken with teacher talk or pauses.
- b. Participation is even: Classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak and contributions are fairly evenly distributed.
- c. Motivation is high: Learners are eager to speak because they are interested in the topics and have something new to say about it or because they want to contribute to achieving a task objective.
- d. Language is an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Munby (1979) has identified different sub-skills of speaking, such as articulating sounds in isolate forms, articulating sounds in connected speech, manipulating the use of stress in connected speech, producing intonation patterns and expressing attitudinal meaning through variation in pitch, height, pitch range and pause.

Hadfield and Hadfield (2008) said that first of all, learners need to think of something to say in the second language and feel confident enough to try to express it. Then they have to put words, phrases and sentences together - using grammar and vocabulary to express what they want to say in a way that others can understand. They have to be able to vocalize this - using pronunciation and intonation – in a way that is clear enough for others to understand. (p. 105). In order to do all this quickly enough to keep up the flow of conversation they need to be reasonably fluent. They further suggested that learners may also have to strengthen the language they know to cope with new situation: instead of hesitating to search for a word they have forgotten or don't know, they need to be able to find another way of expressing their meaning.

Thus, speaking plays the vital role in second language learning. Despite its importance for many years teaching speaking has been under evaluated and English teachers have continued to teach speaking just as repetition of drill or memorization of dialogues. But the teaching speaking should aim to improve student's communicative skill and to cope with their hesitation part.

### **Teaching Speaking**

Speaking is very complex skill. Speaking ability has often been compared with communicative ability. There is no agreement on what exactly communicative ability consists of (Hymes, 1972, as cited in Khaniya, 2005, p. 23) assumes that second language

learners need to have not only linguistic knowledge but also the culturally and socially acceptable ways of interacting with other in different situation and relationship. This theory of communicative competence consists of the interaction of grammatical, psycholinguistic, and sociolinguistic components.

Cannale and Swain (1980) state that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Bachman (1990) calls it communicative language ability which includes three components: language competence, strategic competence and psycho – physiological mechanism. Venkateswaran (1995) says that listening and speaking are two skills which go together in a communication. Communication is a two way process involving a speaker and a listener. Hence, these two skills are two violated skills, speaking is articulating and listening in responding and discriminating. Therefore, ( Venkateswaran, 1995) in the classroom, to develop these two skills a lot of activities that would promote classroom interaction between the teacher and pupil, pupil and pupil, teacher and a group of pupil, a pupil and a group etc must be thought of and planned by the teacher (p. 75). Yadav and Shah (2062) assume, “Listening and speaking are obviously interrelated, as either requires another, they go together. These two skills are together known as oral skills” (p. 94).

So, Venkateswaran (1995) says, in order to develop the skill in the learner, the classroom language or the teacher, must be representative of real life speech. This is possible only if the teachers do not allow themselves to be restricted to the language of the textbook. Students must learn to cope with utterances they have not previously got exposed to, and they need opportunities to acquire forms and vocabulary from outside the

syllabus (p. 81). These days, teaching and learning language means doing so for speaking. That is to say, language means something spoken. Through 'Speaking', we express our emotions; opinions etc and establish social relationship. In other words, speech enables us to communicate our intentions, interact with other persons and situations and influence other human beings (Yadav & Shah, 2062, p. 94).

Hence, the teaching of speaking is more demanding on the teacher than the teaching of any other skill and classroom activities that develop students' ability to express themselves. Therefore, it is necessary to provide students with maximum opportunity to speak the language. Similarly, Venkateswaran (1995) further pointed out the characteristics of teaching speaking skills such as: a) language is a system for the expression of meaning, b) the primary function of language is for interaction and communication, c) the structure of language reflects its functional and communicative use and, d) the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse, there is every need to develop the skill of speaking in our learners (p. 82). He further says, we use 'transactional language' or 'interactional language'. According to him, transactional language contains factual information. It is also for conveying a message as interactional language. Written language is transactional. Interactional language is also message based but it is that language which is used to establish and maintain social relation.

Therefore, when the teachers are trying to teach speaking skill to the learners, they have to make them aware of the two types of language they will have to use in different contexts, to communicate what they desire to express. Verghese (1984) has his

own opinion, about teaching speaking. He said that while giving practice in speaking, the teacher may start with dialogues. Dialogues on simple, conceptualized situations may be tried between pair of students. The teacher should control and guide the students without curbing their freedom of expression. This will give the students enough opportunities to practice phonological, grammatical and lexical items (p. 75). Thornbury (2005) suggests teachers to make distinction between transactional and interpersonal functions while teaching speaking skill to their learners. Transactional function has its main purpose of conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people ( as cited in Harmer, 2007, p. 343).

Pandey (1996) says that if a Nepali speaking student is to participate in the communicative act with speakers of English language, then he or she must acquire linguistic competence in that language. However, linguistic competence is not all that there is to successful communication. It is quite possible to produce a series of ungrammatical utterances that succeed in letting someone know what is on our minds. Therefore, part of language learning is the development of how and when one speaks to whom about what. Then language learning includes both linguistic competence and this kind of knowledge that concerns the appropriate choice of language for many social situations in which people find themselves. Together these two kinds of knowledge can be termed communicative competence. Savignon (1972) said that Communicative Competence includes a) Knowledge of the grammar and vocabulary of the language, b) Knowledge of rules of speaking, c) Knowing how to use and respond to different types of speech such as request, apologies, thanks etc and, d) Knowing how to use the language

appropriately in the social context (as cited in Pandey, 1996, p. 183). Therefore, teaching the skill of speaking means mastering all the above elements by the learners.

Thus, in teaching, the skill of speaking should not emphasize merely the knowledge of the syntactic and semantic rules of English but should pay attention to the additional knowledge of social and psycholinguistic factors that govern their use in specific contexts. To develop the speaking capacity in the students all the components of speaking should be emphasized in teaching and learning speaking. Likewise, sufficient opportunities of speaking practice creating situation should be provided to the student. Thus, teaching speaking simply means yielding the knowledge of all components or elements of speaking through scientific approaches, methods and classroom activities.

#### **Fundamental Components Underlying Speaking Effectiveness**

Language proficiency is not a unidimensional construct but a multifaceted modality, consisting of various levels of abilities and domains (Carrasquillo, 1994, p. 65). Hymn (1971) also assumes that L2 learners need to know not only the linguistic knowledge, but also the culturally acceptable ways of interacting with others in different situation and relationships.

Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence which reflect the use of the linguistic system and the functional aspects of communication respectively. Canale and Swain (1980) presented the hypothetical integration of four components of communicative competence as a Classroom Model. Savignon (1983) proposed inverted pyramid classroom model that clearly showed that through practice and experience in an increasingly wide range of

communicative contexts and events, learners gradually expand their communicative competence, comprising grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

Fig-1:- Components underlying speaking proficiency



( Canale and Swain (1980), (as cited in Richards & Renandya, 2010).

### **Grammatical Competence**

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation and stress (Scarcella & Oxford, 1992, as cited in Richards & Renandya, 2010, p. 207). According to the Longman dictionary of applied linguistics, it is also known as a formal competence, that is knowledge of grammar, vocabulary, phonology and semantic of language. Savignon (2002) says, “Grammatical competence refers to sentence-level-



grammatical forms, the ability to recognize the lexical, morphological, syntactical and phonological features of a language and to make use of those features to interpret and form words and sentence” (p. 9).

Likewise, Savignon (2002) further stated that grammatical competence is not linked to any single theory of grammar and does not include the ability to state rules of usage. Learners demonstrate grammatical competence not by stating a rule but by using a rule in the interpretation, expression, or negotiation of meaning. In order to convey meaning, EFL learners must have the knowledge of words and sentences. That is, they must understand how words are segmented into various sounds and how sentences are stressed in particular ways (Richards & Renandya, 2010). Thus, grammatical competence enables speakers to use and understand English language structure accurately and confidently, which contributes to their fluency.

### **Discourse Competence**

According to Longman dictionary of linguistics (2002), discourse is a general term for example of language use that is language which has been produced as the result of an act of communication. Generally, discourse competence is an ability of learner how to begin and end his/her conversation. That is why, in addition to grammatical competence, EFL learners must develop discourse competence, which is intersentential. Savignon (2002) states, “Discourse competence is concerned not only with isolated words or phrases but also with the interconnectedness of a series of utterances or written words or phrases to form a text, a meaningful whole” (p. 9). Richards and Renandya (2010) opine, “In discourse, whether formal or informal, the rules of cohesion and coherence are applied which aid in holding the communication together in a meaningful way. In

communication, both the production and comprehension of a language requires one's ability to perceive and process stretches of discourse and to formulate representation of meaning" (p. 207).

Therefore, effective speakers should acquire a language repertoire of structure and discourse markers to express ideas, show relationship of time, and indicate cause, contrast and emphasis (Scarcella & Oxford, 1992, as cited in Richards & Renandya, 2010, p. 207). With these, learners can manage turn taking in conversation. That's why the teacher needs to provide enough knowledge to the students to make them competent in discourse.

### **Sociolinguistic Competence**

Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by user of the target language, that is, learners must acquire the rules and norms governing the appropriate timing and realization of speech acts.

Sociolinguistic competence requires an understanding of the social context in which language is used, the role of participants, the information they share, and the function of interaction (Savignon, 2002). Likewise understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to purpose of the talk (Richards & Renandya, 2010, p. 207).

Therefore second language learners must acquire stylistic adoptability in order to be able to encode and decode the discourse around them correctly (Brown, 1994, p. 238).

### **Strategic Competence**

Brown (1994) defines, “Strategic competence, which is the way learners manipulate language in order to meet communicate goal” (p. 228). It is the most important element to achieve communicative competence. Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic and discourse rule (Berns, 1990, as cited in Richards & Renandya, 2010). With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation giving, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems (Richards & Renandya, 2010).

### **Stages of Teaching Speaking**

Speaking is a complex skill because of its vast network. No one can be familiar with its network in short time and in random way. Therefore, the teaching of speaking skill needs systematic progression from easy to difficult stages and aims to teach pronunciation, grammar and vocabulary. Likewise the learners also can decide when to speak, what to speak about, and what linguistic expressions to use while speaking (Richards & Rodgers, 1980). According to Ur (1996) and Richards and Rodgers (1986), the teaching of speaking generally involves the following three stages.

- i. Introducing new language stage/ Preparation
- ii. Practice stage/ Experience
- iii. Communicative activities stage/ Reflection

#### **Introducing New Language Stage/ Preparation**

This stage is also known as pre-production stage. At this stage, ‘students participate in the language activity without having to respond in the target language’ (Krashen & Terrell,

1983, as cited in Richards & Rodgers, 1986, p. 187). For example, students can act out physical commands; identify students' colleagues from teacher's description, point to pictures and so forth (Richards & Rodgers, 1986).

Littlewood (1981) described,

Through pre-communicative activities, the teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practice them separately. The learners are thus being trained in the part skills of communication rather than practicing the total skill to be acquired (Littlewood, 1981, p. 85).

Harmer (1998) says, the teacher gets the students interested in the topic, and the students do the task while the teacher watches and listens and they then study any language issues that the teacher has identified as being problems. The activities and materials in this stage are games, discussion, dramatic stories, guessing etc.

Likewise, the teacher presents new language items by creating a situational context. Then, the teacher tries to elicit new items from the students. After presenting the sufficient examples of the new items, he draws learners' attention towards the main examples of the new items for them to use as model. This is done to check student's understanding of the form, meaning and function of the items by providing similar situation and asking them to produce similar sentences.

### **Practice Stage/ Experience**

This stage is also called early- production stage where students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversation patterns. E.g. How are you? What's your name? (Richards & Rodgers, 1986, p. 187).

Harmer (1998) says that the teacher uses this stage as an ideal opportunity to suddenly decide- opportunistically –to bring forward some new language for study because it “seemed like a good idea at the time”. The students practice the newly learnt items to internalize its structure. They use dialogue, role playing, blank filling exercise etc as techniques. Dialogues and role playing are very effective techniques to practice the items naturally (Ur, 1996, p. 124).

### **Communicative Activities Stage/ Reflection**

This stage is also known as speech-emergent phase where students involve themselves in role play games, contribute personal information and opinions, and participate in group problem solving (Richards & Rodgers, 1986). In this stage, the learner has to activate and integrate his/her pre-communicative knowledge and skills in order to use them for the communication of meaning (Littlewood, 1981, p. 86). He further says that in functional communicative activities the learner is placed in a situation where he/she must perform a task by communicating as best as he can with whatever resources he has available. On the other hand, the learner is also encouraged to take account of the second context that is socially appropriate to specific situation and relationship. At this stage students use the items freely to interact with each other. This stage helps them to develop creativity, self-confidence and fluency in speech as this is unguided and students use their own resources rather than the resources of the teachers (Richards & Rodgers, 1986).

### **Activities for Teaching Speaking**

Obviously, students cannot go through life listening and nodding meaningfully. At some point, they must communicate with others. Therefore, the development of speaking skill should be a goal of every session ( Hjet & Stewart, 1988). To develop fluency, learners

need as much practice as possible. Most of the speaking activities that we get our students engage in should be communicative in essence. Some of the widely used speaking activities are listed below.

### **Discussion**

In order to develop speaking skill in learners, the teacher can make them discuss a topic in pairs or groups. Discussion ranges from formal to informal. Harmer (2008) says, “Discussion range from highly whole-group staged to informal small-group interaction” (p. 350). Discussion can be managed in differently ways such as buzz group, instant comments, formal debates, unplanned discussion and reading a consensus (Harmer, 2007). Cross (2003) says,

There is absolutely no need, though to restrict debate to the topic of printed passage. Anything that is worthy of thought and discussion can be the basis of a communication session. Debate can be introduced at any time and last for just as long as interest persists. Almost daily, there are events in the local or international press which can be taken up for discussion (p. 282).

For efficient group discussion, it is always better not to form large groups because quiet students may avoid contributing in large group. The group members can be either assigned by the teacher or the students may determine it by themselves, but group should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussion, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification and so on. Ur (1999) assumes, “Discussion is taken as one of the techniques of teaching speaking. A wide range of activities can be included in discussion

in the classroom for teaching speaking such as describing pictures, picture difference, things in common, shopping list and solving problems etc” (p. 125).

That is why the teacher needs to do discussion as a speaking activity to develop learners’ autonomy and they can express their views freely and independently. Even shy students like to speak with their friends because they feel easier to talk to the friends than to talk to their teacher.

### **Topic Talk/ Prepared Talk**

In this activity students are called to give talk on a given topic. It is very useful and popular kind of activity where a student makes a presentation on a topic of his/her own. Harmer (2008) states that the teachers need to invest some time in the procedures and processes students are involved in. Teachers need to give them time to prepare their talks and to rehearse their presentation. Likewise, Harmer (2008) says that the teachers need to give feedback task whenever the learner makes a presentation. Cross (2003) says, “The range of topic should reflect learners’ interests as well as examination topic. A list of six or more topics can be agreed by the class after which the students group of four to six, depending on seating and each members or the group chooses a different topic” (p. 282).

Ur (1996) suggests, “A good topic is one to which learners can relate using ideas from their own experience and knowledge, the “ability-grouping” topic is therefore appropriate for most school children, school teachers, or young people whose school memories are fresh” (p. 123). A topic centered discussion can be done as a formal, where a motion is proposed and opposed by prepared speakers, discussed further by members of the group, and finally, voted on by all (Ur, 1996). So, it is an important speaking activity

that students who have made presentation get chance to analyze what they have done, and then, repeat it in another setting so that they can do it better.

### **Project Presentation**

Cross (2003) says, “A project is an in-depth study of a topic of interest to the individual students. They collect all the information and data themselves and build up a document of some sort usually with- text, diagram and picture but perhaps supported by a poster, brochure, radio or even a cassette recording” (p. 202).

### **Drama**

Drama is an excellent way to get students using the language. It essentially involves using the imagination to make oneself into another character or the classroom into a different place. Cross (2003) says, “Drama activities can be tightly controlled, perhaps as a lingual development of a dialogue in the text book, of it can be relatively free with considerable scope for imagination and creatively” (p. 282). Holden (1981) defines that drama is any activity which asks the participant to portray himself in an imaginary situation, or to portray another person in an imaginary situation.

Drama is thus concerned with the world of “Let’s Pretend”. It provides an opportunity for a person to express himself through verbal expression and gestures using his imaginations and memory. Drama according to Maley and Duff (1978) releases imagination and energy and this could be considered as an educational objective. Fernandez and Coil (1986) stated that drama encourages students to exercise their sensitivity and imagination and thus makes learning more realistic and meaningful.



## **Role Play**

Ur (1996) says, “Role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom” (p. 131). Venkateswaran (1995) defines, “Role play is a technique that can be used to make the learners use language and thereby develop spoken skills. It can offer enjoyment and also a mental escape from the classroom. It can be controlled or free” (p. 82). Livingstone (1983) sees role play as a class activity which gives the students the opportunities to practice the language aspects of role-behaviour, the actual roles they may need outside the classroom.

Doff (1988) believes role play as a techniques that can be used with large classes, and shows how role play can be based on topics and situation in the text books. Role playing as a teaching strategy offers several advantages for both teachers and students. First, students’ interest in the topic is raised. Research has shown that “integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content” (Poorman, 2002, p. 32). Secondly, there is increased involvement on the part of the students in a role playing lesson. Students are not passive recipients of the instructor’s knowledge rather they need to take active part in the classroom. Poorman (2002) observes that “true learning cannot take place when students are passive observer of the teaching process” (p .32).

Role playing is thus an activity which requires a person to take on a role that is real or imaginary. It involves spontaneous interaction of participants as they attempt to complete a task.

## **Information Gap**

Cross (2003) says, “Information gaps are of everyday communication. The speaker or writer says something that the receiver does not really know. The listener or reader is actively decoding and reacting. Thus the listener speaks; becoming for information for a while the new receiver cannot predict exactly what will be said and so on” (p. 282). Students are supposed to be working in pairs. One student will have the information that other partner does not have and the partner will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. So each partner plays an important role because the task cannot be completed if the partners do not provide the information the other need. Cross (2003) suggests that many information gaps activities can be conducted in a single and cheap way in regular classroom, while still remaining exciting and effective.

In its simplest form, the teacher needs only a single blackboard drawing or poster (p. 282). He further suggested some of the information gap activities that can be conducted in the classroom are- Which face? Who is who?, Describe and draw, Loss of memory, Jumble pictures, Shared information etc. Venkateswaran (1995) says, “The essential ingredient of a communication activity is the element of unpredictability. Information gap is highly suggested to develop oral communication. The following activities can be done under information gap activities- Describing and drawing picture, Discovering secret, discovering missing information” (p. 82). Harmer (2007) says, “In information gaps activities two speakers have different bits of information, and they can complete the whole picture by sharing that information, it means that there is gap between them” (p. 129). That is why information gap activities are communicative in

nature. They can be used for teaching speaking communicatively and to promote real communication between the students.

### **Dialogue**

Dialogue is another speaking activity which can be effectively applied in promoting speaking skill in the classroom teaching. Venkatswaran (1995) claims, “Though dialogues are used earlier to teach the rules of communication, and appropriacy but the focus is on communication”. Hjelt and Stewart (1988) define, “A dialogue is an interaction between two people that could happen in your students’ real world. Students find themselves in a common situation, receive a standard opener, and then are able to respond as our language contains many rituals and patterns and students really can use that they have memorized” (p. 29). Ur (1999) supports, “This is a traditional language teaching technique that has been used more or less in recent years. The learners can be taught a brief dialogue which they learn by heart” (p. 125).

After practicing different kinds of dialogues the students will be able to develop their own dialogue. But a teacher needs to choose a setting and task that fits with the learning objectives of a lesson, dividing them into pair and each pair will develop a dialogue that will accomplish a particular task (Hjelt & Stewart, 1988).

### **Simulation**

If you “Simulate” an action, you pretend that you are doing it. Thus simulation generally refers to a process of simulating or reproducing something in this way. For instance, in drama an actor may simulate the behavior of a drunken person. In language teaching simulation is used as a technique for practicing real-world language. It is to create the pretence of a real life in classroom. Ur (1999) says, “In simulation, the individual

participants speak and react as themselves, but the group situation and task are given as an imaginary one” (p. 125). Simulations are very similar to role plays but what makes simulation different than role plays is that they are more elaborate. In simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

That is why, simulation is often a problem solving activity to which the student brings his own personality; experience and opinion (Livingstone, 1983). It has been found that some shy students tend to be more talkative when they play the roles of other characters and it is similar to what Harmer (1984) says who says that simulation increases the self confidence of hesitant learner as it is more learner-centered and requires students’ greater involvement in language learning task.

### **Communication Game**

A game is an activity carried out by co-operating or competing decision maker, seeking to achieve their objectives within a set of rules (Gibbs 1978, as cited in Venkateswaran 1995, p. 161). Language learning is hard work.....Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work (Wright, Betteridge & Buckby, 1984). Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to produce many types of communication. Phyak and Sharma (2006) say, “Games which are designed to provoke communication between two students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order to find similarities and differences between pictures” (p. 229). Harmer

(2007) says, “Communication games aim to get students talking as quickly and fluently using different categories of games like information gap games television and radio games” (p. 349).

Games are used frequently in CLT, students find them enjoyable and if they are properly designed, they give students valuable communicative practice (Larsen-Freeman, 2000, p. 133). Willey (1985) opines, “Teachers who do not use games are neglecting one of the most vital parts of teaching practice” (as cited in Venkateswaran, 1995, p. 162). Thus games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information (Wright, Betteridge & Buckby 1984, p. 4). That is why speaking activities based on games are always useful ways of giving students practice in speech.

### **Drill**

Drills are one of the powerful means of reinforce students’ speaking ability. There are various types of drills such as repetition drill, cue drill, substitution drill, expansion drill, chain drill, transformation drill, completion drill, question/answer drill etc, which a teacher can use in the classroom (Phyak & Sharma, 2006). Drills are used to teach sentences pronunciation, stress, and imitation. Correct pronunciation requires imitation and repetition and this is done using drills (Elliot & Awasthi, 1999, p. 50). Hjelt and Stewart (1988) suggest, “Drill should be developed to fit a particular communication goal such as using the post office, planning a party or shopping for clothes. The goal of such

lessons is to develop the ability to communicate needs and wishes. The drill then becomes a tool the students use to reach the goals” (p. 27).

Drill is a technique often used in language teaching. It is meant for practicing a new item, i.e sound or a sentence pattern in a language. So, for speaking practice, teacher can get their students to encourage in various kinds of drilling as per the needs and wishes of the learners.

### **Conversation Practice**

Conversation practice is an extremely important part of language learning. Conversation and discussion cause students to use their emerging language ability to communicate their ideas (Hjelt & Stewart, 1998, p. 31). During the early stages of language teaching, teacher can help students by asking about their country using factual questions which can be answered using simple structure and a limited vocabulary. The student, in turn, can ask the teacher similar questions,

The ability to communicate in a new language can only be developed by using that language. This makes take the form of simple drill or class discussion. The teacher should provide opportunities for students to speak in an environment that enables them to risk using their new language (Hjelt & Stewart, 1988).

### **Describing Pictures**

Picture has been found an extremely useful technique in language teaching. It can be used to make students understand the meaning of a word. Picture and photograph can be used separately or a sequence of them. A single picture or photograph can be used to stimulate the students to speak and as a basis of writing exercise. The students are asked to describe the picture in sequence orally to make a story or picture composition. Ur

(1996) says, “This is a simple but surprisingly productive activity for beginner classes” (p. 128). Thus picture can be used for teaching/learning as techniques to develop speaking skill.

Harmer (2007) opines, “Pictures are extremely useful for a variety of communication activities especially where there have a game like feel such as ‘describe and draw’ activities where one student describes a picture (which the teacher give them) and a partner has to draw the same picture without looking at the original” (p. 178). Pictures are useful for getting students to predict what is coming next in a lesson. Thus, students might look at a picture and try to guess what it shows (Harmer, 2007). Therefore pictures can also be used for creative language use whether they are in a book or in cue-card, flash card or wall pictures.

### **Pair Work**

Pair work is an important component of the communicative approach and is also a form of collaborative learning. Pair work is a strategy to organize those (students) in ways that will maximize opportunities for learning. Harmer (2007) says, “In pair work students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogue, predict the context of reading texts or compare notes on what they have listened to or seen” (p. 165). He further says that it dramatically increases the amount of speaking time any one student gets in the class and allows students to work and interact, independently without the necessary guidance of the teacher. Thus, pair work is a useful technique to help students develop speaking habits which involves putting students in pairs (i.e groups of two students each) for working together.

## **Group Work**

Group work is a learning activity which involves a small group of learners working together. Ur (1996) says, “In group work, learners perform a learning task through small group interaction. It fosters learner responsibility and independence, improves motivation and contributes to a feeling of cooperation and warmth in the class” (p. 232). It dramatically increases the number of talking opportunities for individual students. It also promotes learners autonomy by allowing students to make their own decision in the group without being told what to do by the teacher (Harmer, 2007, p. 166). Compared to pair work, group work has been found more dynamic, in the sense that it is very active. There are several member of the group who actively take part in discussion. Thus group work has been very useful in language teaching.

## **Psychological Factors in Speaking English**

### **Exposure**

Exposure plays vital role to learn only the first language but it equally helps the learners to acquire second language. It is certain that both children and adults learn language when they are exposed to them. So, Verghese (1989) says that one of the important conditions of learning a second language is abundant exposure to the language (p. 20). He further says that exposure to language enables the learner to become acquainted with linguistic structure; opportunities to use these structure and if made available to him, will make it possible for him to speak the language closely imitating the teacher. In a second language learning situation, learners are not exposed to natural speech as in first language acquisition. They listen to the teacher’s modified speech. Besides learners are exposed to pre-selected language input. Gass and Selinker (2008) asserts, “Input as that language (in



both spoken and written forms) to which the learner is exposed” (p. 305). Ellis (1985) says, “The input constitutes the language to which the learner is exposed. It can be broken or written. Input serves as the data which the learners must use to determine the rules of the target language” (p. 298).

Krashen (1985) proposed the Input Hypothesis which claims that learner make progress in English acquisition through exposure to comprehensible input. Comprehensible input is defined as “Understanding Input” that contains structures at our next stage structure that are a bit beyond our current level of competence” (p. 2). This is often designated (Krashen, 1985) with the equation ‘ $i + 1$ ’. The “ $i$ ” represents the learner’s current competence in the second language and the ‘ $+1$ ’ symbolizes the features of the input that are beyond the learner’s competence, and which he is developmentally ready to acquire.

The amount of time which learners are exposed to a language like the modified language input in Nepal is rather limited. So school students’ exposure to English in Nepal is generally restricted to only half an hour or so on school days and that too, with Nepali translation of English words and sentences won’t help them to develop competence in English speaking.

Regarding the types of input, Harmer (2007) defines two types of input such as finely tuned input and roughly tuned input. Finely tuned input is language which has been very precisely selected to be exactly of the students’ level for the purpose of conscious learning and teaching. On the other hand, roughly tuned as Harmer (2007), believes, “Language which the students can more or less understand even though it is above their own productive level” (p. 41). Krashen (1982) claims that language which the learner

acquires subconsciously (especially when it is anxiety free) is language they can easily use in spontaneous conversation because it is instantly used when they need it. On the other hand, language that is learnt, taught and studied as grammar and vocabulary is not available for spontaneous use since learnt language helps learn to monitor their spontaneous communication. The more the learner monitors what they are saying the spontaneous they become, in their communication. For example, the language used in the text book is finely tuned input and the language used by teacher, reading and listening text are considered as roughly tuned input which is very necessary for the learners' conscious learning.

Krashen (1982) emphasizes that input does not need to be finely tuned that is linguistically adjusted to contain 'i + 1' but it requires only roughly tuning which is automatic if the focus is on successful communication (as cited in Ellis, 1985, p. 157). Gass and Selinker (2008) assert, 'Speaking is a result of acquisition and not its cause. Speech cannot be taught directly, but emerges on its own as a result of building competence via comprehensible input (p. 309). That's why, roughly tuned aids acquisition subconsciously whereas finely tuned input combined with conscious learning does not help the learners to acquire the second language (Harmer, 2007).

### **Motivation**

Ellis (1985) advocates motivation as the effort learners put into learning an L2 as a result of their desire or need to learn it (p. 141). Motivation in language learning can be defined in terms of the learners overall goal or orientation (Ellis, 1985, p. 300). Saraswathi (2004) also believes that motivation consists of a general orientation to the goal of learning a second language (p. 35). Thus motivated learner Ur (1996) is one who is willing or even

eager to invest in learning activities and to progress. Learners' motivation makes teaching and learning immeasurably easier and more pleasant as well as more productive (p. 274). Various studies have found that motivation is very strongly related to achievement in language learning (Gardner & Lambert, 1972, Gardner, 1980, as cited in Ur, 1996, p. 279). Motivation refers to the internal drive that encourages somebody to pursue a course of action. If learner perceives a goal and if that goal is sufficiently attractive, they will be strongly motivated to do whatever is necessary to reach the goal (Littlewood, 1998).

Lightbown and Spada (2006) defined motivation in terms of two factors; learners' communicative needs and their attitudes toward the second language community (p. 63). They further explained that if learners need to speak the second language in a wide range of social situation or to fulfill proficiency ambitions, they will perceive the communication value of the second language and will therefore be motivated to acquire proficiency in it. Likewise, if learners have favorable attitude towards the speakers of the language, they will desire more contact with them.

In discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation that is motivation which comes from outside and from inside (Harmer, 2007, p. 98). Extrinsic motivation is the result of any number of outside factors, for example the need to pass, the hope of financial reward or the possibility of future travel whereas intrinsic motivation comes from within the individual (Harmer, 2007). Gardner and Lambert (1972) coined two different kinds of extrinsic motivation such as instrumental motivation (i.e language learning for more immediate or practical goal and integrative motivation (i.e language teaching for personal growth and cultural enrichment) (as cited in Lightbown & Spada, 2006, p. 64). It is thought that students who

are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk, 1978, as cited in Lightbown & Spada, 2006). This form of motivation is known as integrative motivation in which students believe that mastery of the target language will be instrumental in getting a better job, position or status. The language is an instrumental in attainment of such goal (Harmer, 2008). The motivation which is concerned with the factors such as physical condition, method implied, the teacher and success achieved inside the classroom is known as intrinsic motivation (Subedi, 2010).

That is why, only extrinsic motivation is not adequately supportive for effective language learning but intrinsic motivation also play a vital and determining role.

### **Problems with Speaking**

Teaching speaking is not an easy task. The problem may lie with teaching process or with the students or with the materials itself. The degree of difficulty often differs according to the situation and the background of the learners.

The following problems are the mostly noted complaints (Ur, 1996, p. 121) from the language teachers:

- a. **Inhibition:** Learners are often inhibited about trying to say things in 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. Adhikari (2010) claims, “Teacher-centered teaching inhibits students from expressing their ideas freely. Teachers should be ready to lose their traditional role-the role that expects them to be an authority, a lecturer or a knowledge-giver”

- (p. 7). To encourage student interaction, teachers should ‘demystify’ their role as facilitator, as an active member of the class. Communication games, drama, role plays, songs, group work and interactive activities can be used to make the classroom environment more student-friendly and to lower students’ inhibition.
- b. Nothing to Say: Even if they are inhibited, we often hear learners complain that they cannot think anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking. That’s why the teacher should go for such activities that require them to speak English in and out of the classroom. Harmer (2007) says, “The teacher can “ask” the students to discuss on a topic as a way of activating their schemata or engaging them in a topic that they are going to read or hear about” (p. 267), or the topic they are going to write about.
  - c. Low or Uneven Participation: We often find in our classroom that there are few students who actively participate in the discussion. The problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. While teaching speaking the teacher should provide students with ample opportunity to relate syntax (rules of grammar) and morphology (vocabulary) to semantics (meaning) and pragmatics (language use) by means of interactive activities.
  - d. Mother Tongue Use: In situation where learners share a common mother tongue, they often tend to use for a communication purpose. They feel unnatural to speak to one another in a foreign language. Using mother tongue is a safer and easier

way for them. It is mostly unmanageable when the students are assigned a pair work or group work.

### **Previous Research Studies**

Different research works have been carried out to explore the issue related to teaching /learning speaking skill in English in the EFL classroom by the ELT departments at TU and KU. For instance,

Oli (2003) in his research entitled *"A Study on the Speaking Proficiency of Grade 9 Students"*, tried to find out the proficiency in speaking skill of 9<sup>th</sup> Grade students of rural and urban areas. He found that students of both areas were less proficient in speaking English in comparison to reading and writing. However, students of urban areas were better than rural one.

Timsina (2000) carried out a research on *"High School Level English Teaching through Communicative Approach"*. He concluded that the schools had not used communicative teaching method rather they were still applying "Grammar Translation Method" to teach English. The language teachers and head teachers were not fully aware of the new methods and techniques of teaching English as a foreign language.

Giri (1981) carried out the research on "English Language Proficiency" and found that that the urban school students had greater proficiency in the English language than the rural school students.

Yadav (2004) completed a research on *"Problems in Teaching Oral Skill in English in grade 9 of Saptari district"*. The researcher found that only 15% time of the total allocated time for English was invested in speaking and rest was to the written and reading skills. About 65% schools had been able to manage the text book for their

students and less competent teachers were handling the classes without using any proper material.

Paudel (1996) conducted a research on *"Teaching English Speaking Skills at the Proficiency Certificate Level of TU"*. He found that the problem in teaching speaking skill were students themselves as they had kept negative attitude about speaking skills. Somehow, teachers, their teaching/learning situation, techniques, uninspiring administrative environment, layout and design of speaking syllabus and evaluation system had fostered to create problem in English speaking skills.

Shrestha (2007) emphasizes on interactive students centered classroom in his auto-ethnography research entitled *"Learning and Teaching through Communicative approach. Reflective Inquiry on My Experience"*. He concluded that if the classroom was interactive and student centered, it would foster communicative proficiency in the learner which he had experienced after joining KU where teaching and learning process was purely interactive.

Basnet (2009) in his research entitled *"Techniques of Teaching Speaking Adopted in Language Institutes"* tried to find out the use of different techniques to teach speaking in language classroom. He further found that 60% of teachers use, discussion, role play, dialogue, picture, cards, drills, topic to elaborate, agreeing and disagreeing techniques.

Pandey (2007) carried out the research on *"Teaching of Speaking at the Secondary Level: An Analysis of Classroom Activities Used for Teaching Speaking in Secondary Level Classroom"*. She has concluded that group work, pair work and discussion are commonly used in speaking activities.

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

Sharma (as cited in Basnet, 2002) carried out a research entitled "*Effectiveness of the Role Play Techniques in Teaching Communicative Functions*" to find out the effectiveness of role play in teaching communicative function. He has concluded that role play techniques has significant role in teaching and learning behavior.

Subedi (2009) conducted a research on "*Developing Speaking Proficiency of Grade 10 students*". He concluded that developing speaking proficiency in English language is indeed the most problematic aspect for most of the teachers of government aided school in Bardiya district and throughout the country. He found that speaking skill is less emphasized in comparison to reading and writing as they cover 75% marks in annual exam. There was little exposure and maximum use of mother tongue in EFL classroom and less use of communicative activities and communicative method but there was not provision of formative testing of speaking skill and feedback based on the result.

Chaulagain (2009) completed a research on "*Secondary English Teachers' Perception on Communicative Language Teaching*". He concluded that the success of the communicative classroom depends not only on the teachers but also on the students as well. The size of the class has even more important role on it. He said that lack of teaching materials, teachers' lack of time and exposure in material development were the main obstacles while conducting communicative activities.



### **The Gap I Noticed**

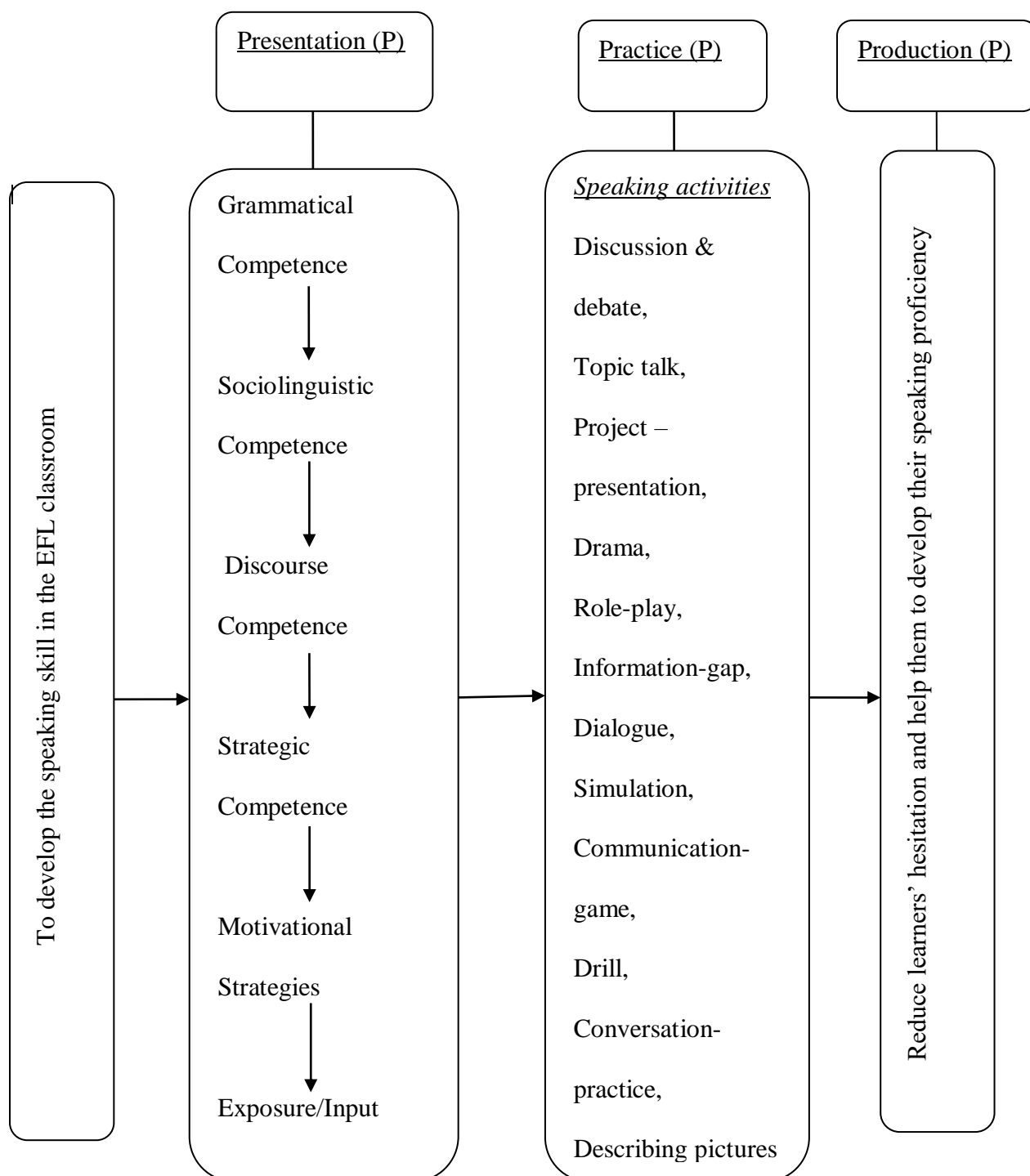
From the above discussion, I found out that many scholars presented their ideas about different aspects of developing speaking skill and to reduce the gravity of hesitation which were very helpful to explore the answer of my research questions. I found that many research studies have been carried out on the issues of developing speaking proficiency through communicative language teaching. After reviewing books, articles, journals published by NELTA, English Teaching Forum which were related to my topic, I understood that speaking is primarily a productive skill through which a learner can express his/her emotion and feeling fluently in foreign language.

From the discussion, I found that a learner can be fluent in the foreign language if he/she acquires competence over grammar, discourse and strategic and sociolinguistic aspects. I got a good understanding that exposure, motivation and different speaking activities play crucial role to reduce the hesitation or inhibition while teaching and learning speaking skill in EFL classroom. I also found a lot of literature regarding how to reduce the gravity of hesitation. Through the discussion, I understood that the teacher should use various supplementary materials as an exposure to enhance speaking skill besides text book. They need to avoid exam oriented and grammar translation method in the EFL classroom. From this, I can understand that the teacher needs to provide sufficient exposure (i.e comprehensible input) and motivation to the students to cope their level of hesitation.

Different researchers did research in speaking skill and communicative approach of language teaching but I did not notice any research study that discussed on the hesitation and psychological aspects which hinder in speaking English in the EFL

classroom. Thus I decided to go with the study on the issue of hesitation of learners in speaking English in EFL classroom.

### Conceptual Framework



My conceptual framework is based on the above diagram which is designed on the basis of P-P-P model of teaching speaking. The above diagram clearly depicts that the learners will be fluent if the teacher follow the P-P-P model of teaching speaking along with real life situation. Teachers need to give emphasis on the grammatical, Linguistic, strategic and sociolinguistic competence to reduce the gravity of hesitation while speaking English. If the learners get enough knowledge of words and sentences, vocabulary, sound of the letters and words, syllables, pronunciation and intonation along with rules of cohesion and coherence he/she can express his/her opinion without hesitation. Similarly the learners need to understand how the target language is used both socially and culturally.

Thus, the learners can acquire strategic competence, which is, the way learners manipulate language in order to meet communicative goals. Likewise ELT teachers need to imply supplementary materials (i.e. speaking activities) to enhance their proficiency in speaking. The students will be fluent and encouraged to speak in English if the teachers provide sufficient exposure with different motivational strategies in the ELT classroom. The teachers need to use different kinds of speaking activities in the classroom such as discussion, topic talk, debate, role play, group work, information gap, simulation to make the students talk without any hesitation.

### **Chapter Summary**

In this chapter I dealt with different ideas and opinion presented by different scholars in the field of ELT which are related to my research topic. This chapter began with the process of literature review, speaking as a skill and characteristics of speaking skill. Likewise it further continued focusing on teaching speaking, characteristics of speaking

skill, stages of teaching speaking, activities for teaching speaking, problems with speaking, psychological factors in speaking skill, related research and wrapped up with the gap I noticed. Here I also talked about conceptual framework.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **Chapter Overview**

This chapter primarily discusses research methodology adopted in this study. It begins with the definition of paradigm that my study is guided. Similarly it describes my research paradigm, philosophical considerations guided by ontology, epistemology, and axiology and views of science in my research. Likewise, it also includes research methodology, definition of qualitative research, sampling, data collection tools, quality standard, data collection tool, procedure and data analysis. Finally it also presents the light on the ethical consideration.

#### **Paradigmatic Consideration**

Denzin and Lincoln (2000) replace the term philosophical consideration by the term 'paradigm'. Paradigm is a basic set of belief (metaphysics) that guides action. A paradigm encompasses four terms: Ontology, epistemology, ethics (axiology) and methodology (Denzin and Lincoln, 2000). As Lichtman (2010) said, "Paradigm is a way of seeing the world". The term Paradigm was further popularized by Thomas Kuhn as "It is also a set of interrelated assumptions and the world that provides a philosophical and conceptual framework" (p. 245). Willis (2007) says that a comprehensive belief system, world view or frame work that guides research and practice in a field is a paradigm. In fact it is a base on which we can start our thinking. So, it is a basis for comprehension for interpreting reality. Chalmers (1982) defines a paradigm as "made up of the general theoretical

assumptions and laws, and techniques for their applications that the members of a particular scientific community adopt" (p. 90). Paradigm, in general sense, is a pattern or model in which some quality is illustrated in its purest form. Oxford English Dictionary defines paradigm as "a pattern or model, an exemplar". Thus, paradigm provides a conceptual framework for seeing and making sense of social world. It provides rules about the types of problems which face investigators and the way they should go about solving them. The significance of paradigm is that they shape how we perceive the world and are re-inferred by those around us, the community of practitioners.

Thus, a paradigm is a world view/set of assumptions which guides researchers and practitioners in the field. However, the key research paradigms which are the famous and widely adopted paradigms are: – positivism, post-positivism, interpretive and critical and post-modern research paradigm. Among them my research study was guided by interpretative paradigm.

### **My Research Paradigm**

From metaphysical point of view, my research holds interpretive stances. Interpretive research is fundamentally concerned with meaning and it seeks to understand social members' definition of a situation (Schwandt, 1994, p. 118). Interpretive theory involves building a second order theory or theory of members' theories (Schutz, 1973) in contrast to positivism which is concerned with objective reality and meaning thought to be independent of people. Interpretivists assume that knowledge and meanings are acts of interpretation, hence, there is no objective knowledge which is independent of thinking, reasoning humans. Interpretive paradigm often addresses essential features of shared

meaning and understanding. Therefore, being interpretive, I tried to generate knowledge and meaning through acts of interpretation.

Interpretive research paradigm is concerned primarily with the general context-based understanding of people's thoughts, beliefs, values and associated social actions. Its social constructivist epistemology foregrounds the researcher's unfolding subjectivity in shaping the process of the inquiry; especially the act of interpretation of other's meaning perspectives. Cohen, Manion and Morrison (2005) say that people interpret events according to contexts and situation. Ontological assumption of this paradigm, thus, is the world is complex and dynamic and is constructed, interpreted and experienced by the people in their interaction with each other and with wider social system. So, I believed that reality differs from situation to situation and there are many realities. Cohen et al. (2005) say that reality is multi-layered and complex. The same thing can be interpreted in different ways by different people. Cohen et al (2005) say that there are multiple interpretations of an event according to the situation. Interpretation differs from person to person, gender to gender, society to society.

Thus I believe that reality is constructed by human beings and there is no ultimate reality. Depending upon the characteristics of this study, I tried to explore the multiple realities on the basis of certain circumstances and to construct meaning from the existing facts and situation. I used interview and observation as a primary data collection tool which helped me to involve with my respondents directly. I collected the data which my participants provided me according to their own interpretation, event, context and situation. I further, tried to interpret the data collected from them. In this way, finally there I got multiple interpretations of teaching speaking to develop proficiency and to

cope with their hesitation based on my participants' teachers and students, in my research finding. Cohen, Manion and Morrison (2007) said that interpretive research doesn't have universal theory but theories are grounded and emerge from particular situation (p. 22). My research was guided of qualitative by nature. So, I tried to dig out the ground reality merging different point of view from the particular field, context or situation and time.

### **Philosophical Considerations**

As an interpretivist, my philosophical paradigms are as follow:

#### **Ontology**

The word 'Ontology' is derived from the Greek word 'Ontos' which means 'exists'. Thus, ontology is the study that describes the nature of world and reality. Ontology is a branch of philosophy that deals with the nature of existence. It is concerned with beliefs about what there is to know about the world. An ontological issue concerns with if the social world is very different because it is open to subjective interpretation (Denzion & Lincoln, 2000). It considers the paradigmatic questions, what is real? and what is not? Willis says that ontology is concerned with the nature of reality and various ontological positions reflect different prescriptions of what can be the real and what cannot be. Richards (2003) opines that "Ontology, literally the science or the study of being, is concerned with the nature of reality and their stances" (p. 34). According to Cohen, Manion and Morrison (2007), "knowledge is personal, subjective and unique" (p. 6).

Thus, knowledge is the product of individual consciousness. From the ontological stance, I agree with Ritchie and Lewis (2003) that there is an external reality which exists independently of people's belief or understanding about it (p. 11). There may be different perception of different people that they think is the reality for them.



As reality is multiple, my nature of reality is dependent upon various informants and groups of different circumstances. Similarly, I believe, reality is constructed through social interpretation, discourse, language and written texts.

As far as my research issue is concerned, most of the teachers of government schools of Lalitpur district believe that students can develop their fluency over English though they teach English just for 45 minutes in a day. They think that teaching English providing only one course book and an English teacher is sufficient for developing the fluency over English as a foreign language. But as a teacher and an insider, I do not believe upon their opinion because I have experienced many problems while teaching English speaking skill. Though the teachers spend their whole academic career, they fail to teach the aspect of speaking skill. So, in order to find out the ground reality, I believe, I must understand what actually is happening in the classroom, and different opinions of students and teachers related with their experiences.

That is why; I observed the real classroom situation and interviewed with my both students and teachers participants to unearth the multiple realities. I tried to dig out the existing ground reality from the teachers' practice and perception of the students along with their performance in the classroom.

### **Epistemology**

The word 'epistemology' comes from the Greek word 'episteme' which means 'know or knowledge'. In simple term, epistemology is the philosophy of knowledge of how we come to know. It answers the questions, what is knowledge? What do people know?

Epistemology is the theory of knowledge, the branch of philosophy that studies the nature of knowledge, in particular its foundations, scope and validity. It is concerned with the

ways of knowing and learning about the social world and focuses on such questions as how do I know the world? What is the relationship between the inquirer and known? (Ritchie & Lewis, 2003, p. 13).

Wiersma and Jurs (2009) stated that it is a branch of philosophy that investigates that origin, method and limits of human knowledge (p. 232). Therefore, it can be said that epistemology is an investigation of human knowledge. Opie (2004) said that epistemological assumption concern the nature of knowledge, what constitutes knowledge and what is possible to know and understand and represent (p. 20). Richards (2003) opines social reality which stresses the importance of the subjective experience of individuals in the creation of the social world and then the search for understanding focuses upon different issues and approaches in different ways.

In this research, I constructed knowledge through observation, experience, and interview. Similarly, I tried to seek knowledge which was generated through interaction between me and research participants' teachers and students. I also tried to find out the subjective reality, understanding which focus upon different issue and factors through reflective practice. Again, I tried to interpret and modify the situation which I observed in the classroom by myself. There were different local and existed beliefs that forced them to adopt such understanding. But I applied different research tool according to my research paradigm like in-depth interview, observation, and journal to gain subjective reality. As a researcher, I personally observed, took interview with the participants to get detail information about teaching speaking skills and about their hesitation while speaking. Moreover, I joined their class and tried to explore their various interpretations about the issue.

## **Axiology**

The English word 'Axiology' is derived from the Greek roots "Axoos" which means "the study of values or quality". Thus, axiology is a discipline that focuses on meaning, on significance, that is concerned with the nature of value. Axiological questions are fundamental features of our life in that the resulting decisions have a profound effect upon our behavior. Questions such as, what is good? What is desirable to humans? are both fundamental to our very existence and constantly present in our daily lives.

Lichtman (2010) opines "Axiology is a branch of philosophy' related to values and judgments" (p. 243). Thus, axiology is the science of how human value and make value judgment. It also studies how humans perceive and determine the value of different things. The values on which they stand and believe in are more or less different than one another. It makes people behave in their own way as their values guides them. The culture, society and the surrounding where they live or existed may determine their different views of value. Richards (2003) said that all truths like all investigation and understanding are value-laden. The value is to think to assign the meaning and to determine the riches of the properties.

So far, my research is concerned, I followed axiology of interpretive paradigm that believes no values are good or bad and right or wrong; rather it differs according to the human behavior how they apply in different situations. Thus, axiology is that aspect of philosophy which is concerned with the nature of value.

In this research, I tried to view subjective value which depends on the needs and interest of individuals which is changeable according to time. All the process and instruments were value laden. Likewise, I tried to provide equal and parallel

consideration to the views of my both students and teachers participants in terms of teaching speaking, providing exposure, motivating the students and the strategies used to cope the gravity of hesitation while speaking. But being an English language teacher, I believed that the students of grade ten must be able to speak without hesitation in front of class. Similarly I tried to analyze the collected data which were generated from their established educational norms, culture and trends. I was equally aware of different values, views regarding the problems of hesitation and ways to solve it.

### **Views of Science in My Study**

The term science may be thought of as an approach to the gathering of knowledge rather than as a field or subject matter. Science, simply, consists of two primary functions: They are as follows: - a. The development of theory, and b. The testing of substantive hypotheses that are deduced from theory. The scientist may emphasize on the empirical, rational or a combination of both approaches for their research. Newtonian science has been an emerging and underlying science for centuries. Similarly, the science of complexity is based on a new way of thinking that stands in sharp to the philosophy underlying Newtonian sciences, which is based on reductionism, determinism and objective knowledge.

Epistemologically, it holds the promise of complete objective and certain knowledge of past and future. Though the methodology of science has been applied to study of various areas of human behavior, the satisfactory result has been achieved so far as there are newer areas of investigation. Best and Kahn (2008) said that human nature is much more complex than the sum of its many discrete elements, even if they could be isolated and identified. Because human nature is so complex, it is much more difficult to

develop found theories of human behavior than to predict occurrences in the physical world (p. 7). Thus, the traditional scientific method, which is based on analysis, isolation and the gathering of complete information about a phenomenon, is unable to deal with complex behavior and interdependencies of physical world. Hence, the emerging science of complexity (Walrop, 1992; Cilliers, 1998; Heylighen, 1997) offers the promise of an alternative methodology that would be able to tackle such problems. However, such approach needs solid foundations, that is, a clear understanding and definition of the underlying concepts and principle (Heylighen, 2000).

As far as my research is concerned, I applied the aspects of complexity science to figure out my research problems. I took the help of different research tools alternatively to explore the reliable finding. I believed in complexity science because it tried to find the result of procedure according to the real context which differs from one context to other which is against the universal law of science as Newtonian advocates. My study emphasized on human experience, subjective interpretation and social interaction. The essence of complexity science is the multi-agent system which is the collection of autonomous components whose local interactions give rise to a global order. The world is intrinsically unpredictable and subjective is the stand point of complexity science that helps me to explore the reason and factors of hesitation in speaking English in EFL classroom.

I tried to figure out the problem directly from the learners and from their running classroom context of teaching and learning speaking English as a foreign language. As my study was related to social phenomenon, behavior and science, I had got different views, assumptions and perception about hesitation in speaking English in EFL

classroom. I was not satisfied with only one answer and truth. That is why I had given equal importance to the views of students' on hesitation part as individual difference that directly affected in their proficiency.

### **Methodological Consideration**

By method, we mean that range of approach used to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction (Cohen, Manion & Morrison, 2007, p. 47). Kaplan (1973) suggests that the aim of methodology is to help us to understand, in the broadest possible terms, not the products of scientific inquiry but the process itself. Opie (2004) defined, "Methodology refers to the theory of getting knowledge, to the consideration of the best ways, methods or procedures, by which data will provide the evidence basis for the construction of knowledge about whatever it is that is being researched, is obtained" (p. 16).

Depending on the nature of my research, I chose ethnography as a research method and qualitative approach, as I had already mentioned that I would be guided by interpretive research paradigm to organize, collect and analyze the data.

### **Qualitative Research**

According to Best and Kahn (2006), there are two major approaches i.e. qualitative and quantitative. The purpose of the qualitative research is primarily to describe a situation, phenomenon, problem or event whereas the purpose of quantitative research is to quantify the variation in a phenomenon, situation or an issue. In my study, I followed qualitative research because qualitative research is based on the phenomenological inquiry (i.e. naturalistic approach) that uses a variety of interpretive research methodologies. In qualitative research, there is the dominance of language whereas in

quantitative research, the dominance of statistics can be found. Patton (1990) (as cited in Best & Kahn, 2006) stated, "Qualitative method consists of three kinds of data collection: a. in-depth, open-ended interviews, b. direct observation, and 3. written documents" (p. 248).

Maxwell (1998) suggests five specific purposes of qualitative research, 1) understanding the way the participants in the study, understand the events or behavior under study 2) under the context or environment in which the participants exists; 3) indentifying unanticipated phenomena and influences and gathering new, " grounded theories", 4) understanding the processes that lead to outcomes; and 5) in rare cases, "developing casual explanations" (p. 75). The goal of my study is to dig out the factors that hinder the learners while speaking English and to find the clear understanding of the situation where they exist. I agree with the words of Wiersma & Jurs (2009) said that qualitative research is emergent. This means that if the theory emerges from the data it is grounded theory (p. 255). So, qualitative research is hypothetic – inductive in which hypotheses emerges on the way of data collecting. There is no predetermined hypothesis. Qualitative approach to research is concerned with studying subjective phenomena. Most of the subject matter of social and behavioral sciences are of qualitative nature.

That is why; the qualitative approach to social research is unavoidable and overwhelmingly used approach. To undertake qualitative research requires a strong commitment to study a problem and demands, time and resources. Qualitative research shares good company with the most rigorous quantitative research, and it should not be viewed as an easy substitute for "statistical" or quantitative study. As far as my research

topic concerned, I followed qualitative research because it provided finding without using statistical procedure of the other means of quantification.

### **Ethnography**

The term 'Ethno' is meant for people's group. Basically, ethnographic research had its origin in the context of sociology and anthropology. According to Nunan (1992), Ethnography refers to a non-manipulative study of the cultural characteristic of a group in real world rather than laboratory setting, utilizing ethnographic techniques and providing a socio-cultural interpretation of the research data. Similarly, Anderson (1998) opines, ethnographic research is a qualitative research based on anthropological research techniques. So, this kind of research has one or more the following features: strong emphasis on exploring phenomena within their natural setting; a tendency to work with data which are not pre-coded in terms of the analytic categories; investigation of a smaller number of cases; and emphasis on description and explanation rather than quantification in the course of analysis.

Lecompte and Preissle (1993) suggest that ethnographic research is a process involving methods of inquiry, an outcome and resultant record of the inquiry. The intention of the research is to create as vivid reconstruction as possible of the culture or groups being studied (p. 233). Creswell (2003) opines "Ethnographies", in which the researcher studies an intact cultural setting over a prolonged period of time by collecting, primarily, observational data. (p. 14). This kind of research is based on existing data which the researcher gathers from the contextual realities. The main methods for data collection in naturalistic inquiry (Hammersley & Atkinson, 1995) are: (1) participant observation (2) interview and conversation (3) documents and field notes (4) accounts (5)



notes and memos. Therefore, I used observation, interview documents as my research tool that helped me to find the data in natural setting. Best and Kahn (2006) stated that ethnographic method of research have been used to investigate problems like, student leadership roles in urban, Racially Integrated High School, Pupil Teacher relationships in a sub-urban Junior High School (p. 264).

So far my research topic is concerned; ethnography research method was very suitable method to find out the factors that hindered the students of government-aided schools of Secondary level students from semi-urban areas. The schools where I conducted my research were full of students belonging different races and communities. Richards (2003) defined, ethnography seeks to describe and understand the behavior of a particular social or cultural group. In order to do this, researchers try to see things from the perspective of the members of group and this requires extended exposure to the field (p. 14). While conducting research, I used observation, interview, recording and documents as primary means of data collection which are highly recommended by Keith Richards (2003). He further suggests that fieldwork is central to all ethnography.

As a researcher, I involved rigorously in the research site often as a participant observer to gather data. LeCompte and Goetz (1992), "Ethnography has been defined by the use of participants and non-participant observation, a focus on natural setting, use of the subjective views and belief system of the participants in the research process to structure that research, and an avoidance by the investigator manipulating the study variables" (as cited in Gautam, 2065, p. 96). Nunan (1992) said, "The ethnographers believe that human behavior cannot be understood without incorporating into the research, the subjective perceptions and belief system of those involved in the research,

both as researchers and subjects” (p. 54). So, as an ethnographic researcher, I tried to understand the subjective views of both students and teachers involving keenly in the research to explore their belief upon the hesitation in speaking English.

Similarly, I carried out my research in a natural setting or environment focusing on the context. I did not interfere or disturb either to the subject or to the context, though it took longer time to accomplish.

### **Selection of Research Site and Participants**

According to the objective of my research, I carried out my study selecting six different secondary English teachers and students from semi-urban and rural areas from six government aided secondary schools as my key participants of Lalitpur district using purposive sampling. Ball (1990) (as cited in Cohen et al, 2008) said, "In many case purposive sampling is used in order to access "Knowledge People", i.e. those who have in depth knowledge about particular issues, may be virtue of their professional role, power, access to networks, expertise or experience" (p. 115). My purpose of study was to explore the factors that hinder students to speak in English in EFL classroom.

Thus I conducted my research study in the government aided schools of lalitpur district situated in the southern part of the capital city because I have living in this part of the country for last two decades. Marshal and Rossman (1989) have also same opinion, it is better to choose that place where anyone can enter easily or it should be the place where it is possible for any to enter (as cited in Maxwell, 1996, p. 54). All the schools were located outside the ring road and they were about 20 to 25 km from the district headquarter and it was easily accessible for me to visit to all research participant to get the reliable information. I have also been teaching English in the government schools

and facing same problem for the last 5 years. Similarly I selected three boys and two girls to get different information for my research getting help from the subject teachers.

### **Data Collection Techniques**

According to sage encyclopedia (2008), the term data refers to a collection of information. A more detailed definition includes types of data that combine to be the collected information such as numbers, words, pictures, videos, audio and concepts. Broadly speaking, data are the qualitative or quantitative facts or information about something. Marshall and Rossman (1999), pointed to three techniques that are the critical procedures for collecting qualitative data observation (which they separate into direct-observation and participant observation); document review and in-depth interviewing (as cited in Best & Kahn, 2008). There are varieties of tools such as open-ended/close-ended questionnaire, structured interview; observation, focus group discussion etc can be used in qualitative research.

Thus, being an ethnographical approach based study; I used observation, and in-depth interview as my primary data collection tool. Interview with both teachers and students helped me to know the understanding of teaching speaking skill and observation helped to find out the actual phenomena and practice which hindered the students to speak in English.

### **Observation**

Observations method is the most commonly used method in qualitative research. Kothari (2004) opines, the observation method is the most commonly used method especially in studies relating to behavioural science (p. 96). He further says that it becomes a scientific tools and the method of data collection for the researcher, when it serves a formulated

research purpose. Lichtman (2010) opines that observation is a technique of data collection in which the researcher observes the interaction of individuals in natural setting or in artificial laboratory. Best and Kahn (2006) assert, "Observation is often referred to as fieldwork, because it takes place in the field. The researcher in the field must take field notes. The form of these notes may vary, but they must contain sufficient information to recreate the observations" (p. 265). "Observation offers a researcher or an investigator the opportunity to gather "live" data from naturally occurring social situations; researcher can look directly at what is taking place in situation rather than relying on second hand accounts. It has potential to yield more valid or authentic data" (Cohen et al, 2007, p. 396). Patton (1990) suggests that observational data should enable the researcher to enter and understand the situation that is being described. He further says that the kind of observations available to the researcher lie on a continuum from unstructured to structured, responsive to pre-ordinate.

So, I used participant observation as a data collection tool that helped me to observe the real classroom setting and strategies, materials, activities used by teacher to enhance speaking skill. According to my research procedure, I observed their three different classes (i.e integrated classes) to see the different methods, approaches, models and strategies used by teachers and how they motivated the students to speak in class. I observed the classes sitting on the back bench focusing on the teachers and students activities and the ways and methods they used to improve the speaking skill.

### **Interview**

Interview is commonly used method for collecting information. It is an oral activity of purposeful communication or interaction between two or more individuals in which the

interviewer gives the required information. Kothari (2004) defines, "The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses" (p. 97). The main purpose of interviewing individuals is to find out their personal feelings, opinions, attitudes and experiences about certain event, issues or situation. Cohen, Manion and Morrison (2007) define, "Interview is a flexible tool for data collection, enabling multi-sensory channels to be used verbal, non-verbal, spoken and heard" (p. 349). The research interview has been defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specific by research objectives of systematic description, prediction or explanation (Cannell & Kahn 1968, as cited in Cohen Manion & Morrison, 2007, p. 351). So, Dyer (1995) interviewing is a commonly used method of collecting information from people." An interview is not an ordinary, everyday conversation" (as cited in Cohen et al, 2007, p. 349). That's why interviewer generally should start with a pleasant conversation and factual non- threatening questions in the beginning. To elicit adequate responses from the interviewees the interviewer should ask only one question at a time and repeat if necessary.

Paton (1990) supports that the purpose of interviewing is to find out what is in or on someone's else's mind, the purpose of open-ended interviewing is not to put things in someone's mind but to access the perspective of the person being interviewed" (as cited in Best & Kahn, 2008, p. 265). Thus interviewing is a commonly used method of collecting information from people. The interview is more appropriate for complex situations where the interviewer has to explain the respondents about the questions. It is also useful for collecting in-depth information. It has wider applications. So, it can be

used with almost any type of population: Children, handicapped, illiterate or the very old. There are other two types of interview as described by Kumar (2009), i. Structured ii. Unstructured (p. 123).

As far as I'm concerned, I used in-depth interview as a data collection tool in my research study. Nykiel (2007) defined, "In-depth interview may be structured (loosely) but are usually unstructured" (p. 14) Therefore, in-depth interview is suitable tool for my research which is generally unstructured and open-ended. Similarly, unstructured interview is more flexible, in structure, contents and question as suggested by Kumar (2009) (p. 123) which allows for an interviewer to get deeper understanding providing excessive opportunities to know the ground reality of the respondents.

According to Tayler and Bugdan (1984), in depth interviewing is 'repeated face – to-face encounters between the researchers and informants directed towards understanding informants perspectives on their lives, experiences, or situations as expressed in their own words'. (as cited in Kumar, 2009, p. 124). Because of repeated contacts and extended length of time spent with informants, it is assumed that the rapport between researcher and informant will be enhanced and that the corresponding understanding and confidence between the two will lead to in-depth and accurate information.

I interviewed three times with the six different English teachers and six students of different schools about teaching and learning speaking skills. In my first interview with teacher, I asked them semi-structured questions about teaching speaking and its importance in the present context. Likewise I asked pre-requisite questions to get more information about the hesitation of speaking in EFL classroom from both teachers and

students. Finally, I asked some questions with them that helped me to analyze and interpret the data collected from first and second interview. In second and third interview, the questions which were asked to the participants were of informal type that emerged immediately to know their feeling and to probe the hidden factor that hindered them to hesitate to speak. I also used audio recording device and my own cell phone getting the permission from my participants which helped me to analyze the data properly.

### **Data Collection Procedure**

In ethnographical research, data are collected giving strong emphasis on exploring phenomena with their natural setting. Similarly, there is tendency to work with data which are not pre-coded but it emphasis on the description and explanation rather quantification. Primary and secondary sources are mainly two different kinds of data sources.

As my research is guided by qualitative research paradigm, the data which I obtained from my research field were generally non numerical but it had greater variety of sources. As researcher, I tried to generate reflective (or self) understanding of 'the other' in the context through data collection procedure. As per the nature and demand of my research purpose and research questions, I applied interview and observation as a principal tool to collect data from my research participant. I selected 6 teachers of 6 government-aided schools as a sample of my research from Lalitpur district. The schools were selected from semi-urban and rural areas of Lalitpur. In order to obtain rich and detailed data, I chose six experienced and dedicated teacher who have spent their five years of life involving in teaching and learning English in government school. I

conducted data collection procedure in a sequential order, preparing a brief schedule of my field work.

First of all, I introduced myself with the teacher participants and informed them about my intension and purpose to visit their school. Further, I explained about my research problem, research objectives, research questions that provided them clear picture of my research. Then after, I consulted with the respective principals and requested them to give permission to conduct my research. All the participant teachers and head teachers were agreed to help me to carry out my research under certain condition of putting their views confidential.

In the first session of interview, I asked them general but structured questions which could further helped me to get enough information about the teaching speaking and its importance. And I also asked both teacher and students about the problem of hesitation while speaking English in the classroom. Then after, I asked them to be prepared for the classroom observation.

In my first observation, I found quite contradiction between what the teachers said in the interview and what they actually practiced in the real classroom setting. The students were found reluctant to speak and the teachers were found trying to imply the strategies and techniques which they advocated in their interview consciously. But the students were found perplexed when the teacher used those strategies. I collected those entire situations in my note book and in my running commentary. Then I informed them about another session of interview.

In the second interview session, I asked them about the differences and contradiction, I found in their perception and practice. Then after, I asked them other



questions to get more information. All of them agreed that their students hesitate to speak in English both inside and outside the class. Most of them revealed that they used different activities to cope with their hesitation whereas the student participants objected with the views of their teachers. They strongly argued that their teachers never teach speaking skill and imply speaking activities. After then, I fixed the time for classroom observation.

Again, I observed their classes to see whether they use different strategies and techniques which they advocated as remedies for improving the speaking skill of their students or not. In their classroom observation, what I found was that they tried to use group work, pair work and discussions in the integrated class but the teachers were found translating the Nepali words in English and the students were also found using Nepali language most of the time. The teachers were found not using supplementary materials like audio-cassette though provided by administration. Then I again fixed the time for third interview and observation.

In the third interview, I again asked them few questions which created contradiction with what they said in their first and second interview. Likewise, I also asked them some other questions which I thought missing in my first and second interview. But I got the similar types of rigid answer from them. So, I ended my interview with both teachers and students and fixed the time for third observation.

In third classroom observation, the participant teachers were found using the same GT method and the textbook as a material. They were found consciously focusing in the speaking part but the students were found reluctant to use those structures because of lack of sufficient exposure. That is why I stopped to observe the classroom practice. Since I

didn't find any change in their teaching learning process. Furthermore I got enough information which clearly depicted that there was the problem of hesitation in speaking in English within the students.

### **Process of Data Analysis**

According to Sage Encyclopedia (2008), Data analysis is an integral part of qualitative research and constitutes stepping stone toward both gathering data and linking one's finding with higher order concepts. The first step in analyzing qualitative research involves organizing the data. Once the data have been organized, the researcher can move to the second stage analysis, description. The researcher describes the various pertinent aspects of the study including the setting, both temporally and physically, the individual being studied, the purpose of any activities examined, and the viewpoints of participants and the effects of any activities on the participants. (Best & Khan, 2006, p. 270).

Thus, as a qualitative researcher, I tried to organize the data which are gathered from the field and from the respondents. Similarly, as my research is guided by interpretive paradigm, I tried to ensure the data are clean as Kumar (2009) states, the first step in processing your data is to ensure that the data are 'clean' – that is free from inconsistencies and incompleteness (p. 220). In this regard Cohen, Manion and Manion (2007) state, “Qualitative data analysis involves organizing, accounting for and explaining the data, in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities” (p. 461).

Therefore, a researcher has to organize and explain briefly according to the views of the participants. This process of cleaning, organizing the raw data is called editing.

The editing of collected data through unstructured interviewing (e.g. by mean of in-depth interview) is more difficult, Kumar (2008) (p. 222).

That is why, in the first stage, I tried to recall the context and listened the recorded tape frequently to transcribe the interviews. Likewise I edited the data many times and made ready for analysis and interpretation in relation to the participants' understanding and perception. I put s separate file for each participants' transcribed data that further helped me to interpret the data according to their context. Then I arranged the clean and edited data into different sub-division categories according to the interview questions. After cleaning the data, in the second stage, I went through all the obtained information to get factual understanding of each participant using coding letters T1, T2 and T6 for teacher participants and S1, S2 and S6 for student participants to maintain confidentiality of my participants.

Then, in the third stage, after rigorous reading of those information and clean data obtained from the interview and classroom observation, I developed the themes on the basis of interview questions. Then I analyzed and interpreted the clean data with the understanding of my participants along with the reference of ELT literature. I tried to compare their understanding and practice with the different views of various scholars and presented conclusion at the end.

### **Quality Standards**

#### **Credibility**

Credibility can be defined as the methodological procedures and sources used to establish a high level of harmony between the participants expressions and the researcher's interpretations of them, (Jensen, 2008) (p. 138). Lincoln & Guba (1989) say

its focus is to establishing the match between the constructed realities of respondent evaluator and those realities as represented by the evaluator and attributed to various stakeholder (p. 237). In other words, as a qualitative researcher, my data analysis process should reveal a believable link between what the participants expressed and the theme and codes that emerged. Richards (2003) says, “Credibility depends on evidence of long-term exposure to the context being studied and the adequacy of data collection” (p. 286).

Hence, the research participants and data collection methodology which are chosen by the researcher should be relevant according to his research topic and its need and purpose for study to establish its credibility. According to my research topic, I used in-depth interview and observation as a data collection tool. I recorded their interviews and carefully transcribed those interviews without twisting the original meaning of my participants. Similarly, I gave due attention upon their views and tried to understand their real life experience. Besides these, I used the following techniques as suggested by Lincoln and Guba (1989) in order to maintain the credibility of my research study.

**Prolonged engagement.** Prolonged engagement refers to spending extended time with respondent in their native culture and everyday world in order to gain a better understanding of behavior, values and social relationship in a social context. Thus, I spent nearly five months in the participants’ schools in order to explore their understanding and practice of teaching speaking skill. Formally I observed three classrooms and interviewed three times with both teachers and students but informally I observed several classes and discussed with them about the trends, activities, strategies, alternatives and solutions of hesitation. Likewise, I was keep in touch with them using cell phone in order to know their changing attitudes.

**Persistent observation.** It refers to looking at the data from different perspectives and view points to get a holistic picture of the environment. So, I directly observed the classroom activities and management frequently to identify the factors cause hesitation in speaking English in EFL classroom.

**Peer debriefing.** It refers to using supportive network which are knowledgeable in the area to review and critique the research and data analysis finding. I consulted with my colleagues, about my finding, conclusion, and tentative analysis to increase and facilitate my testing and increase the credibility of my study.

**Member checks.** It is the process to use the participants to make sure that the data analysis is accurate and consistent with their beliefs and perceptions of the context being studied. I was in touch with my respondents in order to compare the information gathered was accurate or not. I also tried to gather their changed attitude. I also asked each of my respondents to comment upon the accuracy that I concluded after taking interview and observation.

### **Ethical Consideration**

Ethics is the part of human philosophy concerned with appropriate conduct and virtuous living. Ethic is an appropriate or standard behavior of a person. If one person becomes unethical, some other persons may be harmed by that behavior.

According to Collins Dictionary (1979), “Ethical means in accordance with principles of conduct that are considered correct, especially those of a given profession or group” (p. 502). So, it is very important to look at ethical issues in relation to each one of them who are involved in the research study. Houser (2008) said “Researchers face

ethical situations in almost every step of the research process, from selecting participants to reporting findings at the conclusions of the study “(p. 53).

Thus ethical consideration plays an important role in any research study guiding the researcher from beginning to end. Hammersley and Atkinson (1995) stated that it is the responsibility of the ethnographer to try to act in ways that are ethically acceptable taking due account of his or her goals, the situation in which the research is being carried out and the values and interests of the people involved (as cited in Richards, 2003, p. 139). Richards (2003) further said that qualitative inquiry discovers things about people they don't know themselves and might want others to know if something went wrong then it makes hurt a lot for a long time. Creswell (2003) asserts, “Researchers need to respect research sites so that the sites are left undisturbed after a research study” (p. 65).

Likewise, researchers also need to anticipate the possibility of harmful information being disclosed during the data collection process (Creswell, 2003, p.65). Thus, being a qualitative researcher I gave due emphasis and respect to privacy of my participants as described by Kumar (2009), (p. 212).

### **Collecting Information**

Before I began collecting information, I considered the relevance and usefulness of my research study which I was undertaking and tried to convince my respondents about importance of this issue to get their adequate help.

### **Seeking Consent**

In every discipline it is considered unethical to collect information without the knowledge of participants and their expressed willingness and informed consent. Informed consent implies that subjects are made adequately aware of the type of

information is being sought, what purpose it will be put to, how they are expected to participate in the study and how it will directly or indirectly affect them. So, I tried to take permission from the teachers and students explaining the purpose of my research study. Similarly, my participants were ensured no harm, hurt or suffering to be caused and affected by the research.

### **Providing Incentives**

It is not ethical to provide incentives to the respondents to share information with the researchers. So, being a researcher I tried to make them realize the importance of the study instead of providing small gift and token of appreciation.

### **Seeking Sensitive Information**

Information bought can pose an ethical dilemma in research. Certain types of information can be regarded as sensitive or confidential by some people and thus an invasion of privacy. Therefore I tried my best to ensure their sensitivity and confidentiality. I asked the question very frankly and clearly and gave them sufficient time to decide if they want to reply or participate in my research study keeping in mind that it is important that the consent should also be voluntary and without any pressure of any kind.

Likewise, I examined carefully whether the involvement of my respondents was likely to harm them or not. To maintain confidentiality, I did not mention any real or imaginary names in my research paper rather I used numbers or symbols to identify participants as McNiff, Lomas and Whitehead (2003) said, "Do not reveal the real names of people or place unless you have specific permission to do so in writing. Do not give people fictitious names, those names may belong to other people elsewhere, allocate initials numbers or other symbols to identify participants" (p. 51).

### **Chapter Summary**

In this chapter I primarily discussed my research methodology adopted in this study. I discussed about the definition of paradigm that my study is guided. Similarly I described my research paradigm, philosophical considerations guided by ontology, epistemology, and axiology and views of science in my research. Likewise, I also focused the light on research methodology, definition of qualitative research, sampling, data collection tools, quality standard, data collection tool, procedure and data analysis. Finally, I also presented ethical consideration



## CHAPTER IV

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### **Chapter Overview**

This chapter contains the analysis and interpretation of interview data obtained from teacher and students and observation data obtained from the real classroom observation. The chapter is divided into two main sub-sections. The first section deals with the interpretation of teachers under eight themes and the second section presents the interpretation of students under four different themes.

#### **Interpretation of Teachers' Interview**

I interviewed six teachers and six students from six different government schools. Then I transcribed their views and generated twelve themes that helped me to interpret their ideas and opinion.

#### **Theme: 1 Importance of Teaching Speaking: Understanding of Characteristics and Components**

I wanted to begin my interview with the general understanding about the importance on the speaking skill in the teachers' view. When I asked them about the importance of teaching speaking, all of my six participants revealed their views on how important teaching speaking skill is.

Responding to the question T1 said, *'It is very important in language class and it is indispensable to develop competence and performance level of the students is vital part of language teaching and learning process. It enables the students to show their*

*personality, helps to reduce hesitation and enhance confidence in dealing with the other speaker of language'.*

Likewise T2 also expressed similar kind of view. He revealed that *without teaching speaking skill any language teaching won't be successful. So the language teacher should focus on the creativity, feeling and emotion of any language.*

Both T1 and T2 agreed that speaking skill is very important and it should be given emphasis on this part of language skill without which language learning and teaching will be incomplete. This understanding is similar to what Ur (1996) says, "Classroom activities that develop learner's ability to express themselves through speech would therefore be seen as an important component of language course" (p. 12). T1 has given high degree of importance for the speaking skill. He said that the students need to develop competence in speaking so the performance while using in real life situation gets better. He not only focused on expressing the views but he also focused that speaking performance actually determines the personality of an individual. So his view matches with that of Pokhrel (2007) who states that a language teacher has to decide how far he should teach the actual use (performance or parole) of language and how far it should be idealized form of language (competence or langue). The set of the internalized rules in a native speaker's mind is what Chomsky refers to as competence and performance in the actual use of language in concrete situation (as cited in Yadav, 2004, p. 112). He says that competence is subconscious in human mind and performance refers to the process of performing. According to T1, *if a student develops competence in the English language like a native speaker, that capacity undoubtedly reduces his hesitation and builds up his/her confidence to communicate with others.* He centralized his views on developing

competence and performance in teaching speaking whereas T2 focused on creativity, feeling and emotion the language. To get mastery upon any language, a speaker should have both linguistic and pragmatic competence. Linguistic competence is related to the knowledge of grammar and pragmatic competence refers to the use of language according to the context (Phyak & Sharma, 2006). So to be creative in any language, in the words of T2, the students should acquire pragmatic competence that further develops communicative competence within him/her soon after doing good practice in a certain span of time. So it can be analyzed that T1 and T2 emphasize on teaching speaking as it is an indispensable skill that English teachers need to teach their students in EFL classroom. If a teacher skipped such an important skill of language learning, it wouldn't be a successful class.

Similar was the case with T3, who said, *'Speaking is really an important part of language teaching because unless we make our students speak language we can't be successful in teaching language.'*

While responding to the question, T4 said, *'Speaking skill is important to develop the speaking skill to communicate. It is necessary to make our learner able to express his/her feeling, ideas and thoughts with others.'* Both T3 and T4 had similar opinion that speaking skill is a medium through which the teacher and students understand ideas and thoughts of one another. Their common concept on the importance of teaching speaking is quite related with that of Venkateswaran (1995) who states that speech is primary. We speak when we want to express our ideas, desires, opinion and to establish social relationship and friendship. So, there is every need to develop the skill of speaking in our learners (p. 82). While analyzing the views of T4, he tried to focus on the necessity to

develop the ability of learners to express his/her feeling that can help the learner to show his/her inner feeling to maintain his/her confidence and personality. T1, T2 and T3 have similar kind of opinion on the importance of teaching speaking. They tried to emphasize on the skill of speaking as it is primarily a productive skill like writing and a complex activity in the sense that it is difficult to describe how utterance are produced and how they come out while speaking (Khaniya, 2005, p. 102). So, all four participant teachers had a desire to develop their students' speaking proficiency keeping in mind that language learning mainly refers to learning speaking (Khaniya, 2005, p.102).

T5 addressing the same question, said, *'It is an important skill because it refers to development of communication ability among students according to situations with correct language functions* whereas T6's opinion was slightly different to T5. Supporting his views, he said, *'Speaking is expressing ideas appropriately through sound. He further said that speaking is instantaneous (i.e the speaker has no time to think) otherwise the listener will be irritated. In order to master in speaking, one needs to master the sound and meaning of the words and sentences both. Similarly suprasegmental should also come in the dimension of speaking. Therefore confidence and avoidance of hesitation are to be considered.* T6 tried to portray his opinion about speaking that is comparable to what Harmer (2007) states, "If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech" (p. 343). T5, in his response, focused speaking as a skill that plays significant role to develop communicative ability among students. He prescribed that the ability to speak English fluently opens up wider opportunities to achieve success in life. Both T5 and T6 were at

the standpoint to highlight the accuracy and fluency while speaking English. According to them, accuracy means the correct use of language in terms of grammar, vocabulary and pronunciation. Their understanding is same as what Harmer (1998) says, accuracy involves the correct use of vocabulary, grammar and pronunciation. So, with the above account, it can be analyzed that in speaking accuracy is very important and teachers need to make them clear about the correct use of the language. However, teachers need not focus on accuracy only because if they are very particular about producing correct language from the beginning, then students might never gain fluency over speech.

In this regard, Nunan (2003) says that fluency is the extent to which speakers use the target language quickly and confidently with few hesitation or unnatural pauses, false starts, words searches. While analyzing the view of T6, he is more relative with the view of Nunan. He said that learner needs to develop his/her fluency to use the language, as it is the capability of the speaker to use the language quickly, spontaneously and confidently.

From the above discussion and analysis I can infer that all of my participant teachers agreed that speaking is the vital part of language learning and it is an important part of second language learning and teaching. So, the goal of teaching speaking is to improve learners' communication skill. "Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information" (Brown, 1994).

In a nutshell, almost all the participant teachers have vast knowledge and ideas about teaching and learning speaking English in EFL classroom. They advocated that speaking is often spontaneous, open-ended and evolving. Speaking needs those learners

not only to know how to produce specific points of language such as grammar, pronunciation or vocabulary but they should also understand when, why and in what ways to produce language. Their ideology of teaching speaking is comparatively close to Harris (1969). According to him, there are five components that are generally recognized in analysis of the speech process- pronunciation, grammar, vocabulary, fluency and comprehension.

Thus, it can be concluded that, speaking, as a productive skill, is complex, requiring the simultaneous use of a number of different abilities, which often develop at different rates. Yadav and Shah (2003) assert, “Teaching speaking is more demanding on the teacher than the teaching of any other skill and classroom activities that develop students’ ability to express themselves. Through speaking, we express our emotions, opinions, and desires etc and establish social relationship and friendship” (p. 94).

In the case of elements/components of teaching speaking skill, one of my participant teachers (T1) was of the opinion that the most important element of teaching speaking is to develop confidence in interacting with other speakers. According to him, the most important element of teaching speaking is to enable them to interact with the other people. this opinion is valid if one considers the views of Brown and Yule (1983), “It is obvious that all foreign learners of English who wish to learn the spoken form of the language, need to be able to express their transactional intentions where information transfer tends to be clearer, more specific” (p. 14). Likewise Ur (1996) also argues that classroom activities that develop learners’ ability to express themselves through speech would therefore be seen as important component of a language course (p. 12).

Regarding interaction Ur (1996) says, interactional uses of language are those in which the primary purpose of communication is social. The emphasis is on creating harmonious interaction rather than on communicating information. In relation to the component of teaching speaking, T2 focused on creativity, feeling and emotion of the students rather than on theoretical aspect. Lopez (1989) opines, humanistic theory in psychology has placed great importance on emotion and feeling of the learners. While analyzing his views, he mainly emphasizes on the creative potential of learners, while teaching speaking depending upon the creative potential of the learners.

Regarding feeling and emotion Phyak and Sharma (2006) said that learners are often inhibited about trying to say things in 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 (p. 216). This is the fact that T2 tried to consider advocating feeling and emotion of the learners.

In response to the question T3 revealed five different components of teaching speaking.

They are:

- i. Articulation and production of sound and sound sequence
- ii. Production of stress and intonation pattern
- iii. Connected speech
- iv. Communicative skill
- v. Phatic communion.

In connection to articulation and production of sound and sequence (Sharma & Phyak, 2006) argued that different learners can have different types of articulation and production difficulties of varying degrees. The first thing a teacher has to do is to teach

the students to pronounce speech sound and sound sequence (p. 219). Similarly Harmer (2007) assumes, if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation and speak in connected speech. Yadav and Shah (2002) assume, “The main elements of speaking skill are pronunciation, grammar and vocabulary. The pronunciation has sound, stress and intonation” (p. 94).

Accordingly, T4 also centralized his attention on improving pronunciation, vocabulary, and on removing hesitation and learning to speak because speaking helps to learn to speak in English. In his words, while the learners are trying to speak they need vocabulary. Ur (1996) defines, ‘vocabulary can be defined, roughly as the words we teach in the foreign language. So, learners should learn vocabulary because without vocabulary they can’t speak. In the case of hesitation, he further said that the students, who feel difficulty or hesitation, should practice a lot with their friends which will improve the pronunciation by pronouncing the words again and again. Therefore the learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling) (Ur, 1996, p. 60).

Regarding elements and components of teaching speaking, T5 and T6’s views were similar with the views of T1 and T2. They were with the view that there should be speaker and listener for interaction and the interaction is preceded by raising questions and giving a topic for discussion. Thus they advocated that communication is a two-sided process.

In order to verify all the information above collected from my participant teachers, I frequently observed their classes to know whether there was problem of



hesitation within the student or not and whether they really implemented their theoretical knowledge in practice in real life classroom situation or not. For instance;

*It was Sunday 6<sup>th</sup> July 2011. The day was sunny and I went to T4's school to observe the classroom practice. The school was surrounded by thick wall and wire on it. The environment of the school was very peaceful and pleasant.*

*As soon as the bell rang, we entered the grade 10 classroom together. There were 41 students boys sitting on the left side and girls on the right side. The teacher introduced me with his students and asked me to sit on the bench at the back, from where I observed everything that went in the classroom. He started his speaking class collecting four items from the students like fifty rupee note, marker, duster and ruler. Then he showed the ruler to his students and asked the following questions writing on the board:*

- i. What is it?*
- ii. What is it used for?*

*The student easily answered that is ruler and that is used for measurement. Again he asked to spell the words like M-A-R-K-E-R and the students followed him. He asked two students to come in front of the class to participate in conversation. Both of them asked the same question as the teacher did. It was like a repetition drill. Though it was like drilling, students frequently forgot and felt shy and became puzzled when they were in front of the class. They frequently spelt Nepali words 'K-bhanne-ho?' (what to say?) and closed their mouth with their hands. When they got puzzled, the teacher assisted them to ask question. When the teacher called the name of the particular student, he/she inhibited and was shocked to hear their own name since they did not want to come in front of the class. The teacher tried to motivate them saying 'come on, start'. But they looked afraid*

*when they found them in front of the other students. Time and again they used Nepali words 'Ke-re-Hoena-Hoena' (i.e no-no) when they even could not answer the repetition drill. Some of them even used incomplete sentence. The teacher kept on calling the names of the students till the bell rang. Finally the teacher wrote words he taught on the board and difficult words can be learnt by the way he taught them. Some of the students hadn't concentrated and few of them were sleeping till the end of the class.*

The above scenario depicted that the classroom teaching was much teacher centered rather than student centered as there was no such interaction among students and between teacher and students. Similarly the teacher did not provide much input to students to relieve them from their hesitation. Likewise, the teacher did not do any group work, pair work and discussion among the students. This made the students feel uneasy and created hesitation. The important fact was that the teacher did a speaking class on that day after I requested him. It showed that he did not use to conduct any communicative activities which could foster the ability of speaking skill of the students.

While observing the class, it seemed that the students were doing communication but in fact they were not. Communication does not simply mean two people uttering sentences in turn. Certain condition should be created (Xiaoju, 1984). The teacher seemed as if he had not done any preparation for speaking class or prepared any lesson plan. He just collected few items and started his class. What I found from his activities was that he didn't know what were the needs, purpose and substance for that communication (Xiaoju, 1984).

According to him, there is a need and purpose for communication and something to be communicated. The teacher was found calling the name of the students to

participate in the repetition drill which was not the part of spoken English, because (Xiaoju, 1984) spoken and written English means communicating something through the spoken or written mode of English, and here the students were not communicating anything.

However, T1 and T5's classes were found more or less interactive. In other classes, I found that they were unaware about the three main information about their students as suggested by Lopez (1989) in his paper; a. psychological factor b. personal needs c. social factor.

According to him psychological factor consists three important factors:

a. Schemata b. Cognitive style c. Affective factor

The first type of psychological information the teacher needs to be aware of is the schemata or knowledge structure his students possess. Cognitive learning style may vary under certain circumstances; an individual generally tends towards one particular style. According to Rubin (1987) cognitive learning style means the steps or operation used in problem-solving that requires direct analysis, transformation or synthesis of learning materials (as cited in Rai, 2000, p. 111). Likewise, affective factors for example, emotion, feeling, attitudes and self-esteem should also be considered by the language teacher (Ellis, 1985).

Krashen (1982) identified three kinds of affective or attitudinal variables related to second language acquisition such as motivation, self confidence and anxiety. His affective filter hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive. That is why with the above discussion it can be assumed that learners with high

motivation, self confidence generally do better and learners with low personal anxiety are more conducive to second language acquisition.

### **Theme: 2 Stages of Teaching Speaking**

This theme has been generated from the participants' teacher responses to the question "what are the stages of speaking skill?". In response to the question, T1 reported like this, *I think there are mainly three stages which I also follow in my class. They are;*

*i. Pre –activity: In this stage, I involve the students in the activities that help to do the activity. Then after I lead the students to the context by doing many thing, eg: showing pictures, charts, telling stories, asking questions etc.*

*ii. While activity: In this stage, I involve the students in the activities that help to develop their speaking skills. Here I basically perform, dialogue filling or ask my students to write dialogue, and play the tape. Similarly, I use drilling method and encourage them to do pair-work and group work.*

*iii. Post activity: In this stage, I provide them similar kind of situation and make them practice speaking until and unless they feel quite comfortable to hold the discussion on the topic desired by the teacher.*

The description above indicates that he uses P-P-P model of teaching speaking which is also known as a popular model of teaching speaking skill and in second language teaching worldwide. Ur (1996) has also suggested the three different stages of teaching skill, namely, preparation stage, experience stage and reflection stage. Yadav and Shah (2002) have also defined three different stages of speaking skill, mainly early stage, controlled conversation stage and free conversation. Similarly, Harmer (2007) states, Introducing new language stage, practice stage and communicative activities stage

as the three stages of teaching speaking. So, with the help of above account, I can infer that T1 had a good concept of teaching using the well known model. In pre-activity, he tries to motivate and lead the students toward the context. Similarly, in while activity, he tries to give some exercise to perform and in the final stage he provides them a situation where the students can talk without any difficulties.

While responding to the question, T2 also opined the similar ways of teaching speaking. He responded that he mainly uses three stages. First, he gives a task to be done for the students. Then he asks the students to discuss on the subject matter. And in the third stage, he asks the students.

In relation to the question, T4 had slightly different ideas on the stages of speaking. Responding to the question he said, *'I think, it means single conversation and double conversation. While I am teaching speaking, first I give the topic to the students for single conversation to speak something about the topic and I facilitate them when they feel difficulty in vocabulary and pronouncing the word and double conversation as well.'*

The description above shows that T4 tried to conduct speaking classes following the different theories as described by Ur (1996). But it seemed he lacked the holistic knowledge about conducting speaking classes step after step. While comparing the views of T2 and T4, it can be concluded that though they lack theoretical knowledge, their views on the stages of speaking are more or less comparable with Yadav and shah (2002). Regarding this, T1, T3 and T5 have similar opinions. According to them, they use presentation, practice and production model of teaching speaking as supported by Harmer (2007).

T6, responding to the question, said that *there are two basic stages of speaking. In the first stage, mastery of the sounds and stress of words are to be gained. In the second stage, expression of ideas with correct intonation, stress, pitch etc should be mastered.*

His response shows that he is very much concerned with the pronunciation skill with correct intonation of his students. His idea of emphasizing on pronunciation is comparable with Baruah (1992) while teaching speaking English. He says, “A person who speaks English can produce the characteristic English speech sounds and sound patterns and both in isolation and in combination use appropriate stress and intonation patterns and use appropriate words and structures to express the intended meaning” (p. 199).

Similarly, Verghese (1984) also opines, “Teaching pronunciation is fundamental to the teaching of listening and speaking. Therefore, it is necessary that teacher of English should pay a good deal of attention to pronunciation” (p. 66). That is to say, the second language learner should be trained to respond to a totally new sound system. Though T6, tries to teach speaking skill using only two stages. His views are more or less related to other participant teachers. His focuses on pitch, intonation and stress are similar to Cruttenden (1986). He defines the relative height of speech sounds as perceived by a listener and is what we are hearing. When we refer to a voice being “high” or “low” is defined as pitch. The varying pitch throughout an utterance form what we hear as intonation the “falling” or “rising” of voice (p.4). Therefore, T6 has given high importance on teaching stress, intonation; pitch while teaching speaking as well as pronunciation stage wise.

Hence, the above discussion let me understand that my participant teachers had clear ideas of stages of teaching speaking. Their opinions are more or less similar to one another. Among the six participant teachers, T1 and T5 had explained the P-P-P model of teaching speaking thoroughly. Their views seemed that they have used natural approach in their classroom practice for teaching speaking. Krashen and Terrell (1983) define that the natural approach is primarily designed to develop basic communication skill- both oral and written (as cited in Richards and Rogers, 1986, p. 185). According to natural approach there are three main stages for developing speaking skills-

- i. Pre-production stage (comprehension)
- ii. Early production stage
- iii. Speech-emergent phase (Krashen & Terrell, 1983, as cited in Richards & Rogers (2007), p. 167).

As T1 explained, he tries to motivate his students and lead them to the context of language through showing pictures, charts and asking question which is related to pre-production stage as defined by Krashen and Terrell (1983). Similarly he tries to involve his students in drilling and filling dialogue dividing them in pairs and groups. In the final stage, he gives similar kinds of situation or the topic to talk where his students have to deliver their view by their own, is really associated with the theory explained by Krashen and Terrell (1983) in the natural approach of developing speaking skill in the early production stage and in the speech emergent phase.

On the basis of above discussion, it can be asserted that my participant teachers have moderate understanding of stage of teaching speaking skill in EFL classroom, almost all the participant teachers believe that P-P-P model of teaching speaking skill was

the finest and fruitful technique to use in the English language classroom. They explained that they have been using this model to teach speaking to their students and they have got positive success after applying this model.

From their responses, I assumed that the majority of my participant teachers think that the presentation, practice and production stages of teaching speaking is very important way of teaching speaking. Their views are same as that of Asher's Total physical response. The general objective of total physical response is to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim to teach basic speaking skill (as cited in Richards & Rogers, 1986, p. 75). With the above account, it can be said that they have tries to apply the Chinese proverb in their speaking English language class, 'tell me -I forget, show me- I remember, Involve me- I understand'.

In order to know whether my participant teachers follow the P-P-P model of teaching speaking which they said in interview or not, I observed their classes frequently. I found that they tried to apply the same model of teaching speaking consciously what they had explained in their interview but I found that the students were not familiar with such activities conducted by teachers. They seemed perplexed and hesitated to participate in those activities. For instance,

*I went to T3's school to observe his class. When I reached at his school, he was teaching in Grade 9. Then I waited him sitting at the office room till the bell rang for second period. We entered together in class 10. The students were seemed frank and active with the teacher. Then I introduced myself with them and took my seat at the back bench and observed that went in the classroom. The teacher started his class writing the*



topic "Role play" on the board. He tried to involve his students in the role play of doctors and patients, father and son/daughter, friends. He wrote all the topics on the board. He explained the students how to do the activities. While the teacher was explaining the activities, students were talking in Nepali and discussing how to do. After a minute the teacher asked two students to come in front of the class. Both of them chose the topic "Receptionist and guest". Initially they talked few words very well but later on they kept silence. They hesitated to talk as they did not have enough vocabulary power to explain. One of them used Nepali word to convince another friend "Ta bhanna", Guest auncha ani ma bhanchu" (i.e your say, guest will come and I would say). When one of the student said, "Good morning, Can I help you? Then other performing the role of guest said, "Do you give me one room? And for turn taking the first student performing the role of receptionist said, "Ta bhanna, tero palo" in Nepali (i.e say your turn). Then the second girl said, "can I, Do you give me room?"

Then after he called roll no 5 and 6 to participate in the activity. They tried to perform the role play of teacher and student. One student actively said, "Good morning and what are you doing? Then they paused for the whole time. Then they started to laugh. Teacher tried to assist them for putting the question. Both of them kept silence. Another student tried to go to her beach saying "saying" (finish) in Nepali.

Then after he called another two students to do the roles play of friends. This time as well, the teacher frequently assisted them what should say and not. But one of the participant was saying "k- bhanne; Aayena Sir" (what to say, I don't sir in Nepali.

*Similarly, he called other two students to perform the role of father and daughter. In the beginning, teachers gave them hints. But the students couldn't extend their conversation for long time. They felt hesitated and shy while doing conversation.*

*Finally, he asked another two students to participate in role play of customer and shopkeeper. This time as well, the teacher gave hints to them. One of them started the conversation asking "how can help you?" but his friend could not spell a word. Teacher tried to assist them to continue their conversation. At the end of the class, the teacher explained the students that were the way to talk on the topic.*

The above scenario presents semi-teacher centered way of teaching where the students were provided atmosphere to practice their target language through role play but because of lack of such atmosphere regularly in the classroom practice they felt hesitated while performing their role. Though, the teacher started his class trying to involve them in the role play which is a teaching strategy that fits within the social family of models. These strategies emphasize of learning the social nature of learning, and see cooperative behavior as stimulating both socially and intellectually (Joyce & Weil, 2000). But I found that the teacher tried to involve his students in role play without encouraging his students and he didn't try to apply P-P-P model of teaching speaking skill which he advocated in his interview. His idea of teaching speaking using role play is just opposite to the idea of Poorman (2002).

Role playing is a teaching strategy that offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that integrating experiential learning activities in the classroom increase interest in the subject matter and understanding of course content (Poorman, 2002, p. 32). Thus, the teacher has

to raise the interest upon the topic to be taught using role play. There need to be increased involvement on the part of students in a role playing lesson. Students are not passive recipients' of the instructor's knowledge. Rather, they take an active part. Poorman (2002) observes that "true learning cannot take place when students are passive observer of teaching process" (p. 32). Similarly, role playing is a teaching strategy that it teaches empathy and understanding of different perspectives (Poorman, 2002). Therefore the skilled teachers generally use skill, plays, newscasts and other forms of drama to motivate students when new information is introduced.

On the basis of the above discussion, it can be asserted that T3 neither prepared and explained properly nor emphasizes on the student preparation of the activity and raised interest upon the student to participate in role play. Though T3 theoretically emphasized upon the P-P-P model of speaking skill, he did not present any sign of that model in the classroom practice. From the other classroom observation of my participant teachers, I found that they failed to use P-P-P model of teaching speaking skill. They hardly conduct speaking class. They tried to lead the students dividing them in group and pair work but failed to achieve satisfactory result ultimately. When involved in group work, most of the students use their mother tongue and few of them participated in the activity without doing any interaction with their friends.

Classroom observation of T1 showed that he made student interactive giving opportunity to participate in the conversation. He was found mainly focusing deductive method of language teaching. Similarly, I found that he tried to apply P-P-P model of language teaching using conditional sentences. When he asked one of his students to complete the sentence, without any motivation and raising interest, the student could not

complete the sentence rather she felt hesitated to repeat the sentences. Then after he used flash card written different situation and with their possible answer. That made the students feels easy. But finally when he asked to complete the new situation, students could not show their good performance.

So, with this account, it can be concluded that T1 had good understanding of P-P-P model of teaching speaking. But with the observation, it can be assumed that he consciously teach speaking skill using P-P-P model. T1, T2 and T5 knowingly and unknowingly follow this model in integrated class as well. But rests of my participants were found not using the P-P-P model as they advocated in their interview. They openly replied that we conducted speaking class only for your observation. Otherwise they wouldn't emphasize on the speaking skill. I also found that they were not frequently instructed and inspected by the head teachers to prepare and to apply those strategies in their classroom practice regularly. They were seemed following the traditional method of teaching learning process. They were just teaching English to make their students pass in the SLC exam but not to make them creative and productive both in speaking and written.

### **Theme: 3 Place of Pronunciation Skill**

Responding to the question "How do you teach pronunciation skill to your students?" T1 replied,

*It depends on vocabulary to be taught. In possible cases, I collect the realia and present in the class, if not, I use the recorded material. If it is not possible, then I pronounce the words/phrases myself, ask them to respond. Adding to this, he further said, 'It has brought good result to some extent but it depends on how the student apply them*

*practically. Here, as well, I found psychological factor i.e hesitation, physical and mental condition of the students play important role while teaching how to pronounce the words.*

In response to the same question, T2 said, *‘Earlier I give the concept of phonetic symbol then some words. I present their phonetic symbols and ask them to follow the chorus drill with me. I sometime use recorded native accent and sometimes, I myself try to do drilling and give sound symbol.’*

On the basis of their responses, it can be asserted that both T1 and T2 believe that teaching pronunciation is very important in EFL classroom but it is varied from context to context. They agreed that teaching pronunciation is fundamental to the teaching of listening and speaking. Therefore it is necessary that the teacher of English need to pay a good deal of attention to pronunciation. That is to say, the second language learner should be trained to respond to a totally new sound system (Verghese, 1989). T1 opined that teaching pronunciation is dependent upon how many vocabulary items are to be taught to the learners in the classroom practice. He went on to say that he uses recorded materials or he himself pronounces the words and asks the learner to repeat those words. His ideas of teaching pronunciation should be noted with what Verghese (1989) says that effective teaching of pronunciation is not possible without the teacher having equipped himself with some background knowledge of phonology and phonetics.

In this regard, T2 also expressed similar kind of views with T1. While teaching pronunciation, T2 gives the ideas of phonetic symbols on the board and asks the students to participate in Corus drill. These kinds of activities facilitate the students to acquire the native like accent. Therefore, the teachers’ knowledge of phonology of English should also extend to knowledge of phonetics (Verghese, 1989). According to T2, he uses

recorded native accent and sometime he himself pronounce words and asks his students to participate in drilling which T1 also advocated in his interview. So the most important technique in teaching pronunciation is imitation. Some kind of intuitive mimicking on the part of students. That is to say, the teacher's pronunciation of the word that is taught should be closely imitated by the students through the process of repetition and practice (Verghese, 1989). Leonard Bloomfield rightly says, 'the command of a language is not a matter of knowledge.....(it) is a matter of practice (as cited in Verghese, 1989, p. 12). Thus, teaching pronunciation should not stop at the drilling of pronunciation of individual words; it should extend to the recognition and use of second feature in normal speech. This is possible only if the teacher paid attention to the suprasegmental aspects of pronunciation –intonation, stress, and juncture. So, practice in repeating patterns of sentences as part of the training in pronunciation should be attempted in EFL classroom.

The above finding let me know that the participants have understood the importance of teaching pronunciation that facilitate and encourages the learners to pronounce the words to express their inner feeling without any hesitation. Therefore, it can be said that those strategies worked effectively in their classroom.

T4 answering the same question said, '*Basically, I ask them to read by themselves and sometimes ask them to follow my pronunciation. I use drilling method many times, and repetition drill, dialogue and gap filling to teach pronunciation skill.*'

On the basis of his response, the participants believe that the teachers need to be the role model while teaching pronunciation. Tickoo (2007) says, "A teacher teaching pronunciation needs to be able to serve as a good model of spoken English. He also needs to have a knowledge of rules which governs the sound and sound patterns of the language

and explain the nature” (p. 89). Therefore being an ELT teacher, one needs to be able to pronounce the word correctly to teach his/her students. He thinks that if the teacher teaches pronunciation in the class (French, 1948) the pupils should be able to put the words without hesitation and almost without thought into sentence patterns which are correct. Such habits can be cultivated by blind imitative drill (as cited in Richards & Rogers, 1986, p. 41). He believes that to remove the learners’ hesitation, drilling can play vital role as a medicine in the ELT classroom. So the participant teacher uses drilling method and repetition drill as techniques to teach pronunciation in the classroom. He also found that these techniques are working effectively in his classroom and the students are encouraged to speak new vocabulary without feeling shy. Thus, he feels that when the problem relates to the pronunciation of individual sounds, the teacher should encourage the student to practice saying minimal pairs of words containing the problem sound which would be helpful to correct the pronunciation of each student. But for this, he asserts that the teacher should first demonstrate how the sound is produced and then asks the pupils to imitate them. Needless to say, the pupil must be able to hear the difference between the two contrasting sounds before they are to produce these sounds (Baruah, 1992, p. 205).

Hence on the basis of his views, regarding the importance of teaching pronunciation, he seemed to have positive view toward the teaching pronunciation. Therefore it can be deduced that he has positive attitude on teaching pronunciation and he has also been applying different techniques to teach the pronunciation skill.

T5, responding to the question said, *‘I always follow the Oxford Advanced Learners Dictionary and the way it has presented. Similarly, I use repetition drill to teach new*

*words in every new lesson.'* He in addition went on to say, *'I read the lesson and let students to read. If I hear wrong pronunciation, I will do immediate correction. I again ask the students to repeat correct pronunciation turn by turn.'*

T3, speaking on the same question said, *'I think, it is an important aspect of teaching vocabulary since it causes difficulty to the students. So they are to be taught pronunciation skill using following techniques- chorus drill, using cassette player etc.'*

On the basis of the above data, it can be analyzed that both T5 and T3 have given more emphasis on teaching pronunciation skill. They believe that teaching pronunciation skill ensures the students to speak in front of their friends without hesitation. T5 thinks that the way and the method he had collected from the different resources relating teaching pronunciation skill help the teacher to handle the class and encourage the students. Similarly, he further said that he plays a role model in the class to teach correct pronunciation. His idea of teaching pronunciation is interrelated with Verghese (1989).

Likewise T5 again focused on repetition drill as a convenient technique to teach pronunciation skill. He explained that he tried to teach new vocabulary of new lesson using drill method. If his students do any mistake while pronouncing the words, he immediately corrects him/her and let other students participate in the chorus drill. His view of teaching chorus drill is alike of Baruah (1992) that it is an effective technique for providing oral practice in over crowded classes. Chorus drills are also encouraging for the shy pupils, and because of their ritualistic nature, they can be very motivating in the lower classes (p. 203). T3 believes that teaching vocabulary with the correct pronunciation encourages the students to use language in their conversation and they won't feel difficulty and hesitate to communicate in EFL classroom. So it is very



important skill that should be focused in EFL classroom to facilitate the students in the real life communication.

Adding something to it T3 said, *'I also use other strategies like modeling, use phonetic symbols and dictation etc.'* His belief of teaching speaking with the help of teaching pronunciation using phonetic symbol is related with the concept of Verghese (1989). The teacher needs to have knowledge of phonetic symbol as it deals with the physical properties of sounds and their place and manner of articulation in the vocal track. Thus, teachers' knowledge of phonology and phonetic should not be confined to English phonology alone, it should extend to that of the students mother tongue too. If the teacher is capable of listening the phoneme of English and comparing them with those of his student's first language, then he will be able to do a lot of remedial work by trying to undo old habits (Verghese, 1989).

In response to the same question, T6 said, *'For pronunciation skill, I use two techniques, handy –drilling and loud-reading. Similarly, I also teach intonation and stress of the words.'* The participant perhaps believes that teaching pronunciation is a medium through which learner can master native like accent. He also thinks that drilling is an important technique to teach pronunciation skill in speaking. Similarly, he uses loud reading as another technique. In addition to above techniques, he teaches intonation and stress of the word while teaching pronunciation. His way of teaching pronunciation is more or less comparable to the idea of Ur (1996).

In a nutshell, almost all the participants have understood the importance of teaching pronunciation skill in speaking class. They have ideas of some common strategies like role play, drilling, intonation, stress and dialogues etc which they believe

are helpful for the teachers to facilitate the learners to pronounce the new words of English and encourage them to speak without hesitation. Such techniques also create student friendly environment in the classroom that boost the learners; ability to express his/her opinion in front of the classroom. They have understood that those techniques are very useful to promote the students language skill mainly speaking. However, in comparison to T1, T2, T4 and T5, T3 and T6 seemed reluctant to apply those techniques in the EFL classroom.

On the basis of entire data discussed above, it can be inferred that all of my participant teachers rarely employ some of the techniques as per the demand of the lessons and contexts.

Thus, it can be concluded that the participant teachers have more or less sufficient knowledge of teaching pronunciation and other strategies. They are theoretically and practically capable to imply those techniques but they are not much more concerned and paying much attention upon the situation of their students. The teachers need to be refreshed and monitored by the concerned department time and again.

In order to know whether my participant teachers apply different techniques to teach pronunciation skill in the real classroom setting or not, I observed different classes. These seemed contradiction between what they said in the interview and what they really did in the EFL classroom. Most of the teachers were found teaching using GT method where translation was given much priority and the class was very much teacher centered. For instance;

*It was Monday, 26<sup>th</sup> sep 2011. I went to T6's school at 1:30 and waited him in the staffroom for twenty minutes. As soon as the teacher arrived, I consulted him about the*

*purpose of my visit sitting in the staffroom. He permitted me to observe his class. At 2 o'clock, we both entered in the classroom together and he introduced me with the students. Then I went on the left corner of the class and took my seat for observing all the activities went in the class.*

*The teacher started his class writing page no 144 on the board. He again told few Nepali words to make them understand. He said that he is going to teach three paragraphs. But he asked them to read it out and try to understand the paragraph by themselves. After then he told to locate the difficult words. One of the students asked, 'what is the meaning of conversation, extinction, plea?'. He couldn't pronounce the words and the teacher assisted him. Then the teacher wrote meaning in Nepali- 'samrakchan', Loop hunu, Aagraha, (protection, no longer exist, urgent request) on the board. While writing the meaning, he just told the English to English meaning to the students but the students did not care about that. Then he asked "particular bhanya k ho? in Nepali (what is the meaning of particular?). similarly, he asked "indiscriminately bhanya k ho?(what are the meaning of indisrcriminately?). then the teacher asked the students to pronounce the words. But the students couldn't pronounce the words properly. He tried to teach the pronunciation bit by bit "in-dis-cri-min-nat-ely". He then wrote the nepali meaning "Jathbhabi" (without care). Similarly, he wrote the Nepali meaning of the words "ivory, alligator".*

*A girl student asked him about an alligator. He described about alligator in Nepali. And wrote the meaning on the board. He then wrote the meaning of "threaten, Bachna kathin parnu bhanya ho (terrorize). The teacher asked one of the students to read out the first sentences and to tell what he understood. The student told translating all in*

*Nepali ‘Janawarharu khatarama chan ani yinlai bachaunuparcha’ (many animals are in danger of extinction and must be saved). He again asked few other students to tell what they understood. Though they translated in Nepali, still they felt shy and hesitated. Finally the teacher ended his class without giving any assignment formally.*

The above classroom scenario presents the sample of non-interactive way of teaching. It was found that the teacher had neglected different skill of language learning. His way of teaching is just opposite to the idea of Sweet (1899) that the principle for the development of teaching method should include, careful selection of what is to be taught, and arranging what is to be taught in terms of the four skill of listening, speaking, reading and writing (as cited in Richards & Rogers, 1986, p. 10). Similarly the teacher did not follow the guideline for teaching oral language as followed by Berlitz school; never translate: demonstrate, never explain- act (as cited in Titone, 1968, p. 100). I found that the teacher was still using translation method which has been generally out of favour with the language community and is largely ignored for language practice and improvement (Duff, 1989). It also reminded me of my primary classes where translation had been highly focused by my teacher.

Translation, thus, is text bound and confined to only two skill- reading and writing, it is not a communicative activity because it involves no oral interaction (Duff, 1989). Similar was the case in T4’s class observation. The teacher did not use any of the strategies he mentioned in his interview to teach pronunciation skill. He just corrected the pronunciation of his students whenever he found error. T3 made the students to follow the words after him. It was similar to the repetition drill. T1 also used drilling method whereas T2 urged the students to spell the words by themselves. The majority of my

participant teachers did not use any techniques to teach pronunciation skill except drilling method in the classroom. Though teaching the individual sounds is a comparatively easy job, none of the teachers tried to focus upon their students' problem while articulating the sounds. The more challenging job is to teach the characteristic stress, rhythm and intonation patterns of English which my participants' teachers advocated in their interview. These three aspects contribute much more to the overall meaning and the "Englishness" of an utterance than correct articulation of individual sound (Baruah, 1992). But unfortunately, they are almost ignored by the participant teachers. This is due mainly to the difficulty of the task and the ignorance of the importance of these aspects of pronunciation.

Thus, it can be said that the teachers were not implementing their theoretical knowledge in their real classroom and they were not willing to update themselves with the pace of time.

After the observation, I asked participant T1, 'wouldn't it better if you used tape recorder to teach pronunciation?' Then he replied that he had frequently asked with the administration to provide him a new cassette player but it had been years they did not hear to him. He also believed that his way of teaching pronunciation did not work properly to enhance the speaking skill of his students. So he was obliged to be reluctant to change his way of teaching because of lack of materials and resources. Baruah (1992) opines, "The teacher has to catch the accurate sound by listening to taped materials or radio broadcast. This is a laborious process and very few teachers consider the pains worth the reward" (p. 205). Except T5, all of my participant teachers were not using new technology mainly radio broadcast and tape recorder to improve their pronunciation and

they were not trying to teach using such latest techniques. I realized that these teachers have attended many ELT seminars, conference and attended training however they did not even try to apply those knowledge gained from the training in the classroom.

In short, on the basis of finding from the above discussion and analysis, it was inferred that some of the participants used drilling, mainly repetition drill, and teacher drilling (i.e role-model) whereas other participants did not use any of those techniques to facilitate the students in speaking through teaching pronunciation skill which is the vital skill to be compulsorily taught to reduce hesitation and shyness of students in the EFL classroom.

#### **Theme: 4 Use of Communicative Language Teaching Approach**

When probed into their views on the strategies for teaching different communicative activities, T1 responded that he has been using language games in speaking class. For this he has been using a book written by an international writer. He went on to say that “definitely language games arouse interest in the students and helps to speak more”.

His response to the question shows that his understanding of communicative language teaching approach appears to be inadequate and lacked practical experience. The participant perhaps believes that language games can enhance the students’ ability to use English language in the EFL classroom. His idea is more or less similar to that of Hjelt and Stewart (1988) as language learning games are excellent instructional tools which reinforce the learning objective for the class sessions and provide the chance of pace so essential in language lesson (p. 47). Though his emphasis on the language games, it seemed he lacked enough knowledge of different strategies of communicative activities. The participant believes that language learning is hard work. So the learners

must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation. Language games help to arise interest in the students and encourage the learner to speak. Wright, Betteridge and Buckby (1984) opine, "Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful" (p. 4). A game is an activity carried out by cooperating or competing decision makers, seeking to achieve within a set of rules, their objectives (Gibbs, 1978, as cited in Venkateswaran, 1995, p. 161). Language games generate fun and excitement and these two aid the pupils' in learning their language simply (Venkateswaran, 1995). In short, language games help learners in acquiring the four skills. At the same time it helps the teachers to make language learning enjoyable. Willey (1955) says, "Teachers who do not use games are neglecting one of the most vital of teaching practices. Not only do children enjoy the games themselves, but through them they are furnished with an incentives to learn that is largely absent" (as cited in Venkateswaran, 1995, p. 162).

The participant only knows the language games as communicative activities which is not enough to enhance the ability to express the opinion of the learner. The participant need to understand that (Venkateswaran, 1995) the pupils come from an undeveloped rural area, their field of recognition is small and it is more difficult to devise suitable teaching games (p. 162). So, the teacher needs to learn more about different activities and to learn how to use a variety of activities in the EFL classroom.

The above discussion and analysis led me to conclude that the participant hasn't enough knowledge of different communicative activities and he hasn't been using such

activities to promote speaking skill that directly hindered the learners to expose themselves.

Similarly, T2, regarding the strategies for teaching communicative activities, said, '*Most often I use language game; five minute activity game. But I also use drama, dialogue and communicative activities according to the context.*

While responding to the question on how he uses them, he further said, 'In the beginning, I help them providing guidance and later on I let them free to do. If they are confused, hesitate in speaking, I encourage them to speak. I appreciate them even if they make minor mistakes'. His idea is interrelated with the view of Mulling (1997) that the teacher's role is to plan, structure and guide communicative activity. After setting things up, the teacher should step back and speak very little, remaining available, as consultant or facilitator.

On the basis of his response, it can be analyzed that he had sufficient knowledge of different communicative activities and the way of using them in the real classroom practice. His way of involving the students in five minutes activity games really boost the students to participate and encourage them to lead in for whatever topic or communication skill will be the main focus of the lesson. These kinds of five minutes activity games also help (Emmerson & Hamilton, 2005) to focus on or review an area of vocabulary, grammar or pronunciation and to introduce or extend a speaking task (p. 1).

Similarly the participant believes that drama and dialogues are good communicative activities which can foster the expressing ability of the learner without any hesitation. Holden (1981) defines drama as any activity which asks the participant to



portray himself in an imaginary situation; or to portray another person in an imaginary situation. Fernandez and Coil (1986) stated that drama encourages students to exercise their sensitivity and imagination and thus makes learning more realistic and meaningful.

Thus, drama provides an opportunity for a learner to express himself through verbal expression and gestures using imagination and memory. The participant thinks that drama activities can be used to provide opportunity for the student to be involved actively. The activities involve the students' whole personality and merely his mental process. The participant teacher provides guidance to his learners to lead in and motivate them to continue in the activities though they commit few errors. His ideas of motivating the students even if they did few errors are related to Mulling (1997).

Overall, the participant had general information of communicative activities and strategies and had a little bit knowledge of applying such communicative activities and to motivate and generate encouragement in the students for expressing their views without hesitation. The teacher needs to apply different activities relating with CLT and to learn how to use variety of activities in the EFL classroom effectively and efficiently that can foster the learners' ability to expose themselves in front of the classroom.

Speaking on the same question, T3 said, *'I don't use different communicative activities but I use basically, drilling, dialogue filling, questioning and answering and role-play.'*

And when asked further to know how he uses them, he said, *'I ask my students to fill up the dialogues giving on the boards and do the role play using the same dialogue.'*

The participant believes that the teachers should use different sort of activities to enhance the ability of speaking in EFL classroom. He thinks dialogues and role play are the two

major activities that can help to reduce their hesitation while speaking. This view goes hand in hand with McDaniel (2000) that role playing exercise come in many forms and educators should not be reluctant to experiment with their style and structure (p. 357).

There are four basic elements that are essential for the success of any role playing activity. The first element is that the activity builds on knowledge the student already possess about a particular historical context. A teacher cannot expect students to role play about something they have no prior knowledge of (McDaniel, 2000). The second element is to design the roles of teacher to maximize students involvement and student conflict and the third element is to set up a specific situation giving them a focal point to debate guiding the students but not overbearing the conversation and letting the students take their own path to understanding (McDaniel, 2000). Role- playing activities help introduce to “real- world” situations (Oberle, 2004, p. 149). Role play increases motivation that gives a chance to use language in new context and for new topics. Children and even teenagers and adults often imagine themselves in different situation and roles when they play games (Duff, 1989, p. 240). Because of the limitation of the classroom, simulation and role playing are now important techniques for creating a wider variety of social situation and relationship (Littlewood, 1981, p. 20).

So, by using role play in the class, teachers can build on something that students naturally enjoy, similarly, the participant teacher thinks that dialogue also play important roles to develop competency within the learner. Verghese (1989) asserts, “Dialogues on simple, contextualized situation may be tried between pairs of students. The teacher should control and guide the students without curbing their freedom of expression. This

will give the students enough opportunity to practice certain phonological grammatical and lexical items” (p. 73).

Therefore, it can be concluded from the above discussion that the participant has satisfactory knowledge of different communicative activities. He has also been using the communicative activities like role play and dialogues in his classroom according to context and as per the demand of lesson. He also uses such activities on the basis of subject matter to provide opportunity to all the shy students to expose and build up their proficiency level.

T4 for the same question said, *‘Yes, sometime I use drams, drilling, and language games in teaching speaking. Students participate themselves in that activities. I think communicative activities like language game, drilling, and drama equally helps the students to enhance their speaking skill.’*

The above data shows that the participant believes that such communicative strategies and activities can develop the students’ fluency over speaking and motivate them to share their opinion and ideas freely without any hesitation. His view of motivating the students’ using different communicative activities is alike of Harmer (2007).

Further answering to the question on how he uses them in the class, he responded, *‘In the drama, I select some characters according to the drama and they act. In the drilling, first I give the word and pronounce it correctly and make them drilling many times. And in language games, I make the groups of the students and give some topic or sentence pattern and make them practice. While using these techniques in teaching speaking, students feel hesitation and don’t want to speak.* His ideas of using drama as

communicative activity to teach speaking skill is interrelated to the view of Mark Almond (as cited in Harmer, 2007).

The participant's response reveals that drama which is used in the classroom can be considered a communicative activity since it fosters communication between learners and provides opportunities to use the target language in various "make believe" situations. Stern (1980) looked into drama in second language learning from a psychological point of view. She stated that drama heightened self-esteem, motivation, and spontaneity, increase capacity of empathy and lowered sensitivity to rejection. So, all those facilitate communication and provide an appropriate psycholinguistic climate for language learning. The participant thinks that drama can be used in teaching of English as a second language for a variety of purpose. Drama activities can be used as a means of reinforcement of language learnt (Mordecoi, 1985). Drama improves oral communication. As a form of communication methodology, drama provides the opportunity for the students to use language meaningfully and appropriately.

Maley and Duff (1978) stated that drama puts back some of the forgotten emotional content into language. It can help restore the totality of the situation by reversing the learning process, beginning with meaning toward language form. Thus, it can be said that drama makes language learning more meaningful and attempts to prepare the student for real life situations.

However, the teacher needs to know about different communicative activities and the effective ways to implement those activities in the classroom. The students would feel bored and monotonous if the teachers use similar kind of activities time and again in the classroom; such trend also creates negative thinking about the teacher and can't sharpen

the ability of the students' skill. Hence, the teachers need to understand and acquire different communicative activities to arouse interest of student and to kill hesitation while using target language.

T5 responding to the same question said, *'Yes, I do all the activities like drilling, language game, drama and dialogue regularly and some occasionally in my class.*

The above data reveals that the participant teacher believes that communicative activities really help the students to polish their language in EFL classroom and encourage them to share their ideas and opinion without any hesitation.

Further answering to the question on how he uses them in the classes, he said, *'I am implementing "Spoken Compulsory English" strategy to overcome the problem of hesitation. I always encourage students to speak English. I conduct speaking games in the class. I give preference in fluency rather than accuracy.* His idea of encouraging students to speak giving preference on fluency than accuracy is more or less linked with Littlewood (1981).

The participant's responses reveal that he uses different kinds of communicative activities in his classroom regularly or occasionally according to the situation and need of the chapter. The participant teacher applies any such devices that help the learner to accept the language. He focuses on communicative competence which is the goal of CLT. He does not correct the errors frequently as he believes that (Venkateswaran, 1995) errors are tolerated and a natural outcome of the development of communication skill. He thinks that teacher needs to be facilitators of learning and he needs to encourage the students to interact with other. He does not focus on accuracy as he thinks language learning is to be viewed as learning to communicate. So, he emphasizes upon the fluency

over language which should be acceptable. Venkatswarsn (1995) says, “Accuracy is secondary to conveying a message. Fluency is more important than accuracy. It emphasizes on the students’ use of the language in the classroom more than their possessing mere knowledge of the language” (p. 69). In this regard Richards and Rogers (1986) said, “Language is created by the individual, often through trial and error, fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context” (p. 157).

So, teachers need to help learners in any way that motivates them to work with the language. Breen and Candlin (1980) describe the two main roles of teacher in CLT, ‘the first role is to facilitate the communicative process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the teaching learning group (p. 167).

Thus, the teacher needs to (Nunan, 1991) emphasizes on learning to communicate through interaction in the target language with the provision of opportunities for learners to focus, not only on the language but also on the learning process itself. Hence, from the above finding, it can be concluded that the participant has understood and adequate knowledge of communicative activities. He believes, communicative activities refers to the techniques which are employed in the communicative method in language teaching like games exercise, practice and projects which make use of the target language. He uses different communicative activities like debate, discussion, drama, role play and interview to create encouragement and to inspire the students to expose themselves without hesitation.

Regarding the question on the uses of communicative activities in classroom, T6 said, *'most often, I personally use drilling, dialogue and interview for speaking. I sometimes use games but not often.'*

While answering to the question, 'Why don't you use language game very often?'" he said, "Though I know the importance of language games, I have problem creating language games. They have to be designed in such a way that they serve the purpose of the content I need to teach and they are to design to provide entertainment at the same time. May be this is my individual weakness. I can't design such games."

The above analyzed data shows that the participant teacher hasn't adequate knowledge of communicative language teaching and the way how to apply those strategies in the real life situation. His idea of not using the games and not having any encouragement to design language games is just opposite to the idea of Littlewood (1981). His response led me to understand that he does not use any communicative activities except books and other materials which are found easily. He has just been using those materials since it is his obligation to run the class. The most important aspect he has to understand is that the teacher must be competent both theoretically and practically.

Elliot (1993) opines, "There can be no education development without teacher development" (as cited in Giri, 2010). Though the participant teacher has acquired higher degree in ELT, he generally has a poor group of English and lack of proper understanding of ELT principle and theories (Giri, 2010). Such teachers, consequently, tend to do what they best i.e explain English texts in the Vernacular Nepali, abandoning effort to develop the target language proficiency and skill in students (Awasthi, 1995) (as cited in Giri, 2010). The participant has a belief that teaching is "Lecturing 'or "preaching' whether it

is history misconception about how languages, particularly foreign language, are learned. He believes that a language is made of words, which are uttered, and combined, into sentences. To learn a language, therefore, one need to learn words, how to pronounce them and then apply grammar rules for combining them in sentence (Giri, 2010) using communicative activities.

Thus, the above discussion and analysis let me infer that the participant has limited ideas which are more or less common strategies for teaching communicative activities such as role-play, questioning-answering, drilling, dialoguers, and interview. However, he seemed very reluctant to use them in his classroom practice as he said he had personal weakness to design language games which are suit for his students. His response justified that he did not use any communicative activities to foster the fluency in speaking and did not motivate his students to use English to express their view in the class. Thus, it can be concluded that the participant teacher needs to be trained and refreshed time and again by DEO or any other concerned department of ELT.

In a nutshell, almost all the participants have ideas of some common communicative activities like, role play, drilling, questioning and answering, drama, interview, giving topics etc. the ideas and strategies which they use in the EFL classroom are very helpful to enhance the speaking skill without any hesitation. The majority of my participants teachers have understood that the activities they use in their classroom can facilitate the learners' language skills. However, in comparison to T1, T2, T3, T4 and T5, T6 is found so reluctant to apply and implement such activities in the classroom. Similar is the case with the T5 that he uses such activities occasionally which does not provide enough opportunity to the learner to improve and develop competence while speaking.



In order to know whether my participants' teachers use communicative strategies while teaching communicative skills/activities to their students or not in their real classroom setting, I observed different classes. I found quite contradiction between what they advocated while responding my questions and what they really did in the classroom. Majority of my participant teachers were found teaching through GT method where teachers were active speaker and their students seemed passive listener. Some of them were found teaching applying communicative approach of language teaching. For instance;

*It was Tuesday, 1<sup>st</sup> September 2011. I went to T3's school at 11:20 am. I waited for him in the computer lab for half an hour. As I had already informed him about my intention to visit his school, we both entered in grade ten as soon as he came out of from other class. He introduced me with his students and I took my seat at the back of the class observing all the activities that happened in the class.*

*The participant teacher started class writing the topic "Role-play" on the board. He tried to do role-playing of doctors and patients, students, father and son/daughter, friend. He wrote all the topics on the board. He explained the students how to do the activities. While the teacher was explaining the activities, students were talking in Nepali and discussing how to do. After few minutes the teacher asked two students to come in front of the class. Both of them chose the topic 'Receptionist and guest'. In the beginning they talked few words very well but later on they kept silence. They hesitated to talk as they did not have enough vocabulary power to express. One of them used Nepali words to convince another friend "Tah bhanna, Guest auncha ani ma banchu" (i.e You say, guest arrives and I start). When they couldn't speak then the teacher tried to teach them in*

*Nepali. Teacher frequently forced them to speak. In the conversation, when one of the student said, ‘Good morning’ Can I help you? Then other said, ‘Do you give me on room? And for turn taking the first girl said, ‘Ta bhanna, tero palo’ (i.e You say, your turn). Then she replied, ‘Can I, Do you give on room?’*

*Again he called two of the students to do conversation of ‘‘Doctor and Patient’’. The students felt shy and couldn’t talk much. Then the teacher asked them to go back to their seat. Likewise, the teacher called other two students to participate. They tried to perform the role play of teacher and student;*

*S1- Good morning, what are you doing?*

*S2- Paused-started to laugh- (teacher tried to encourage both).*

*S1- ‘‘Sakiyo’’ in Nepali and went back to her seat.*

*Then after he called another two students to do the roles of friends. This time as well the teacher frequently assisted them. One of the students was saying ‘‘k-bhanne?, Aayenna sir (i.e What to say, I don’t know sir) in Nepali when he had problem.*

*Similarly, the teacher called another two students to do the role play of father and daughter. In the beginning, teacher gave them hints. But the students couldn’t extend their conversation for long time. They felt hesitated and shy while doing conversation.*

*Finally, he called other two students to participate in the role-play of customer and shopkeeper. This time as well, the teacher gave hints to them. One of them started the conversation asking ‘‘How can I help you?’’ but another student couldn’t spell a word. Teacher tried to assist them to continue their conversation. At the end of the class he said that it was the way how to talk on the certain topic.*

The above classroom scenario presents the sample of interactive way of teaching communicative activities but it was found that the learner was unable to make his students understand what he was really going to do in the class. The students seemed puzzled and they were found talking in their mother tongue because of the misunderstanding. Littlewood (1981) opines, “At first, the teacher must make especially sure that learners understand what they are required to do in an activity. He can demonstrate it himself with members of the class” (p. 18). But the teacher did not do any such activity that could arouse interest of the students. The students were found afraid and inhibited to participate in the activity. The participant teacher should have done some activities with the pair or groups and also with the class under his direction before asking his students to perform. The participant teacher tried to apply role play technique to make his students communicate each other. This idea is related to Hjelt and Stewart (1988) that the goal in role play is to communicate. But the teacher did not do any brainstorming activities that could boost the student to speak as far as they can. At first, the teacher can assume one of the roles and ask one of the stronger students to play the other part. The same situation can be repeated until the weaker students are ready to try ( Hjelt & Stewart 1988, p. 31).

Though, I found most of the students participated in the activities willingly and unwillingly, they couldn't improvise their role into communication. In spite of their unwillingness, few students spoke less and got help from the teacher. The teacher was found facilitating his students when the students didn't spell a word lacking vocabulary. His way of co-operating or facilitating the students is interrelated with the concept of Littlewood (1981). I found the teacher was very friendly and comfortable since the

teaching was based on communicative approach. Similar was the case of T1. T1 was found involving the students in grammar exercise through deductive method. Though he used grammatical exercise, he tried to make them communicate creating situation and condition. He was found using flash card whereas in the case of T2, the students were divided into groups for discussion. He was found emphasizing on integrated language teaching. The teaching was seemed learning and memorizing the vocabulary in the case of T4.

Savignon (1983) opines, “The CLT teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one to one session with students. It may be done formally through administering a need assessment instrument” (as cited in Richards & Rogers, 1986, p. 167). T4 did not try to point out the major problem of his students through any means. He made the students to involve in the repetition drill which he advocated as a communicative approach of teaching language. T5 asked different preliminary questions with the students before starting the lesson. He asked various extensive and intensive questions with the students writing on the board. His class was seemed interactive though he used integrated method of teaching. Likewise, T6 was found emphasizing on grammar translation method rather than communicative method. He encouraged the students to read the paragraph and to ask the meaning using Nepali language. Most of the time, iii found him talking in Nepali with his students.

In a nutshell, the majority of my participants apply similar kind of strategies like role play, drama, dialogue, drilling, reading orally, questioning and answering, picture description and explanation etc. Although these strategies are helpful for the teachers to

enhance the speaking skill of the learners but the teachers were found not trying to use other communicative strategies using different means, materials and resources which could create better environment for the development of speaking proficiency. Almost all the participants have understood about communicative language teaching method and approaches but they were found reluctant to use in their classroom situation.

Thus, with the help of above data discussed, it can be concluded that my participants teachers have enough knowledge about teaching through communicative method but they need to be regularly refreshed, encouraged and supervised by concerned department to reinforce them to apply such activities and need to provided different training that can encourage them to find out new ways of teaching communicative activities which really help the students to improve their speaking skill and to reduce their level of hesitation. Similarly, the teachers need to keep themselves up-to-date. They can do it by reading various teachers' magazine and journals, books in language teaching etc. they can visit various websites to enrich and freshen their knowledge by adding new things every day. Furthermore, they need to share their experience with other teachers to keep them up-to-date.

#### **Theme: 5 Teachers' perception on the gravity of Hesitation**

Regarding the question on hesitation while speaking in English, T1 said, *'The major problem, I found in my speaking class that hinder in developing speaking skill in the students is hesitation'.* He went on to say that his students cannot express their opinion because of the different psychological problems like lack of confidence, physical problem like cleft lip, stammering, inferiority to pronounce, inhibition and other household problems'.

Likewise, in answering to the question how is he trying to cope with these problems, he said, *'To cope these problems, I've been emphasizing their involvement in the activities. I frequently encourage them individually to use English language inside and outside the classroom'*.

On the basis of his responses, the participant teacher believes that the major problem that he is facing while teaching speaking skill in his EFL classroom is hesitation while expressing the learners' opinion. He further said that his students feel hesitate to express their views, answering the question and explaining the topic as well. Because of the hesitation his students are unwilling to participate in different communicative activities; though he tried to imply in his class. He supposed that the different psychological problems like inhibition, inferiority complex and lack of confidence also played vital role to make his students hesitate in speaking. Harmer (2008) says, "The modern approaches, such as the communicative approach, the content-based language teaching etc. believe that the teacher should play the role of a ,prompter, tutor, assessor, mentor, counselor and as s psychologist" (p. 20).

So, my participant teacher thinks that encouraging the students emphasizing their involvement in the activities and motivating them to participate in the activities can reduce their level of hesitation. He believes that the prime job of the teacher is to facilitate the students in order to enable them to achieve the desired ends. The teacher has to find out the students' problem to facilitate them. He thinks that the teacher has to play the role of prompter along with the roles of a resource person. Similarly, he feels the best way to cope those problem is to counsel the students in order to make them enable to achieve the objective desired. Likewise, he advocates that the teacher has to study and

investigate students' cognitive and psychological aspects to treat them properly. If he works as a psychologist, he can teach his students properly (Subedi, 2010). The participant teacher assumes that the major problems of his students in speaking English are inhibition and inferiority complex. Ur (1996) says, "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" (p. 121). As a remedial action, my participant teacher believes that the teacher needs to convince the students that what he wants to do according to the interest. Some of the students are weakly motivated owing to their social and family background (Verghese, 1989).

So the teacher needs to stimulate himself and sustain motivation. He also argues that individual attention to students can remedy the situation to a great extent. Likewise the teacher asserts that stammering is another linguistic disorder that makes the learner anxious of his speech. In such condition, he believes that the teacher should avoid creating anxiety concerning minor speech error. His idea of not creating anxiety is similar to that of Pokhrel (2007).

Hence, on the basis of his views regarding hesitation in speaking English, he seemed to have used different techniques like motivation and reducing anxiety to encourage his students. Thus, it can be deduced that the participant teacher agreed that his students hesitate to speak in EFL classroom because of different psychological problem, T2 speaking on the same question said, '*Hesitation of the student to speak is the most challenging problem to me. My students hesitate to speak thinking they would do some*

*mistake feeling inferior to other and lack of exposure are the major problem of hesitation.*

He went on to say, supporting his views, to cope with these challenges, *I always encourage them saying everyone can speak. Language is for communication. If your friend and I understand your view, then you are using the acceptable language. In such a way, I use positive behavior toward their speaking even if they are making some mistakes. Similarly, I always motivate my students providing the topic of their interest to express their views.*

The teacher believes that hesitation is the most challenging problem he has been facing while teaching speaking in EFL classroom. When he tries to make them involve in the interactive activities the students feel inferior and inhibited to speak in front of their friends. He thinks that the students feel hesitated to express their views thinking there would be some mistake in their language. That's why he frequently encourages his students being positive upon their mistakes. He revealed that he motivated his students to continue the flow of speaking very patiently. In this regard Zhendong (1987) opines, "The teacher should have patience, confidence, imagination, enthusiasm, humor and creativity. He/she should be friendly, sympathetic and on good terms with the students, and have an affirmative towards the students and encourage them" (p. 320). He also added that a teacher need to meet the students and should try in some way to get to know about their interest to find some interesting topic for discussion so that the students may feel that the teacher is interested in his speech. This may be done by asking each individual to make a short talk or by describing a questionnaire, in which a teacher can get detailed information about the students' attitude and their problem towards speaking.



He also argues that Krashen (1982) correction doesn't contribute to real acquisition of the language, but only to the learner's conscious 'monitoring' of speech or writing. Hence the main activity of the teacher should be to provide comprehensible input from which the learner can acquire language, not to correct (as cited in Ur, 1996, p. 224).

Thus it can be understood that my participant teacher knew very well about the remedies of the hesitation of his students and how to motivate in those condition.

In response to the same question, T3 said,

*Since I am a teacher of a government school and the students don't have much exposure in speaking English, I have been facing different kinds of problem like "shyness, fear of committing mistake, interference of their L1 and pronunciation problem". He went on to say that his students hesitate while speaking in English in EFL class.*

Likewise, in answering to the question on how he copes those problems in the classroom, he said, 'To solve these problems, I have been doing following activities. I have been focusing on pair and group work. I select an appropriate title to express their feeling. I encourage them to use target language avoiding immediate correction of their mistakes. I also provide them feedback and instruction. Similarly, I encourage them to speak in English involving them in role play being facilitator.

The teacher believes that involving the students in pair work, group work, providing an appropriate title to speak and ignoring the minor mistake of the students motivate them to speak and reduce their hesitation. Harmer (2007) says, "In pair work, students can practice language together, study a text, research language or take part in information gap activities" (p. 165). The participant teacher thinks that in group work (Doff, 1988) the teacher divides the class into small group to work together (usually four

or five students in each group). Ur (1996) opines, “Group work is a form of learning activation that is of particularly value in the practice of oral fluency” (p. 232). Thus, the teachers need to divide the learners into different group that can provide many opportunities to talk in the class. It also fosters learners’ responsibility and independence, can improve motivation and contribute to a feeling of cooperation and warmth in the class Ur (1996). Likewise the participant teacher said that role playing also plays vital role to enhance the speaking skill and to reduce their hesitation. The teacher need to allot individual roles, which may be written out on cards, give a situation plus problem or task as in simulation dividing the students into pair or groups. This idea of involving the students into pair work and group work through role play is related with the concept of Ur (1996).

The finding let me to know that the participant teacher has been facing the problem of hesitation, inhibition and shyness in teaching speaking and strategies like role play, group work, pair work and motivating students can create comfortable environment to lead the learners towards communication in English.

T4, answering the same question said, *‘While teaching speaking, I face several problems in my classroom as my students lack vocabulary, knowledge of grammatical structure, making correct sentence, pronunciation problem and hesitation while expressing their views.*

Supporting his statement he added, *‘Psychological problem mainly hesitation in speaking English is the most challenging problem which I have been facing for many years. My students can read and write freely but they can’t speak fluently. They feel shy and hesitate while speaking. I am much unknown why they do so.*

He further went on to say, responding the question, how do you cope these problem?

*To solve these problems, I facilitate the students in their every problem. To motivate them to speak I facilitate them giving some situation and try to encourage them not to feel shy and hesitate. I encourage them, saying it is very simple if you practice more, you will learn more. If you hesitate you'll never speak. Similarly, I use other techniques like showing pictures and matchstick figures etc.*

The participant teacher agreed that he has been facing several problems while teaching speaking. He believes that the most challenging problem for him was the hesitation while speaking in EFL classroom. Similarly, he assumes that the lack of vocabulary, grammatical knowledge, pronunciation problem creates hesitation within the students. He also believes that motivating the students while speaking really help the students to enhance their speaking skill. Brown (1988) states, motivation is an intrinsic power, an emotional promotion, a kind of desire for encouraging people to take action. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Harmer (2007) says, motivation an accepted distinctions is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and from inside.

Thus, the participant teacher believes that the students need to be motivated intrinsically (i.e by the enjoyment of the learning process itself or by a desire to make themselves feel better. This idea of motivating the students both intrinsically and extrinsically is associated with Ur (1996). Nunan (2003) states, "Pair work..... activities can be used to increase the amount of the time that learner get to speak in the target language during lesson" (p. 55).

Similarly the participant teacher believes that the level of hesitation of students can be reduced by encouraging them to describe the pictures or graphics, newspaper and magazine or photograph to facilitate language learning. Harmer (2007) says, “Pictures can be in the form of flash card, large wall pictures, cue card (small cards which students use in pairs or group works) photograph or illustration (typically in a textbook)” (p. 178). Pictures are extremely useful for a variety of communication activities, especially the games like feel such as “describe and draw” activities. An imaginative and resourceful teacher can draw real picture of matchstick figures to explain the new words easily because students remember that visual image of the object frequently seen at home, on the way and felt everyday (Bhattarai, 1986).

On the basis of the above discussion and analysis, it can be clearly understood that the participant teacher faced different problem while speaking skill in EFL classroom. But using the activities like describing pictures, involving the learners in communicative games make the students interested towards learning and sharing the feeling or thought without inhibition.

Speaking on the same question, T5 said, *‘Major psychological factor is shyness and underestimation about their language capacity. Similarly, my students hesitate to speak in English because they lack sufficient words of everyday use communication and sentences structure. Likewise, they have no habit of speaking English at home and in their community. To avoid hesitation, students should get chance to speak English from their childhood’.*

Answering to the question how do you cope those problem, he said, *‘to get rid of this problem, I always encourage my students and to use simple common English of*

*everyday use. Nobody is perfect in this world is the term I use with them to inspire them about spoken skill. I have also implemented “Spoken English Compulsory” strategy to overcome the problem of hesitation.*

The participant teacher agrees that hesitation, shyness, and underestimation are the major psychological problem of the learners while teaching speaking. He again elaborates that his students lack sufficient vocabulary, day to day use language structures and proper English environment that hinder them in speaking English in EFL class. Verghese (1989) asserts, “The teaching of vocabulary is as important as the teaching of structure. A thorough familiarity with the syntax of English and an ability to use the basic structure of the language are a pre-requisite, but equally important is a command of words” (p. 84). The participant teacher believes that teaching vocabulary means getting students acquainted with new items. So, the teacher needs to teach list of words, phrases and idioms to the learners to make them able to express their feeling, emotion and thoughts without any hesitation.

Anuthama (2010), in this regard says, “Vocabulary is difficult to teach because of the complexity of its linguistic, semantic and psycho cognitive aspects. So teachers should keep looking for ways to substitute rote repetition with more effective” (p. 10). Translation is widely used traditional way of teaching vocabulary. It leads the learners from unknown to known, but hinders other language skills Bhattarai (1986).

Therefore the teacher needs to apply a direct method in which students need to apply direct method in which students need to associate meaning and the target language directly (Larsen-Freeman, 2000)). In order to do this, the teacher introduces a new target

language word or phrases, he demonstrates its meaning through the use of realia, pictures, but he never translates it into the students' native language (Larsen-Freeman, 2000).

Thus, the participant teacher advocates that translation is a one-sided method which hinders other language skills. The teacher needs to adopt different ways of teaching vocabulary, like demonstration and definition, antonymous, synonymous, realia etc. he thinks that the words should never be taught without using them in sentences. The teacher also needs to express the sentences together with pronunciation features.

Hence, the above discussion let me understand that the participant teacher has been facing the problem of hesitation while teaching English. To reduce the gravity of hesitation he teaches vocabulary which plays an important role. Vocabulary, both receptive and productive, will improve, if the teacher actually trains the students in the use of words. The teacher needs to use the words in sentences of his own describing familiar situations. The teacher should lead the students to practice the use of words in their own sentence in order to enhance the students' communicative skill.

T6, when probed to know his opinion on the gravity of hesitation while teaching speaking said, *'The major problem I am facing in teaching speaking is that students hesitate to participate in conversation. However, the reason behind this is more linguistics than psychological. Children haven't been properly trained since their first grade. In the secondary level, this loss is almost impossible to cover. No language is learned overnight.'*

He went on to say that *the children are hesitant in speaking in English when the activities are particularly communicative. Information gap exercise are usually challenging for them and the reason behind is linguistic problem. Psychological reason*

*is normal in my case because when I speak to them in Nepali, they respond without any hesitation.*

Similarly, when asked him to know how he copes those problems, he said, *as far as practicable, I am trying to involve them in classroom interaction and active participation. I usually encourage them to speak naturally without caring for their mistake.*

The participant teacher agrees that his students hesitate while speaking English. But he thinks that students hesitate to participate in conversation because of linguistic problem rather than psychological. Yadav (2004) says, linguistic is a branch of knowledge or discipline. It is related to language. It is the study of the way in which language. Bloch and Trager (1942) defined that language as “a system of arbitrary vocal symbols by means of which a social group co-operates.” (as cited in Yadav, 2004). That is to say, language consists of symbol i.e signs which stand for other signs. The participant teacher tries to focus on the capability of expressing the language symbol and sign in English by his students. He further tells that his students lack vocabulary which hinders them to speak in EFL classroom. But at the same time he advocates that his students do not hesitate to speak in Nepali whenever they are asked in Nepali. His view clearly presents the scenario of teaching English through traditional method. Unless and until the learners are taught different vocabulary items, they cannot express their views in second and foreign language.

Harmer (2007) says, “There are many ways in which we choose how we say things depending on the situation we are irrespective of sounds, stress or intonation we are using” (p. 43). If the learners are not taught such components in the classroom they

won't be able to say their opinion depending upon the situations. So, my participant teacher believes that the learner should be acquainted with different vocabulary. Venkateswaran (1995) says, "Vocabulary refers to a set of lexemes, including single words, compound words and idioms" (p. 137). While teaching new words the teacher needs to tell the students how words are written and spoken and how they can change their form as required in different contexts (Subedi, 2010). Similarly, an English teacher needs to tell his students a word can have different meaning in different contexts. Then the learners will try to get the proper meaning of a word depending upon the context in which the word has been used.

Likewise, the teacher needs to teach his/her students to get mastery or perfection while teaching pronunciation though it is very difficult for the students. But teacher needs to encourage them to grasp intelligible pronunciation. Harmer (2008) puts, "The degree to which students acquire perfect pronunciation seems to depend very much on their attitude to how they speak and how they hear" (p. 249). Harmer further puts, '..... it has become customary for language teachers to consider intelligibility as the prime goal of pronunciation teaching.' Therefore, the prime objective of the teacher is to make the students achieve an intelligible pronunciation rather than achieve an L1 speaker perfection.

On the basis of all above discussed data, it is clear that most of the participant teachers agreed that they are facing the common problem of hesitation while teaching speaking. They have common opinion towards hesitation and they think that teaching vocabulary, pronunciation and using different communicative activities can reduce the



level of hesitation within students. Motivation is the key factor which they think can enhance their speaking skill.

To discover the facts about the hesitation in speaking in EFL classroom, I went to observe different classes of my participant teachers. For instance;

*I went to observe T2's classroom on 10<sup>th</sup> may 2011. The day was sunny and little bit cold. I waited my participant teacher until the bell for 2<sup>nd</sup> period rang; sitting in the staff room.*

*As soon as the bell rang, we together entered into the grade 10. There were 42 students in that class. The class was very narrow and I felt bit suffocation inside the class. The teacher introduced me with the students and asked me to sit at the back bench, from where I observed everything that went in the classroom.*

*The teacher started his class with the warming up question like, 'How are you?, Are you fine? turn by turn to the students. Then after, he asked the students to turn on the page of the speaking chapter. He asked the students to look at the pictures and he asked to discuss about the pictures. Some of the students were asking the teacher to translate the Nepali words in English. While discussing, they frequently used Nepali words, like, 'Hoina, (no-no), Ani (and), Ke- re (what), "Yeso bhancha hola hoena (It is said like this, no). They seemed hesitated to spell and pronounce the words. The students were seemed puzzled. Most of them were asking in Nepali with their friends, "A Yeslai k bhancha ha? (Hello what is it called?). Teacher was helping the students visiting bench after bench translating the Nepali words into English. He asked one of the students to volunteer to describe the picture but none of the students were ready to speak. Though the teacher encouraged and forced to stand up but most of the students did not stand rather they felt*

*shy, hesitated and tried to hide their faces from the teacher. Then, he again tried to motivate his students showing picture writing question “who is this?, what is he doing?. But the students were involved in unnecessary talk and gossip. Though the teacher asked question in English but students answered in Nepali. After finishing his class, the teacher did not conclude any ideas and went out of the class.*

The above scene reveals that the participant teacher was not able to make the class interactive as he could not provide such comfortable environment to his student and he did not use any proper methodology that motivates his students. Littlewood (1981) says, “What the teacher might hope to achieve through communicative activity in the classroom, since this will determine his own attitude towards it and what place he gives in his overall methodology” (p. 17).

Therefore, the teacher needs to design such activity using proper methodology that really arouse interest in the students and that is suitable for the students. Though he provided more time to discuss for students were found talking in their mother tongue most of the time. The teacher did not care his students whether they used mother tongue or not. Littlewood (1981) opines, “Most obviously, the teacher may need to discourage learners from resorting to their mother tongue in moments of difficulty” (p. 19). The teacher divided the students into groups to discuss to promote learners’ autonomy. Harmer (2007) says, “Group work promotes learner autonomy by allowing students to make their own decision in the group without being told what to do by the teacher” (p. 116). But the teacher lost control over the class and unable to do so as he explained the ideas from his side and create environment for the students to explore their ideas. Harmer (2007) says, “Teacher should be one who fosters the learner autonomy through the use of

group work and pair work and by acting as a more a resource than a transmitter of knowledge” (p. 108). The teacher failed to involve his students in interaction in the target language using group work in the EFL classroom.

Thus, I found contradiction between the interview data from him and the data I obtained from his classroom observation. Though he said that he used to do different kinds of communicative activities like “five minute activities” before starting his class, he was found not doing so in his practice. He was seemed to have understood how important it is to engage the students particularly for the development of their speaking skill. For this he tried to create friendly environment where students feel free to share ideas in group but the class seemed so uncontrolled and disturbed because of the use of mother tongue. I found that he acted as an advisor, answering students’ questions monitored performance. His ideas of advising and assisting students to enhance communication are interrelated with the concept of Larsen-Freeman (2000). The participant was found not well prepared and organized about what he was trying to teach in the classroom. The teacher did not make any pre-concept and seemed confused while teaching the content. So, he tried to involve his students in discussion without giving any proper information to make them ready. Similarly, it was found that the students had not got enough input on how they can improve their competence in English speaking.

So, the teacher needs to understand that if their learners are exposed to input that contains grammatical phrases a little beyond their current level, then those features are easily acquired by them easily. Krashen (1985) opines, “Acquisition is the result of comprehensible input and not production. Input is made comprehensible because of the help provided by the context” (as cited in Venkateswaren, 1995, p. 43). Long (1983)

considers, in some detail how input is made comprehensible. One way is by the use of structures and vocabulary which the learners already knows (as cited in Ellis, 1985, p. 157). The participant teacher did not care on the uncomfortable silence that commonly occurred after “How are you?” as a literal inquiry about their health. His students did not know how to initiate a first topic immediately after ‘How are you?’ A number of factors had contributed to this delay and not willing to describe the picture after discussion like, affective factors, such as shyness and fear of failure, linguistics factors, such as, limited knowledge of relevant vocabulary and lack of experience. Thus, the defining characteristic of a good teacher is someone who can make input comprehensible to a non-native speaker regardless of his or her competence in the target language (Krashen, 1982, as cited in Venkateswaran, 1995, p. 44).

Therefore, the teacher’s responsibility is to add and to provide enough vocabulary, functions, grammar or topics that inspire the students to deliberate their views using different teaching resources. Likewise, it is essential that a teacher needs to choose such an exercise that is truly communicative and meets the needs of the students from the textbooks.

Similar was the case of T1 and T3. I found them trying to involve their students in speaking activities but the students remained silent most of the time. T1 was found teaching communicative activity using role play but the students felt hesitate and shy while performing their roles, it was because of lack of knowledge of proper vocabulary. The students were found inhibited to spell the words in English as it was their first speaking class. T3 also tried to involve his students’ writing different roles on the board. Though the students seemed to be active, they could not lengthen their conversation even

for a minute. This is all because of linguistics factor and of affective factors. In the case of T4, he did not use do any communicative activities in his classroom, rather he only focused in reading and writing aspects. He only followed the GT method in teaching and skipped those exercise related to speaking. In post observation question, I asked him, ‘Why don’t you focus on speaking skill?’ In response to the question, he replied that he is supposed to make all his students pass in written SLC exam but not in speaking test, He further said that speaking aspects are not very much emphasized in our curriculum. So, why should we focus in this aspect? T5’s class was found more interactive then others. He tried to integrate his reading lesson into speaking. His way of encouraging the students to answer the questions in the beginning and involving them in discussion is comparatively related with the ideas of Harmer (2007).

T6’s class was found totally dominated by the teacher. The students were found not using even a single word in English. It reminded me my primary classes where the teacher used to translate all the comprehension and word meaning in Nepali. There was not any interaction between teacher and students and the teacher was failed to create the communicative environment. More or less, it was like a Nepali class where the teacher used Nepali more than English.

In brief, it can be concluded that most of the students of my participants teacher were well educated, experienced but they were found to be using the traditional method of language teaching which are out dated in the present context. They were unable to motivate, inspire and encourage their students in speaking English as they only focused in reading and writing. I found that their way of teaching is just exam oriented and they did not focus in two aspects of language learning (i.e speaking and listening).

Thus it can be inferred that the teachers need to provide the following three necessary conditions for the second language learners to acquire the target language according to the Krashen (1985)

Monitor hypothesis; i. time ii. Focus on form iii. Knowledge of rule. So, the teachers need to provide sufficient time focusing in the form to acquire second language in the classroom practice. Krashen (1985) says, ‘.....human acquire language in only one way, by understanding message or by receiving “comprehensible input”....we move from I, our current level, to  $i + I$ , the next level along the natural order, by understanding input containing  $i + I$ .

### **Theme: 6 Use of Mother Tongue**

Responding to the question, ‘In which medium do you teach English in your EFL class?’ T1, T2 and T3 revealed that they use Nepali language as well as English language because their students do not understand them if they use English only. Similar is the opinion of T4 and T6. They said that the background of their students is very weak in English as they don’t get much exposure in their junior classes. So they are obliged to teach their students translating all the comprehension in Nepali language. To support this data it is worth counting Bhattarai (2003). According to her finding more than 80% of teaching hours are consumed by Nepali language in the school of Nepal (p. 15).

Though all of my participant teachers are trained, qualified, and experienced they do not appear to be applying modern method because of lack of physical facilities and lack of enthusiasm. If the teachers use old, out-dated GT method, this will produce less useful English in their students. Teachers need to know that textbooks are only guidelines and the teachers need to create a lifelike situation inside the class. Bhattarai (1986)

opines, “Students perceive faulty imitation of sound if the teacher produces any” (p. 220). Broughton, Geoffrey and others (1978) assert that when anyone learns a foreign language instrumentally he needs it for operational purposes – to be able to read books in the new language, to be able to communicate with other speakers of that language (as cited in Verghese, 1989). So, the participant teachers need to understand the value of learning and teaching English as a second language. Then, after the completion of secondary level education their students should be able to use English both as instrumentally and integratively. That is to say, they should be able to speak and write English effectively and develop an ability to understand the basic pattern of the culture of the English speaking people (Verghese, 1989).

Therefore the participant teacher needs to understand that translation not only as an unnecessary aid to the acquisition of language, but as positively harmful, because it created difficulties which would not otherwise exist and provoked interference from the mother tongue (Verghese, 1989).

So, most of my participants teachers need to adopt communicative language teaching method while teaching English in the classroom. Larsen-Freeman (2000) asserts, “One of the teacher’s major responsibilities is to establish situation likely to promote communication” (p. 127). The teacher needs to facilitate communication, acting as an advisor, answering students’ questions and monitoring their performance to develop their learners speaking proficiency. Krashen (1985) opines, “Second languages are acquired “by understanding message or receiving comprehensible input”. (as cited in Gass & Selinker, 2008, p. 309). Krashen (1985) defined, comprehensible input is that bit of language that is heard/read and that is slightly ahead of a learner’s current state of

grammatical knowledge. That is why; input in the form of exposure plays an important role to enhance the language acquisition. Harmer (2007) says, "It is widely accepted that a vital ingredient in the learning of any language is exposure to it" (p. 118). So, as teachers, my participants need to provide appropriate input to their learners skipping GT method which they believe an easiest way of teaching English. In a second language learning situation, learners listen to their teachers' modified speech or they are exposed to pre-selected language input.

T6, supporting the existing facts said that there is insufficient exposure to English. He further said that no matter how our lessons and no matter well we plan our lesson and no matter how expertly we execute our plan; the students are unable to master communicative skill because language skills require greater amount of time and exposure. His view is quite comparable with the idea of Yadav and Shah (2002). According to them, school students' exposure to English in Nepal is generally restricted to only half an hour or so on school days and that too, with Nepali translation of English words and sentences (p. 23). Duff (1989) argues that translation is text bound, and confined to only two skills- reading and writing; it is not a communicative activity because it involves no oral interaction. It indicates that the teachers need to avoid the translation method while teaching English which only focus on the reading and writing aspects of the language, not the speaking part.

So, the teachers have to make contact with the students because it is almost impossible to help students to learn a language in a classroom setting without making contact with them. Teachers need to talk to their students in the target language as far as possible. Ellis (1985) opines, the language that teachers address to L2 learners is treated



as a register, with its own specific formal and interactional properties. Similar to him, Harmer (2007) asserts, “Teacher provides massive language input, as does audio material in the classroom and the variety of texts that students are exposed to” (p. 206). That’s why teachers need not only use text book but he/she also need to use different kinds of materials using English language that would provide massive input or opportunity for the students to use natural English in their classroom. Harmer (2008) mentioned that there is still a strong body of which says that the classroom should be an English –only environment (as cited in Subedi, 2010, p. 35).

Thus, to create English environment the teachers need to use relevant, interesting, not too complex but not strictly graded exposure to the students to develop their language proficiency (Littlewood, 1981).

T6 revealed that he never use translation method in his EFL class. He further said that he uses different communicative activities to polish their language and their speaking proficiency. His idea of using different communicative activities to foster speaking proficiency is interrelated with Ur (1996).

However, during interview, T3 revealed that he doesn’t use cassette player in the class frequently since he doesn’t think it to be used that frequently. He went on to say that he almost use it at the time of need in favorable situation. But he doesn’t do so because he gives equal emphasis on the four language skill. Supporting his views he further said that there is interference of first language in teaching speaking English because the sentence structure of the learners’ first language and the target language differ each other in various matter and it creates problem in teaching learning speaking English to his students. Therefore he used translation method in teaching English in the class. But my

participant teachers forgot that the metaphorical usage of the target language cannot be properly discussed in the learners' mother tongue. Similarly, use of mother tongue restricts or reduces the students' exposure to the target language because learners cannot get a chance to receive the target language. If students are allowed to use their mother tongue, they are likely not to pay attention to the teacher while he is telling them something in the target language.

Thus, the participant teachers need to understand that exposure to language enables the learners to become acquainted with linguistics structures, opportunities to use these structures, if made available to him, will make it possible for the learners to speak the language closely imitating the teachers (Verghese, 1989). Likewise, they need to understand the psychological aspect of their learners that the child learns to speak first; then only does he learn to write (Verghese, 1989).

Hence, from the above data, it can be drawn that the teachers use grammar translation method to teach English as the target language though they are aware that it wouldn't create the natural and comfortable environment to facilitate their speaking skill. Littlewood (1981) states, "In an environment where learners feel anxious or insecure there are likely to be psychological barriers for communication" (p. 58). Therefore, being an English teacher, my participant teachers need to create natural situation using the target language and activating their students to participate in different communicative activities in the classroom.

To see whether my participant teachers use mother tongue while teaching English in the EFL classroom that really hinder the learners to speak in English or not, I observed different classes of my participants. For instance;

*It was 28<sup>th</sup> Sept 2011, the day was sunny and fine and I went to T6's school to observe the classroom practice. The school was surrounded by high wall and full of greenery. I waited my participant teacher until the bell for the 5<sup>th</sup> period rang. After the bell rang, we together entered into the class of grade 10. There were nearly 40 students, boys sitting on the right side and girls on the left side. My participant teacher introduced me with the students and I went to the back of the class from where I could observe everything that went in the classroom. The teacher started his lesson writing a topic "A payment greater than money" on the board. Then the teacher asked the students to read the first paragraph and try to understand. Whenever they had a problem with meaning, they asked the teacher to tell the meaning. The teacher wrote all the word meaning in Nepali on the board. After few minutes, he made one of the students stand up to translate in Nepali. But the students inhibited even to translate in his native language. He asked other three students to interpret that paragraph but most of them hesitated even to translate the paragraph. Finally, the teacher himself translated the entire paragraph and asked the students to do the exercise in Nepali.*

From the class observation, I found the class was not so interactive and the students were not involved into group work and pair work for the natural conversation. The teacher was found not doing any pre-activity to motivate the students towards the lesson. I found that the teacher did not do variety of activity within the class hour that could automatically motivate the students. The students were found talking in their mother tongue ignoring the teacher. Whenever the teacher asked them to interpret, they just stood up and spent their time by smiling and feeling shy saying few words. It seemed that the students were monotonous with that rigorous and boring translation of

comprehension where there were not any variety and interesting combination of learning environment. Bhattraï (1986) opines, “A good teacher never forgets that language games break monotony and keep the students active” (p.202). When I asked him, “Why don’t you use different kinds of games?” as my post observation question, in reply, he said that he did not have much time to prepare such activity as a teaching aid. He further said that he could not find any suitable language games that suited for teaching comprehension passage. I felt that the students were not enjoying the class as most of them were busy in talking with their friends using their community language (Newari) and giggling to each other instead of trying to understand the passage.

Thus, it can be deduced that the teacher himself was not encouraged and motivated to use different kinds of communicative activities though he had learned many more things in different session and seminars.

Similarly, in the case of T1, T2 and T5, I found that T1 and T2 were doing similar to that of T6. T5’s class was found more interesting and interactive where all the students participated in the conversation. They actively answered the questions asked by the teacher writing on the board. The teacher was found motivating the students time and again. He seemed very friendly with all of them and tried to ask question like a friend providing equal opportunity to all of the students. T4 also used GT method while teaching in his class. His students tried to participate in the activity though they used Nepali words while speaking English and they were frequently encouraged by the teacher for the development of their language skill. T3 was also found using translation method for teaching English. He was found using different communicative activities to motivate the students though he used Nepali language in classroom. The students were seemed

very encouraged even if they felt shy and hesitate while speaking and answering the questions.

Hence, it can be assumed, on the basis of the above finding that most of the participant teachers use mother tongue excessively in the EFL classroom and they used GT method still today which is generally acclaimed as an outdated method.

### **Theme: 7 Roles of Time and Exposure for Language Skill Development**

Responding to the question related to the time and exposure, the majority of my participants revealed that they have just 45 minutes time to teach English and they only used textbook within that time. In response to the question T1 said, *'Most of the time we try to engage our students in exam oriented activities from the text book other textbook. In the SLC examination 75 marks is allocated for reading and writing and 25 marks is for speaking and listening. So, speaking skill is ignored in the class.'* To support his views it is worth to mention English language curriculum (2007) that has also allocated less mark for the speaking skill. He further revealed that the course book should have those materials which would make the students more enthusiastic to participate in communicative activities. For this audio-visual material should be included.

His responses show that the participant teacher has not much knowledge about the English curriculum prescribed by CDC (2007). The textbook published by CDC (2007) especially for school level certificate (SLC) level students consists 20 units in total, which are structured around different language functions/genres. Each unit includes a reading text as input for other language skills: speaking, writing, listening as well as grammar. There are exercises in each unit where students are required to work in pairs or groups to participate in verbal communication prompted by clues or guidelines towards

the end of each unit. They have a short listening comprehension task which often involves listening to audio materials produced for pedagogic purposes. The curriculum (2007) also prescribes methods and strategies like demonstration, question and answer, guessing, role-play, group work, pair work and discovery techniques. Although there is prescription of continuous assessment of students' progress, the final SLC examination is external and there is no account taken of this assessment. Baral (2009) asserts, "From the assessment perspective; reading and writing skills are more important than listening and speaking, as they carry 75% of the full marks" (p. 3).

When asked why you don't do speaking as it is prescribed in the text book. In reply he said that they are expected to emphasize on the reading and writing skills, as they are more important from the examination perspectives.

On the basis of his response, it can be said that the participant teacher does not use any speaking activities though it is prescribed in the textbook. The teacher needs to understand the importance of speaking skill that can enhance the ability of a learner to flourish him/her in front of the classroom and outside world. The teacher needs to understand the principle of teaching English in SLC level that language learners learn to speak by speaking, listen by listening and so on CDC (2007). The teacher needs to involve the students in different interactive activities creating friendly environment so that students can speak and share their thoughts with their friends. If the activities included in the text under the heading "Have your say" is not sufficient, he needs to design other activities to develop their proficiency level. Many students hesitate in speaking English because they are very shy and afraid of making the idea of "losing face" if they make a mistake is biggest obstacle to English learning (Ur, 1996). In order

to help students to develop their speaking skill, the teacher must create more chances for the students to practice English both in class and out of class. In the classroom, he needs to try to make it a real “English world”, speaking English all the time avoiding GT method.

According to Willis (1996), “Exposure provides a rich but comprehensible input of real language, i.e. the kind of language that learner will need or wish to understand and use themselves” (p. 59). Harmer (2007) says, “As teachers, we are ideally placed to provide appropriate input since we know the students in front of us and can react appropriately to them in a way that a course book or an audio-track cannot” (p. 118). Ellis (1985) opines that teacher talk in language lesson is broadly similar to foreigner talk. If the teacher uses English most of the time; it will give students practice in listening and responding to spoken English. This will help them pick up words and expressions beyond the language of textbook (Doff, 1988).

T2 also revealed that he can't ignore Nepali way of teaching totally but gradual avoidance can be possible. It takes longer period of time and exposure too. He further went on to say, ‘they really need exposure on speaking from the teacher to develop their speaking skill.’ T3 asserted that *government schools’ students don’t get much exposure in speaking English because they often have only one period a day. So, being a government school’s English teacher, I also use GT method in my English period to make my students understand the text.*” So, the view of T2 and T3 are similar to that of T1.

While responding to the question T4 interestingly said, ‘*Because of our educational policy, we have the compulsion of completing the course and passing the students at any cost, we only focus on reading and writing skill. Similarly, according to*

*curriculum speaking part is not given more importance and teachers are not allowed to fail any students in the speaking test. But now, I am thinking to focus more on speaking classes.*” T5 said, *‘Actually, community school students obviously lack vocabulary power in comparison to English medium private school. To improve their word power, I often make them play Bingo game, cross word puzzle, snake words besides teaching text book. But I rarely use their mother tongue in their EFL classroom.* Supporting his views he further said that the audio-cassette prescribed by CDC is not available in the market right now.

The above data reveal that the participants teachers think that the students feel hesitate to speak in English because of the less exposure and limited time provided for the English period. The assessment system of SLC examination board as prescribed by CDC has played crucial role in teaching and learning of speaking skill. The mentality of increasing the pass percentage in the exam led the teachers ignore the speaking aspects. Khaniya (2005) states, “The assessment system has ‘enormous power to exert how learning takes place” (p. 50). So, the existing English language assessment system of SLC seems to have negative impact on teaching speaking (Adhikari, 2010). Moreover, the assessment like this encourages the lecture method and whole class teaching rather than student centered techniques such as pair work, project work and cooperative learning and so on.

Thus, speaking is the least practiced skill in the classroom of my participant teachers because of such wrong attitudes on the part of teachers and administrators.

Revealing his views, T6 said, *‘the most common approach in teaching a foreign language is the communicative approach and the audio-lingual method with some*



*adaptation is being used. The techniques are different but most common are drilling, dialogues and question-answer (interview). If they do not get the exposure in the classroom they have no chance to speak English outside. Therefore, classroom activities obviously affect their learning -there is no doubt. But my contention is that mere classroom activities done in 45 minutes time are far from sufficient. This exposure is not sufficient. Despite these miserable circumstances, I am doing what I can do.*

His views supported the ideas of participants T1, T2, T3 and T4. The participant teacher is well known about the communicative language teaching and audio-lingual method of language teaching. T6 also emphasized that drilling, dialogue and interview are the communicative activities that played important and supportive role to enhance the speaking proficiency level of learner. His idea goes hand in hand to Harmer (2007). But he strongly argued that there is insufficient exposure to English. No matter how expertly he executes his plans, the students are unable to master communicative skill because language skill requires greater amount of time and exposure. My participant teachers informed that their students deal with English for 45 minutes a day.

T6 presented a logical mathematical calculation of exposure to English language. He said that there are hardly 200 school days and in 10 years time they have rarely 1500 hours of exposure in English. If that is converted in days, they use English for merely 62.5 days in ten years. Then how can the students of government school improve their speaking skill in English.

Hence, from the above discussion and analysis, it can be stated that most of my participant teachers have realized the importance of time and exposure in teaching and learning English in EFL classroom to enhance speaking ability. Almost all the participant

teachers focused on the reading and writing ignoring the speaking skill. Some teachers use teaching as “sponge activities” only to make their students busy at the end of the lesson until the bell goes off. This means, speaking activities are not usually planned in advance, language forms to be focused in a particular activity are not specified and modality of activities are not clear to students. Majority of my participant teachers adopted a “now-talk-about.....” approach, that is all they need to do is giving students a topic and ask them to talk about it (Adhikari, 2010).

To verify this, I observed different classes of my participant teachers where I found none of my participant teachers used any other authentic materials except the text book. I found that all of them used practice book easily available in the market compiled by so called experienced English teachers and text book prescribed by CDC. For instance;

*I had an extreme desire to observe t6’s class. So, with an aim to observe his class, I went to his school in the afternoon. I waited him in the staff room for about 30 minutes till the bell went off for 5<sup>th</sup> period. He urged me to go in his class holding marker and a duster in his hand.*

*We entered together in the grade 10. The participant teacher introduced me with his students; there were 40 students where boys sitting in the left hand side and girls were sitting in the right hand side. The teacher started his lesson writing a topic “Exile” on the board. He wrote Nepali translation of exile on the board “Nirwarsan” (i.e to be away from home). Then he asked the students to read the poem by themselves and try to understand. Few students stood up and asked the meaning of difficult words. The teacher wrote Nepali translation with their English equivalent this time on the board. For*

*example: mock- gijyananu (teasing), buck- vale mirga (male deer), plotting- yojana banaunu (planning). After few minutes, the teacher asked a student who was the first boy of the class to tell about the poem what he had understood. He tried to translate his understanding in Nepali language but within a minute he inhibited to express and got silent. Again he asked another girl to translate the poem in his mother tongue. She also spent her time expressing few words and sat down. Then after the teacher read the poem himself and translated all the stanzas in Nepali. Finally, he assigned all the students to do the exercises in that page and of the next page.*

From the classroom observation, I found that they did not use any other authentic materials in their usual classroom which might help the students to develop their competence in speaking. They were found not using English more often while interpreting the comprehension passage. English Curriculum (2007) has clearly pinpointed the principle of teaching English in SLC level, that English should be the main medium of communication in the classroom and should be used as much as possible. Though the participant teachers asked to guess the meaning and to predict the context of the texts, they weren't encouraged by the teachers' frequently. Their idea is just opposite to that of the principle of teaching English (CDC, 2007). They were found not doing any group work, pair work, role play, games and puzzles and other fun activities which could provide much more exposure for the development of their speaking skill. The specific objective of teaching speaking according to English curriculum (2007) is that the students should be able to speak fluently and accurately in a variety of authentic situation. But with the facts which I collected from their classroom observation, it can be assumed that it is impossible to get mastery over spoken English by the students

if such situation continued for long time. I asked them as my post observation question “why don’t you use native speakers’ authentic audio cassette? They replied me that it is very hard to get such audios and the administration did not support them to pay and to spend in buying such materials. They commented that their administration even did not provide the suitable audio-cassette player in time to run the listening class smoothly.

In the nutshell, on the basis of the above discussion and analysis, it can be interpreted that most of my participant teachers agreed that their students hesitate to speak English because of the limited time and proper exposure. It was found they rarely use other materials, speaking activities, audio-visual materials, realia and relevant references to provide much exposure. The teachers were found using only text book and only targeted to cover up the course within six month to make their students prepare for the SLC, “signified as Iron gate”.

### **Theme: 8 Testing Speaking in Terminal Examinations**

When probed into their views on testing speaking, most of the participants replied that they take speaking test in the terminal exam only. All of them honestly agreed that they aren’t doing speaking class though it is prescribed in the textbook.

Responding to the question, T1 said, *‘I take speaking test at the time of every terminal exam. We smoothly go through the textbook, but skip the speaking part. Honestly speaking I am not doing speaking class as it is prescribed.’*

Similarly, T2 said, *‘I conduct informal speaking test while teaching different activities in the class. Most often I conduct oral test. I give least emphasis on paper pencil test. But I am taking formal speaking test in terminal examination only.* To support this finding, it is worth counting Giri (2005) who says, “Despite the curriculum renewal,

the old English test format of the natural examination is still in use despite extensive criticism of its validity, reliability and theoretical adequacy” (as cited in Giri, 2010, p. 67). Clearly, there is a negative wash back effect from the old test that negates the potential of the new English curriculum to make a difference to the way English is taught (Khaniya, 2005). Similarly, one of the main objectives of the curriculum is to enable the students to speak fluently and accurately in a variety of authentic situation. With these literatures, it can be asserted that the participant teachers haven’t understood the meaning of language testing and what is the value of test in language teaching and learning. The participant teacher needs to understand that test helps teachers to measure progress which enables them to find out if their teaching has been effective. Douglas (2010) believes, “A language test is an instrument for measuring language ability” (p. 2).

Therefore, the participant teacher needs to test students frequently to offer the feedback to their learners. Tests help teachers to discriminate learners. Without tests it would be impossible to distinguish between good and bad learners (Saraswathi, 2004). The participant teacher needs to know that language learning is meant for communication, but not a set of linguistic items that a learner stores in his memory. Therefore, the teachers need to do continuous assessment to judge the learners’ ability of using language effectively and appropriately in social contexts and situation (Pokhrel, 2006).

Likewise, T3 said, *‘I take test of speaking skill of my students mainly in the terminal and final exam but I have also separated one day a week for speaking practice.’* T4, in response to the question said, *‘I take test after each and every terminal exam only. While taking speaking test, I use cassette player and paper and pencil. Speaking test carries 15% marks but the speaking test is not relevant to their existing level.’*

Their responses indicate that they take the speaking test only for the formality or compulsion of taking exam at the end of the year and terminal exam. T3 revealed that he has separated one day for speaking practice in a week. His response clearly depicts the picture of teaching and learning process that take place in their classroom. The participant teacher teaches English to his learners with the aim of completing the textbook in a time frame and ignore the other skill (listening and speaking) prescribed in the curriculum. The teacher thus needs to focus in speaking skill with other skill simultaneously.

Likewise, the teachers' needs to do different kind of tests like diagnostic, achievement and proficiency test time and again. Harmer (2007) opines, diagnostic tests can be used to expose learners' difficulties, gaps in their knowledge and skill deficiencies during a course". The teacher needs to do proficiency test of his students that (Harmer 2007) gives a general picture of students' knowledge and ability.

T4 pinpointed that speaking carries only 15% marks according to the present curriculum. So, they do not emphasize in speaking skill in EFL classroom. This is the main reason that most of the government schools students are unable to speak English fluently even if they obtained satisfactory marks in reading and writing. That's why the marks allocated to the four language skills need to be balanced and teachers need to do formative evaluation for developing the competence of the students while speaking English. Pokhrel (2006) says, "Formative evaluation is used to refer to testing in the course of the programme, in order to determine what the learner has and has not learned" (p. 20).

T5, responding to the question said, 'Testing is a part of teaching. So, I test my students' everyday about their speaking performance. But especially there is formal test

of speaking English at the end of the each terminal exam. His view testing is the part of teaching, is very close to the idea of Hughes (1989).

Similarly, T6 revealed that he also take speaking test at the end of each terminal exam. He further said that the students get pass marks any way, no matter they talk or not and the written exam is far more important than speaking test.

Their responses suggest that they take test only in the terminal exam and finally in the SLC examination as a formality. They even explored that they do not emphasis on the speaking skill since there is a trend of neglecting this part of language skill. The present existing curriculum of English language in the secondary level also ignored the speaking skill that led the teachers to build the negative attitude towards the speaking skill in the classroom. Khaniya (2005) asserts, “Most language programme do not give much importance to speaking when instruction are organized. Reading and writing receive more attention than speaking despite the fact that most learners are generally judged, on the whole, how they speak not how they read and write” (p. 132). From this literature, it is clear that our foreign language learning environment has been dominated more by academic flavor which puts aside the oral skill which is obviously a key for friendship, professional advancement, social ranking, social solidarity etc ( Bygate, 1987, as cited in Khaniya, 2005, p. 132).

Thus, the participant teachers need to understand the main objectives of the English teachers which are to make their students enable to express their views fluently and accurately in different situation. However, the participant teachers need to focus in the speaking skill integrating with reading and writing. They need to assess the students’ ability of using English language in a regular interval. If so, both fluent and weak

students can get equal opportunity to correct and improve their language competence and express their views without any hesitation.

To verify this, I observed different classes of my participant teachers to know whether they really test the speaking skill or not. I found that they mostly focus on writing and reading skill from the text book. Sometimes they focused on the speaking skill conducting a lesson from text book given under the heading “Have your say”. They just conduct few minute speaking classes dividing the class into group and pair as a formality. But they were found not doing any group and pair work in reading and writing class. As for instance;

*I went to T5’s school to observe the class. I waited him sitting in the staff room until the bell rang for the 2<sup>nd</sup> period. As I have already informed him about my intention to visit, we both entered together in grade 10. There were altogether 41 students in the class. After the teacher introduced me with his students I sat on the last bench and observed everything that went into the classroom.*

*The teacher began his lesson writing a topic “Florence Nightingale”. He asked his students to look at the given picture and asked few questions, such as;*

*Who is in the picture?*

*Can you tell the names of other world famous personalities?*

*What are their jobs?*

*Why are they famous?*

*The students responded the answers but the teacher did not correct them immediately. The classroom was too noisy as other students were seemed busy to find the answers from their friends. Then the teachers asked one of the students to read the first*



*paragraph. When he finished the first paragraph, he again asked other students to read second paragraph. Both students felt difficult to pronounce the words but they did not get help from the teacher.*

*After then, the teacher wrote few textual questions on the board and asked the students to do as a class work. For example;*

*Where and where Florence Nightingale born?*

*What was her family concerned?*

*How old was she when she decided to become a nurse?*

*What was the condition of the hospital at that time?*

*The teacher also gave a question to find opposite meaning of the following words;*

*Died, ignorant, losing, accepted, initially*

*When the students completed their class work the teacher switched them into another task. He asked one of the girls to interpret the whole passage in her own words but she hesitated to express in English. Finally, the teacher assigned his students to write a paragraph about a famous personality/lady that they like.*

From the classroom observation, I found that the participant teachers rarely focused in speaking skill and test the speaking proficiency time and again. Though they asked their students to paraphrase and interpret the whole comprehension, but the students couldn't perform well. The participant teachers were found not doing any information gap activities where the learner has to find out information from his/her friend (Harmer, 2007) and can understand the text easily. Likewise, the teachers were found asking the students to read the comprehension passage but the students were found unable to comprehend the text. Reading comprehension is interpreted as "extracting the

required information” (Grellet, 1981) from a written text as efficiently as possible (as cited in Khaniya, 2005, p. 139). While interpreting the passage, the participant teachers did not care about the error and mistakes committed by their students. They were found listening to them continuously but they did not care about the accent, grammar, vocabulary and fluency over language of their students. Hughes (1989) argues that the spoken text can be examined in the light of accent, grammar, vocabulary, fluency and comprehension”.

Hence, on the basis of above discussion and analysis, it can be interpreted that my participant teachers do not have much knowledge about language testing and its types. They were found applying the traditional language testing process which has already lost its validity and reliability. Similarly, they do not use different kind of interaction, interview, and role-play, simulation through which they can score the learners ability in speaking. Such trends really foster in creating difficult situation for the students to express their view accurately and fluently without any hesitation. They did not do various activities in the regular classes because they are forced to complete the course in the designated time from both administration and the existing examination system. So, they only focused in reading and writing comprehension skipping the speaking activities.

### **Interpretation of Students’ Interview**

#### **Theme: 9 Learning Speaking and the Difficulty Level**

In response to the question related to the learning speaking and difficulty level, S1 revealed that he is afraid to talk with the teacher and feels difficult to talk in English. Though his teacher teaches English in Nepali medium, he is unable to understand. My student participant believes that the voice of the teacher is the most important tool used to

his job. Teachers' voice plays a very great and determining role in the management of the successful classroom. Harmer (2008) says, "The way the teachers talk to students –the manner in which they interact with them- is one of the crucial teacher skill, but it doesn't demand technical expertise" (p. 37).

Therefore the teacher needs to know how to speak and what his voice sound like have crucial effect on his teaching. It is basically necessary that the teacher's voice must be audible enough for the students but not necessarily loud.

S2 revealed that he feels inferior to other when he has to expose himself in the class. Likewise, S3 opined that her teacher teaches English in translating Nepali so it is very easy for her to understand. S4 revealed that he does not understand his teacher completely. His teacher also teaches English translating in Nepali but he can't use English in his own way. S5's opinion is similar to S4. He revealed that his teacher also writes Nepali period as her teacher tells jokes in the class. But she reads grammar rules heartily (i.e rote learning) that makes her easy to do in exam.

On the basis of the above discussion and analysis, it can be asserted that the majority of my participant teachers are using GT method in teaching in the classroom. Grammar translation method is known as old-fashioned and traditional (Subedi, 2010). The meanings of the target language is made clear by translating it into the students' native language and emphasizes on language by memorizing grammar rules and are applied in translation (Larsen-Freeman, 2000).

Thus, it can be concluded that the extensive use of mother tongue explaining grammar rules of the English language and translation of the whole text created problem in learning and speaking English in the classes of my participants. This led them to

inhibit and feel difficult to expose them in front of their friends. S2 inhibited while talking in English is the main cause of extensive exposure of teacher talking and using English in the EFL classroom. Teacher talk is the main exposure (Harmer, 2007) in such situation and the English environment to use English would lead the students to achieve their competence.

In a nutshell, it can be said that the teachers needs to adopt communicative approach of language teaching to reduce the hesitation of their learners while speaking English in the classroom.

### **Theme: 10 Motivation Factors for Students**

Responding to the question, regarding motivation from the teachers, S1 revealed that his teacher encourages him to talk but still it is very hard for him to talk without hesitation. His teacher just said, ‘come on, speak, say this word, repeat it, but does nothing’. S2 presented his dissatisfaction on not getting any separate period for learning speaking. S3 revealed that her teacher encourages them to talk in English in integrated class, saying “English ma bolna prayas garana” in Nepali (i.e try to speak in English). S4 revealed his dissatisfaction upon not getting any motivation from his teacher to develop speaking skill which led him to feel shy while speaking in English. S5 revealed that his teacher encourages him to talk giving some instruction rather than giving practical opportunity. S6 interestingly revealed that her teacher encourages her to speak saying “You must /can speak if you want” but does nothing.

On the basis of above discussion and analyzed data, it is clear that the participant students are very (Ur, 1996) willing or even eager to invest effort in learning activities and to progress but teachers were found not doing anything to increase the students’

motivation and other strategies to increase the likelihood of success in learning activities which should have given high priority. In this regard Ur (1996) believes, “Teachers job is to do all they can to encourage the development of ability and enhance motivation, on the understanding that each will contribute to the other” (p. 275).

Thus, the participant students need to be motivated providing extensive learning activities in the classroom. Brown (1980) states, motivation is an intrinsic power, an emotional promotion, a kind of desire for encouraging people to take an action. Verghese (1989) claims that motivation is a very significant factor in language learning. So, the second language learner has to be motivated in the need to communicate –whatever be the level of communication he wants to reach. Therefore the participant teachers need to emphasize on the communicative use of language. The classroom activity needs to be geared to this, and the learners should be well-motivated to ensure effective learning through a natural urge to communicate (Verghese, 1989). Similarly the teachers need to motivate the students intrinsically and extrinsically. Ur (1996) says, extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer, 2007). In other words, intrinsic motivation is the generalized desire to invest effort in the learning for its own sake (Ur, 1996).

However, the participant teachers need to help to foster the students’ attitude upon different cultural, political and ethnic association of the target language whether they like or not making it clear and providing further and attractive information about the language

and its background. Girard (1977) emphasized that it is an important part of teachers' job to motivate learners (as cited in Ur, 1996, p. 276). The teachers need to apply the learner-centered approach to language teaching where the teacher's function is to provide enough materials and conditions for learning while the learners take responsibility for his /her own motivation and performances. Likewise the students may only learn well if the teacher finds a way to activate and encourage their desire to invest effort in learning activity.

Hence, the above discussion let me understand that the participant students were not motivated with the extensive activities. Therefore, the participant students need to be motivated to achieve long term goal. The teacher's responsibility is to create the atmosphere to develop learners' autonomy. It can be built up through different ways such as providing learners with the facility of self-access centre, motivating learners to learning, making students practice through homework, encouraging them to make charge of their learning.

### **Theme: 11 Teaching Aids used in Speaking Lesson.**

Responding to the question related to teaching aids used in the classroom, S1 revealed that his teacher is limited in the course book. His teacher rarely brings any other materials. In listening exercise, they have never got opportunity to listen the audio-recording. He never does any group work and pair work. S2 presented his dissatisfaction in an aggressive way that they don't have speaking class. His teacher only uses text book and sometimes tries to teach speaking in reading class. He uses other practice book but he has not experienced any other materials used in the class. He does not use cassette player in the class but he is assessed using cassette in terminal exam. S3 said that her teacher

does not use any strategies except reading and writing given in the text book. Her teacher only focuses on grammar and sometimes he brings cassette player in the class. S4 and S5 said that their teachers only use text book and practice book to prepare them for SLC exam. S6 responding to the question revealed that her teacher does not use other materials except text book. He emphasized on writing essay, exercise from poem and dialogue filling. He never uses cassette player and other information gap activities.

The above data indicates that the participant teachers hardly use other materials except text book in EFL classroom. They even do not consider the value of the text book and the way it should be used in the classroom. The teachers need to understand that (Subedi, 2010) the syllabus of a particular subject of a particular level, text books are written and in order to provide the students adequate opportunity to practice, teachers are facilitated by providing a teachers' guide which helps the teachers "How to teach" the text book. Likewise, the teachers as well as students need to understand the importance of the text book. The teachers using the course book need to decide whether they are suitable for their students. If the teacher finds language, context, sequence and activities in the book are appropriate, he decides to use it in the class otherwise he needs to decide what to do next to make it appropriate. In such situation, according to Harmer (2008) the teacher has four alternatives: omit, add, adopt and replace. The teacher needs to omit the part of the text book if they decide that part is not appropriate. Omitting inappropriate part is not wrong. Harmer (2008) says, "There's nothing wrong omitting lesson from course book. Teachers do it all the time, developing a kind of "Pick and choose" approach to what's in front of them" (p. 146). The teachers need also be encouraged to use various supplementary materials like song and rhymes, games and puzzles, audio-

visual materials and teachers guide. Allwright (1990) asserts that supplementary materials play significant role to facilitate teachers' job and at the same time they also enhance students' learning. Materials are central to language learning. Good materials are sure to promote effective learning even with a bad teacher; no effective teaching is possible without appropriate aids (Verghese, 1989). Any materials, programme or machines used to help the teachers to explain the lesson better can be called a teaching (Saraswathi, 2004, p.118). According to Krishnan (1987), one can use aids during instruction 'To transmit to learners' skills, attitudes, knowledge, facts, understanding and appreciation (p. 87).

The participant teachers need to use different kinds of teaching aids like non-projected visual (i.e charts, posters, photographs, cartoons), audio (i.e radio, records, tapes), audio-visual (i.e films, television, video), projected (i.e film strips, slides, silent films) and computers that could stimulate learners to speak in the classroom. Similarly, these teaching aids have psychological value as well; they encourage learners to participate and bring the class closer to real life situation and enhance the oral skill of the students. The participant teachers need not to be confined with the text book and exam oriented. They need to use tape recorder or audio-cassette available or provided to them. A tape recorder is an essential classroom aids. In the first place it brings others voices into the classroom and gives students valuable practice in listening to varieties of English different from the teacher's (Venkateswaran, 1994, p. 117). Moreover the tape recorder can be used for class oral work leading to the elimination of personal faults in pronunciation, intonation and rhythms.



Thus, from the above discussion, it can be concluded that the participants' students have not experienced with different kinds of teaching aids except text book. The teachers even don't use the tape recorder available in school. That is why the students of government school students' hesitate to speak in English because of adequate exposure with those aids.

### **Theme: 12 Evaluation of Speaking Skill**

In response to the question related to evaluation of speaking skill, S1 and S2 revealed that their teachers' take speaking test in the terminal exam only. Similarly, S3 and S4 said that their teachers take speaking test only in terminal exams; S5's and S6's views are also similar with S1, S2, S3 and S4. All of my participant student participants revealed that they had not experienced regular assessment in the speaking skill and feedback while performing in the integrated class by their teachers.

The above data indicates that the participant teachers need to understand that English language is treated as a skill based subject but not as context based one. The teachers need to know that language learning and teaching is concerned with developing certain skills which are developed and perfected through practice CDC (1999). That is to say, a good deal of time and attention need to be devoted to the assessment of the progress made by the students. It is in this connection that evaluation, in any scheme of teaching becomes important. Verghese (1989) opines, "Evaluation, aims at ascertaining aptitude, proficiency and achievement and at performing a diagnosis of difficulties for future action" (p. 99). But it is clear from the interview with the student participants, that the teachers only focus on summative assessment and ignored formative assessment of their speaking skills. National Curriculum of English (2007) clearly asserted that all the

four language skills should be tested in the SLC examination. Ideally, listening and speaking skills should be tested internally within school, on a continuous basis. But the existing examination system primarily focuses on paper pencil test which is held in each terminal exam and in a formal examination at the end of the each academic year. If only formal tests and examination are used, it is not possible to evaluate accurately the level of competence reached by a student at the end of each lesson and throughout the year (CDC, 2007). There should be continuous informal assessment in addition to formal examination and assessment of speaking skill and get feedback from their teachers.

So the teachers need to know that classroom assessment is an effective aspect of teaching and learning and it is an integral part of teaching and learning process. In the classroom assessment, teacher can use formative assessment of language testing where the teacher gives his feedback continuously correcting the errors of the learners trying to bring certain improvement in the learner's language skill. Ur (1996) asserts summative evaluation evaluates an overall aspect of the learners' knowledge in order to summarize the situation; how proficient he or she is at a certain point in time. On the other hand formative evaluation continuously provides feedback on the bits of learner- produced language with the aim of bringing about improvement, with the main purpose to enhance, not conclude the process.

On the basis of above discussion, it can be concluded that assessment and feedback help teachers to check the current status of their students' language ability through which they can know what the students know and what the students don't know. It also gives chances to students to participate in modifying or re-planning the upcoming classes (Bachman & Palmer, 1996) (as cited in Rahaman, Babu & Ashrafuzzaman, 2011,

p.98). Ur (1996) argues, feedback is information that is given to the learner about his or her performance of learning task, usually with the objective of improving their performance. In more recent study Akter (2010) had proved that giving feedback to learner on their performance was an important aspect of effective teaching.

So, with the above discussion it can be deduced that the participant teachers need to understand the importance of formative assessment and feedback that facilitate students' proficiency in speaking skill.

### **Chapter Summary**

In this chapter, I thematized the data obtained from interview of teachers and students as well as observation of their real classroom. I explained the teachers' and students' perception and practice of teaching speaking skill and the level of gravity of hesitation while speaking English with the light of various ELT literature. Likewise, I concluded the major factors that hinder the learners to speak in English and the remedies of those problems.

## CHAPTER V

### SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS AND MY

#### REFLECTION

##### **Chapter Overview**

This chapter provides a summary of the finding on the basis of data analysis and interpretation discussed in chapter IV. Then I presented the conclusion of the study along with the implications with references to the each research questions. Finally, I presented a brief account of my own feeling, experience and reflection of learning during the course of this study.

##### **Summary of Findings**

The study was carried out in Lalitpur district which is just few kilometers far from the capital city. It is the place where lie the nation's leading and renowned educational institutions. The fact showed that these private institutions are producing lots of skilled man power in one hand but in other hand the government aided/public school produce low grade manpower and they cannot compete with those only because of their poor English and their low level of proficiency. So this study was carried out with the aim of exploring the facts that actually hinder the learners in speaking English in EFL classroom. In order to explore the existing reality and to collect actual data, I applied two different tools like interview with both teachers and students and classroom observation.

The multiple tools used to collect data helped me to dig out the possible reasons of hindrances in speaking English which are presented below:

1. Regarding the understanding of my participant teachers on the importance of teaching speaking, data from the interviews revealed that my participant teachers had the common understanding that teaching speaking is a vital attempt through which the learners can express their feeling, ideas and thoughts without any hesitation. They had common concept on teaching speaking but after their class observation they were found ignoring speaking skill.
2. Regarding the characteristics and components to be focused while teaching speaking, a majority of my participants emphasized on developing confidence in interacting with other speakers. Four of my participants (T1, T2, T5 and T6) were found focusing on the emotion and feeling of the learners whereas T3 emphasized on the five different components of teaching speaking like, production of stress and intonation pattern, connected speech, communicative skill, and phatic communion. But T4 was found focusing on improving the pronunciation, removing hesitation and building vocabulary power. This indicates the fact that a majority of my participants were well aware of different components and characteristics to be used to enhance the speaking skill in the real classroom setting.
3. Regarding the use of stages of teaching speaking, almost all the participant teachers revealed that they use PPP model of teaching speaking which is also known as a popular model of teaching speaking worldwide. T1, T3 and T5 had similar opinion on teaching speaking stage wise and adopting PPP model. T2 and

T4 had slightly different views on the stages of teaching speaking. T4 pointed out that the model he uses in the classroom is a single conversation and a double conversation. T6 opined that there are two basic stages of speaking. Firstly, mastery of the sound and stress of words are to be gained and in the second stage, expressing ideas with correct intonation, stress, pitch etc should be mastered. Though they had rich knowledge on the stages of teaching speaking they were found rarely using such model in the classroom. T1, T2 and T5 knowingly and unknowingly follow PPP model in their integrated class as they advocated in the classroom but rest of my participant teachers were found not adopting this model. Truly speaking, they did not focus on any speaking activities in their classroom. This is all happening because of the exam oriented teaching and learning process and the misconception of increasing the pass percentage in written exam in annual exam.

4. This study revealed that almost all my participant teachers focused on the pronunciation skills of their learners. T1 believed that the learners should be taught different vocabulary and their pronunciation. T2 and T3 said that the learners should be given the concept of the phonetic symbol of the words and they are to be involved in chorus drill. T5 asserted that he uses Oxford Advanced Dictionary and repetition drill whereas T6 focused on handy drilling, loud reading and teaching intonation and stress of the words. Almost all the participant teachers have understood the importance of teaching pronunciation skill in EFL classroom. They have ideas of some common strategies like role play, drilling, intonation, stress, dialogue and using tape recorder. They were theoretically and

practically capable to imply those techniques but they were found not using those techniques to facilitate the students in speaking skill by teaching pronunciation skill in reality.

5. Regarding the use of communicative language teaching approach, T1 and T2 revealed that they use language games to arouse interest in students. T3 openly said that he did not use different communicative activities rather he used drilling, dialogue filling and questioning and answering. T4, T5 and T6 also revealed that they used drilling, dialogues, interview, games, drama etc. T5 and T6 also revealed that they use drilling, dialogue, interview, games, drama etc. T5 revealed that he had implemented “Spoken Compulsory English” strategy to overcome the problem of hesitation. The majority of my participant teachers had limited ideas which are more or less similar to one another. In comparison to T1, T2, T3, T4 and T5, T6 are reluctant to apply and implement such activities in the classroom.
6. Almost all my participant teachers expressed that the major hindrance they found in developing speaking skill in the students is hesitation. To cope with the problem, T1 emphasized on involving the students in the classroom activities. Rest of the participants focused on motivation and encouragement to use the target language and to involve them in activities. However, almost all the participant teachers were found deviating from what they said in their interview. This study found a fact that the majority of the participants were well educated and experienced but they found to be using the traditional method of language teaching. They were unable to motivate, inspire and encourage their students in speaking English as they only focused in reading and writing.

7. Regarding the use of mother tongue in the classroom, T1, T2 and T3 revealed that they use Nepali language as well as English language to make their students understand the text. T4 and T6 advocated that they have to use mother tongue of the learners because the background of the students is very weak. During the observation, this study confirmed that the majority of my participant teachers use GT method which is known as old and outdated method in present condition. All the participant teachers were found trying to involve the learners using different communicative activities though in Nepali language. The participant students felt shy and hesitant while speaking and answering the questions. This study found that the excessive use of mother tongue of the learners in EFL classroom and use of GT method are the major causes of the problem that hinder the learners to speak.
8. In relation to testing speaking skill to evaluate the students' proficiency level and to figure out the gravity of hesitation, this study found that, the participant teachers (T1 and T2) take the test only in the terminal exam as a formality. It is found that the teacher basically focused on summative evaluation of speaking skill. T3 revealed that the present existing curriculum of English language in the secondary level has ignored the speaking skill which carries just 15% marks whereas writing and reading carry 75% of the total weight age. After the classroom observation, I found that they even skipped the speaking exercise and ignored the informal assessment in the classroom as revealed by T5 during his interview. It was found that the participant teachers rarely focused in speaking skill and formative assessment of speaking proficiency.



9. During interview, participant students (S1) revealed that their weakness in learning speaking is their hesitation to talk with the teacher which increases the difficulty level. S2 revealed that he feels inferior to others while speaking. As revealed by S4, S5 and S6, the teachers only use their mother tongue in the classroom and translation method to teach English in the class. After the observation it was found that the majority of my participant teachers use GT or translation method to teach.
10. Regarding motivation to enhance the speaking skill, S1 revealed that his teacher did not give input to improve his speaking. S2 presented that his teacher encouraged him to speak giving instruction in his mother tongue. S3, S5 and S6 revealed that their teachers motivate them to speak giving few instructions which are not sufficient for them. Motivation is the significant factor in language learning but the teachers rarely motivate the students to talk in the class as revealed by S4. During the observation, it was found that the participant students were unable to create the friendly environment to develop learners' autonomy. Likewise, the teachers failed to provide the facility of self-access centre, motivating learners to learning and making students practice through homework.
11. In connection with different teaching aids used in speaking lesson, this study found that the participant teachers were limited in the course book and different practice books. As revealed by all of my participant students that teachers hardly use other materials except text book in EFL classroom. They even do not consider the value of the text book. The participant teachers were found not using various supplementary materials like song, rhymes, games and puzzles, audio-visual

materials and teacher's guide, which would play significant role to facilitate teachers' job. All these reason have prevented the learners to get mastery over speaking in the government schools.

12. Regarding the evaluation of speaking skill and providing feedback, the majority of my student participants revealed that their teachers take speaking test in the terminal exam only. They had not experienced regular assessment in the speaking skill and had not got feedback while performing in the class. The participant teachers were found assessing their students' speaking skill in the terminal exam only. They were not found conducting different speaking activities and providing proper feedback to their students. Feedback to the learner on their performance is an important aspect of effective teaching but the participant teachers did not correct the error to reinforce the learners and provide feedback to motivate the learners to use the correct language improving their mistakes.

### **Conclusions of the Study**

On the basis of the finding of this research, I have drawn the following conclusion;

- 1 The majority of my participant teachers have common understanding of teaching speaking skill that enables the learners to express their feeling, ideas and thoughts without any hesitation. But speaking skill is less emphasized in comprehension with reading and writing.
- 2 Almost all the participant teachers have acquired rich knowledge about the component and characteristics of teaching speaking but in fact they did not apply what they perceived in their real life classroom situation. That is why the learners did not get enough knowledge of developing speaking skill.

- 3 The majority of my participant teachers are well known about PPP model of second language teaching but they have neglected this world famous strategy while teaching English in the classroom.
- 4 Most of the participant teachers have a common opinion on teaching pronunciation skill through different strategies like role-play, drilling, teaching intonation, stress, dialogue and tape recorder. But all of them do not use those techniques to facilitate the students in speaking English.
- 5 All of the participant teachers are well aware of communicative language teaching approach and different communicative activities. However, they have limited ideas which are more or less common activities that can be done easily in the classroom.
- 6 The most challenging problem is hesitation that my entire participant teachers are facing in teaching speaking is hesitation. Though they advocated that they are using different communicative activities to reduce the gravity of hesitation, but in fact they have failed to motivate and encourage their students to speak without anxiety.
- 7 The participant teachers use the mother tongue of the learners excessively as a medium of language and use GT method (translation method) in EFL classroom that really hinder the students to develop their proficiency level.
- 8 Almost all the participant teachers do not use supplementary materials to provide much exposure except textbook and practice book. They do not use audio-visual materials, realia and relevant reference books to enhance the speaking skill.

- 9 The participant teachers have limited time for teaching English and to focus on speaking skill. They have just 45 minutes a day, 6 periods a week, only one text book and there is not English environment in the school.
- 10 There is an exam-oriented teaching and learning system. All the participant teachers are compelled to cover up the course within the designated time. This trend forces the English teachers to skip various important aspects of text book. The marks allocation for four skills of language by CDC for secondary level English has also played crucial role to maximize this trend.
- 11 The participant teachers mainly focus on summative test of speaking skill. There is no provision of formative test. That is to say, the teachers take the test of speaking skill only in the terminal exam and the teachers do not provide proper feedback to their learners after the examination. They take the test just for formality.
- 12 Almost all the participant teachers neglect the motivational aspects of language learning except T5 who provided more or less supplementary exposure like ‘Speaking English Compulsory’ in the classroom. Rests of the teachers are unable to motivate and to create the favorable environment to develop learners’ autonomy.
- 13 The participant teachers do not do different kinds of communicative activities in the EFL classroom though they have acquired rich knowledge of some of the strategies such as role play, discussion, drama, questioning-answering, interpreting the stories, drilling, interview, reading the passage, picture description and dialogue filling.

- 14 Most of the teachers do not use or try to make the English class very interactive and do different kinds of interactive activities to enhance the learners' proficiency level although they are well aware of the usefulness of such activities. Some teachers use "Sponge Activities" only to make their students busy at the end of the lesson until the bell goes off. The majority of my participant teachers adopt a "Now-Talk-About....." approach what is all they need to do is giving students a topic and ask them to talk about it.
- 15 The participant teachers do not give much emphasis on STT which could develop the competence and performance level of their learners. There is the tendency of lecturing method (i.e. maximum use of TTT) that results the students to be the passive listener.
- 16 The participant students feel hesitation to speak, explore their feeling and to participate in different communicative activities because such activities are rarely conducted in the government aided schools of Lalitpur because of the psychological and environmental barriers such as inhibition, fear of making mistake, losing face, anxiety, less motivation and the situation of school.
- 17 The participant teachers are well educated, experienced and trained but they are careless regarding the development of speaking skill of their learners. The students' participants demanded extra period for learning speaking English however the school administration and even the subject teachers are not paying much attention upon their voice.

### **Implications of the Study**

From this study, it has been found that the situation of speaking proficiency of the students of public secondary especially 10<sup>th</sup> graders of Lalitpur district is not satisfactory and adequate to meet the specified objective of the secondary level English language curriculum of CDC. So, it has been a problematic issue for both the teacher and the students for the last few years. Various problems, factors, causes and reasons that hinder in the development of speaking skill proficiency are revealed after the rigorous interview with both teacher and student participants and observing their real classroom setting. I do hope that the finding of the present study will play significant role for the pedagogical implication in English language teaching and learning in EFL classroom of both government aided/ public school and community school.

1. This study shows that the English language competence and performance of the secondary level students of government aided school especially in speaking skill is far lower than general expectation. It is found that the majority of the student participants have positive and keen interest towards learning speaking English but they are fed up of due to the traditional way of teaching and learning process. So, in order to teach the speaking skill effectively to the learners, the teachers who had the common understanding on the importance of teaching speaking need to emphasis on the speaking skill though they teach English in integrative way, since skill integration is a major factor in lesson planning. It is usually impossible to complete a task successfully in one skill without involving some other skill, too.
2. Almost all the participant students merely get chance to speak English and try to speak by themselves in the class and outside the class with their friends and

teachers. Whenever they try to speak they often hesitate to speak and commit different errors. They are unable to express their feeling, emotion and thought using suitable words and phrases. That's why the teachers need to emphasis on STT, rather than TTT. So the teachers can correct their language and make them aware of their errors with positive feedback in their natural setting.

3. The teachers need to provide enough exposure of English in order to enhance the proficiency level of their learners. To achieve this goal, the teachers need to avoid GT method and they themselves should speak English with the students creating the communicative environment in the classroom. The teachers have to motivate their students to speak English inside and outside the classroom and correct their error whenever necessary. There should be the limitation of using the mother tongue in the classroom in order to enhance their speaking proficiency. Teacher talk is the major input for the student through which they can imitate and create their own way of speaking. Likewise, the teachers need to use recorded tape, audio-cassette and audio-visual materials to enhance their speaking skill which will be the extra exposure for the students.
4. The teachers need to use different kinds of communicative activities like role-play, simulation, pair-work, group-work, discussion, drilling, drama and questioning and answering frequently so that the students can get the opportunity to speak this and that way.
5. The finding of this study shows that hesitation, shyness and underestimation are the major psychological problems of the learners while teaching speaking. So that, the teachers need to create a friendly environment in their classrooms using

different kinds of communicative activities. The teachers have to find out the affective factors and linguistics factors that really hinder the students to speak. Or that the teachers need to motivate, encourage and inspire the students to make them participate in the classroom activities. The teachers have to do different kinds of interactive activities creating fearless environment being a facilitator and advisor where the student can share their ideas, discuss with each other and feel secure to interact with their friends as well as with their teachers.

6. This study showed that there is the provision of taking speaking test only in the terminal exam or in the final SLC exam. The compulsion of taking terminal exam obliged the teacher to assess speaking skill as formality or to add the practical marks in the progress report card of the students. The teaching and learning process is totally exam-oriented. Though speaking skill covers 15% marks in SLC it is still neglected both by teachers and students. That's why, the teachers need to discard summative evaluation of speaking skill rather they should initiate the formative assessment system of speaking. Likewise, CDC, concerned department of education and MOE should take step ahead to reform the present curriculum or to increase the marks in the part of speaking skill. The provision of taking summative assessment in the curriculum need to be immediately reformed. The teacher himself should be made responsible to take formative assessment in the curriculum. The teacher need to take the speaking test both formally and informally in the integrated class in a regular basis providing proper feedback correcting their pronunciation error, syntactic error and semantic errors.



7. This research study clearly uncovered that the majority of the teachers and students depend on the text book prescribed by CDC which is supposed to be the inevitable instructional material for them. The speaking and listening activities mentioned under the heading of “Have Your Say” are adequate in book. But there are other unnecessary grammatical exercises or activities which is the total waste of time in secondary level. Thus, the teacher should be more evaluative in this matter but he/she should emphasize on the speaking part mentioned in the text book. The teachers should wash out their traditional exam-oriented mind set of teaching learning system.

### **My Reflection**

Speaking skill enables the learners to generate and articulate ideas, arouse feeling, give a chance to be heard, convince and persuade others. It is not simply transforming language into spoken discourse but also a thinking process in its own right, among the four skills of language learning, speaking is the most spontaneous ability. It is not the permanent record of one's thought, ideas but a form of expression natural to the native speaker of language. It is an art which gives one a chance to be heard and influence others demanding response at the same time. Speaking skill is a must when one takes part in interview, international relations and social interactions. In order to meet the specific objective of the present curriculum, CDC, MOE and other related bodies have emphasized in the communicative language teaching approaches to enhance speaking skill prescribing different reference books along with the text books and teacher training. Despite these facts and effort made by MOE/CDC, ‘Why do the students of government school hesitate to speak in English?’ Being an English language teacher of government

school, this question has been triggering in my mind and has encouraged me to carry out this research study to explore the reasons behind the hesitation of students while speaking. The finding, conclusion and implication of this study have gifted me a new inspiration to implement those strategies to wipe out learners' psychological problem ultimately.

The words thesis and dissertation were frequently talked and discussed in the canteen of my university as soon as the fourth semester started. It became the hot cake to all the students of school of education. When the class of research methodology was started, I used to think that it would be very difficult for me to complete my dissertation because the term and terminologies in the classes were not so familiar and easy to understand. But it became easier for me to write my proposal because of the student friendly classes taken by our respected tutor Dr. BalChandra. Similarly, I was equally inspired and encouraged by Associate Prof. Laxman, my respected Guru, who assisted me to continue my research study providing his own personal time. It took me about two months to prepare proposal and to defend it. After defending the proposal and getting approval from the research committee, I headed to my research site for the data collection.

First of all I consulted with the principals of my participant teachers' school and informed them about my purpose to visit their school. Some of the principals got shocked whenever I asked them to give permission for the classroom observation. They had doubted that the situation of their classroom would be exposed if they permitted me to observe the real classroom situation. Rest of them happily agreed to carry out my research in their school. Most of the teachers, especially secondary level teachers were

found keenly interested to join KU and to increase their knowledge. From next day I started to take interview with the teachers and observe their classes. I used semi-structured and open ended questionnaire and used my own cell phone to record their voice. After collecting the first session data, I immediately headed towards my university to meet my dissertation supervisor Assoc. Prof. Laxman. He then suggested me to follow-up the classroom observation as a pre-requisite before taking interview in the second session. Keeping his suggestions in my mind, I returned to my research site but to my misfortune, two of my participant teachers denied giving interview and permitting me to observe their classes. I pleaded with them many times and asked with their principal but I could not convince them. The situation made me frustrated and depressed as I was nearly completing my research study there. Then it took nearly two months to choose the other schools and to collect the required data.

While interviewing the participant teachers, I found that they were also searching the solution to the same problem for many years. With the pile of interview and observation data, I went to KU to meet my supervisor. He guided me how to analyze and discuss the collected data. While transcribing the recorded data, it took me many hours to interpret the actual information they wanted to convey through their interview. Similarly, I read and re-read the analyzed data for many hours. The words of my supervisor to me “Anil, you can write what other say” worked as a tutor to complete my interpretation part of my study. I faced some challenges, during the period of collecting data; one of my participant teachers punished his student whom I had chosen as my participant student just because of criticizing his way of teaching learning style. Then I myself felt guilty since I should not have asked such cross questions for the sake of my research. The

moment when the student participant informed me about the incident was very bitter. Though I heavily tried to maintain the ethical balance while probing them, it happened unknowingly and unexpectedly. However, I got an opportunity to observe the ground reality of teaching and learning process especially in the part of speaking skill in the government schools of Lalitpur.

It took me about nine months to complete of my research study. I did not care about the time spent to do the literature review, visiting different libraries, and interviewing the teachers and observing their classes but I am still worried about the accident that happened just because of my research study. I won't forget that moment ever in my life. Similarly I am very grateful to those participant teachers and students who helped me to accomplish this research study.

To sum up, I have collected lots of ideas, information, factors that really hinder the learners to speak, linguistic and psychological barriers of hesitation in speaking and motivational aspects to arouse encouragement to the students to speak fluently and expressively through this research. So, I am hopeful that I can change the situation of those hesitant students if I spend a lot of time focusing on that part revealed by this study. The finding and the conclusion will equally be useful and helpful to those EFL/ELT teachers who are facing the similar problems in their classroom.

### **Chapter Summary**

In this chapter, I presented the summary of the finding followed by conclusion. Then I recommended some ideas which are very useful to cope with the hesitation of learners in speaking English. Finally, I presented my reflection and experience during the course of this study.

## REFERENCES

- Adhikari, B.R. (2010) Teaching speaking in the Nepalese context: problem and ways of overcoming them. *Journal of NELTA* 15,(1-2), 1-10.
- Akter, L. (2010). *Teacher talk time in ESL classroom in Bangladesh*. Published M.Ed Thesis, BRAC University, Dhaka.
- Anderson, G. (1998). *Fundamental of educational research* (2nd ed). London: Routledge.
- Anuthama, B. (2010). Strategies for teaching vocabulary. *Journal of NELTA*.15,(1-2), 10-16.
- Bachman, L.F. & Palmer, A.S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Bachman, L.F. (1990). *Fundamental consideration in language testing*. Cambridge: Cambridge University Press.
- Baral, L.N. (2009). An investigation of authenticity in a Nepalese secondary ESL textbook and its supplementation. *Journal of NELTA* 14,(1-2), 1-13.
- Baraugh, T.C. (1992). *The English teacher's handbook*. New Delhi: Sterling Publishers Private Limited.
- Basnet, D.L. (2009). *Techniques of teaching speaking adopted in language institutes*. An Unpublished M.Ed Thesis. Kathmandu .
- Best, J. & Khan, J. V. (2006). *Research in education* (10th ed). New Delhi: Prentice Hall.
- Bhattarai, C. (2003). NELTA to shoulder upcoming challenges in ELT. *Journal of NELTA* 8,(1), 111-113.

- Bhattarai, G.R. (1986). *Methods of teaching English*. Kathmandu: Ratna Pustak Bhandar.
- Brown, G. & Yule, G. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, H.D. (1994). *Teaching by principles: an interactive approach to language pedagogy*, Englewood cliffs, NJ: Prentice Hall.
- Brown, J.D. (1988). *Understanding research in second language learning*. Cambridge: Cambridge University Press.
- Burn, N. & Groove, S.K. (2005). *The practice of nursing research: conduct, critiques and utilization*. St Louis : Elsevier.
- Cameron, L. (2001). *Teaching language to young learners*. Cambridge: Cambridge University Press.
- Canale, M. & Swain, M. (1980). Theoretical basis of communicative approach to second language teaching and testing. *Applied linguistics* 1,(10), 1-47.
- Carrasquillo, A.L. (1994). *Teaching English as a second language: a resource guide*. New York: Garland Publishing.
- Chalmer, A. (1982). *What is this called science?* Queensland: University of Queensland.
- Chaney, A.L. & Burk, T.L. (1998). *Teaching oral communication in Grades K-8*. Boston: Alley & Bacon.
- Chaulagain, A. (2009). *English teachers' perception on communicative language teaching*. An Unpublished Masters' Dissertation. Kathmandu.
- Cillers, P. (1998). *Complexity and postmodern: understanding complex system*. London: Routledge.

- Cohen, L, Manion, L & Morrison, K. (2005). *Research methods in education*. London: Routledge.
- Cohen. L, Manion. L & Morrison. K. (2007). *Research methods in education* (6th ed). London & New York: Routledge Falmer
- Creswell, J. W. (2003). *Research design*. London: Sage Publication Ltd.
- Creswell, J.W. (2003). *Research design* (2nd ed). India, Sage Publication.
- Cross, D. (2003). *A practical handbook of language teaching* (2nd ed). London: Prentice Hall.
- Cruttenden, A. (1980). *Intonation*. Cambridge: Cambridge University Press.
- Curriculum Development Centre (CDC), Nepal. (2007). *Grade 10 English curriculum*.  
*Sanothimi* : Author.
- Denzin, K.N. & Lincoln, S.Y. (2000). *The SAGE handbook of qualitative research* (2nd ed). London: Sage Publication.
- Doff, A. (1988). *Teach English: a training course for teachers*. Cambridge: Cambridge University Press.
- Douglas, D. (2010). *Language testing*. London: Hodder Education.
- Duff, A. (1989). *Translation*. Oxford: Oxford University Press.
- Elliott, J & Awasthi, L. D. (1990). *Introduction to language teaching method and approaches*. Kathmandu: Ratna Pustak Bhandar.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Emmerson, P & Hamilton, N. (2005). *Five-minute activities for business English*. Cambridge: Cambridge University Press.

- Falk, J. (1978). *Linguistic and language: a survey of basic concepts and implication* (2nd ed). John Wiley and Sons.
- Fernandez, L. & Coil, A. (1986). Drama in the classroom. *Practical Teaching* 6 (3), 18-21.
- Gass, S.M. & Selinker, L. (2008). *Second language acquisition, an introductory course* (3rd ed). New York, Routledge.
- Giri, R.A. (2010). *English language teachers' resource centre: a model for developing contexts*. *Journal of NELTA* 15,(1-2), 64-77.
- Giri, R.A. (1981). *A comparative study of English language proficiency of the students of grade ten in the secondary school of Doti and Kathmandu*. An Unpublished Master's Dissertation, TU, Kathmandu.
- Given, L.M (Ed). (2008). *The sage encyclopedia of qualitative research methods*. New Delhi: Sage Publication.
- Hadfield, J & Hadfield, C. (2008). *Introduction to teaching English*. Oxford: Oxford University Press.
- Hanks, P. (Ed) (1979). *Collins dictionary of English language*. Glasgow: Harper Collins.
- Harmer, J. (1998). *How to teach English*. New Delhi: Dorling Kindersley.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed). London: Pearson Longman.
- Harmer, J. (2008). *The practice of English language teaching*. London: Pearson Longman.
- Harris, P.D. (1969). *Teaching English as a second language*. New York: McGraw-Hill.
- Haycraft, J. (1978). *An introduction to English language teaching*. London: Longman.



- Heylighen, F. (1997). ‘Publication on complex, evaluation system: a citation- based survey’, *complexity* 2,(5), 31-36. Accessed on 20<sup>th</sup> April 2011 from <http://pespmc1.vub.ac.be/ECCO/ECCO-Papers/SONS.pdf>
- Heylighen, F. (2000). Foundation and methodology for an evolutionary worldview: ‘a review of the principia cybernetic project. *Foundation of Science*, 5, 457-490. Accessed on 24<sup>th</sup> April, 2011 from <http://pespmc1.vub.ac.be/Papers/PCPworldview-FOS.pdf>
- Hjelt, M.C. & Stewart, G.C. (1988). *Teaching English language to speakers of other language: a guide for the volunteer teacher*. New York: New Reader Press.
- Holden, S. (1981). *Drama in language teaching*. England: Longman.
- Houser, J. (2008). *Nursing research: reading , using and creating evidence*. London: Jones and Bartlett Publishers.
- Hughes, A. (1989). *Testing for language teachers*. Cambridge: Cambridge University Press.
- Hymes, D. (1971). *On communicative competence*. Philadelphia: University of Pennsylvania Press.
- Jensen, D. (2008). ‘Credibility’ in Given, L.M (Ed) *The sage encyclopedia of qualitative research method.*, Thousand Oaks, SAGE Publication.
- Joyce, B. & Weil, M (Eds). (2000). *Models of teaching*. Bosten: Allyn and Bacon.
- Kaplan, A. (1973). *The conduct of inquiry*. Aylesbury: Intertext Books.
- Khaniya, T.R. (2005). *Examination for enhanced learning*. Lalitpur: Millennium Publication.

- Kothari, C.R. (2004). *Research methodology methods and techniques* (2nd ed). Delhi: New Age International Publishers.
- Krashen, S & Terrell, T. (1983). *The natural approach: language acquisition in the classroom*. Oxford: Pergaman.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergaman.
- Krashen, S.D. (1985). *The input hypothesis: issues and implications*. London: Longman
- Krishnan, S.S. (1987). *Instructional media for education and training*. Delhi: Asian Publication.
- Kumar, R. (2009). *Research methodology*. Australia: Dorling Kindersley Pvt. Ltd.
- Kumar, R. (2009). *Research methodology: a step by step guide for beginners*. New Delhi, Dorling Kindersley (India) Pvt Ltd.
- Larsen-freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- LeCompte, M & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2nd ed). London : Academic Press.
- Lichtman, M. (2010). *Qualitative research in education: a user friendly guide*. Teller Road: Sage Publication, Inc.
- Lightbown, P.M. & Spada, N. (2006). *How languages are learned* (3rd ed). Oxford:Oxford University Press.
- Lincoln, S.Y & Guba, G. F. (1989). *Fourth generation evaluation*. London: Sage Publication.

- Littlewood, W. (1981). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Livingstone, C. (1983). *Role play in language learning*. Singapore: Longman.
- Lopez, C.D. (1989). The role of the teacher in today's language classroom. *English teaching forum* 27,(3),10-14.
- Maley, A. & Duff, A. (1978). *Drama techniques in language learning*. Cambridge: Cambridge University Press.
- Maxwell, J.A. (1998). Designing a qualitative study. In Bickman, L & Rog, D.J (Eds) *handbook of applied social research methods*. Thousand Oaks, CA: Sage.
- McDaniel, K.N. (2000). Four elements of successful historical role-playing in the classroom. *History Teacher* 33,(3), 199-210.
- McNiff, J, Lomax, P & Whitehead, J. (2003). *You and your action research project*. Oxmon: Routledge Falmer
- Mordecoi, J. (1985). Drama and second language. *Spoken English* 18,(2), 12-15.
- Mulling, S.S. (1997). Getting them to talk, communicative activities for the ESOL.  
Retrieved on 26<sup>th</sup> April 2011 <http://www.eric.ed.gov/PDFS/ED409731.pdf>
- Munby, J. (1979). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Nunan, D. (1992). *Research method in language learning*. Cambridge: Cambridge University
- Nunan, D. (1991). *Language teaching methodology*. Hemel Hempstead: Prentice Hall.
- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.

- Nykiel, R.A. (2007). *Handbook of marketing research methodologies for hospitality and Tourism*. Aliee Street: The Haworth Press.
- Oberle, A.P. (2004). Understanding public and management through role playing. *Journal of Geography* 103,(5), 199-210.
- Oli, G. (2003). *A study on the proficiency of grade 9 Students*. An Unpublished Masters' Dissertation, TU, Kathmandu, Nepal.
- Opie, C. (2004). *Doing educational research*. New Delhi: Vistaar Publications.
- Pandey, B. (1996). *Teaching English: theory of methods*. Kathmandu: M.K Publishers & Distributors.
- Pandey, M. (2007). *Teaching speaking at the secondary level: an analysis of classroom activities*. An Unpublished Masters' Dissertation, Kathmandu.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. London: Sage Publications.
- Paudel, L.K. (1996). *Teaching speaking skill at the proficiency certificate level of TU*. Unpublished Masters' Dissertation, Kathmandu, Nepal.
- Phyak, B.P. & Sharma, B.K. (2006). *Teaching English language*. Kathmandu: Sunlight Publication.
- Pokherel, B.R. (2007). *Applied linguistic*. Kathmandu: Jupiter Publication
- Pokherl, T.P. (2000). *Teaching communicative function inductively and deductively*. An Unpublished Masters' Dissertation, Kathmandu, Nepal.
- Pokhrel, B.R. (2006). *Language testing*. Kathmandu. Jupiter Publisher.
- Poorman, P.B. (2002). Biography and role playing: fostering empathy in abnormal psychology. *Teaching of psychology* 29(1), 32-36.

- Richards, J.C. & Schmidt, R. (1985). *Longman dictionary of language teaching and applied linguistics* (3rd ed). Edinburgh: Pearson Education Limited.
- Richards, K. (2003) *Qualitative inquiry in TESOL*. London: Macmillian Publication.
- Richards, J.C. & Renandya, W.A (Eds) (2010). *Methodology in language teaching, an anthology of current practice*. New Delhi: Cambridge University Press.
- Richards, J.C. & Rodgers, T.S. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Ritchie, J & Lewis, J. (2003). *Qualitative research practice*. London: Sage Publication Ltd.
- Rosser, R. & Bolitho, R (Eds). (1990). *Currents of change in English Language teaching*. Oxford: Oxford University Press.
- Saraswathi, V. (2004). *English language teaching: principle and practice*. Chennai: Orient longman
- Savignon, S.J. (2002). Communicative language teaching: linguistic theory and classroom practice, 'In S.J. Savignon (Ed), *interpreting communicative language teaching*. New Haven: Yale University Press.
- Schutz, A. (1973). *Collected papers I: the problem of social reality*. The Hague: Martinus Nijhoff.
- Schwandt, T.A. (1994). Constructivist, interpretivist approaches to human inquiry, in Denzin, N.K and Lincoln, Y.S (Eds) *Handbook of qualitative research*. Newbury, C.A
- Sharma, B.K. (2007). Mother tongue use in English classroom. *Journal of NELTA* 11,(1-2), 80-87.

- Shrestha, S. (2007). *Learning and teaching through communicative approach: reflective inquiry on my experience*. An Unpublished Masters' Dissertation, Kathmandu, Nepal.
- Snow, D. (1996). *More than a native speaker*, Alexandria, Virginia: TESOL, Inc,
- Thompson, G. (1996). Some misconceptions about communicative language teaching. *ELT Journal* 50,(1), (9-15).
- Stern, S. (1980). 'Why drama works' a psychological perspectives, In OILER, Jr. J.W & Richard Amato. PA (Eds) *Methods that work*. Rowley: Newbury House Publication.
- Subedi, L.H. (2010). *English language teaching method*. Kathmandu: Pradhan Book House.
- Subedi, M. (2009). *Developing speaking proficiency of grade 10 students*. An Unpublished Masters' Dissertation, KU, Nepal.
- Tickoo, M.L. (2007). *Teaching and learning English*. Hyderabad: Orient Longman.
- Timsina, H.P. (2000). *High school level English teaching through communicative approach*. Unpublished Masters' Dissertation, Kathmandu, Nepal.
- Ur, P. (1996). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.
- Ur, P. (1999). *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press.
- Venkateswaran, S. (1995). *Principles of teaching English*. Bangalore: Vikas Publishing House.

- Verghese, C.P. (1989). *Teaching English as a second language*. New Delhi: Sterling Publisher Pvt. Ltd.
- Waldrop, M.M. (1992). *Complexity: the emerging science at the edge of order and chaos*. London: Viking.
- Wiersma, W & Jurs, S. (2009). *Research method in education*. Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Willis, J. (1996). A flexible framework for task-based learning. In D. Willis and J. Willis (Eds.), *Challenge and change in language teaching* (52-62). Oxford: Heinemann English language teaching.
- Willis, J. W. (2007). *World view paradigms and the practice of social science research*. Thousand Oaks, CA: Sage.
- Wright, A, Betteridge, D & Buckby, M. (1984). *Games for language learning*. Cambridge, Cambridge University Press.
- Yadav, B.K. (2004). *Problems in teaching oral skill in English*. An Unpublished Masters' Dissertation, Kathmandu, Nepal.
- Yadav, Y.P and Shah, B.L. (2062). *English language teaching: theory and practice*. Kathmandu, Ratna Pustak Bhandar.
- Yadav, Y.P. (2004). *Theories of grammar*. Kathmandu: Students' Books Publishers.
- Zhengdong, Z. (1987). *Pedagogy of foreign language*. Chongqing: Chongqing Press.

APPENDICES



## APPENDIX 1

**Teacher Interview Schedule**

Name:

School:

Academic Qualification:

Teaching experience:

Present designation:

Date:

1. In your opinion, what is teaching speaking? What are the characteristics of speaking activity?
2. Can you tell few elements/components of teaching speaking skill?
3. What are the stages of speaking skill? What steps do you follow to teach speaking English? What sorts of speaking skill and teaching techniques do you use for teaching speaking skills? In which medium do you teach speaking skill?
4. Do you use drama, drilling, dialogues, information gap, communicative activities and language games techniques in teaching speaking?
5. Does the speaking exercise provoke the learners to be creative?
6. Is the teaching of pronunciation important for the learners? How do you teach pronunciation skill?
7. What are the major problems you are facing in teaching speaking skill to your students? What sorts of strategies are you implementing to solve the problems in your speaking class?

8. Motivation is the key factor of teaching/learning process? How do you motivate your students to involve in speaking activity?
9. Do your students hesitate while speaking in English? What can be done for encouraging the learners to speak English without hesitation in EFL classroom?
10. Do you think that the exercises ‘Have your say’ in the English text book of grade 10 are relevant, adequate and beneficial to develop English speaking skill?
11. What else are the various method, techniques and approaches that you are applying to promote English speaking skill in EFL class?
12. When and how often do you take test of speaking skill? Do you correct your students’ errors when they work in the classroom? If yes how? If not, why? How do you give feedback on their errors?
13. Do you have suitable suggestion for the developing speaking skill among students who hesitate while speaking English in EFL class?

## APPENDIX 2

**Student Interview Schedule**

Name of school:

Name of student:

Grade:

Date:

1. How do find your English period?
2. Do you understand your English teacher while teaching speaking?
3. In which medium does your teacher teach you English?
4. Does your English teacher encourage/motivate you to speak English?
5. Does your teacher use any other materials in speaking class? Does your teacher use cassette player, drama, language game, information gap, group/pair work techniques to teach speaking skill?
6. How many periods do you have for learning speaking in a week?
7. How much time do you get to practice speaking skill in English
8. Does your teacher correct your errors when you speak?
9. Who do you speak English in classroom with?
10. Do you feel uneasy while speaking English?
11. What are the reasons of your hesitations in speaking skill?
12. Why do you feel nervous while speaking English?
13. What are the psychological reasons behind that?
14. Does your teacher talk much or does he give much time for you/

15. When does your teacher take speaking test? When does your teacher correct your errors? How does your teacher provide feedback or the error committed?
16. How often do you listen English program on radio and watch TV?
17. What would be the proper way of learning and developing your English speaking skill?

## APPENDIX 3

**Teacher Observation Sheet**

Teacher's name:

Date:

Students No:

Grade:

Lesson:

Time:

Sub:

Period:

**1. Initiation of the lesson or scene setting**

a. Did the teacher use lesson plan? Did the teacher set scene? How?

.....

b. Was the lesson familiar to the students?

.....

c. Was the start of the lesson interesting? Were the students ready to learn?

.....

**2. Development of the lesson**

a. Was the lesson relevant to the students' interest?

.....

b. Was the presentation logical/psychological/ or haphazard?

.....

**3. Language**

a. Did the teacher use the target language?

.....

b. Was the teacher proficient in target language?

.....

c. Was the voice of the teacher clear?

.....

#### **4. Instructional materials**

a. Has the teacher used instructional materials? What were they? Were they relevant materials/appropriate?

.....

b. Did the teacher use audio-visual materials?

.....

#### **5. Teaching learning procedure**

a. Did the teacher give emphasis on the importance of speaking skill?

.....

b. Did he focus on the pronunciation skill?

.....

c. Which model did he use to teach speaking skill?

.....

d. What were the main speaking activities done in presentation-practice-production stage? Were they relevant?

.....

e. Which approach did the teacher use to take speaking skill?

.....

f. What kinds of strategies did he use to cope with the hesitation of the students while speaking?

.....

g. Did the teacher involve all the students in group work/pair work or information gap activities? What kinds of language games did he use to enhance speaking?

.....

h. Did the teacher use target language or mother tongue? Did he use any other supplementary materials except textbook?

.....

i. Did the teacher give enough time and exposure for the language development? If yes, how?

.....

j. Did the teacher test the speaking skill of the students? How?

.....

k. How did the teacher correct the errors of the students? Did he provide feedback to them? How?

.....

l. What evaluation system did the teacher adopt to assess the speaking skill?

.....

m. Did he encourage the students to speak? How did teacher motivate the students towards speaking?

.....

n. How much time did the teacher give the students to talk in target language? Was the ratio of TTT more than STT?

.....

o. Did the teacher recommend /suggest any other strategies to enhance speaking skill and to use different electronic means?

.....

Observer: