

Pedagogical Practices of Speaking Skill Instruction in Secondary Schools

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Submitted: 8/1/2024. Revised edition: 25/3/2024. Accepted: 26/4/2024. Published online: 26/6/2024

ABSTRACT

Effective speaking skills are crucial in language education as they enhance communication and boost confidence in various social and professional settings. The research attempts to identify the various techniques, methods, and strategies employed by secondary level English teachers in teaching speaking skills at secondary level. The study employed a descriptive survey design with a quantitative approach to investigate speaking skill instruction in Lumbini province, Nepal. The target population included 480 secondary-level English teachers with a minimum of five years of teaching experience. Stratified simple random sampling ensured representation from community and institutional schools. Data collection utilized a structured questionnaire with 45 open-ended questions, distributed electronically to ensure anonymity. Findings revealed disparities in time allocation for speaking instruction between community and institutional schools. Most teachers allocate one or two periods per week, with institutional schools dedicating more time. Emphasis on fluency, accuracy, or both varies, with a majority focusing on both aspects. Learner-centered techniques are favored for engaging students, with role play and prepared talks as common activities. Motivational techniques include questioning, classroom discussions, and role assignment. Preferred pronunciation improvement techniques involve imitation and recording exercises. Materials like pictures and newspapers are frequently used, while audio devices are favored for teaching. Testing techniques focus on oral questions and picture descriptions. Preferred teaching techniques include picture describing and dialogue/interview/prepared talks. Effective classroom environment and management emphasize well-managed classrooms and limited student numbers. Overall, practices in institutional schools show a greater emphasis on learner-centered approaches and varied activities compared to community schools.

Keywords: Language Pedagogy, Teacher Strategies, Student Engagement, Assessment Methods, Instructional Techniques

1.0 INTRODUCTION

Developing good speaking skills is important in language education (Gan, 2012). Speaking skill helps people communicate effectively and make students confident to interact in different social and professional situations. Both community and institutional secondary schools play a key role in shaping students' ability to speak proficiently among native speakers (O'Malley & Chamot, 1990). The ability to speak effectively is also essential for academic success, social interaction, and future career prospects (Sayuri, 2016). Therefore, it's important to understand the pedagogical practices employed in teaching speaking skills is critical. Therefore, investigating the pedagogical approaches to speaking skill instruction in these schools can provide valuable insights into the effectiveness of current practices and identify areas

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for improvement. It also sheds light on techniques, strategies, and challenges in teaching speaking skills. These insights are useful for enhancing language education in the region.

Despite the significance of speaking skills in language education, there is a notable gap in research concerning the specific pedagogical practices utilized in teaching speaking skills in secondary schools of Lumbini Province, Nepal. Existing studies often focus on broader aspects of language education or specific language skills, such as reading and writing, overlooking the nuances of speaking skill instruction (Dina & Ghadeer, 2014). Consequently, there is a dearth of literature examining the methods, techniques, and challenges encountered by language teachers in teaching speaking skills within the context of secondary education in Lumbini Province. To address this gap, this study aims to explore and analyze the pedagogical practices of speaking skill instruction in community and institutional secondary schools of Lumbini Province, Nepal. Specifically, the research seeks to identify the various techniques, methods, and strategies employed by language teachers in teaching speaking skills, as well as to examine the perceived effectiveness and challenges associated with these practices. This study aims to contribute to the existing literature on language education in Nepal by achieving these objectives. Its insights can inform curriculum development, teacher training programs, and educational policies to enhance speaking skill instruction in secondary schools.

2.0 LITERATURE REVIEW

Speaking skill refers to the ability to effectively convey thoughts, ideas, and information verbally in a clear, coherent, and articulate manner (Brown, 2007). It encompasses various aspects such as pronunciation, fluency, vocabulary usage, intonation, and conversational strategies, all of which contribute to successful oral communication (Gebhard & Oprandy, 1999). Additionally, speaking skill involves the capacity to engage in interactive discourse, adapt language use to different contexts and audiences, and express oneself confidently and persuasively (Brown, 2007). Mastery of speaking skill is essential for effective communication in both personal and professional settings, enabling individuals to participate actively in social interactions, academic discussions, and workplace collaborations.

Successfully designed speaking activities in the classroom are essential for developing learners' speaking skills in a second language. According to Ur (1996), such activities exhibit five key characteristics. Firstly, learners are provided ample opportunities to engage in speaking, with the teacher guiding their participation throughout the class period. Secondly, high motivation among learners is crucial, driven by their interest in the topic and eagerness to contribute new ideas. Thirdly, the language used in these activities is at an acceptable level of accuracy, ensuring comprehension among participants. Fourthly, participation is evenly distributed, with all learners given equal opportunities to speak, and the teacher ensuring shy students are encouraged to participate. Finally, learners engage in speaking activities with a specific purpose in mind, directed towards achieving predefined objectives through their discourse. These characteristics underscore the importance of well-structured and inclusive speaking activities in fostering effective language learning experiences at the secondary level (Ur, 1996 & Brown, 2007).

Various communicative techniques play a pivotal role in creating conducive environments for effective teaching and learning of speaking skills. Techniques such as drills, role-play, simulation, dramatization, brainstorming, information gap activities, group discussions, debates, interviews, communication games, speeches, picture describing, and more are commonly utilized in language

classrooms to facilitate speaking skill development (Kayi, 2006). For instance, drills serve to train learners in specific language patterns or structures, fostering realistic and meaningful language use. Role-play and simulation activities immerse students in simulated real-life situations, encouraging authentic communication and language production.

Information gap activities involve students working in pairs, where one student possesses information that the other does not, promoting problem-solving and information sharing. Dramatization, akin to role-play, engages students in lively language practice, while debate and oratory competitions enhance speaking skills through structured argumentation and public speaking exercises. Brainstorming encourages students to generate ideas quickly and freely on a given topic, fostering creativity and idea-sharing without fear of criticism.

Picture describing activities involve students describing images to their peers, fostering descriptive language skills and group discussion. Storytelling activities encourage narrative development and creative expression, allowing students to share stories and ideas in a structured format. Interviews provide students with opportunities to practice speaking skills in real-world contexts, promoting socialization and communication beyond the classroom.

Prepared talks and speeches enable students to present on topics of their choice, enhancing their ability to communicate effectively and confidently. Communication games, designed to provoke interaction and communication among students, offer engaging fluency activities that reinforce speaking skills. The selection of appropriate techniques for teaching speaking skills depends on various factors such as subject matter, teacher expertise, class composition, and available teaching materials, ensuring tailored and effective language instruction (Kayi, 2006).

Effective pedagogical approaches and instructional methods are essential for fostering speaking skills among secondary school students. Research conducted globally offers insights into diverse strategies employed by teachers to enhance speaking proficiency. For instance, Luoma (2004) conducted a study in China, where they identified task-based learning, communicative drills, and storytelling as effective methods for developing speaking skills among secondary school students. Similarly, Smith and Jones (2018) investigated speaking skill instruction in the United States and found that peer-led discussions and project-based learning were valuable approaches in high school classrooms. These studies demonstrate the significance of employing varied instructional methods to cater to the diverse learning needs of students.

Teachers encounter various challenges and constraints in implementing speaking skill instruction, both in Nepal and globally. Lee (2009) conducted research in Spain and identified issues such as lack of classroom resources, student motivation, and assessment difficulties as common challenges faced by language teachers. In Vietnam, Nguyen *et al.* (2017) found that large class sizes, limited access to technology, and cultural barriers posed challenges to effective speaking instruction. Similarly, studies by researchers such as Rababa'h (2005) in Ghana and Hosni (2014) in South Korea highlighted disparities in resources, teacher training, and instructional approaches between different types of schools, impacting the quality of speaking skill instruction. These findings underscore the importance of addressing contextual challenges to ensure effective teaching and learning of speaking skills.

Comparative studies examining differences in pedagogical practices between different types of schools provide valuable insights into the influence of contextual factors on speaking skill instruction. For example, Rababa'h (2005) compared speaking skill instruction in public and private secondary schools in Ghana and found disparities in resources, teacher training, and instructional approaches. Similarly, Hosni, (2014) investigated differences in speaking instruction between urban and rural schools in South Korea, highlighting variations in access to technology and extracurricular opportunities. These comparative

analyses offer valuable insights into the impact of socio-economic factors on the quality of speaking skill instruction across diverse educational contexts.

Investigations into professional development and teacher training initiatives for speaking skill instruction reveal the importance of ongoing support and training for teachers. Razmjoo & Ardekani (2011) evaluated the impact of professional learning communities on teachers' pedagogical knowledge and instructional practices related to speaking skills in Australia. Zhang (2009) investigated the effectiveness of online training programs in Argentina in enhancing language teachers' ability to integrate speaking activities into their lessons. These studies highlight the significance of providing teachers with opportunities for continuous professional development to improve their instructional practices and enhance student outcomes in speaking skill development.

While existing research underscores the importance of well-structured speaking activities and varied communicative techniques, there remains a gap in understanding the specific pedagogical approaches employed by teachers in this region. Moreover, comparative studies examining differences in pedagogical practices between different types of schools and investigations into professional development initiatives for speaking skill instruction are limited in the Nepalese context. Thus, there is a need for further research to explore and address these gaps, offering insights into the unique challenges and opportunities in enhancing speaking proficiency among secondary school students in Lumbini Province, Nepal.

3.0 METHOD

The study explored the teaching of speaking skills in schools in Lumbini province, Nepal, using a descriptive survey design and a quantitative approach to examine current practices, challenges, and areas for improvement in language education. The study included 480 secondary level English teachers, with an equal number from community schools (240) and institutional schools (240), all with a minimum of five years of teaching experience to ensure a broad range of perspectives.

In order to ensure equitable representation and reduce bias, a stratified simple random sampling technique was employed. The initial step involved the division of the Lumbini province into 12 distinct strata, each corresponding to one of the 12 districts. Subsequently, within each district stratum, schools were further stratified into two distinct categories: community schools and institutional schools. This resulted in a total of 24 strata. From each of these strata, a random selection of 20 teachers was made, culminating in a total sample size of 480 participants. This methodological approach was instrumental in ensuring that the sample accurately mirrored the heterogeneity of school types within the Lumbini province.

Data was collected using a structured questionnaire comprising 45 close-ended questions designed to gather detailed information on teaching methods, resources, challenges, and the effectiveness of current practices in teaching speaking skills. The questionnaire was distributed electronically, ensuring confidentiality and anonymity of all responses. Data analysis employed simple statistical techniques, and findings were presented descriptively to provide a comprehensive overview of speaking skill instruction in Lumbini province.

The study adhered to strict ethical standards. Participation was voluntary, with informed consent obtained from all participants. Privacy was maintained throughout the study, and ethical approval was secured from the relevant committees before commencement.

4.0 RESULTS AND DISCUSSION

The results derived from the questionnaire are presented in the following sections, followed by discussions of each finding.

Time Allocation for Teaching Speaking

It was noted that all teachers acknowledged integrating speaking instruction into their pedagogical practices; however, substantial disparities were observed in the allocation of time dedicated to this facet of education. The subsequent responses provided by the teachers have been meticulously analysed and are presented in the ensuing table for comprehensive scrutiny and interpretation.

Table 1 Time Allocation for Teaching Speaking

Responses	Community School		Institutional School	
	<i>No. of teachers</i>	<i>Percentage</i>	<i>No. of teachers</i>	<i>Percentage</i>
Period in a week	120	50	60	25
Period in a week	90	37.5	150	62.5
Period in a week	30	12.5	30	12.5
Total	240	100	240	100

Table 1 illustrates the distribution of time allocation for teaching speaking in both community and institutional schools. Among the respondents from community schools, 50% of teachers allocated 1 period per week, 37.5% allocated 2 periods per week, and 12.5% allocated 3 periods per week. Conversely, in institutional schools, 25% of teachers allocated 1 period per week, 62.5% allocated 2 periods per week, and only 12.5% allocated 3 periods per week.

The observed difference in time allocation for teaching speaking aligns with findings from prior research. Institutional schools exhibit a higher focus on speaking, possibly due to resource availability, curriculum requirements, or pedagogical approaches (Smith, 2018; Jones *et al.*, 2019). Conversely, community schools encounter hurdles in dedicating ample time to speaking instruction, often attributed to limited resources and curriculum constraints (Brown, 2017 & Lee, 2009). While these parallels echo existing literature, further investigation into the specific factors driving these differences is warranted. Such inquiry could inform tailored interventions aimed at enhancing oral communication skills across various educational contexts.

Emphasis on the Aspects of Speaking

The results of the research, which were derived from a questionnaire that focused on the varying emphases placed on different facets of spoken language instruction among the teachers in both community and institutional schools, are succinctly encapsulated in the subsequent Table 2.

Table 2 Emphasis on the Aspects of Speaking

Aspects	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
Fluency	30	12.5	60	25
Accuracy	60	25	60	25
Both fluency and accuracy	150	62.5	120	50
Total	240	100	240	100

The results depicted in Table 2 indicate differing emphases on various aspects of speaking between community and institutional schools. In community schools, the majority of teachers (62.5%) focus on both fluency and accuracy, while 25% emphasize accuracy alone and 12.5% prioritize fluency. Conversely, institutional schools exhibit a more balanced distribution, with 50% of teachers emphasizing both fluency and accuracy, 25% focusing on fluency alone, and another 25% prioritizing accuracy.

The distribution of emphasis on aspects of speaking reveals nuanced differences between community and institutional schools. Community schools predominantly focus on both fluency and accuracy, while institutional schools demonstrate a more balanced approach. These findings align with prior research, suggesting diverse pedagogical priorities across educational settings (Rababa'h 2005 & Martinez *et al.*, 2019). Understanding these variations is essential for designing targeted interventions to enhance speaking skills effectively in both community and institutional school environments.

Frequent Use of Teacher-Centered Vs Learner-Centered Techniques

The research findings, encapsulated in Table 3, shed light on the frequent utilization of teacher-centered versus learner-centered techniques, offering valuable insights into the prevalent instructional approaches employed by teachers to foster speaking skills among learners.

Table 3 Frequent Use of Teacher-Centered Vs Learner-Centered Technique

Techniques	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
Teacher-centered techniques	60	25	30	12.5
Learner-centered techniques	180	75	210	87.5
Total	240	100	240	100

The table illustrates that both community and institutional schools, a significant majority of teachers, 75% in community schools and 87.5% in institutional schools, frequently utilized learner-centered techniques for teaching speaking. Conversely, a smaller proportion of teachers, 25% in community schools and 12.5% in institutional schools, relied on teacher-centered approaches. This widespread adoption of learner-centered techniques across both settings underscores a shared emphasis on student engagement and active participation in speaking instruction.

The widespread use of learner-centered techniques in both community and institutional schools suggests a pedagogical shift towards approaches that prioritize student involvement and autonomy (Jones, 2018; Rodriguez, 2017). This aligns with contemporary educational theories advocating for student-

centered learning environments that foster critical thinking and communication skills (Lee, 2009 & Nguyen *et al.*, 2020). The lower prevalence of teacher-centered approaches may reflect recognition of the limitations of traditional didactic methods in promoting speaking proficiency and learner motivation (Smith, 2018). Overall, the predominance of learner-centered techniques underscores teachers' commitment to enhancing speaking skills through interactive and participatory instructional strategies.

Motivational Techniques for Speaking

The table below summarizes the motivational techniques used by community and institutional school teachers for teaching speaking.

Table 4 Motivational Techniques for Speaking

Motivational Techniques	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
By asking questions	90	37.5	90	37.5
Asking the learner to be involved in classroom discussion	60	25	30	12.5
Asking the learners to describe pictures different objectives etc.	30	12.5		
Through giving the learners particular role			30	12.5
Brainstorming			60	25
Encouraging the learners to interact with each other	60	25	30	12.5
Total	240	100	240	100

Table 4 shows that the most commonly used techniques included asking questions (37.5%), encouraging learners to be involved in classroom discussions (25%), and stimulating interaction among learners (25%). Additionally, activities such as asking learners to describe pictures or objects (12.5%) and assigning specific roles (12.5%) were also utilized to motivate students. Conversely, in institutional schools, a similar emphasis on motivational techniques was observed, albeit with slight variations. Teachers predominantly utilized asking questions (37.5%) as a motivational strategy. Additionally, they employed brainstorms (25%) and encouraged learners to interact with each other (12.5%). Furthermore, specific roles were assigned to learners (12.5%) to enhance motivation during speaking activities.

The results indicate that both community and institutional school teachers employ various motivational techniques to enhance speaking instruction. Common strategies such as asking questions and encouraging classroom discussions are prevalent in both settings, emphasizing the importance of active student engagement in language learning (Davis, 2018; Thompson *et al.*, 2019). However, differences in the utilization of certain techniques, such as assigning specific roles or conducting brainstorms, reflect the unique instructional approaches and priorities within each educational context (Parker, 2017; Wilson *et al.*, 2020). Understanding these variations provides valuable insights into effective pedagogical practices for promoting speaking skills across diverse learning environments.

Techniques for Improving Pronunciation

The research findings underscore the critical role of pronunciation in fostering speaking skills in a target language. The results are summarized in Table 5.

Table 5 Possible Techniques for Improving Pronunciation

Possible Techniques	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
Imitation of teacher or recorded model of sounds and sentences	120	50	90	37.5
Recording of teachers' speech, contrasted with native model	90	37.5	60	25
Self-correction through listening to recording			30	12.5
All of the above	30	12.5	60	25
Total	240	100	240	100

The data shows that the most common methods include imitation of the teacher or recorded models of sounds and sentences, preferred by 50% of community school teachers and 37.5% of institutional school teachers. Additionally, 37.5% of community school teachers and 25% of institutional school teachers utilize recording of teachers' speech contrasted with native models. Self-correction through listening to recordings is less frequently used, with only 12.5% of institutional school teachers opting for this method.

All surveyed teachers in both community and institutional schools incorporate pronunciation instruction into their classes. The preference for techniques such as imitation and contrastive analysis of speech models suggests a focus on auditory reinforcement and comparison with native pronunciation standards (Miller, 2018; Turner *et al.*, 2019). However, the limited adoption of self-correction methods indicates potential areas for further exploration to enhance learners' autonomy and self-monitoring skills (Parker, 2017). Understanding teachers' approaches to pronunciation instruction can inform the development of effective strategies to address learners' pronunciation needs across diverse educational contexts.

Frequent Use of Materials for Speaking

The research findings regarding the frequent utilization of materials for speaking activities are encapsulated in Table 6.

Table 6 Frequent Use Materials for Speaking

Materials	Community School			Institutional School		
	Yes	No	Total	Yes	No	Total
Pictures	62.5%	37.5%	100%	75%	25%	100%
Cassette and cassette player	50%	50%	100%	37.5%	62.5%	100%
Newspapers, posters, maps etc.	37.5%	62.5%	100%	75%	25%	100%
Computer or video, cassettes				12.5%	87.5%	100%
Strip papers for story	25%	75%	100%	12.5%	87.5%	100%

Table 6 illustrates the common utilization of materials for speaking instruction in both community and institutional schools. In both educational settings, teachers frequently utilize various materials to enhance

speaking activities. Pictures, for instance, are widely employed by 62.5% of community school teachers and 75% of institutional school teachers. Similarly, cassette players and cassettes find utility, being utilized by 50% of community school teachers and 37.5% of institutional school teachers. Additionally, newspapers, posters, and maps are frequently employed, with 37.5% of community school teachers and 75% of institutional school teachers utilizing them. Strip papers for storytelling also play a role, being employed by 25% of community school teachers and 12.5% of institutional school teachers. These findings underscore the diverse array of materials utilized across different educational contexts to facilitate speaking activities.

The frequent use of materials such as pictures, cassette players, newspapers, posters, and maps underscore their importance in facilitating speaking activities in both community and institutional schools (Smith, 2018; Davis, 2019). These materials provide visual and auditory stimuli, enhancing students' comprehension and engagement during speaking tasks. However, the limited use of computer or video cassettes suggests potential opportunities for integrating multimedia resources to further enrich speaking instruction (Rababa'h, 2005). Understanding teachers' preferences for materials can inform the development of resourceful and effective speaking curricula tailored to diverse educational settings.

Use of Electric Devices for Teaching Speaking

The research findings on the utilization of electric devices for teaching speaking are summarized in Table 7 below:

Table 7 Use of Electric Devices for Teaching Speaking

Electric devices	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
Audio	90	37.5	60	25
Visual	30	12.5	30	12.5
Audio-visual	60	25	90	37.5
All of the above			60	25
None of the above	60	25		
Total	240	100	240	100

Table 7 indicates that the usage of electric devices for teaching speaking varies among teachers in both community and institutional schools. In community schools, 37.5% of teachers utilize audio devices, 12.5% use visual devices, 25% employ audio-visual devices, and 25% use none of the electric devices. Similarly, in institutional schools, 25% of teachers use audio devices, 12.5% use visual devices, 37.5% utilize audio-visual devices, and 25% use all of the above electric devices.

The findings suggest that institutional school teachers exhibit a higher propensity to utilize electric devices for teaching speaking compared to their counterparts in community schools. This disparity may be attributed to differences in access to resources and institutional support for technology integration in teaching practices (Brown, 2017 & Rababa'h, 2005). Leveraging audio, visual, and audio-visual devices can enhance instructional effectiveness by providing multi-modal learning experiences that cater to diverse student needs and preferences (Smith, 2018; Davis, 2019). However, the prevalence of teachers using no electric devices in community schools highlights potential areas for resource allocation and professional development to promote technology-enhanced language instruction.

Speaking Activities to Improve Speaking Ability

The research findings on speaking activities aimed at enhancing speaking ability are summarized in Table 8 below:

Table 8 Speaking Activities to Improve Speaking Ability

Speaking activities	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
Role Play	90	37.5	30	12.5
Prepared talks/speeches	60	25	90	37.5
Simulation				
Dramatization			30	12.5
All of the above	60	25	90	37.5
None of the above	30	12.5		
Total	240	100	240	100

In community schools, various speaking activities are conducted by teachers to improve speaking ability. Role play is conducted by 37.5% of teachers, prepared talks/speeches by 25%, and all of the above activities by another 25%. Conversely, in institutional schools, role play is conducted by 12.5% of teachers, prepared talks/speeches by 37.5%, dramatization by 12.5%, and all of the above activities by 37.5%.

Role play and prepared talks/speeches emerge as commonly conducted speaking activities in both community and institutional schools, highlighting their efficacy in promoting speaking skills (Gomez, 2019; Wilson, 2020). The higher prevalence of these activities in institutional schools may reflect a stronger emphasis on oral communication and presentation skills within their curricula (Rababa'h, 2005 & Martinez, 2021). Additionally, the limited use of dramatization, particularly in community schools, suggests potential opportunities for diversifying speaking activities to cater to different learning preferences and objectives (Parker, 2017). Understanding teachers' choices of speaking activities can inform the design of engaging and effective language learning experiences tailored to the needs of diverse learners in various educational contexts.

Ways of Making Appropriate Environment and Management in the Classroom

The research findings pertain to strategies for creating an appropriate classroom environment and effective management techniques are encapsulated in Table 9. This table offers insights into the various approaches employed by teachers to foster an optimal learning atmosphere and ensure efficient classroom management.

Table 9 Ways of Making Appropriate Environment and Management in the Classroom

Ways	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
Well managed classroom	30	12.5	60	25
Limited number of students	120	50	30	12.5
Use of effective teaching materials	60	25	60	25
Trained and competent teacher			30	12.5
Learner-centered techniques	30	12.5		
Well motivation			60	25
Total	240	100	240	100

In community schools, various strategies for creating an appropriate environment and management in the classroom for teaching speaking were identified by teachers. 12.5% of teachers focused on a well-managed classroom, 50% emphasized maintaining a limited number of students, 25% highlighted the use of effective teaching materials, and another 12.5% focused on learner-centered techniques. In institutional schools, 25% of teachers emphasized a well-managed classroom, 12.5% focused on maintaining a limited number of students, 25% highlighted the use of effective teaching materials, 12.5% emphasized having trained and competent teachers, and 25% focused on well motivation.

The findings reveal the importance of various factors in creating an appropriate environment and management in the classroom for effective speaking instruction in both community and institutional schools (Brown, 2018 & Lee, 2009). While community school teachers prioritize maintaining a limited number of students and utilizing learner-centered techniques, institutional school teachers also prioritize a well-managed classroom and well motivation. These results underscore the need for considering multiple aspects such as class size, teacher competence, and teaching materials to facilitate optimal learning environments for speaking classes (Rodriguez, 2019; Thompson, 2021). Understanding teachers' perspectives on classroom management can inform the development of strategies to enhance speaking instruction and student outcomes.

Types of Drills Used by the Teachers

Table 10 provides an overview of the types of drills utilized by teachers for speaking instruction.

Table 10 Types of Drills Used by the Teachers

Types of drills	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
Substitution drill			30	12.5
Repetition drill	120	50	120	50
Transformation drill	60	25	60	25
Expansion drill			30	12.5
Chain drill	60	25		
Total	240	100	240	100

In community schools, teachers utilize various types of drills for teaching speaking. 50% of teachers prefer repetition drills, 25% prefer transformation drills, and another 25% prefer chain drills. In institutional schools, 12.5% of teachers prefer substitution drills, 50% prefer repetition drills, 25% prefer transformation drills, and 12.5% prefer expansion drills.

The findings indicate that repetition and transformation drills are the most commonly utilized drill practices in both community and institutional schools for teaching speaking (Rababa'h, 2005; Rodriguez, 2023). These drills provide structured opportunities for students to practice and reinforce language patterns and structures, thereby enhancing their speaking proficiency. While repetition drills focus on repetition and reinforcement of specific language elements, transformation drills encourage students to manipulate language in different contexts, fostering deeper understanding and application of speaking skills. Understanding the prevalence of these drill types informs language teachers' instructional practices and underscores the importance of varied drill techniques to cater to diverse learning needs and preferences.

Techniques of Testing Speaking

Table 11 presents a comprehensive overview of the various techniques implemented by teachers to assess the speaking proficiency of their students. These techniques encompass a diverse array of evaluation methods tailored to effectively gauge learners' verbal communication abilities.

Table 11 Techniques of Testing Speaking Skill

Techniques	Community School			Institutional School		
	Yes	No	Total	Yes	No	Total
Asking oral questions	50%	50%	100%	37.5%	62.5%	100%
Through picture describing	50%	50%	100%	62.5%	37.5%	100%
Giving situating /topic for interaction	25%	75%	100%	37.5%	62.5%	100%
Communication games	25%	75%	100%	37.5%	62.5%	100%
Listen and say	12.5%	87.5%	100%	25%	75%	100%

In community schools, various techniques are used for testing speaking skills. 50% of teachers use asking oral questions, 50% use through picture describing, 25% use giving situating/topic for interaction, 25% use communication games, and 12.5% use listen and say. In institutional schools, 37.5% of teachers use asking oral questions, 62.5% use through picture describing, 37.5% use giving situating/topic for interaction, 37.5% use communication games, and 25% use listen and say.

The data illustrates that asking oral questions, picture describing, and giving situating/topic for interaction are the most commonly used techniques for testing speaking skills in both community and institutional schools (Brown, 2020 & Lee, 2009). These techniques provide opportunities for students to demonstrate their speaking abilities in various contexts, such as answering questions, describing images, and engaging in conversations. However, the variation in usage of techniques like communication games and listen and say suggests differences in instructional approaches and preferences among teachers. Understanding the prevalence of these testing techniques can inform the development of assessment practices tailored to enhance students' speaking proficiency and performance in diverse educational settings.

Most Preferred Techniques for Teaching Speaking

The research findings, as summarized in Table 12, reveal the most preferred techniques employed by teachers to enhance learners' verbal communication proficiency, offering valuable insights into favored approaches for teaching speaking skills.

Table 12 Most Preferred Techniques for Teaching Speaking

Preferred techniques	Community School		Institutional School	
	No. of teachers	Percentage	No. of teachers	Percentage
Picture describing	90	37.5	60	25
Drills	30	12.5	30	12.5
Pair work or group work			60	12.5
Role play/simulation/ dramatization			30	12.5
Recitation/story telling	30	12.5		12.5
Dialogue/interview/prepared talks	60	25	30	12.5
Listen and say/read and say			30	12.5
Discussion/debate and oratory	30	12.5		
Total	240	100	240	100

In community schools, various techniques are utilized for teaching speaking. 37.5% of teachers prefer picture describing, 12.5% prefer drills, 12.5% prefer recitation/storytelling, 25% prefer dialogue/interview/prepared talks, and 12.5% prefer discussion/debate and oratory. Similarly, in institutional schools, 25% of teachers prefer picture describing, 12.5% prefer drills, 25% prefer pair work or group work, 12.5% prefer role play/simulation/dramatization, 12.5% prefer dialogue/interview/prepared talks, and 12.5% prefer to listen and say/read and say.

The data indicates that picture describing is a commonly preferred technique for teaching speaking in both community and institutional schools, highlighting its effectiveness in facilitating oral expression (Martinez, 2021; Thompson, 2022). Additionally, while dialogue/interview/prepared talks are favored by a significant proportion of teachers in community schools, pair work or group work emerges as a preferred technique in institutional schools. These preferences may reflect differences in instructional approaches and classroom dynamics between the two types of schools. Understanding teachers' preferences for teaching techniques can inform the design of speaking instruction that is engaging and effective for students across diverse educational settings (Brown, 2020 & Lee, 2009).

5.0 CONCLUSION

This study provides a pivotal understanding towards the enhancement of spoken English instruction in secondary-level classrooms within the Lumbini province of Nepal. The results highlight the importance of adopting learner-centric, communicative methodologies that actively involve students and bolster their spoken English proficiency. It is recommended that schools ensure a fair distribution of time for speaking practice across various types of schools, potentially necessitating policy modifications and redistribution of resources. Moreover, the adoption of dynamic and comprehensive evaluation methods, such as performance-based tasks or portfolio assessments, can offer a well-rounded perspective of students' capabilities. There is a pressing need for continuous professional development for teachers to acquire and implement effective teaching strategies, motivational techniques, and pronunciation improvement exercises. The study also advocates for the incorporation of technology in language instruction, utilizing digital tools and platforms to provide interactive and varied learning experiences.

A concerted effort from schools, teachers, municipalities, parents, community leaders, and NGOs is crucial to foster resource equity, bolster teacher development, and facilitate the integration of technology in education. Future research endeavors should focus on assessing the efficacy of specific instructional strategies and methodologies to improve speaking skills. Comparative studies examining various communicative approaches, motivational techniques, and pronunciation exercises could yield valuable insights. Longitudinal studies that monitor changes in students' speaking proficiency over time could illuminate the long-term effects of instructional practices and sustained professional development for teachers.

Furthermore, research exploring the role of technology in language education, including the challenges and benefits of integrating digital tools in classrooms, is of paramount importance. Evaluating the repercussions of policy changes on resource allocation and instructional time dedicated to speaking skills can guide future policy-making decisions. Understanding the cultural and contextual factors influencing language learning in the Lumbini province can also contribute to the formulation of more effective teaching practices. These proposed research directions will build upon the current findings and aid in the

development of more efficacious strategies for teaching speaking skills in the Lumbini province and potentially, other regions.

ACKNOWLEDGEMENT

I would like to extend my heartfelt gratitude to the reviewers who reviewed my article manuscript. Their constructive feedback has been invaluable in shaping and refining this manuscript to its current form. I am also deeply grateful to the secondary level EFL teachers who willingly participated in this study. Their cooperation and insights were essential for the completion of this research.

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