

A Critical Study of the English Language Speaking Skill of Government (Male) Secondary School Students of Hazara Division

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ABSTRACT

This research was initiated to critically study the English language speaking skill of the Govt. male secondary school students of Hazara division. It also discovered the causes and factors affecting the speaking skill of English language. To explore and highlight the speaking proficiency of secondary school students and teaching methodology of secondary school teachers, two questionnaires were developed; the first was for students and second was for teachers. Students were asked ten questions and their answers were recorded to assess their speaking proficiency. Using random sampling technique, 400 Govt. male secondary school students and 40 Govt. male Secondary School Teachers (SSTs) were sampled for the study. Mean frequency and percentage were used to analyse and interpret the data. To assess the speaking proficiency of the students, their recorded answers were measured using a validated rubric. After analysing the data, it was revealed that most of students could not express themselves in English language whereas majority of English teachers frequently used Grammar Translation method to make students proficient in speaking skill. Audio-visual aids like smart phone, computer, English language dictionary and internet were not used to teach speaking. The following factors affected the weak speaking skill of students; over-crowded classes, faulty method of teaching, poor response of students and no specified classes for speaking skill. The students liked to learn speaking skill with the help of more conducive methods for learning like Direct method and Interactive techniques. It was recommended that Direct method and Interactive teaching techniques may become an integral part of teachers' methodology. Moreover, audio-visual aids like smart phone and computer supported with internet and educational television, news and native speakers' dialogues may be used for improving speaking skill of students. Moreover, class strength may be minimised and time to teach speaking competency may be increased. English teachers may be properly trained and students may be encouraged to improve speaking by controlling their shyness and faulty expression.

Keywords: *English language, Speaking skill, secondary school students, Secondary School Teachers*

INTRODUCTION

A mother tongue is acquired naturally in natural setting whereas a second language is acquired in a systematic way. To learn it systematic and organized practice is a prerequisite. Moreover, schooling that is complemented with an atmosphere conducive for learning a

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language helps in proficiency of a language. For acquiring a mother tongue a sub-conscious process is involved that does not focus on learning the rules of grammar consciously. On the contrary, the second language is learnt with consistent conscious effort and practice and drill in the rules of the grammar (Allwright & Hanks, 2019).

A language has four basic skills; listening, speaking, reading and writing. Speaking skill is one of the prime skill and if proper attention is paid to learn it, a language will be mastered. English language is not an exception and if its proficiency is an aim then speaking skill is the foremost skill to be mastered. Expertise in speaking skill makes students confident which helps them become proficient in use of the language. In the Government secondary schools of Khyber Pakhtunkhwa, writing skill of students is assessed in annual examination. Resultantly, writing skill becomes focus of attention whereas speaking skill of English language is ignored altogether. Reading and writing skills are more focused in schools whereas listening and speaking skills are taken for granted and thought to be learnt without any efforts of schools (Ahmed, 2020). Students are more proficient in reading and writing whereas they are weak in listening and speaking skills and they cannot express themselves fluently in the speaking aspect of English language (English 9th & English 10th, 2020).

Teachers can use English language structures and practice and drill of these structures in the classes to make students proficient in the speaking skill. Moreover, the speaking proficiency of students goes on enhancing by carrying out language learning activities like short questions and answers and practice using the dialogues of the native speakers of English. Moreover, the basic patterns of the language can be taught by conducting activities like brain storming, small group discussion and projects method in the classes (Doff, 2020).

The modern era has brought technological revolution and audio-visual aids such as; computer, smart phone and English language documentaries are beneficial for teaching speaking skill due their easy excess and practical utility. Project method, communicative method, direct method, activity based teaching and interactive teaching techniques are practical and easy to make students proficient in the speaking skill of English language (Konstantopoulos, 2018).

Objectives of the study

The study was designed to achieve the following objectives:

1. To study the problems faced by Govt. male secondary school students of Hazara division to learn speaking skill of English language.
2. To study the role of audio-visual aids in improving the speaking skill of English language.
3. To study the useful methods and techniques used to teach the speaking skill of English language effectively.

Research questions

This study was conducted to explore the following research questions:

1. What are the factors which affect the teaching and learning of the speaking skill of English of Govt. male secondary students of Hazara Division?
2. How does the use of Audio-visual aids affect the speaking skill of English language?
3. What are the useful methods of teaching used to teach speaking skill of English language?

LITERATURE REVIEW

For making students proficient speakers of English, proper application of teaching methods, audio-visual aids and atmosphere conducive for learning speaking skill is obligatory. If these skills are used appropriately, then students will get proficiency in English language.

English Language Teaching

According to Oxford Learners' dictionary (2018) a language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. A language has four basic components; grammar, semantics, phonology and lexis. Lexis comprises the word bank of a language that is helpful in meaningful communication besides it enriches a language by making it more extensive and comprehensive. The enriched and extensive language can be used in variety of situations to express multiple topics in convincing manner (Elke & Tsila, 2019).

For correct, emphatic and forceful expression of a language grammar is vital because it provides proper structure to a language for using it in a flawless way. Grammar and lexis are the very core of a language because these form a language. The constituent systems of any language may be labelled as: lexical system, grammatical system and phonological system. Phonology studies sound system of a language besides this it focuses on arrangement of sounds in a language in more extensive and systematic way. It also studies intonation and accuracy of a language. Furthermore, fluency in a language is also its domain because it is one the functions of phonology. Semantics studies meanings in a language because it focuses to clarify the meaning of a language by accurate interpretation. It also explains the idiomatic use of a language besides this it also highlights the function of words in a context in a passage to make it literary and comprehensive for expressing variety of ideas (Brown, 2020).

Factors affecting comprehension of a language

English language learners have to confront many problems in learning the language in different situations. Learners of English language face problems in comprehension of various sounds of English language. Moreover, sound system of a language that encompasses stress patterns, accent of native speakers, tone and volume of different speakers and clarity of the sound pose problems for the learners too. Vocabulary of English language, slangs and idioms of the language and rules of grammar are a difficult task for the learners. Sometimes, learners cannot comprehend the grammatical rules in conversation of the native speakers which poses problems for them. In the conversation of native speakers, learners encounter background noise, colloquial expressions and contractions. The novice listeners are not experienced enough to comprehend them because the subjects and topics are new for them and their (native speakers') conversation and vocabulary prove too difficult for them nonetheless (Wu, 2019).

For teaching speaking, class strength should be appropriate i.e. it should be between twenty five to thirty students, so that speaking activities can be carried out easily and satisfactorily. At present stage, English language classes at secondary level are overcrowded and approximately more than fifty students are accommodated per class (Konstantopoulos, 2018). In overcrowded classes, every student cannot be given proper attention according to the individual differences besides this sufficient time cannot be allocated for practice and drill of speaking skill (Hedge, 2018).

English language classes are often teacher centred because the teacher speaks most of the time while students listen to him as passive recipient by taking notes without any interaction with their teacher or the class mates. On the other hand, only highly trained teachers can teach speaking skill of English language effectively while insufficiently trained teachers of English language use traditional teaching methods such as Grammar Translation method and faulty pronunciation. Resultantly, they cannot motivate their students to learn speaking proficiently (Kroeker, 2019).

When a student tries to speak English in the class, he becomes focus of attention of the class. Due to which, he becomes nervous or gets frightened. Due to the lack of motivation and self-belief, the learners of English language think that they do not have anything to speak on the topic which also affects their speech. Lack of proper vocabulary and self-confidence reduce their fluency of speech too (Hall, 2019).

Strategies for teaching English language speaking

To improve the speaking skill of students, proper training of English language teachers is pre requisite. In service training of teaching speaking skill, using the latest methods and techniques of teaching speaking, are useful for teaching speaking. Teachers' proper utilization of teaching aids like English language movies and documentaries and English language books, apart from their textbooks, are helpful to teach speaking, (Zainuddin, 2019).

Direct method is more focused to teach target language by practicing the language using conversation and dialogues used as drills for teaching the language in the classroom. The foremost priority in this method is to avoid translation in the mother tongue or in any other language.. It is helpful to teach speaking besides this Interactive teaching techniques and activities can also be used to teach speaking. In interactive teaching method/strategy students are more actively involved in the classroom activities. They become active participants in the classroom activities because every students is considered as an integral part of the classroom activities. This method of teaching flourishes the creative faculties of the learners by inspiring and motivating them to take part in the classroom activities. Due to participation of students in the activities, they become confident to express themselves in classroom and real life situations. This is a participatory method of teaching which boosts the confidence of students to express their creative thoughts without any fear or hesitation (Konstantopoulos, 2018).

Grammar Translation method is a traditional method that focuses to teach grammatical structures and expressions using many examples of real life. The rules of grammar are taught first and then these are elaborated with the help of examples and mostly the medium for explanation and practice is the mother tongue. It is more focused to teach the target language with the help of translation in the mother tongue. It can make students competent in the rules and grammatical structures of the target language but it is not proficient to make students skilful in the speaking skill of English language (Larsen-Freeman & Anderson, 2018).

Audio-visual aids

In the recent times, modern technology has progressed a lot, audio-visual aids, which are conducive for learning speaking skill, have been modernized too. Modern audio-visual aids like talking English dictionary is very helpful in teaching pronunciation of difficult and new words. Computer, smart phone and internet are also worth mentioning which are helpful in improving speaking. Although there is abundance of modern technology based audio-visual

aids yet importance of newspapers, books of English and magazines has not decreased yet because these time tested aids are still useful in making students competent in speaking (Mathew & Hammoud, 2018).

Teaching of speaking skill proves too difficult for the students because it is not supported by the audio-visual aids. These aids make abstract things concrete and tangible for learners of a language. If teachers use these aids, their teaching will become more effective and students will learn the language easily. The only useful audio-visual aid used in the classrooms is a text book of English language and blackboard by many teachers. English language teachers are not trained and motivated to use modern audio-visual aids especially computer and internet (Yolageldili & Arıkan, 2020).

Situation of English language in Pakistan

English language is taught with the help of English literature in the Pakistani schools. Prose articles and poems are used to make students competent in the four skills of English language. The focus of teaching English is to teach it as a compulsory subject. It is taught as a communication skill in armed forces of Pakistan and in some elite English medium school of Pakistan (Rahman, 2017). Listening and speaking skills are not taught in Pakistan because reading and writing skills are taught by using Grammar Translation method. This is a major cause of weak listening and speaking skills of students in Pakistan. As a result, students know the structure of English language but they cannot use it to speak fluently (Mehmood, 2017).

It is natural that the mother tongue of the speakers affects their speaking skill when they speak English language. Pakistani learners of English use English as a foreign language, their mother tongue, which they are used to speak, interferes their use of pronunciation, intonation, stress pattern and articulation which they have already acquired (Shamim, 2016).

To make students proficient in the speaking, their English teachers have to improve their formal speech. Resultantly, they will express themselves in an organised way individually or when discussing a topic in the class. The teachers also help them adapt and modify their presentation in the diverse situations. Students will learn language by participating in debates, interviewing others and taking part in dramatic presentations. They will also learn better while sharing their personal experiences, telling stories and delivering speeches on topics of current relevance (Rahman, 2018).

English language is taught by using Grammar Translation method in Hazara division because most of the teachers use traditional methods of teaching. Moreover, English language classes are teacher centred where the teacher speaks most of the time and students remain as passive listeners and recipients. They are not provided opportunities to express themselves to improve speaking skill of English language. Due to lack of practice and drill students remain dull and tongue twisted in the class. They remain hesitant and shy and can never express themselves in English throughout their life. Smart phones and computer supported by internet and television which are latest audio-visual aids are not effectively used in classes to improve listening and speaking skills of English language. Use of these audio-visual aids is pertinent to increase the level of interest of students in learning a language and especially speaking proficiency. Due to increase of interest, students become more inspired and self-motivated to learn speaking skill. Modern teaching methods, like direct method and interactive teaching methods can be utilized to improve the teaching of speaking proficiency of English language.

In this study, factors affecting the speaking skill of English language of secondary school students, different techniques, methods and strategies to teach speaking skill of English language and appropriate use of audio-visual aids are highlighted. There was no significant research study conducted, which encompassed effect of latest teaching methods and use of audio-visual aids, for improving the speaking skill of secondary school students of Hazara division. Moreover, factors which affect learning of speaking skill in Hazara division were not studied in any significant previous research too. This study was focused to highlight how secondary school students could learn speaking skill with the application of direct method and interactive method of teaching in English language classes. Furthermore, factors which prove hurdles in the way of speaking fluency of students and the use of techniques and audio-visual aid, those are helpful in enhancing the speaking skill, were also highlighted in this study.

RESEARCH METHODOLOGY

This research study was a quantitative research that utilized questionnaires for assessing the teaching and learning practices of secondary school teachers and students. Moreover, data was also collected by using structured interviews. This study was conducted to critically analyse the teaching methodology of secondary school teachers. Furthermore, speaking proficiency of secondary school students was also analysed.

Population of the study

The following secondary school teachers and students were the population of the study:

1. The first portion of the population of the study was comprised of all the 8000 male students of Govt. Boys secondary schools of Hazara division (Abbottabad, Mansehra and Haripur cities).
2. The second portion of the population of the study was comprised of all the 400 Govt. male SST (Secondary School Teachers) of Hazara division (Abbottabad, Mansehra and Haripur cities).

Sample of the study

Random sampling method is used in studies where the population is large and it (random sampling method) provides equal opportunities for any of the subjects from the population to be selected. Moreover, generalizations about the subject are also made using this method without any researcher's bias in an objective way. Keeping in view all the advantages, the random sampling method was adopted in this study. From the male Secondary school teachers (SSTs) forty teachers were selected besides this four hundred Govt. male secondary school students were selected from the male students to conduct the study. The sample size for students was 5% whereas it was 10% for the teachers. So, ten boys' secondary schools were sampled to collect data from these ten schools. Random sampling technique was used to sample four S.S.Ts and forty students from the sampled schools.

Research instruments

For evaluating the speaking proficiency of students, they were asked ten questions and their answers were recorded. The recorded answers of the students were played to assess their speaking proficiency. The research instruments were developed by the researcher under the supervision of the experts. Furthermore, two questionnaires comprising of twelve statements

were developed too. The questionnaire of the students was constituted on two scales while the questionnaire for teachers was developed on three scales. These three research instruments were pilot tested and reviewed thoroughly by a committee of experts before finalization of the instruments.

Cronbach's alpha coefficient was utilized for determining the reliability of the questionnaires for students and teachers. After the statistical analysis the values of Cronbach's alpha were .91 and .90 for teachers and students respectively. These values were quite high which indicated that the instruments were reliable to be used for collection of data for this study.

Data collection

First of all speaking skill of the secondary school students was assessed by asking them ten questions and the answers of the questions were recorded. Secondly, the researcher personally visited the sampled schools to administer the questionnaires to students to ask about their speaking proficiency and their teachers' teaching methodology. Moreover, to assess the teaching methodology of English language teacher, they were also asked to fill a questionnaire that was developed on three scales. The per cent of responses was high because the researcher personally administered and collected the data from students and teachers of secondary classes.

Analysis and presentation of data

The recorded answers of the the speaking proficiency of secondary school students were analysed using the developed rubric for speaking skill. Moreover, questionnaires assessing the speaking proficiency of students and teaching methodology of teachers were analysed and interpreted using the research questions of the study. Mean frequency was used to analyse and interpret the data (obtained from the questionnaires) of the teachers. In the course of the analysis, 'always' was used for scores between 2.5 to 3, 'sometimes' was used for scores between 1.5 to 02 and 'never' was used for scores less than 1.5. In the light of these values data was interpreted. Questionnaires and recorded answers of students were analysed and interpreted using percentage as statistical tool. Findings, conclusions and recommendations of the study are presented on the basis analysis of data.

Table 1: Data from Teachers' Questionnaires

S.No.	Statements	Frequency of Responses			Mean Frequency
		Always %	Sometimes %	Never %	
1	I am in practice to use Grammar Translation method to teach speaking.	16 40%	2 5%	22 55%	1.8
2	I teach speaking skill of English by speaking English most of the time in the class	15 37.5%	0 0%	25 62.5%	1.75
3	I teach speaking by using English textbooks.	30 75%	10 25%	0 0%	2.75
4	I teach speaking skill using smart phone, English movies and documentaries in the class.	13 32.5%	10 25%	17 42.5%	1.9
5	I speak easy English to teach speaking skill.	19 47.5%	1 2.5%	20 50%	1.97
6	I design activities on speaking skill of English.	20 50%	5 12.5%	15 37.5%	2.12
7	I teach pronunciation using English dictionary.	6 15%	5 12.5%	29 72.5%	1.42
8	My students fully understand what I speak in English in the classroom.	6 15%	10 25%	24 60%	2.3
9	I am trained to teach speaking proficiency of English.	4 10%	9 22.5%	27 67.5%	1.42
10	I conduct speaking activates by managing class strength.	5 12.5%	1 2.5%	34 85%	1.25
11	I find appropriate time to perform speaking activities.	7 17.5%	4 10%	29 72.5%	1.45
12	I use small group method to to teach speaking skill of English.	11 27.5%	14 35%	15 37.5%	1.9

Table2: Data from Students' Questionnaires

S.No.	Statements	Responses	
		Yes %	No %
1	You are in practice to use English in the English classes.	5 1.25%	395 98.75%
2	Your English teacher mostly use textbook in the English language class.	385 96.25%	15 3.75%
3	Your English teacher uses Urdu translation to teach English language.	391 97.75%	9 2.25%
4	Your teacher is in practice to uses smart phone, charts and English dictionary.	103 25.75%	297 74.25%
5	Your teacher is in practice to use whiteboard.	263 65.75 %	137 34.25 %
6	You teacher plays news and dialogues for teaching English in the class.	09 2.25 %	391 97.75 %
7	You become an active participant in the group discussion in the class.	33 8.25%	367 91.75%
8	Your teacher guides and motivates you to speak English.	51 12.75%	349 87.25%
9	Your teacher is in practice to speak English in a fluent way.	81 20.25%	319 79.75%
10	You are motivated to use English in the class.	369 92.25%	31 7.75 %
11	Your English teacher writes questions and their answers on whiteboard.	274 68.5 %	126 31.5 %
12	Your present English language competency is satisfactory.	21 5.25%	379 94.75%

Table 3: Students' Speaking Skill (Students' Recorded Answers)

Total no. of students	Fluent	%	Partially fluent	%	Weak	%
400	0	0%	63	16%	337	84%

RESULTS AND DISCUSSION

The results of students' and teachers' questionnaires and students' speaking interview and discussion are given below.

Analysis of teachers' questionnaires

For table 1 the values show that:

1. Analysis of statement 1 indicates that that half (55%) of teachers were of the opinion that they sometimes used to practice Grammar Translation method to teach speaking proficiency of English. This is a satisfactory that at least some teachers teach English using the Direct method of English which is beneficial to make students fluent in speaking English.

2. Analysis of statement 2 shows that more than half (62.5%) of the teachers were sometimes in practice to teach speaking proficiency of English using English as medium of instruction. The endorsement shows that most of English language teacher used to speak Urdu to teach speaking proficiency of English language. If English language teachers speak English throughout the English classes, this will provide an opportunity to students listen to English language. Resultantly, their speaking skill of English will improve too.

3. It is highlighted after analysing statement 3 that majority of teachers (75%) stated that they always used to use English textbook to teach speaking. Textbooks of English have articles on diverse topics like lessons about social and contemporary issues. These articles can be utilized to teach vocabulary and patterns of grammar. Vocabulary and grammar are essential components to teach teaching speaking proficiency of English.

4. After analysing statement 4, it is pinpointed that that about (42.5%) teachers sometimes used smart phones supported by internet and English language films for making students proficient in speaking skill of English. These audio-visual aids are helpful in making abstract things real and interesting but majority of teachers sometimes used these aids. This practice will hamper students' progress to become proficient speakers of English.

5. After analysing statement 5 it is highlighted that half (50%) of teachers were sometimes in practice to use easy English in the class. To make students proficient in speaking, they should be taught in easy English but English teachers think otherwise. Half of them speak difficult English in the class which makes them unintelligible for their students.

6. Analysis of statement 6 pinpointed that half (50%) of teachers sometimes design activities on speaking. Practice with speaking activities makes learning interesting and tangible and utilization of the activities makes teaching interactive and student centred. Resultantly, learning speaking becomes easier due to practical nature of speaking methodology.

7. After analysing statement 7 it is highlighted that majority (72%) of teachers opined that they never used English dictionary to teach pronunciation. To teach pronunciation English dictionary can serve the purpose but it is not used in the English language classes of Hazara division which hampers them to teach speaking skill effectively.

8. For the statement 8, it is pinpointed that more than half of the teachers (60%) stated that their students sometimes fully understand what they spoke in English in the class. It is noted that most teacher used difficult vocabulary in the classes besides using difficult grammatical structures while teaching English. This becomes a major cause of students' lack of comprehension and weak expression of English.

9. Analysis of the statement 9 is indicative of the fact that about (67%) teachers stated that they were not trained to teach speaking. Trained teachers can teach speaking effectively but most of teachers are not trained and equipped with teaching skills. Less qualified and less competent teachers become a hurdle to teach speaking to their students. Result is quite obvious that students show low performance in speaking proficiency.

10. After analysing statement 10, it is highlighted that majority of English language teachers (85%) could not perform speaking activities satisfactorily in the class because they were not able to manage class strength. Most of classes at secondary level are over-crowded which becomes a hurdle in teaching speaking. Speaking activities can be carried out in classes with low strength because every student becomes an active participant in the activities. On the contrary, over-crowded classes prove hindrance to perform speaking activities in classes.

11. For the statement 11, it is highlighted by a large number of (72%) teachers reported that they did not have enough time to teach speaking. Speaking activities need more time as compared to teaching with the help of textbook and shortage of time for speaking activities becomes a hurdle in teaching speaking in the class. If two classes are allocated for speaking practice per week, this practice will become beneficial for making students proficient in speaking.

12. After analysing statement 12, it is indicated that about (35%) teachers were sometimes in practice to form small group for teaching speaking skill of English. Small groups are helpful to make teaching interactive because every student can find opportunities to act actively being a participant in the group. Practically small groups are sometimes used to teach speaking in the class which enhances the rate of low proficiency of students in speaking skill.

Analysis of students' questionnaires

After analysing statement 1, it is pinpointed that most of students (98%) stated that they were not used to speak English throughout the English class. The students feel shy in speaking English because lack of practice and lack of favourable atmosphere for speaking becomes a hurdle in spoken aspect of English. If the English teachers can develops supportive environment for speaking English language, it will be beneficial for students to learn and speak fluently. So teaches should speak English to improve speaking proficiency of students.

1. After analysing statement 2, it is highlighted that about (96%) students stated their English language teacher practice to use English language textbooks in the class and most of teachers (75%) also confirmed this too. In the majority of the classes English language textbooks are used to teach speaking skill of English language. It can serve as a useful teaching aid in teaching speaking skill of English language if used judiciously.

2. In response to the statement 3, majority of students (96%) opined that their English teacher was used Urdu translation to teach English language whereas majority of teachers did not endorse the statement of the students. They stated they used direct method of teaching to teach English language. As most of secondary school students were not fluent in the speaking skill, it is crystal clear that English language teachers did not use Direct method to teach English language.

3. In response to the statement 4, about (74%) students were of the opinion that their teachers did not use English language dictionary, wall charts and smart phone as audio-visual aids to make students proficient in speaking skill. These a.v. aids are helpful which are useful in teaching speaking. These are not used in the English language classes which makes it even more difficult for students to learn pronunciation to improve speaking skill.

4. The analysis of the statement 5 shows that more than half (65%) students stated that their teacher often used blackboard to teach language in the class. If blackboard is used appropriately, it will help in teaching speaking skill of English language because teacher can summarize his lecture on the board for better understanding of the language for students.

5. In response to the statement 6, most of students (97%) disagreed with the statement that they were often in practice to listen to news bulletins and dialogues of the native speakers of English to learn English in the class. These can serve as effective audio-visual aids which can be helpful in teaching speaking. These are not used in the English language class rooms and utilization of this practice will further hamper students' speaking proficiency.

6. After the analysing statement 7, it is highlighted that nearly all the students (91%) opined that they did not actively participate in group discussion. Small groups can be helpful in teaching speaking by making it activity based teaching. In small groups every students becomes an active participant but this is not practiced by the English language teachers in their classes which further aggravate the deteriorating situation.

7. In response to the statement 8 about (87%) students opined that their teachers did not guide and motivate them to improve speaking skill of English. Due to this reason, English speaking environment cannot be cultivated in classes. This developed shy and tongue twisted students who were not able to speak English fluently.

8. After the analysis of the statement 9, it is concluded that about (79%) students were of the opinion that their teachers were not able to speak English fluently. To make students competent in the speaking skill, their English language teachers should have complete command of the spoken aspect of English language. On the contrary, they were not fluent themselves to inspire and motivate students to speak fluently. So, naturally they were incapacitated and were not able to teach speaking effectively.

9. After the analysis of the statement 10, it is concluded that most of students (92%) liked to speak English in the class. They are motivated to speak in the class which is a positive sign and it can be utilized for the benefit of students. Motivated students can be taught English easily for getting better results.

10. In response to the statement 11, more than half (68%) students responded that their teachers used the board to help solve questions from exercises on the board. Use of blackboard

is a positive sign because it is an effective audio-visual. It is very useful in teaching English because it helps students learn English in a better way.

11. After analysis statement 12, it is highlighted that nearly all (94%) students opined that their present English language ability was not satisfactory. This is a good sign because students are aware of their deficiency and if they work hard with the help of their teachers, they will improve their present English language ability.

Interpretation of the students' recorded answers

The statistical analysis of table 3 reflects that only 16% of the students could express themselves partially in the spoken aspect whereas 84% were weak because they could not express themselves at all in spoken aspect of English language. The interpretation of the collected data indicated that majority of male students of secondary classes of Hazara Division were so weak in speaking proficiency that they cannot speak English language to express their point of view. This is an alarming situation and need to be catered seriously. Curriculum of English language may be changed to make it activity based. Moreover, computer and smart phone supported with internet and direct method and interactive method of teaching may be used to make students proficient in the spoken aspect of English language.

CONCLUSION

Most of Secondary school teachers were sometimes in practice to use Grammar Translation method while teaching speaking and most of students used to speak Urdu language in the English language classes. Teachers used English language textbooks and blackboard while teaching speaking skill. Majority of students could not fully comprehend their teachers' English. Most of teachers sometimes used English language dictionary, wall charts highlighting English language vocabulary and pronunciation and smart phone while teaching speaking. The hurdles, such as; overcrowded classes and short time allotted for English periods per week, caused problems in the performance of classroom activities. Most of students were not in practice to take part in small group discussion classes because their teachers did not encourage and help them in speaking English language besides these over-classes posed problem for them too. Majority of students were not satisfied with their present English language ability though they liked to speak English in the classes. Most of teachers were not trained to teach speaking skill effectively.

RECOMMENDATIONS

This section presents recommendations based on the conclusions of the study:

1. Interactive teaching techniques, small groups teaching and activity based teaching are very effective in teaching speaking. The teachers may use these techniques to make their students fluent in the speaking skill.
2. Most of the students were hesitant to express themselves in English in the English language classes. Teachers may create conducive atmosphere for learning by encouraging and motivating them to become proficient in the speaking skill.
3. Direct method and activity based teaching techniques may be used in the English language classes for making students fluent in speaking. Teachers and students use English language during the class activities to practice speaking skill.

4. Audio-visual aids such as smart phone, computers and educational television telecast may be used to improve the speaking skill.
5. Pre-service teacher training institutions may train the trainee teachers in the speaking competency of English.

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