

STRATEGIES AND CHALLENGES IN TEACHING SPEAKING AT
SECONDARY LEVEL

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English Education

Submitted by

Ashok Raut

Janta Multiple Campus Itahari, Sunsari

Faculty of Education

Tribhuvan University

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Ashok Raut

Roll No: 74218023 (2076 / 2019)

T.U. Reg. No: 9-2-218-128-2013

Janta Multiple Campus Itahari, Sunsari

Faculty of Education

Tribhuvan University

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त्रिभुवनविश्वविद्यालय

☎ ०२५-५८१३००

FAX: ०२५-५८००६४

Tribhuvan University

जनताबहुमुखीक्याम्पस

Janta Multiple Campus

इटहरी, सुनसरी, नेपाल

Itahari, Sunsari, Nepal

स्थापित : २०४५

(त्रिभुवनविश्वविद्यालयव्यवस्थापन, मानविकीतथाशिक्षाशास्त्र सङ्काय सम्बन्धनप्राप्त)

(QAA Certified)

प.सं.
च.नं.

मिति:

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ashok Rauthas** completed this thesis entitled **STRATEGIES AND CHALLENGES IN TEACHING SPEAKING AT SECONDARY LEVEL** under my guidance and supervision. I recommended this thesis for approval and acceptance.

Date: 5th Sept. 2023

Tirtha Raj Acharya, Mphil(Supervisor)

Lecturer

Department of English Education

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DECLARATION

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

Date: 5th Sept 2023

Ashok Raut

DEDICATION

I dedicate this humble work to my family members who were very enthusiastic, proud and supporting through my study; and my teachers for their patience in the difficult situations and for their encouragement.

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Ashok Raut

ABSTRACT

This research study explores the various strategies employed by English language teachers in Nepal to improve students' speaking skills at the secondary level. Despite English being a compulsory subject in Nepal, students often face challenges in spoken communication due to limited exposure and insufficient practice time dedicated to speaking. The primary objectives of this study are to gain insight into teachers' challenges in teaching speaking and to identify the strategies commonly used by ninth-secondary level English teachers.

The research methodology includes a survey-based approach conducted with ten English teachers from different community based schools in Sunsari District, supplemented by a thorough review of relevant literature. The findings from open ended- and closed-ended questions reveal a diverse range of strategy preferences, with "Role Play" emerging as the most favored strategy among teachers. Furthermore, the study sheds light on the use of interactive strategies by teachers, although opinions regarding their effectiveness vary. Open-ended questions provide valuable insights into the challenges faced by teachers when teaching speaking skills in Nepal, including linguistic diversity and resource constraints.

In their pursuit of enhancing students' speaking abilities, teachers employ a multifaceted approach that encompasses role plays, discussions, and the integration of technology into English Language Teaching (ELT) classes. Effective strategies identified in this study include role plays, interactive discussions, debates, and the incorporation of authentic materials, all of which emphasize customization to cater to the specific needs of students. This study emphasizes adaptable teaching for improved spoken communication in Nepal, providing insights for educators globally.

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LIST OF ABBREVIATIONS AND SYMBOLS

CDC	Curriculum development center
e.g.	For example
EFL	English as a foreign language
ELT	English Language Teaching
ESL	English as a second language
i.e.	That is
M.Ed	Master of Education
NCF	National Curriculum Framework
T.U,	Tribhuvan University
%	Percentage