

Classroom Strategies Practiced in Teaching Speaking Skill

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

**Submitted By
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**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Recommendation for Acceptance

This is to certify that **Mr. Rajan Sigdel** has prepared this thesis entitled **Classroom Strategies Practiced in Teaching Speaking Skill** under my guidance and supervision. I recommend the thesis for acceptance.

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Declaration

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

Date: 12/04/2023

.....
Rajan Sigdel

Dedication

Dedicated

To

My first teacher (my loving Parents) who taught me first letter of my life and who spent whole life to make me what I am today.

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I would like to express my sincere and hearty gratitude to my supervisor **Mr Khem Raj Joshi** for his consistent guidance, support and co-operation. I would like to express my sincere and hearty gratitude to **Dr. Gopal Prasad Pandey**, Head and Reader, Department of English Education, T. U., Kirtipur, Kathmandu. His consistent guidance, support and co-operation is ever memorable. This thesis would remain incomplete without his instructions, suggestions and guidance.

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Rajan Sigdel

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Abstract

This is a research entitled **Classroom Strategies Practised in Teaching Speaking Skill**. The main objective of the study was to identify secondary level English teachers' strategies practised in teaching speaking skills. This study followed survey research design. The researcher used census sampling method. Fourteen English language teachers from fourteen different community schools and forty-two students, three from each school participated in this study. The study showed that the teachers motivated their students with positive speeches. The study also showed that the teachers motivated the students by talking on some other topics. The study showed that most of the teachers used group discussion strategy for teaching speaking skill.

This thesis consists of five chapters. The first chapter is introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter includes review of related literature and conceptual framework that consists of review of theoretical literature, review of empirical literature, implications of the review of the study and conceptual framework. Similarly, the third chapter deals with methods and procedures of the study which covers design of the study, population, sample and sampling strategy, research tools and techniques, sources of data, data collection procedures, data analysis procedures and ethical considerations. Likewise, the fourth chapter includes the analysis and interpretation of the data. Furthermore, fifth chapter includes findings, conclusion and recommendations. Finally, the references and the appendices, which are necessary for the validation of the research, have also been presented after the fifth chapter.

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List of Symbols and Abbreviations

EFL	:	English as Foreign Language
ELT	:	English Language Teaching
F	:	Frequency
FL	:	Foreign Language
L1	:	First Language
L2	:	Second Language
P	:	Percentage
SLA	:	Second Language Acquisition
TL	:	Target Language