

**TEACHERS' STRATEGIES FOR AND USED IN
TEACHING SPEAKING**

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

**Submitted by
Lalit Narayan Yadav**

292/S

– Lalit Narayan Yadav (2019)

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

**TEACHERS' STRATEGIES FOR AND USED IN
TEACHING SPEAKING**

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

**Submitted by
Lalit Narayan Yadav**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

**TEACHERS' STRATEGIES FOR AND USED IN
TEACHING SPEAKING**

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

**Submitted by
Lalit Narayan Yadav**

**Faculty of Education
Tribhuvan University Kirtipur
Kathmandu, Nepal
2019**

T.U. Reg. No.: 9-2-229-166-2008

Exam Roll No.: 280152/071

.

Date of the Approval of the

Thesis Proposal: 2073/08/16

Date of Submission: 05/05/2019

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Lalit Narayan Yadav** has worked and completed this thesis entitled **Teachers' Strategies For and Used in Teaching Speaking** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 05/05/2019

.....
Mr. Guru Prasad Poudel (Supervisor)
Teaching Assistant
Department of English Education
T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research**

Guidance Committee:

Signature

Dr. Ram Ekwel Singh

Reader and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Mr. Ashok Sapkota

Teaching Assistant

Department of English Education

T. U. Kirtipur

.....

Member

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Date: 2073/8/16

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis**

Evaluation and Approval Committee:

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Mr. Lok Raj Regmi

Reader

Mahendra Ratna Campus

Tahachal, Kathmandu

.....

Expert

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department of English Education

T. U. Kirtipur

.....

Member

Date: 20/05/2019

DEDICATION

Dedicated

to

My Parents and Lovely brother whose inspiration, effort and love brought me to this stage. They devoted the great span of their life to complete my dream for higher studies.

ACKNOWLEDGEMENTS

I am highly indebted to my Guru and thesis supervisor **Mr. Guru Prasad Poudel**, Teaching Assistant at the Department of English Education, who provided me with continuous motivation, guidance, inspiration and constructive suggestions from the very beginning to the end of the study. I owe him not only because I accomplished my work under his guidance but also because I was able to gain knowledge and qualities required for leadership and professional development.

Likewise, I am very much grateful to **Dr. Gopal Prasad Pandey**, Reader and Head of the Department of English education for his constructive suggestions and guidance to achieve my objectives. Similarly, I would like to extend my sincere gratitude to **Dr. Ram Ekwel Singh**, Reader, Department of English Education for his support in this study.

I would like to extend my profound gratitude to **Mr. Lok Raj Regmi**, Reader, Mahendra Ratna Campus and the external supervisor of my thesis for his guidance and supervision.

Similarly, I would like to express my gratitude to **Mr. Ashok Sapkota**, Teaching Assistant, Department of English Education for his constructive suggestion and feedback in proposal viva.

Similarly, I would like to express my sincere gratitude to **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Laxmi Bahadur Maharjan**, **Prof. Dr. Anju Giri**, **Prof. Dr. Anjana Bhattarai**, **Mr. Raj Narayan Yadav**, **Mr. Bhesh Raj Pokhrel**, **Dr. Purna Bahadur Kandel** and **Ms. Madhu Neupane** for their constructive suggestions and feedback during my study. I would also like to extend my gratitude to **Mr. Khem Raj Joshi**, **Mr. Resham Acharya** and **Mr. Laxmi Prasad Ojha** for their suggestions and guidelines.

I am thankful to all Gurus and Gurumas from primary level to university level whose inspiration and encouragement led me reach in this place. I am equally grateful to **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha** for their official help in my research study.

My deep gratitude goes to my parents **Rajendra yadav** and **Manjula Devi Yadav** for their valuable suggestions, support, love and care which helped me to stand in this position. My special thanks go to my lovely brother **Santosh Kumar Yadav** for his all kind of support and care. I would like to thank all the scholars and writers whose works have been consulted and cited during this study. I would like to thank **Mr. Santosh Yadav** for his technical support.

Last but not least, I would like to remember all my classmates for their support, cooperation and kind help for my study.

Lalit Narayan Yadav

ABSTRACT

The study entitled **Teachers' Strategies for and Used in Teaching Speaking** aimed to find out the perception of the teachers on the strategies for teaching speaking and to explore the strategies that the teachers used in teaching speaking. In order to fulfill the objectives of this study, twenty teachers from Saptari District were selected as the sample through the use of simple random sampling procedure. A set of questionnaire and observation checklist were the research tools for eliciting the required information for the study. The collected data from the respondents were analyzed descriptively with the help of simple statistical tools like percentile and frequency. The findings of the study showed that the teachers used the strategies like role play, storytelling, discussion, picture description and narrating while teaching speaking more frequently for developing students' speaking abilities. Similarly, teachers perceived that (i.e 55%) strategies make the teaching speaking easier.

The study has been divided into the five main chapters. Chapter first deals with introduction. It consists of general background, 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 is about the review of related literature. It consists of the review of theoretical literature, empirical literature, implications of the review for the study and conceptual framework. The third chapter includes the methods and procedures of the study. It consists of the design of the study, population and sample, sampling procedures, tools for data collection, data collection procedures and the data analysis and interpretation procedures. Chapter for incorporates analysis and interpretation of data. The final chapter presents conclusions and implications of the study at different level. The study ends with the list of references and an appendix.

TABLE OF CONTENTS

| | Page No. |
|---|-----------------|
| <i>Declaration</i> | <i>i</i> |
| <i>Recommendation for Acceptance</i> | <i>ii</i> |
| <i>Recommendation for Evaluation</i> | <i>iii</i> |
| <i>Evaluation and Approval</i> | <i>iv</i> |
| <i>Dedication</i> | <i>v</i> |
| <i>Acknowledgements</i> | <i>vi</i> |
| <i>Abstract</i> | <i>viii</i> |
| <i>Table of Contents</i> | <i>ix</i> |
| <i>List of figure</i> | <i>xii</i> |
| <i>List of Symbols and Abbreviation</i> | <i>xiii</i> |
| | |
| CHAPTER ONE: INTRODUCTION | 1-6 |
| 1.1 Background of the Study | 1 |
| 1.2 Statement of the Problem | 3 |
| 1.3 Objectives of the Study | 4 |
| 1.4 Research Questions | 4 |
| 1.5 Significance of the Study | 4 |
| 1.6 Delimitations of the Study | 5 |
| 1.7 Operational Definitions of the Key Terms | 5 |
| | |
| CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK | 6-19 |
| 2.1 Review of Related Theoretical Literature | 6 |
| 2.1.1 Introduction of the Strategies | 6 |
| 2.1.2 Teaching Strategies | 7 |
| 2.1.3 Teaching Speaking | 8 |
| 2.1.4 Speaking Situations | 8 |
| 2.1.5 Strategies for Teaching Speaking Skill | 9 |
| 2.1.6 Principles for Teaching Speaking | 13 |
| 2.2 Review of Related Empirical Literature | 14 |

| | | |
|-----|--|----|
| 2.3 | Implications of the Review for the Study | 17 |
| 2.4 | Conceptual Framework | 19 |

CHAPTER THREE: METHODS AND PROCEDURES OF

| | | |
|-----|--|--------------|
| | THE STUDY | 20-24 |
| 3.1 | Design of the Study | 20 |
| 3.2 | Population, Sample and Sampling Strategies | 22 |
| 3.3 | Research Tools | 22 |
| 3.4 | Sources of Data | 23 |
| 3.5 | Data Collection Procedures | 23 |
| 3.6 | Data Analysis Procedures | 23 |
| 3.7 | Ethical Considerations | 23 |

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF

| | | |
|-----|--|--------------|
| | RESULTS | 25-53 |
| 4.1 | Analysis of Data and Interpretation of Results | 25 |
| | 4.1.1 Teacher's Perception on the Need of Strategies | 25 |
| | 4.1.2 Strategies Used in the Classroom | 40 |
| | 4.1.3 Strategies Suggested by the Teachers | 52 |

CHAPTER FIVE: FINDINGS, CONCLUSION AND

| | | |
|-----|--------------------------------|--------------|
| | RECOMMENDATIONS | 54-57 |
| 5.1 | Findings | 54 |
| 5.2 | Conclusion | 55 |
| 5.3 | Recommendations | 56 |
| | 5.3.1 Policy Related | 56 |
| | 5.3.2 Practice Related | 56 |
| | 5.3.3 Further Research Related | 57 |

REFERENCES

APPENDICES

LIST OF FIGURES

| | Page No. |
|---|-----------------|
| Figure 1 : Mostly Preferred Strategies | 26 |
| Figure 2 : Story Completion | 27 |
| Figure 3 : Strategies to Make Speaking Easier | 28 |
| Figure 4 : Most Commonly Used Strategies | 29 |
| Figure 5 : Brain Storming | 30 |
| Figure 6 : Least Used Strategy | 31 |
| Figure 7 : Language game, Simulation, Interview, Find the Differences | 32 |
| Figure 8 : Easier Strategies to Teachers | 33 |
| Figure 9 : Strategies to Address Real Problem | 34 |
| Figure 10 : Use of Single Strategy in All Context | 35 |
| Figure 11 : Teaching Speaking by Using Strategies | 36 |
| Figure 12 : Effectiveness of Strategies | 37 |
| Figure 13 : Strategies for Teachers | 38 |
| Figure 14 : Obligatory Strategies | 39 |
| Figure 15 : Discussion | 40 |
| Figure 16 : Role Play | 41 |
| Figure 17 : Simulation | 42 |
| Figure 18 : Reasoning Gap | 43 |
| Figure 19 : Information Gap | 44 |
| Figure 20 : Brain Storming | 45 |
| Figure 21 : Storytelling | 46 |
| Figure 22 : Interview | 47 |
| Figure 23 : Story completion | 48 |
| Figure 24 : Reporting | 49 |
| Figure 25 : Picture Narrating Description | 50 |
| Figure 26 : Find the Difference | 51 |
| Figure 27 : Paraphrasing | 52 |

ABBREVIATIONS AND SYMBOLS

| | | |
|-------|---|---|
| CUP | : | Cambridge University Press |
| EFL | : | English as a Foreign Language |
| ELT | : | English Language Teaching |
| ESL | : | English as a Second Language |
| FOE | : | Faculty of Education |
| M.Ed. | : | Master's in Education |
| NELTA | : | Nepal English Language Teachers Association |
| Prof. | : | Professor |
| SA | : | Strongly Agree |
| SDA | : | Strongly Disagree |