

**CHALLENGES OF TEACHING SPEAKING SKILL IN A
LARGE CLASSROOM**

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

**Submitted by
Dinesh Adhikari**

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

2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dinesh Adhikari** has prepared this thesis entitled **Challenges of Teaching Speaking Skill in a Large Classroom** under my guidance and supervision.

I recommend this thesis for acceptance.

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DECLARATION

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

Date: 06/04/2017

Dinesh Adhikari

DEDICATION

Dedicated

to

My better half, Sushila and

My lovely son, Abhinav

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Dinesh Adhikari

ABSTRACT

The present thesis entitled **Challenges of teaching speaking skill in a large classroom** aimed to find out the major difficulties that the teachers and students face while teaching and learning speaking skill in a large classroom, analyze factors affecting teaching speaking skill in a large classroom and assess the strategies that teachers and students employ to promote the speaking ability. Keeping the objectives in consideration, 6 English teachers and 30 students from 6 different schools of Nawalparasi district were sampled through non-random purposive sampling procedure. A set of structured questionnaire was the tool of data collection. After analysis and interpretation of data, it has been found that the ELT teachers of Nawalparasi face several difficulties such as mother tongue influence, low weightage to speaking skill in the curriculum, large classroom, lack of time and resources etc. in course of teaching speaking skill in a large classroom. Various factors such as curriculum factor, students' inhibition, lack of vocabulary and its pronunciation, less exposure in the target language are affecting teaching speaking skill in a large classroom. Teachers prefer to apply teacher centered activities in comparison to learner centered activities. It has also been found that teaching speaking skill is less emphasized in comparison to other skills. Teachers are found using mother tongue and students are also found following them which is the main obstacle of developing speaking skill. Teachers are not found using the effective strategies to teach speaking skill to make it interesting and students are found that they are neglecting this skill because of various reasons such as shy nature, mother tongue influence, lack of vocabularies and grammatical competence.

This thesis consists of five chapters. Chapter one is an introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, chapter two includes the review

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LIST OF ABBREVIATIONS

M.Ed.	:	Master of Education
CUP	:	Cambridge University Press
e.g.	:	For Example (Exemplia Gratia)
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
ELT	:	English Language Teaching
et al	:	and others
etc.	:	et cetera
i.e.	:	that is
L1	:	First Language
L2	:	Second Language
No.	:	Number
NR	:	Number of Respondents
p.	:	page
pp.	:	pages
S.N.	:	Serial Number
T.U.	:	Tribhuvan University