

STRATEGIES USED IN TEACHING SPEAKING

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

N. 1723

– Januka Prasai (2014)

Submitted by
Januka Prasai

Faculty of Education, Tribhuvan University
Kathmandu, Nepal

2014

STRATEGIES 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
Januka Prasai**

**Faculty of Education, Tribhuvan University
Kathmandu, Nepal
2014**

STRATEGIES 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
Januka Prasai**

**Faculty of Education, Tribhuvan University
Kathmandu, Nepal
2014**

**T.U. Regd. No.: 9-1-29-364-2003
Second Year Examination
Roll No.: 280473/067**

**Date of Thesis Proposal
Approval: April 18, 2013
Thesis Submission: Dec. 3, 2014**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms Januka Prasai has prepared this thesis entitled Strategies Used in Teaching Speaking under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Dr. Laxmi Bahadur Maharjan

Professor

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This research has been recommended for evaluation from the following
Research Guidance Committee.

Signature

Dr. Anjana Bhattarai

Reader and Head

Chairperson

Department of English Education

T.U., Kirtipur

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Member

Department of English Education

T.U., Kirtipur

Hima Rawal

Lecturer

Member

Department of English Education

T.U., Kirtipur

Date:

EVALUATION AND APPROVAL

This research has been evaluated and approved by the following thesis Evaluation and Approval Committee.

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. Chandreshwar Mishra

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur.

(Member)

Dr. Laxmi Bahadur Maharjan (Supervisor)

Professor

Department of English Education

T.U., Kirtipur

Member

Date: Dec. 15, 2014

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: December 02, 2014

Januka Prasai

DEDICATION

Dedicated

to

My beloved parents who always inspire me in my life.

ACKNOWLEDGEMENTS

Writing a thesis is, in a sense, a long odyssey. This thesis would not have been possible without help of many distinguished personalities.

I am deeply indebted and owe a great debt of gratitude to my Guru, thesis supervisor Dr. Laxmi Bahadur Maharjan, Professor, Department of English Education, Tribhuvan University, Kirtipur for providing me with continuous motivation, guidance, inspiration, encouragement and constructive suggestions from the very beginning to the completion of this study. I take this work as a result of my hard work fostered by his encouragement and suggestion.

I am very much grateful to Dr. Anjana Bhattarai, Reader and Head of the Department of English Education, Dr. Chandreshwar Mishra, Professor, Department of English Education, Chairperson, English and Other Foreign Education Subject Committee and Mrs. Hima Rawal, Lecturer of the Department of English Education for their constructive suggestions and practical guidance to complete this research work.

Similarly, I would like to express my gratitude to Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Prof. Dr. Vishnu Singh Rai, Prof. Dr. Tara Datta Bhatta, Dr. Tapasi Bhattacharya, Dr. Ram Ekwal Singh, Mr. Raj Narayan Yadav, Mrs. Madhu Neupane, Mr. Prem Bahadur Phyak, Mr. Bhes Raj Pokhrel, Mrs. Saraswati Dawadi, Mr. Ashok Sapkota, Mr. Khem Raj Joshi and Mr. Ramesh Ghimire for their comprehensive suggestions and guidelines.

I am very much thankful to Mrs. Madhavi Khanal, Ms. Nabina Shrestha and Mr. Bishnu Silwal of the Department of English Education for their continuous kind help in providing me with the books and theses at the moment I needed.

I would like to acknowledge all the scholars and writers whose works I have freely consulted and cited during this study.

I am grateful and proud to have my parents Nil Bahadur Prasai and Durga Maya Prasai whose unloading inspiration, immense and unconditional love brought me to the present status.

By completing this thesis, I have reached my goal and have been able to move on to a promising new stage of my life. So, I would like to show my sincere gratitude to all who have helped me on my journey.

Last but not the least, I would like to express my special thanks to my sister Devkala, brothers Raju and Dinesh for their serious encouragement and kind support in my studies.

Januka Prasai

ABSTRACT

This study entitled "Strategies Used in Teaching Speaking " is an attempt to find out the extent to which the secondary ELT teachers use different teaching speaking strategies as suggested by Kayi (2006) and to compare the use of these strategies in community and private schools. In order to achieve these objectives, observation checklist was used as data collection tool. Ten secondary level English teachers of Kathmandu district were selected through purposive non random sampling procedure. Among them, five secondary schools were public and five were private. One teacher from each school was selected and their classes were observed four times in each school purposively. The finding of the study showed that out of 13 strategies of Kayi (2006), only nine of them were found being used in the schools and majority (i.e. 60%) of the teachers were found not using these strategies well. They were found conducting these strategies on an average rank.

This thesis consists of five chapters. The first chapter deals with general background, statement of the problem, rationale for the study, objectives of the study, research questions, significance of the study and operational definitions of key terms. Similarly, chapter two deals with review of related theoretical literature and empirical literature, implication of review for the study and conceptual framework. Chapter three deals with design of the study, population and sample sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Similarly, chapter four consists of results and discussion. Chapter five deals with summary, conclusion and implications of the study.

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 Tables</i>	<i>xii</i>
<i>List of Abbreviations</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1-4
1.1 General Background	1
1.2 Statement of the Problem	2
1.3 Rationale for the Study	3
1.4 Objectives of the Study	3
1.5 Research Questions	3
1.6 Significance of the Study	3
1.7 Delimitations of the Study	4
1.8 Operational Definitions of Key Terms	4
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	5-28
2.1 Review of Related Theoretical Literature	5
2.1.1 What is Language?	5
2.1.2 Significance of English Language	6
2.1.3 Speaking Skill	7
2.1.4 Speaking Situations	7

2.1.5	Micro Skills	8
2.1.6	Teaching Speaking	8
2.1.7	Speaking Strategies	9
	2.7.1.1 Strategies	10
	2.7.1.2 Teaching Strategies	10
2.1.8	Strategies for Improving Speaking	13
2.1.9	Strategies to Promote Speaking	15
2.1.10	Teaching English in Nepal	20
2.1.11	Government Aided Schools	21
2.1.12	Private Schools	21
2.1.13	Key Differences between Government Aided School and Private School	22
2.2	Review of Related Empirical Literature	22
2.3	Implication of the Review for the Study	25
2.4	Conceptual Framework	27
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY		29-31
3.1	Design of the Study	29
3.2	Population and Sample	30
3.3	Sampling Procedure	30
3.4	Data Collection Tools	30
3.5	Data Collection Procedures	31
3.6	Data Analysis and Interpretation Procedure	31
CHAPTER FOUR: RESULTS AND DISCUSSION		32-48
4.1	Results	32
4.2	Discussion	33
	4.2.1 Holistic Analysis of Class Observation	33

4.2.1.1	Information Gap	34
4.2.1.2	Discussion	35
4.2.1.3	Simulation	37
4.2.1.4	Brainstorming	37
4.2.1.5	Story telling	38
4.2.1.6	Role Play	39
4.1.2.7	Interviews	40
4.1.2.8	Story Completion	40
4.1.2.9	Reporting	41
4.1.2.10	Playing Cards	42
4.1.2.11	Picture Narrating	42
4.1.2.12	Picture Describing	43
4.1.2.13	Find the Difference	44
4.2.2	Comparative Analysis of the Strategies Used by Teachers	44
4.2.3	Analysis of Data Obtained from Post-observation Discussion	46
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND IMPLICATIONS		49-53
5.1	Summary	49
5.2	Conclusion	50
5.3	Implication	51
5.3.1	Policy Level	51
5.3.2	Practical Level	52
5.3.3	Further Research	52
REFERENCES		
APPENDIXCES		

LIST OF TABLES

	Page
Table No.1: Use of Information Gap Activity by Teachers	34
Table No.2: Use of Discussion in Classroom	36
Table No.3: Use of Brainstorming for Speaking Improvement	37
Table No.4: Use of Story Telling	38
Table No. 5: Use of Role Play	39
Table No. 6: Use of Story Completion	40
Table No: 7: Use of Reporting	41
Table No. 8: Use of Picture Narrating	42
Table No. 9: Picture Describing in Classroom	43
Table No. 10: Comparative Analysis of the Strategies	45

LIST OF ABBREVIATIONS

CDC	Curriculum Development Centre
CUP	Cambridge University Press
ELL	English Language Learners
ELT	English Language Teaching
etc.	et cetera
i.e.	id est (Latin), that is
ibid.	ibidem (Latin), in the same book or piece of writing
L1	First language
L2	Second language
M.Ed.	Master in Education
NCED	National Centre for Educational Development
T.	Teacher
T.U.	Tribhuvan University
viz.	namely
vs.	versus