CHALLENGES FACED BY ENGLISH TEACHERS IN TEACHING SPEAKING

A Thesis Submitted to the Department of English Education

in Partial Fulfilment for Master of Education in English

Submitted by

Aruna Dhakal

Tribhuvan University

Department of English Education

Saptagandaki Multiple Campus, Bharatpur

2018

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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 degree to any university.

Date: 2018-06-09

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Aruna Dhakal

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Aruna Dhakal** has prepared this thesis entitled **Challenges Faced by English Teachers in Teaching Speaking** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated to my father

Late Shree Hari Dhakal

Who always inspired me to do good.

ACKNOWLEDGEMENTS

Aruna Dhakal

ABSTRACT

This thesis entitled **Challenges Faced by English Teachers in Teaching Speaking** is an attempt to find out the main challenges in teaching speaking to the secondary level students. It also aimed at finding out the ways to address those challenges. To achieve these objectives different sources of data were used. A total of thirty secondary level teachers of English from thirty community schools of Tanahun district were taken as the sample following purposive sampling procedure. The major tool for collecting data was questionnaire. The teachers were asked to fill the questionnaire and to return as soon as possible. Analysis was made in terms of challenges related to teachers, students, techniques, provision, rural setting and challenges caused by recent disasters. It was found that the main challenges in teaching speaking were English teachers' inadequate command over spoken English, low job satisfaction, insufficient time for teaching speaking, exam oriented learning, low student participation and physically damaged school.

The thesis has been divided into five chapters. The first chapter consists of the general background, statement of the problem, research questions, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with the literature review. The third chapter contains method and procedure of the study. The fourth chapter deals with result analysis and interpretation of data collected. Chapter Five incorporates conclusion of the study and recommendations.

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LIST OF ABBREVIATIONS

CDC: Curriculum Development Centre

EFL: English as a Foreign Language

ELT: English Language Teaching

FAQ: Frequently Asked Questions

L2:   Second Language

NELTA: Nepal English Language Teachers' Association

SLC: School Leaving Certificate

TLC: Temporary Learning Centre

TPD: Teachers' Professional Development

UNO: United Nations Organization

UNESCO: United Nations Educational, Scientific and Cultural Organization

SAARC: South Asian Association for Regional Co-operation