

**MANAGING LARGE CLASS FOR TEACHING
SPEAKING: PRACTICES AND PROBLEMS**

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

**Submitted by
Rojita Gurung**

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

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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: 16/07/2018

.....

Rojita Gurung

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Rojita Gurung** has prepared this thesis entitled **Managing Large Class for Teaching Speaking: Practices and Problems** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 17/07/2018

.....

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T.U. Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

T.U., Kirtipur

Chairperson

Mr. Resham Acharya (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

Member

Mr. Khem Raj Joshi

Teaching Assistant

Department of English Education

T.U., Kirtipur

Member

Date: 29/12/2017

EVALUATION AND APPROVAL

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

Signature

Dr. Prem Bahadur Phyak

Lecturer and Head
Department of English Education
T.U., Kirtipur

Chairperson

Mr. Ganga Ram Gautam

Reader in English Education
Open and Distance Education Centre
T.U., Kirtipur

Expert

Mr. Resham Acharya (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur

Member

Date: 05/08/2018

DEDICATION

Dedicated

To

My Respected, Loving and Inspiring

Father Mr. Krishna Bahadur Gurung and Mother Chani Kumari Gurung

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ABSTRACT

This study entitled '**Managing Large Class for Teaching Speaking: Practices and Problems**' intended to find out the practices and problems while teaching speaking in the large class. A case study research design was used in this study. One English teacher of community school of Kathmandu district was selected as a case for this study by using purposive non-random sampling procedure. In this study, observation checklist and diary keeping were used as a research tool to collect required data. Similarly, the collected data were analyzed descriptively and interpreted thematically. The major findings of the study showed that warm up, content revision, whole class discussion, pair work, group work, individual work, and telling stories and sharing experiences were mostly practiced activities by the teacher while teaching speaking skill in large class. Similarly, teacher faced different problems while teaching in the large classes such as student's low participation, students' anxiety and hesitation, large number of students in a class, lack of equal opportunity, lack of enough teaching materials, and mother tongue interference.

This thesis consists of five chapters and other many sub-chapters. The first chapter deals with the general 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 consists of review of theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. Similarly, the third chapter is about methodology used in this study. It deals with the design of the study, population of the study, sampling procedures and research tools and data collection procedure and ethical consideration. Likewise, the fourth chapter consists of result and discussion, and the analysis and interpretation of the collected data. In the same way, the fifth chapter presents the findings, conclusion and recommendations related to the policy level, practice level and further research of the study on the basis of the analysis and interpretation of data, followed by references and appendices.

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LIST OF ABBREVIATIONS

CUP	:	Cambridge University Press
EFL	:	English as Foreign Language
ELT	:	English Language Teacher
ESL	:	English as Second Language
ESP	:	English for Specific Purpose
L1	:	Mother Tongue
M.Ed	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
OUP	:	Oxford University Press
T.U.	:	Tribhuvan University
TESL	:	Teaching English as second or foreign language
UNESCO	:	United Nation of Educational, Scientific and Cultural Organization