

# **ACTIVITIES USED IN TEACHING SPEAKING SKILL IN MIXED ABILITY CLASS**

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

**Submitted by  
Sumitra Dhakal**

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

**2019**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certified that **Mrs. Sumitra Dhakal** has prepare this thesis entitled “**Activities Used in Teaching Speaking Skill in Mixed Ability Class**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 27/01/2019

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Mr. Jagadish Paudel (Supervisor)  
Lecturer  
Department of English Education  
T.U., Kirtipur, Kathmandu

## **RECOMMENDATION FOR ACCEPTANCE**

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## RECOMMENDATION FOR EVALUATION

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# DEDICATION

*Dedicated to*

*My family members who find their happiness in my success and my teachers  
who made their endeavor to make me literate*

## **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: 26/01/2019

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Sumitra Dhakal



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Sumitra Dhakal

## **ABSTRACT**

This study entitled “Activities Used in Teaching Speaking Skill in Mixed Ability Class” is an attempt to find out activities used by secondary level English teachers to teach speaking skill in mixed ability classroom. In order to achieve this objective, observation diary and interview were used as data collection tools. Four secondary level English teachers of Tanahun district selected through purposive judgmental sampling procedure. One teacher from each school was selected and their forty classes were observed and on the last day of the classroom observation, took the interview with those teachers whose classes were observed. The finding of the study showed that pair work, group work, describing pictures, story telling, and discussion were the most used activities while teaching speaking skill in mixed ability classroom and all the teachers used the techniques of teaching speaking in good way. However, they lacked proper materials. Therefore, they need to equip with sufficient ELT materials, which can applied in the classroom.

The thesis consists of five chapters. The first chapter deals with general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, chapter two deals with review of related theoretical literature, empirical literatures, implication of review for the study and conceptual framework. Chapter three deals with design of the study, population and sample size, sampling procedure, research tools, sources of data, data collection procedure, data analysis procedure and ethical considerations. Similarly, chapter four consists of results and discussion. Chapter five deals summary, conclusions and implication of the study.

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## LIST OF ABBREVIATIONS

B.A	-	Bachelor in Arts
Dr.	-	Doctor
EFL	-	English as a Foreign Language
e.g.	-	for example
ELT	-	English Language Teacher
Et.al	-	and other
Etc.	-	Etcetera
Ibid	-	ibidem (Latin), in the same book or piece of writing.
i.e.	-	That is
M.A	-	Master in Arts
Med.	-	Master in Education
NELTA	-	Nepal English Language Teacher Association.
Stu	-	Students
T	-	Teacher
T.U.	-	Tribhuvan University

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