

TECHNIQUES USED IN TEACHING SPEAKING SKILL

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

**Submitted by:
Santosh Poudel**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Santosh Poudel** has prepared the thesis entitled **Techniques Used in Teaching Speaking Skill** under my guidance and supervision.

I recommend the thesis for acceptance.

Date : 2017/3/13

.....

Mrs. Madhu Neupane (Supervisor)

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

Professor

Department of English Education

Tribhuvan University, Kirtipur

Chairperson

Mrs. Madhu Neupane (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

Member

Mr. Laxmi Prasad Ojha

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

Member

Date :

EVALUATION AND APPROVAL

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

Signature

Dr. Ram Ekwel Singh

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

Chairperson

Dr. Rishi Ram Rijal

Reader

Department of English Education

Mahendra Ratna Campus, Tahachal

Kathmandu, Nepal

External

Mrs. Madhu Neupane (Supervisor)

Lecturer

Department of English Education

Tribhuvan University, Kirtipur

Member

Date : 2017-4-17

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 of research degree to any university.

Date : 2017/3/10

.....

Santosh Poudel

DEDICATION

I want to dedicate this thesis my grandfather **Mr. Pratiman Poudel** and my parents, **Mr. Ravi Lal Poudel** and **Mrs. Achhari Poudel**, who fought hard with adverse situations to bring up my academic career to this stage.

ACKNOWLEDGEMENTS

This study has been possible due to the co-operation, support and kindness of my research supervisor **Mrs. Madhu Neupane**, Lecturer, Department of English Education, whom I sincerely respect and show my gratefulness. Her kind help and scholarly guidance greatly helped me to complete this thesis on time without whose supervision, this work would never have appeared in this form.

Meanwhile, I would like to extend my sincere gratitude to guru **Dr. Ram Ekwal Singh**, Reader and Head, Department of English Education for his valuable inspiration and kind suggestions. I would also like to express my sincere gratitude **Prof. Dr. Anju Giri** for her invaluable comments and suggestions. Similarly, I would like to express my sincere gratitude to **Prof. Dr. Anjana Bhattarai**. Moreover, I would like to extend my gratitude to **Prof. Dr. Laxmi Bahadur Maharjan** for his suggestions.

I am indebted to **Prof. Dr. Jai raj Awasthi**, **Prof. Dr. Govinda Raj Bhattarai**, **Prof. Dr. Tirtha Raj Khaniya** and **Prof. Dr. Tara Datta Bhatta**, and the other faculties of the Department of English Education, Tribhuvan University, Kirtipur, for their invaluable and inspiration guidance and suggestions.

I would like to thank **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha** for their kind help in library study.

Similarly, I am grateful to all the Head teachers, English teachers and students of different secondary level schools of Kaski district for their valuable responses and supports.

Finally, I am grateful to my family and friends who directly and indirectly supported and encouraged me throughout the entire work.

Santosh Poudel

2017

ABSTRACT

This research work entitled **Techniques Used in Teaching Speaking Skill** is an attempt to find out techniques used by secondary level English teachers for teaching and learning in ELT classroom. I purposively selected 30 secondary level English classes from 6 secondary schools of Kaski district as sample for this study. Non-random judgemental sampling procedure was used to select schools and teachers. Classroom observation and diary record were used to collect the data for this study. The findings of the study showed that role play, picture description, reading maps and giving direction, group discussion, group work, interview, communicative game activity, information gap, unplanned speeches, telephone conversation strip story, storytelling, games and rhymes and conversation were the techniques used in teaching speaking skill.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, 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. The second chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter includes design and method of the study, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures and data analysis, interpretation procedures and ethnical consideration. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes findings, conclusion and recommendations at three different areas (policy related, practice related and further research related) followed by references and appendices.

TABLE OF CONTENTS

<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>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xii</i>
<i>List of Abbreviation and Symbols</i>	<i>xiii</i>
CHAPTER ONE : INTRODUCTION	1-5
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	5
CHAPTER TWO : REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-17
2.1 Review of Related Theoretical Literature	6
2.1.1 English Language Teaching	6
2.1.2 Teaching Speaking Skill	9
2.1.3 Sub-Skills of Speaking	10

2.1.4 Components of Speaking	11
2.1.5 Techniques for Developing Speaking Skill	12
2.2 Review of Related Empirical Literature	14
2.3 Implications of the Review for the Study	16
2.4 Conceptual Framework	17

CHAPTER THREE : METHODS AND PROCEDURES OF THE STUDY

18-21

3.1 Design and Method of the Study	18
3.2 Population, Sample and Sampling Strategy	19
3.3 Sources of Data	19
3.3.1 Primary Sources of Data	19
3.3.2 Secondary Sources of Data	20
3.4 Data Collection Tools and Techniques	20
3.5 Data Collection Procedures	20
3.6 Data Analysis and Interpretation Procedures	20
3.7 Ethical Considerations	21

CHAPTER FOUR : ANALYSIS AND INTERPRETATION OF RESULTS 22-42

4.1 Use of Data and Interpretation of Results	22
4.1.1 Use of Data Collected through Classroom Observation Diary	22
4.1.1.1 Use of Role Play	22
4.1.1.2 Use of Picture Description	24
4.1.1.3 Use of Reading Maps and Giving Direction	26
4.1.1.4 Use of Group Discussion	28
4.1.1.5 Use of Group Work	29
4.1.1.6 Use of Interview	31
4.1.1.7 Use of Communicative Game Activity	32
4.1.1.8 Use of Describe and Draw	33
4.1.1.9 Use of Unplanned Speeches	34

4.1.1.10 Use of telephone Conversation	35
4.1.1.11 Use of Strip Story	37
4.1.1.12 Use of Story Telling	38
4.1.1.13 Use of Games and Rhymes	39
4.1.1.14 Use of Conversation	40

CHAPTER FIVE : FINDINGS, CONCLUSION AND RECOMMENDATIONS

43-45

5.1 Findings	43
5.2 Conclusion	43
5.3 Recommendations	44
5.3.1 Policy Related	44
5.3.2 Practice Related	44
5.3.2 Further Research Related	45

REFERENCES

APPENDICES

LIST OF TABLES

		Page No.
Table 1	Use of Role Play	22
Table 2	Use of Picture Description	24
Table 3	Use of Reading Maps and Giving Directions	26
Table 4	Use of Group Discussion	28
Table 5	Use of Group Work	30
Table 6	Use of Interview	31
Table 7	Use of Communicative Game Activity	32
Table 8	Use of Describe and Draw	33
Table 9	Use of Unplanned Speeches	35
Table 10	Use of Telephone Conversation	36
Table 11	Use of Strip Story	37
Table 12	Use of Story Telling	38
Table 13	Use of Games and Rhymes	39
Table 14	Use of Conversation	41

LIST OF FIGURES

		Page No.
Figure 1	Conceptual Framework	17

LIST OF SYMBOLS ABBREVIATIONS

%	Percentage
CUP	Cambridge University Press
Dr.	Doctor
E.g.	For example
ed.	Edition
ELT	English Language Teaching
etc	Etcetera
i.e.	That is
M.Ed.	Masters of Education
No.	Number
OUP	Oxford University Press
Prof.	Professor
T.U.	Tribhuvan University