

**STRATEGIES USED FOR DEVELOPING SPEAKING
SKILL: A CASE OF M.ED. STUDENTS**

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

**Submitted by
Binod Singh Dhama**

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

2014

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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: 2071-02-02

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Binod Singh Dhani

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Binod Singh Dhimi** has prepared this thesis entitled **Strategies Used for Developing Speaking Skill: A Case of M.Ed. Students** under my guidance and supervision.

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DEDICATION

Dedicated
to
My parents

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Binod Singh Dhani

ABSTRACT

The thesis entitled "Strategies used for developing speaking skill: A case of M.Ed. students" was carried out to find out the strategies employed for developing speaking skill by M.Ed. students and to find out the problems that are faced while developing speaking skill. The data were collected from 45 students of M.Ed. second year majoring in English. The respondents were selected from three different campuses in Kathmandu district. Fifteen respondents were selected out of 45 from each of the campus using quota non-random sampling procedure. The data were collected through survey questionnaire. The strategies were found being used for developing speaking skill: involving in discussion, continuous practice in speaking, using English language as a means of communication, watching English movies, use of authentic materials, avoiding hesitation, delivering speech in front of mirror, developing positive attitudes toward English language etc. Similarly, problems in pronunciation and in supra-segmental features, feeling of fear and hesitation, mother tongue interference, lack of exposure and uneven participation, afraid of committing mistakes and lack of confidence, lack of trained teacher and proper government policies applied for language teaching and learning were found as problems in developing speaking skill.

This research is divided into five different chapters. The first chapter, 'Introduction' includes the background, statement of the problem, rationale, objectives, research question, significance and delimitation of the study. Chapter second deals with the theoretical literature and empirical literature. On the basis of which conceptual framework was developed. The third chapter includes the methodology used to conduct the study, which gives information about the design of the study, population and population and sample, sampling procedure, data collection procedure and data analysis and interpretation

procedure. Collected data have been presented, analyzed and interpreted in the fourth chapter. The fifth chapter summarizes and concludes the whole study. Besides, some of the implications of the study in policy level and practice level and references and appendices have been presented to make the study authentic, reliable and valid in his chapter.

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LIST OF ABBREVIATIONS

CUP	-	Cambridge University Press
Dr.	-	Doctor
e.g.	-	Exempli gratia (for example)
etc.	-	Etcetera
Edu.	-	Education
ELT	-	English Language Teaching
EFL	-	English as a Foreign Language
ESL	-	English as a Second Language
FL	-	Foreign Language
i.e.	-	id est (that is to say)
M.Ed.	-	Master's in Education
NELTA	-	Nepal English Language Teachers' Association
OUP	-	Oxford University Press
p.	-	Page
pp.	-	Pages
Prof.	-	Professor
T.U.	-	Tribhuvan University