AUTONOMOUS LEARNING ACTIVITIES OF IELTS CANDIDATES FOR DEVELOPING SPEAKING SKILL

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Sulochana Bhattarai

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2019

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Sulochana Bhattarai** has completed her M.Ed. thesis entitled **Autonomous Learning Activities of IELTS Candidates for Developing Speaking Skill** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 01/01/2019   ………………………………

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

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Date: 26/04/2018

EVALUATION AND APPROVAL

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

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Department of English Education	
Tribhuvan University, Kirtipur	

Date: 2019/2/15

DEDICATION

Dedicated

to

My beloved parents who have devoted their lives to make what I am today and all my well- wishers.

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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 to any university

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Date: 31/12/2018   ……………………………

                                                                    Sulochana Bhattarai

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With the completion of this thesis, I think I have reached my goal and have also been able to move on to a promising new stage of my life. So, I would like to show my sincere gratitude to all who have helped me on my journey.

Sulochana Bhattarai

ABSTRACT

This research entitled **Autonomous Learning Activities of IELTS Candidates for Developing Speaking Skill** aimed to explore the autonomous learning activities of the IELTS candidates for developing speaking skill. To attain the objectives of this research, I chose a mix- method research design. As a sample, I selected 40 IELTS candidates who were preparing for IELTS examination in Kathmandu valley using convenience sampling procedure. Both the primary and secondary sources of data were utilized in research. Questionnaire and interview were used as the main research tools to collect the data required for the study. The data collected from the participants were analyzed and interpreted by using both descriptive as well as stastical tools. The findings of the study showed that all the IELTS candidates made use of a wide range of autonomous learning activities independently to enhance their speaking skill. Among the various activities, some of their most dominant autonomous activities include; using library, self-study and taking own's responsibility, using internet and computer, brainstroming, involving in mock exam, listening English news and songs, practicing IELTS books, participating in discussion, conversation and debate competition etc.The finding also indicated that the respondents did not use any particular criteria or the ways for the selection of autonomous activities, they rather emphasized their interest, desire, convenience and comfort level. Similarly, all the respondents strongly realized the need of autonomous learning activities for developing their speaking skill. Moreoover, in their experiences, autonomous learning made them creative, motivated, confident and responsible which are very much necessary to develop their speaking skill.

This thesis has been organized in to five chapters. The first chapter deals with the background of the study, statement of the problem, objectives, research questions, significance of the study, delimitations of the study and operational definitions of key terms of the study. The second chapter incorporates review of related theoretical

literature, empirical literature, implication of the review for the study and conceptual framework. In the same way, third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling strategies, study area, data collection tools, data collection procedure and data analysis and interpretation procedure. Similarly, the forth chapter deals with the analysis of data and interpretation of the results and summary of the findings. Accordingly, the fifth chapter includes conclusions and recommendations. Some recommendations for policy related, practice related and further research related are presented in this section. This chapter is followed by references and appendices.

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LIST OF TABLES

LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
&	-	And
/	-	Slash
A	-	Agree
BBC	-	British Broad Casting
CALL	-	Computer Assisted Language Learning
CDs	-	Compact Disc
CUP	-	Cambridge University Press
DA	-	Disagree
DC	-	District of Columbia
DETYA	-	Department of Education Training and Youth Affairs
Dr.	-	Doctor
DVDs	-	Digital Video Disc
e.g.	-	Exempli Gratia (for example)
Ed.	-	Edition
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESOL	-	English Speakers of Other Language
etc.	-	And so on (from Latin 'et cetera)
i.e.	-	That is/ that are
ICT	-	Information Communication Technology
IELTS	-	International English Language Testing System
Ltd.	-	Limited

M.Ed.	-	Master of Education
MoE	-	Ministry of Education
N	-	Neutral
NCED	-	National Centre for Educational Development
No.	-	Number
OUP	-	Oxford University Press
P	-	Page
PDF	-	Portable Document Format
PHD	-	Doctor in Philosophy
Pvt.	-	Private
SA	-	Strongly Agree
SDA	-	Strongly Disagree
T.U	-	Tribhuvan University
TESOL	-	Teacher of English to speakers of other Languages
TV	-	Television
UK	-	United Kingdom
VCDs	-	Video Compact Disc
Viz.	-	Namely