

**A STUDY ON CLASSROOM ACTIVITIES ADOPTED BY
NOVICE TEACHERS TO TEACH SPEAKING SKILL**

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

**Submitted by
Dambar Bahadur Shahi**

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

2014

**A STUDY ON CLASSROOM ACTIVITIES ADOPTED BY
NOVICE TEACHERS TO TEACH SPEAKING SKILL**

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

**Submitted by
Dambar Bahadur Shahi**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2014**

T. U. Reg. No.: 9-2-413-338-2006

Campus Roll No.: 1595

Exam Roll No.: 280341

Date of Approval of

the Proposal: 2014-02-03

Date of Submission: 2014-03-18

**A STUDY ON CLASSROOM ACTIVITIES ADOPTED BY
NOVICE TEACHERS TO TEACH SPEAKING SKILL**

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

**Submitted by
Dambar Bahadur Shahi**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2014**

DECLARATION

I hereby declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2014-03-18

Mr. Dambar Bahadur Shahi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Dambar Bahadur Shahi has prepared this thesis entitled **A Study on Classroom Activities Adopted by Novice Teachers to Teach Speaking Skill** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:

.....

Mr. Raj Narayan Yadav (Supervisor)

Reader

Department of English Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T.U., Kirtipur

.....

Chairperson

Dr. Anju Giri

Professor

Department of English Education

T.U., Kirtipur

.....

Member

Mr. Raj Narayan Yadav (Supervisor)

Reader

Department of English Education

T.U., Kirtipur

.....

Member

Date:

EVALUATION AND APPROVAL

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

Signature

Dr. Anjana Bhattarai

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

.....

Chairperson

Dr. Laxmi Bahadur Maharjan

Professor
Department of English Education
T.U., Kirtipur

.....

Expert

Mr. Raj Narayan Yadav (Supervisor)

Reader
Department of English Education
T.U., Kirtipur

.....

Member

Date:

DEDICATION

Dedicated

to

my parents and teachers who made me what I am today.

ACKNOWLEDGEMENTS

This study has been possible due to the co-operation, support and kindness of my research supervisor **Mr. Raj Narayan Yadav**, Reader, the Department of English Education, whom I sincerely respect and show my gratefulness. His kind help and scholarly guidance greatly helped me to complete this thesis. without whose supervision, this work would never have appeared in this form.

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

I am indebted to **Prof Dr. Govinda Raj Bhattarai**, **Prof Dr. Tirtha Raj Khaniya**, **Dr. Bal Mukunda Bhandari**, **Dr. Tapasi Bhattacharya**, **Prof. Dr. Tara Datta Bhatta**, and the other professors and lecturers of the Department of English Education, Tribhuvan University, Kirtipur, for their invaluable and inspirational guidance and suggestions.

I would like to thank **Mrs. Madhavi Khanal** and **Miss. 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 the Kathmandu Valley 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.

Dambar Bahadur Shahi

ABSTRACT

This research entitled "A Study on Classroom Activities Adopted by Novice Teachers to Teach Speaking Skill" is an attempt to find out the classroom activities of secondary level novice teachers to teach speaking skill. This study followed survey design. It consisted of both primary and secondary sources of data. Ten teachers of secondary level school and thirty students of the same level were sampled by purposive non random sampling procedure. I used both questionnaire and observation checklist as tools to collect the data. It was found that the majority of the teachers used open-ended cues in the classroom and provided ample exposure to the learners to teach speaking skill. However, a very few number of classes had the provision of language games to facilitate the teaching of speaking skills. Similarly, a minority of teachers were aware in building situational context to use the language item in the classroom.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. The second chapter covers review of the related literature, implications of the review for the study, conceptual framework, and theoretical framework. The third chapter deals with the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Likewise, the fourth chapter aims at presenting the result and discussion. Fifth chapter deals with summary, conclusions, and implications followed by references and appendices.

TABLE OF CONTENTS

	Page No.
<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>Symbols and Abbreviations</i>	<i>xiii</i>
CHAPTER-ONE: INTRODUCTION	1-5
1.1 Background	1
1.2 Statement of the Problem	2
1.3 Rationale of the Study	2
1.4 Objectives of the Study	3
1.5 Research Questions	3
1.6 Significance of the Study	4
1.7 Delimitations of the Study	4
1.8 Operational Definitions of the Key Terms	4
CHAPTER-TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-16
2.1 Review of Related Theoretical Literature	6
2.1.1 Novice Teacher: An Introduction	7
2.1.2 Differences between Novice and Expert Teachers	8
2.1.3 Speaking Skill	9
2.1.4 Teaching Speaking Skill	10

2.1.5	Components of Speaking	12
2.2	Review of Related Empirical Literature	13
2.3	Implications of the Review for the Study	15
2.4	Conceptual Framework	16

**CHAPTER-THREE: METHODS AND PROCEDURES OF
THE STUDY**

17-20

3.1	Design of the Study	17
3.2	Population and Sample	19
3.3	Sampling Procedure	20
3.4	Data Collection Tools	20
3.5	Data Collection Procedure	20
3.6	Data Analysis and Interpretation Procedure	20

CHAPTER-FOUR: RESULTS AND DISCUSSION

21-42

4.1	Results	21
4.2	Discussion	21
4.2.1	Analysis and Interpretation of the Questionnaires	22
4.2.2	The Teacher in the Classroom	28
4.2.1.1	Analysis and Interpretation of the Classroom	
	Observations	29
	a) Providing Ample Exposure of Speech	29
	b) Building Situational Context	30
	c) Using Open-Ended Cues	30
	d) Giving Feedback to the Students	31
	e) Teacher's Move in the Classroom	32
	f) Using Body Language	32
	g) Encouraging Quiet and Introvert Students to Speak	33
	h) Being Versatile and Interactive	34
	i) Eliciting New Item	34
	j) Using Modern Technology	35

4.2.2.2 Students in the Classroom	36
a) Curiosity Towards the Learning	36
b) Risk-taking	37
c) Attitudes Towards Teachers	37
d) Response Towards Teachers' Questions	38
4.2.2.3 Classroom Practice and Evaluation System	39
a) Creating Environment of Collaboration	39
b) Creating Communication Situation	40
c) Using Language Game	40
d) Use of Evaluation Technique	41
CHAPTER-FIVE: SUMMARY, CONCLUSIONS AND IMPLICATIONS	43-46
5.1 Summary	43
5.2 Conclusions	44
5.3 Implications	45
5.3.1 Policy Level	45
5.3.2 Practice Level	46
5.3.3 Further Research	46
REFERENCES	47-48
APPENDIXES	48-50

LIST OF TABLES

	Page No.
Table No. 1: Involving in Conversation	22
Table No. 2: Noticeable Roles of Teachers	23
Table No. 3: Use of Audio Materials	23
Table No. 4: Interest in Teaching Speaking Skill	24
Table No. 5: Encouraging to Speak in English	25
Table No. 6: Using Drill in the Classroom	25
Table No. 7: Sources of Authentic Materials	26
Table No. 8: Motivation before Starting Lesson	27
Table No. 9: Elicitation of New Item	27
Table No. 10: Providing a Chance to Role Play	28

LIST OF FIGURES

	Page No.
Figure No. 1: Providing Ample	29
Figure No. 2: Building Situational Context	30
Figure No. 3: Using Open-Ended Cues in Large ELT Classes	31
Figure No. 4: Giving Feedback to the Students	31
Figure No. 5: Teacher's Move in the Classroom	32
Figure No. 6: Using Body Language	33
Figure No. 7: Encouraging Quiet and Introvert Students to Speak	33
Figure No. 8: Focusing on Individual Pace of Students in Large ELT Classes	34
Figure No. 9: Eliciting New Item	35
Figure No. 10: Using Modern Technology	35
Figure No. 11: Curiosity Towards Learning	36
Figure No. 12: Risk-taking	37
Figure No. 13: Attitudes Towards Teacher	38
Figure No. 14: Response Towards Teachers Question	38
Figure No. 15: Creating Environment of Collaboration	39
Figure No. 16: Creating Communication Situation	40
Figure No. 17: Using Language Game	41
Figure No. 18: Use of Evaluation Technique	41

SYMBOLS AND ABBREVIATIONS

CBS	:	Central Bureau of Statistics
CUP	:	Cambridge University Press
DEO	:	District Education Office
Dept	:	Department
DoE	:	Department of Education
Dr.	:	Doctor
e.g.	:	For example
EFA	:	Education For All
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
etc.	:	Etcetera
i.e.	:	That is
MOE	:	Ministry of Education
No.	:	Number
Prof	:	Professor
TGs	:	Teachers' Guides