

**STATUS AND CHALLENGES OF LEARNING AND
TEACHING SPEAKING AT HIGHER SECONDARY
LEVEL**

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

**Submitted by
Meena Subedi**

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

2017

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Second Year Examination
Roll No: 280526**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms **Meena Subedi** has been prepared this thesis entitle **Status and Challenges of Learning and teaching Speaking at Higher Secondary Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date :23-03-2017

Laxmi Prasad Ojha (Supervisor)

Teaching Assistant

Department of English Education,

T.U. Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

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

.....

Chairperson

Mr. Laxmi Prasad Ojha (Supervisor)

Teaching Assistant
Department of English Education,
T.U. Kirtipur

.....

Member

Mr. Resham Achharya

Teaching Assistant
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. Ram Ekwel Singh

Reader and Head

Department of English Education

T.U. Kirtipur

.....

Chairperson

Dr. Anju Giri

Professor

Department of English Education

T.U. Kirtipur

.....

Member

Mr. Laxmi Prasad Ojha (Supervisor)

Teaching Assistant

Department of English Education

T.U., Kirtipur

.....

Member

Date:

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: 22-03-2017

.....

Meena Subedi

DEDICATION

This thesis is dedicated to my

Parents

Who devoted their whole life for my study and made me what I am today.

ACKNOWLEDGEMENT

This type of thesis writing has really taken me to newer world. As a result, I have felt a new experience in the context of my study. In course of writing this thesis I have fully been inspired by the invaluable cooperation, suggestion, guidance and counselling by various persons .Therefore, missing all I would like to express my sincere gratitude to my respected guru and research supervisor **Mr. Laxmi Prasad Ojha**, Teaching Assistant, Department of English Education T .U. Kirtipur .

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Meena Subedi

ABSTRACT

The present study entitled **Status and Challenges of Learning and Teaching Speaking at Higher Secondary Level** .This study was an attempt to find out status of speaking ability of higher secondary level students and find out the challenges faced by teachers and students on teaching and learning speaking skills. In order to find out the status and challenges of speaking skill the data were collected by using both open and closed ended questions as a set of questionnaire. Forty students and five English teachers of Nawalparasi District were selected through non-random sampling procedure for the study. To meet the objectives of the study, the data were analysed using simple statistical tools like tables and charts .The study has found that higher secondary level students and teachers are facing many challenges while learning and teaching speaking skill. Teachers are facing challenges due to limited time exposure, not having sufficient materials, low participation of students, large number and mixed ability students. Likewise students also face challenges due to mother tongue influence, not provided well trained teachers, imperfectly learned pronunciation and intonation, examination system, large classroom inadequate opportunity to speak in and out of classroom.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and the operational definition of the key terms. The second chapter includes the review of both theoretical and empirical literature along with the implications of the review for the study and conceptual frame work. The third chapter deals with research design and method of the study, population sample and sampling strategy, study area, data collection tools and techniques ,data collection procedures and data interpretation procedures .The forth chapter includes analysis and interpretation of the results and summary of findings. The obtained data from questionnaire has been analysed and interpreted with the help of tables and charts. Likewise, fifth chapter includes the conclusions and recommendations based on policy related, practice related and further research related. This chapter is followed by references and appendices used for the study.

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LIST OF ABBREVIATION

%	Percentage
eg	Example
ELT	English Language Teaching
etc	excreta
HSEB	Higher Secondary Education Board
OHP	Over Head Project
P	Page
Prof	Professor
S.N.	Serial Number
T.U.	Tribhuvan University