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DECLARATION

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

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This is to certify that **Bijayalaxmi Awasthi** has prepared this thesis entitled '**Role of Discussion Technique in the Development of Spoken English**' under my guidance and supervision.

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DEDICATION

Dedicated to

My late grand parents and parents

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Date: 2067/12/21

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Bijayalaxmi Awasthi

ABSTRACT

The present study entitled "Role of Discussion Technique in the Development of Spoken English" aims to find out the achievement in the spoken English by the application of discussion technique. The study was carried out using both primary and secondary sources of data. For primary data, the tenth grade students of a government-aided secondary school were taught speaking. Altogether 36 students were selected as sample and they were taught speaking on the basis of the original texts of the English text book of Grade Ten. Eight language functions along with some speaking exercises were chosen for teaching. The sampling procedure was purposive because of the availability of the students. A pre-test was given using the test items in the beginning. Then, four progressive tests were conducted in the interval of five class periods of each. The test items given for the post-tests were the ones given to the pre-test. They were taught twenty periods altogether. The average score of all the test items were calculated. The results of the tests were compared to find out the effectiveness of discussion techniques on their achievement of speaking. It was found that discussion technique was more effective than usual classroom teaching in practice at secondary level.

The first chapter consists of background, definition of language, difference between spoken and written texts. Components of speaking skill, problems with speaking, some solutions to the problems, classroom speaking activities are also introduced in the first chapter. The first chapter also includes discussion, types of discussion, discussion items based on the Grade Ten textbook. The origin of action research, its definition and process have been put

in this chapter. The final parts of this chapter are reviews of the related literature, objectives and significance of the study. The second chapter deals with the methodology applied in the study, the sources of data, sample population, sampling procedure, tools and procedures for data collection. The chapter also states the limitations of the study. The third chapter presents analysis and interpretations. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of data. References and appendices are attached at the end.

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LIST OF ABBREVIATIONS

TOEFL	Test of English as a Foreign Language
IESL	International test of English as a Second Language
L1	First Language
L2	Second Language
St	Student
P	Page
etc.	Etcetera
i.e.	That is
NELTA	Nepalese English Language Teachers' Association
TU	Tribhuvan University
ELT	English Language Teaching
et al.	And other people
NO.	Number
&	and
MO	Mark Obtained
PAR	Particularly action research
ESL	English as a Second Language
Ed	Edited
OUP	Oxford University Press

Co	Company
US	United States
USA	United Sates of America
Vol	Volume
CUP	Cambridge University Press