

**TEACHERS' PRACTICES ON INSTRUCTIONAL  
TECHNIQUES IN ELT CLASSROOM**

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

**Submitted by**

**Sagar Paudel**

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

**Nepal**

**2015**

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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: 01-09-2015

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**Sagar Paudel**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Sagar Paudel** has prepared this thesis entitled  
**“Teachers’ Practices on Instructional Techniques in ELT Classroom”**  
under my guidance and supervision.

I recommend this thesis for acceptance.

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# DEDICATION

*Dedicated to my parents*

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**Sagar Paudel**



## ABSTRACT

The present research study entitled “**Teachers’ Practices on Instructional Techniques in ELT Classroom**” aimed to explore the lower secondary level English teachers practices on different instructional techniques in ELT classroom regarding warm up activities, teachers’ physical presence in the classroom, teachers’ voice, teachers’ role, teachers’ and students’ talk, students’ seating, teaching materials and group and pair work. To meet the objectives of this research study, I selected 30 lower secondary level English teachers from 30 lower secondary schools of Baglung district using purposive non-random sampling procedure as sample for this study. Two lower secondary level English teachers from each school were selected for this study.

Questionnaire and Classroom observation checklist were used to collect the data for this study. The findings of this study showed that lecture was the commonly used technique as 46.67% lower secondary level English teachers used lecture, explanation, illustration, discovery and individual instructions to teach their students. Likewise, it was found that director, monitor, manipulator, facilitator, co-communicator, friend, resource person were the most performed roles by the teachers while their students were working in pair and group and it was found that students were seating in orderly rows in all the classes.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further research related).

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## LIST OF SYMBOLS ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
ed.	:	Edition
ELT	:	English Language Teaching
etc	:	Etcetera
i.e.	:	That is
M.Ed	:	Master's Degree in Education
No.	:	Number
OUP	:	Oxford University Press
Prof.	:	Professor
T. U.	:	Tribhuvan University
TTT	:	Teacher Talking Time
STT	:	Student Talking Time
TTQ	:	Teacher Talking Quality