

CURRENT PRACTICES OF USING ENGLISH IN THE ENGLISH CLASSROOM

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

**Submitted by
Youbaraj Khatri**

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

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2015**

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**Date of Approval of the
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Date of Submission: 01/07/2015**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Youbaraj Khatri** has prepared this thesis entitled **Current practice of using English in the English classroom** under my guidance and supervision.

I recommended the thesis for acceptance.

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DECLARATION

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

Date:- 30/06/2015

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Youbaraj Khatri

DEDICATION

To my parents who spent their lives to make me what I am today.

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Youbaraj Khatri

ABSTRACT

The research study entitled “**Current practices of using English in the English classroom**” aimed to find out current practices of using English in the English classroom and problems in using English in English classroom. Keeping the objectives in consideration, fifteen English language teachers from fifteen different secondary schools and thirty students of the same schools of Surkhet district were sampled through non-random purposive sampling procedure. Two sets of the questionnaire one for teachers and one for the students and observation form were the tools of data collection. In this research, data were described and interpreted from the both qualitative and quantitative way. Although this study has found several positive aspects of regarding current practice of using English in the English classroom, such as classroom size, normal condition of physical facilities, numbering of students and teachers. It discovered several problems i.e. lack of library related to English language, lack of teacher’s involvement in professional development activities, mixed ability classroom, no use of modern ELT technologies in the learning process, frequent use of Nepali language, use of teacher centered techniques, careless of listening and speaking skills, exam oriented teaching and learning activities.

This thesis has been divided into five chapters. The chapter one deals with introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, chapter two introduces the review of related literature and conceptual framework. Similarly, chapter three deals with the methods and procedures of the study. Likewise, chapter four consists of analysis and interpretation of results, which is known as a crucial part of analysis of data. Finally, chapter five incorporates conclusion and recommendation. The final section of the study incorporates the references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

Dr.	-	Doctor
e.g.	-	For example
ELT	-	English Language Teaching
etc	-	and so on (from Latin 'et cetera')
Ibid	-	In the same book and page number
M.Ed.	-	Master of Education
Prof.	-	Professor
P.	-	Page
Regd.	-	Registration
T.U.	-	Tribhuvan University
No.	-	Number
S.N.	-	Serial Number
%	-	Percentage