

**PEDAGOGICAL PRACTICES IN ELT CLASSROOM: AN
ETHNOGRAPHIC STUDY**

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

**Submitted by
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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.

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DEDICATION

My beloved Parents

Who sacrifice their whole life to make me a human being.

AND

Teachers

Who transformed me from nobody to somebody.

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ABSTRACT

The research entitled 'Pedagogical Practices in ELT Classroom: An Ethnographic Study' was an attempt to explore the pedagogical practices of public ELT classroom in terms of classroom management and instructional techniques. The research followed the ethnographic research design. Classroom observation, diary keeping and interview were used as the main research tools for data collection. Two secondary level English teachers were sampled by using purposive non-random sampling procedure from two different public schools of Mahottari district. I observed 30 classes (i.e. fifteen of each teacher) of selected ELT teachers using classroom observation guidelines. From the study, it was found that there was a gap between the teachers' knowledge about the classroom management strategies; instructional techniques that could be used in ELT classes and their practices in real classroom teaching. It was because teachers stated in the interview that they used learner centered techniques, audio visual and supplementary materials and child friendly physical facilities in their classroom to deliver the English language skills but after observing their real practices in the classroom, they mostly used teacher centered methods, limited materials; textbook, newspaper, white board, and markers and traditional physical facilities. That is to say, they hardly noticed using ICT materials.

The thesis consists of five chapters. The first chapter deals with general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with the review of theoretical and empirical literature and conceptual framework of the study. Likewise, the third chapter deals with the methodology adopted for the study, design of the study, population, sample and sampling strategy of the study, research tools, sources of data, data collection procedure and data analysis and interpretation procedure of the study. The fourth chapter deals with the analysis

and interpretation of the collected data descriptively and using simple statistical tools. Similarly, the fifth chapter deals with the findings based on the analysis and interpretation of the data, conclusion derived from the findings and recommendations. Finally, references and appendices are attached at the final part of the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
&	-	And
CUP	-	Cambridge University Press
e.g.	-	For example
Ed.	-	Edition
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
et al.	-	And Other People
i.e.	-	That is
ibid	-	In the Same Place
LSRW	-	Listening, Speaking, Reading and Writing
NELTA	-	Nepal English Language Teacher Associations
p.	-	Page
pp.	-	Pages
T. U.	-	Tribhuvan University
TEFL	-	Teaching English as a Foreign Language