

**LEARNER-CENTERED TECHNIQUES USED IN THE  
ENGLISH LANGUAGE CLASSROOMS**

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

**Submitted by**

**Usha Paudel**

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

**2019**

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## RECOMMENDATION FOR ACCEPTANCE

This is certify that Miss. **Usha Paudel** has completed this research of her M.Ed. thesis entitled **Learner-Centered Techniques Used in English Language Classroom** under my guidance and supervision.

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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.

Date: 30/05/2019

.....

**Usha Paudel**

## **DEDICATION**

Dedicated

to

My ideal person mom, dad, brother-in-law,  
sisters and all my respected teachers  
who contributed a lot to lead  
me here.

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**Usha Paudel**

## **ABSTRACT**

The present study entitled **Learner-Centered Techniques Used in The English Language Classrooms** aimed at findings out to examine the practice of learner-centered techniques in their classroom and what different learner-centered techniques have used in English classes by the teachers. For this study, five English language teachers were selected from Kathmandu district and six classes of each teacher (i.e. 30 classes) were observed. The sample of this study was selected through purposive non random sampling procedure. Interview and classroom observation were used as the main tools for data collection. The data collected from the field was analyzed qualitatively. The major finding of this study included that all the teachers had clear and positive perceptions on the use of Learner-Centered Techniques in the Secondary level. They used the techniques like individual work, pair work, group work, discovery techniques, role play, group discussion, and strip story in teaching English. However, dramatization technique was not used in their classrooms. Lack of teaching materials, lack of time, domination of GT method, over-crowded classroom, lack of training and low level of language proficiency of learners were found as the problems in the use of Learners-centered techniques.

The present research has been organized into five chapters. The first chapter includes with the general background, statement of problem, objectives of this study, research questions significance of this study, delimitation and operational definitional of the key terms. The second chapter consists with the review of related literature and conceptual framework. The third chapter includes with the design of the study, population, sample, sampling strategy, sources of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure, and ethical considerations. Similarly, the fourth chapter deals of analysis and interpretations of the data collected form the respondents. The chapter five consists of findings, conclusion and recommendations. The recommendations of further presented three levels as policy, practice and further research, references and appendixes are attached at the end.

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## **REFERENCES**

## **APPENDICES**

## **LIST OF SYMBOLS, ABBERRIATIONS AND ACRONYMS**

CUP	:	Cambridge University Press
EFL	:	English as Foreign Language
ELT	:	English Language Teaching
ESL	:	English as Second Language
M.Ed.	:	Master of Education
OUP	:	Oxford University Press
Prof	:	Professor
RT	:	Retired
T	:	Teacher
TA	:	Teacher 'A'
TB	:	Teacher 'B'
TC	:	Teacher 'C'
TD	:	Teacher 'D'
TE	:	Teacher 'E'