

**TECHNIQUES USED IN TEACHING ENGLISH AT
GRADE FIVE : A CASE STUDY**

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

**Submitted by
Ramesh Kumar Shrestha**

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

2014

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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: 2014/03/19

Ramesh Kumar Shrestha

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ramesh Kumar Shrestha** has prepared this thesis entitled "**Techniques Used in Teaching English at Grade Five: a Case Study**" under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to

my father late Som Kumar Shrestha

and mother Mrs. Budha Maya Shrestha

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ABSTRACT

This research entitled "Techniques Used in Teaching English at grade Five : A Case Study" is an attempt to bring out the clear picture of existing classroom practices i.e. techniques used in teaching English at grade five. The research was carried out using both primary and secondary data. The data for the study had been collected through classroom observation. I observed forty classes of a teacher teaching at grade five. I selected the school and teacher by using non-random purposive sampling. The collected data had been analyzed and interpreted qualitatively. The research finding shows that though there was gradual progression towards using student centered techniques, still the classroom is dominated by the teacher centered techniques. Student centered techniques like role play, pair work, dialogue reading, guessing games, group work, individual work and teacher centered techniques like lecture, explanation, demonstration and illustration were used to teach English at grade five.

This thesis consists of five chapters and other many sub-chapters. The first chapter deals with the general background of the study, statement of the problem, rationale and objectives of the study, research questions, significance and delimitations of the study, and operational definitions of the key terms. The second chapter consists of review of theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. Similarly, the third chapter is about the methodology used in this study. It deals with the design of the study, population of the study, sampling procedure and research tools and data collection procedures. Likewise, the fourth chapter consists of results and discussion, and the analysis and interpretation of collected data. In the same way, the fifth chapter presents the summary, conclusions and implications (Policy level, practice level and further research) of the study on the basis of the analysis and interpretation of data, followed by references and appendices.

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REFERENCE

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LIST OF ABBREVIATIONS

A.D.	-	Anno Domini
Dr.	-	Doctor
e.g.	-	For example
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
et al.	-	et alia (and others)
etc.	-	et cetera
i.e.	-	id. est / that is
NEC	-	National Education Commission
NESP	-	National Education System Plan
P.\PP.	-	Page / Pages
Pr.	-	Professor
SLC	-	School Leaving Examination
T.U.	-	Tribhuvan University