

**TECHNIQUES USED IN TEACHING ENGLISH IN RURAL  
AREAS**

**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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**Faculty of Education  
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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: **2068/03/29**

**Bhubanesor Bhattarai**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bhubanesor Bhattarai** has prepared this thesis entitled '**Techniques Used in Teaching English in Rural Areas**' under my guidance and supervision.

I recommend this thesis for acceptance.

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# **DEDICATION**

Dedicated

to

my grandparents and parents

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**July, 2011**

**Bhubanesor Bhattarai**

## **ABSTRACT**

This present research work entitled '**Techniques Used in Teaching English in Rural Areas**' aimed at finding out the techniques used in teaching English in rural area schools. For the accomplishment of the research work, the researcher selected the teachers of different schools of Pyuthan district. First of all, he built rapport with the schools for the class observation and observed fifty classes of different ten teachers. The data were analyzed after collecting them by using different statistical tools and presented through tables. The study showed that the majority of the rural teachers were found using descriptive types of techniques in their teaching like translation (i.e. use of mother tongue), guessing, question answer technique, text reading (i.e. lecture) technique and a very few teachers were found using other learner-centered or activity based techniques in their classes.

This thesis consists of four chapters. Chapter one consists of general background, review of the related literature, objectives and significance of the study. Similarly, chapter two contains methodology adapted in course of study, sources of data, tools for data collection and limitations of the study. Chapter three presents the analysis and interpretation of the data obtained through primary sources. Chapter four includes findings and recommendations which are derived and suggested with the help of analysis and interpretation of data. References and appendices are included at the end of this work to make the work more valid.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

%	Percentage
CUP	Cambridge University Press
e.g.	For Example
E.L.T.	English Language Teaching
etc.	Et Cetera
i.e.	that is
M.Ed.	Master in Education
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
SAARC	South Asian Association for Regional Cooperation
T.U.	Tribhuvan University
UN	United Nations