

**STRATEGIES USED BY PRIMARY LEVEL
TEACHERS IN TEACHEING TENSES**

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

**Submitted by
Mohan Paudel**

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

2010

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mohan paudel** has prepared this thesis entitled **Strategies Used by Primary Level Teachers in Teaching Tenses** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to my *parents*, whose love, affection, encouragement and efforts made me what I
am today.

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: 2067-1-12

.....

Mohan Paudel

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ABSTRACT

The present study “Strategies Used by Primary Level Teachers in Teaching Tenses” is carried out to find out the strategies used by primary level teachers in teaching tense. It is carried out by comparing between trained and untrained teachers. The comparison has been made in two respects viz, sample of lesson presentation and actual strategies or techniques used in the classroom. By the use of random sampling procedure the researcher selected twenty primary level English teachers from seventeen schools of Arghakhanchi district. Six classes of each teacher were observed by using observation checklists. The researcher collected data by distributing questionnaires and observing the classes of the English teachers while they were teaching tenses. This study shows that while teaching tense trained teachers frequently use strategies viz labour participation, questioning, drill, demonstration, co-operative, oral exercise, communicative exercise, written exercise, problem solving, discussion and active learning whereas untrained teachers use explanation, illustration and deductive in most part of the instructional time. The comparison showed that in many of the strategies and lesson presentation the position of trained teachers was found comparatively better than the position of untrained teachers.

This study is divided into four main chapters. The first chapter deals with general introduction of the study; it also consists of review of the related literature, objectives and significance of study. Chapter two deals with methodology, population of the study, sampling procedure, tools for data collection and limitations of the study. Chapter three deals with an analysis and interpretation of the collected data. Final chapter includes findings and recommendations. On the basis of the analyzed data findings have been listed and, in turn, on the basis of these findings some recommendations have been made.

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LIST OF SYMBOLS AND ABBREVIATIONS

CUP	Cambridge University Press
Dr	Doctor
ELT	English Language Teaching
Et al	and others
Ed	Education
Etc	Et cetera
i.e.	id. est. (that is to say)
M. Ed	Masters of Education
NELTA	Nepal English Language Teachers Association
NO	Number
OUP	Oxford University Press
P.P	Pages
p.	Page
Prof	Professor
Reg. No	Registration Number
S.N	Serial Number
SMC	School Management Committee
TU	Tribhuvan University
VIZ	Vide Licet (namely)
VOL	Volume
VS	Versus