

**STRATEGIES ADOPTED IN TEACHING LANGUAGE
FUNCTIONS AT SECONDARY LEVEL**

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

**Submitted by
Madhab K. C.**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2011**

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Roll No: 280559 /066**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Madhab K. C.** has prepared this thesis entitled '**Strategies Adopted in Teaching Language Functions at Secondary Level**' under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2068/05/21

Mr. Raj Narayan Yadav (Guide)

Reader

Department of English Education

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following 'Research Guidance Committee'.

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

Chairperson

Mr. Raj Narayan Yadav(Guide)

Reader

Department of English Education

T.U., Kirtipur

Member

Dr. Tara Datta Bhatta

Reader

Department of English Education

T.U., Kirtipur

Member

Date: 2068/05/25

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee.'

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

Chairperson

Mr. Raj Narayan Yadav (Guide)

Reader

Department of English Education

T.U., Kirtipur

Member

Dr. Bal Mukunda Bhandari

Reader

Department of English Education

T.U., Kirtipur

Member

Date: 2068 /05/26

DEDICATION

*Dedicated to
My Loving Parents*

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 for any university.

Date: 2068/5/20

Madhab K. C.

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Date: 2068/05/25

Madhab K.C.

ABSTRACT

The study entitled 'Strategies Adopted in Teaching Language Functions at Secondary Level' has been carried out to find out the strategies used in teaching language functions in private schools as well as community schools. The comparison has been made in three aspects viz. indirectly related aspects, sample of lesson presentation and actual strategies or techniques used. By the use of non-random sampling procedure the researcher selected six schools of Pyuthan district. Altogether twenty four classes of English teachers were observed. The researcher has collected data by distributing questionnaire and observing the classes of the English teachers while they taught language functions. All the language functions come under socializing function of language. In order to collect data, the researcher himself went to the field, obtained consent from related body, established rapport with the teachers and collected data 24 days in the field. This study shows that while teaching language functions in Private School, strategies viz. questioning, drill, demonstration, audio-video, inductive, co-operative and TRP were used the most part of instructional time. The comparison shows that in many of the strategies, sample of lesson presentation and indirectly related aspects the position of Private Schools' teachers and Private Schools was found comparatively better than the position of Community Schools' teachers and Community Schools.

This thesis is divided into four chapters. The first chapter deals with the introduction of the study. It introduces language functions and moves to review of the related literature, objective of the study, and significance of study. Chapter two deals with methodology, i.e. how the research was carried out. The study is based on both primary and secondary sources of data. Population of the study, sample population, sampling procedure, tools for data collection and limitation of the study have also been included. Chapter three deals with the analysis and interpretation of the data which were analyzed separating them into three sub-headings viz. teaching strategies used in Private Schools, sample

of lesson presentation and indirectly related aspects. The data have been interpreted by comparing the Private Schools' teachers' position to Community Schools' teachers' position and have been tabulated. Final chapter includes summary, findings and recommendations. On the basis of analysis data, findings have been listed and on the basis of findings, some recommendations have been made.

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LIST OF ABBREVIATIONS AND SYMBOLS

CLT	Communicative Language Teaching
CS	Community School
ELT	English Language Teaching
e.g.	For example
etc.	etcetera
i.e.	That is
L ₁	First language
L ₂	Second Language
M.Ed.	Masters of Education
P	Page
PS	Private School
S.N.	Serial Number
T.U.	Tribhuvan University