

**TEACHING STRATEGIES USED IN THE
ELT CLASSROOM**

**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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2011

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bala Bahadur Rokaya** has prepared this thesis entitled **Teaching Strategies Used in the ELT Classroom** under my guidance and supervision.

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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: 2068 - 02 - 05

.....

Bala Bahadur Rokaya

DEDICATION

Dedicated
to
my parents and uncle

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ABSTRACT

The present study entitled **Teaching Strategies Used in the ELT Classroom** was attempted to find out different strategies of teaching and to compare the strategies used by public and private higher secondary level English teachers. Both primary and secondary sources of data were used in this study. For primary data, fourteen higher secondary level English teachers were selected. Seven private and seven public school teachers were purposively selected from the Kathmandu valley as the sample and five classes of each teachers were observed with the help of observation checklist. The researcher observed altogether seventy classes of fourteen teachers. The data collected from observation checklist were minutely analyzed. After the analysis, it was found that direct instruction, small group work, discussion, problem solving, cooperative learning, student writing and role play were used by the teachers. Strategies such as student research and case study were not used by the higher secondary level teachers in both of the private and public schools. It was also found that, the teaching strategies were used more effectively in private schools than in public ones.

This study consists of four chapters. The first chapter deals with the study in terms of general background, review of related literature, objectives and significance of the study. The second chapter contains the methodology which consists of sources of data, population of the study, sampling procedures, tools and process of data collection and limitations of the study. Likewise, chapter three deals with the analysis and interpretation of collected raw data obtained from the field which were done by percentage and tables. Finally, chapter four deals with the findings and recommendations of this study.

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LIST OF SYMBOLS AND ABBREVIATIONS

ESL	English as Second Language
P	Page
/	Slash
No	Number
OHP	Over Head Projector
DI	Direct Instruction
CL	Cooperative Learning
B.Ed.	Bachelor of Education
ELT	English Language Teaching
CUP	Cambridge University Press
TU	Tribhuvan University
M.Ed.	Master of Education
%	Percent
Prof.	Professor
etc.	et cetera
i.e.	id est / that is
e.g.	For example / exempli gratia
Dr.	Doctor
TV	Television
Viz.	Videliect / Namely
HSS	Higher Secondary School
UNO	United Nations Organization
Vol	Volume

