

STRATEGIES ADOPTED BY HIGHER SECONDARY ENGLISH TEACHERS IN TEACHING LANGUAGE ITEMS

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

**Submitted by
Nawaraj Sapkota**

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

2011

**STRATEGIES ADOPTED BY HIGHER SECONDARY
ENGLISH TEACHERS IN TEACHING LANGUAGE ITEMS**

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

**Submitted by
Nawaraj Sapkota**

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

**T.U. Reg. No. : 9-1-21-178-2002
Second Year Examination
Roll No. : 280612/066**

**Date of Approval of the Thesis
Proposal : 2068-01-12
Date of Submission : 2068-03-13**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Nawaraj Sapkota** has prepared this thesis entitled **Strategies Adopted by Higher Secondary English Teachers in Teaching Language Items** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2068-03-13

Dr. Tapasi Bhattacharya

Reader

Department of English Education

Faculty of 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

Dr. Tapasi Bhattacharya (Guide)

Reader

Department of English Education

T.U., Kirtipur

Member

Mr. Prem Bahadur Phyak

Teaching Assistant

Department of English Education

T.U. Kirtipur

Member

Date: 2068-03-15

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

Dr. Jai Raj Awasthi

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

T.U., Kirtipur

Member

Dr. Tapasi Bhattacharya (Guide)

Reader

Department of English Education

T.U., Kirtipur

Member

Date: 2068-03-16

DECLARATION

I here by 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: 2068-03-12

Nawaraj Sapkota

DEDICATION

Dedicated

*to my Late Guru Khadak K.C. who made me work hard and
take responsibility of my learning*

ACKNOWLEDGEMENTS

Carrying out research is not an easy task without the continuous tireless guidance, meticulous supervision and co-operative suggestions of different people. For this, I am very much indebted to and would like to express sincere gratitude to my thesis supervisor **Dr. Tapasi Bhattacharya**, Reader, Department of English Education, T.U., Her continuous assistance, inspiration, encouragement, co-operation, enthusiasm and constructive suggestions in this study are ever memorable. For this, I would like to extend my profound gratitude to her.

I am extremely indebted to **Dr. Chandreshwar Mishra** Professor and Head of the Department of English Education, for his kind co-operation. Similarly, I would like to extend my hearty gratitude to **Prof. Dr. Jai Raj Awasthi** for providing me invaluable suggestions as well as for being the source of motivation from every respects. I would also like to express my sincere gratitude to **Mr. Prem Bhadur Phyak**, Teaching Assistant, Department of English Education for his constructive suggestions, regular inspiration and academic co-operation in the tenure of my Master Degree Programme.

I am ever indebted to my respected and honorable late guru, **Mr. Khadak K.C.** who had set the foundation of linguistics and language teaching for me and all the later developments and progress are related to that very foundation. Should the foundation be weak progress in development cannot be imagined.

I have a great pleasure to express my deep sense of gratitude to my respected Gurus and Gurumas of the Department of English Education for their direct and indirect encouragement and suggestions.

I cannot remain thanking all the Higher Secondary English teachers of Sindhupalchok district who made the data available for me by taking pain of it. I

am also grateful to my family members for their continuous academic as well as moral support throughout my career development.

In the same way, it will be injustice to my friends if I do not acknowledge them.

I am extremely grateful to my friends **Mr. Shyam Kumar Sapkota, Mr. Ramesh Prasad Ghimire, Mr. Niroj Gyawaly, Mr. Bashu Dev Gyawaly, Mr. Rajendra Sapkota, Mr. Rajan Sapkota, Mr. Ramesh Neupane, Mr. Pradip Bhushal, Mr. Thakur Khatiwada, Mr. Gopal Puri** and **Mr. Hasta Bhandari** for their kind co-operation and help at many stages of carrying out this research.

Moreover, I owe a debt to **Mrs. Madhavi Khanal**, Librarian of the Department of English Education, for her administrative support.

Finally, I extend my cardinal thanks to **Mr. Rajiv Maharjan** (Friend's Computer Service) who assisted for meritorious computer work.

Nawaraj Sapkota

ABSTRACT

The present study entitled "Strategies Adopted by Higher Secondary teachers in Teaching Language Items" is carried out to find out the strategies adopted by Higher Secondary English teachers in teaching language items. In order to fulfill the objectives of the study, 15 Higher Secondary English teachers of Sindhupalchok district were selected through purposive non-random sampling procedure. Two sets of research tools were used to gather the information from the teachers. The data was collected by distributing questionnaires and observing the classes of the English teachers while they were teaching language items. The findings of the study showed that most of the teachers were using inductive method while teaching language items. They were frequently using students' mother tongue in their classroom. It was also found that pair work, group work, drill, question answer, picture dictation, teacher correction technique were frequently used by the teachers. However, majority of the teachers did not use language games and listening text given on a cassette while teaching language items.

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.

TABLE OF CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Figures</i>	<i>xiii</i>
<i>List of Symbols and Abbreviations</i>	<i>xiv</i>
CHAPTER ONE: INTRODUCTION	1-26
1.1 General Background	1
1.1.1 English and its Status	2
1.1.2 ELT in Nepal	3
1.1.3 An Introduction to Meanings into Words	4
1.1.4 Introduction to Grammar	11
1.1.4.1 Importance of Grammar	12
1.1.4.2 Methods of Teaching Grammar	14
1.1.4.3 Techniques of Teaching Grammar	16
1.1.4.4 Activities Used in Teaching Grammar	18
1.1.5 Teaching Strategies	20
1.2 Review of the Related Literature	24
1.3 Objectives of the Study	26
1.4 Significance of the Study	26
CHAPTER TWO: METHODOLOGY	27-29
2.1 Sources of Data	27

2.1.1	Primary Sources of Data	27
2.1.2	Secondary Sources of Data	27
2.2	Population of the Study	27
2.3	Sampling Procedure	27
2.4	Tools for Data Collection	28
2.4.1	Observation Checklist	28
2.4.2	Questionnaire	28
2.5	Process of Data Collection	28
2.6	Limitations of the Study	29
CHAPTER THREE: ANALYSIS AND INTERPRETATION		30-52
3.1	Analysis and Interpretation of Teachers' Responses	30
3.1.1	Language Items as a Part of Language Teaching	30
3.1.2	Methods of Teaching Grammar	31
3.1.3	Techniques Used in Teaching Tense and Prepositions	33
3.1.4	Presentation of Tense, Degree of Comparison, Expressing Likes and Dislikes	33
3.1.5	Relating Pictures with Language Items	34
3.1.6	Using Mother Tongue in Teaching Language Items	36
3.1.7	Language Items Analyzed in Reading	37
3.1.8	Writing Based on Classroom Discussion	37
3.1.9	Using Workbook in Classroom	38
3.1.10	Using Supplementary Materials in Teaching	39
3.1.11	Making Students to Communicate	40
3.1.12	Using Language Games	41
3.1.13	Eliciting Information from the Students	42
3.1.14	Using Listening Text	43
3.1.15	Comparison and Contrast between Language Items	44
3.1.16	Practicing Language Items	45
3.1.17	Using Pair and Group Works	46

3.1.18	Use of Correction Technique	46
3.1.19	Evaluation Students' Performances	47
3.2	Analysis and Interpretation of Observed Information	48
3.2.1	Motivation in the classroom	48
3.2.2	Presentation Strategies of Language Items	49
3.2.3	Practice Strategies of Language Items	50
3.2.4	Feedback, Correction and Evaluation Strategies	51
3.2.5	Use of Other Techniques and Materials	52
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS		53-57
4.1	Findings of the Study	53
4.1.1	Findings Based on Questionnaire	53
4.1.2	Findings Based on Class Observation	55
4.2	Recommendations	55
References		57-58
Appendices		

LIST OF TABLES

	Page
Table No. 1: Language Items as a Part of Language Teaching	30
Table No. 2: Using Mother Tongue in Teaching Language Items	36
Table No. 3: Language Items Analyzed in Reading	37
Table No. 4: Using Supplementary Materials in Teaching	39
Table No. 5: Making Students to Communicate	41
Table No. 6: Eliciting Information form the Students	42
Table No. 7: Practicing Language Items	45
Table No. 8: Using Pair and Group Works	46
Table No. 9: Motivation in the Classroom	48
Table No. 10: Presentation Strategies of Language Items	49
Table No. 11: Practice Strategies of Language Items	50
Table No. 12: Feedback, Correction and Evaluation Strategies	51
Table No. 13: Use of Other Techniques and Materials	52

LIST OF FIGURES

	Page
Figure No. 1: Methods of Teaching Grammar	31
Figure No. 2: Techniques Used in Teaching Tense and Prepositions	33
Figure No. 3: Presentation of Tense, Degree of Comparison, Expressing Likes and Dislikes	34
Figure No. 4: Relating Pictures with Language Items	35
Figure No. 5: Writing Based on Classroom Discussion	38
Figure No. 6: Using Workbook in Classroom	39
Figure No. 7: Using Language Games	42
Figure No. 8: Using Listening Text	44
Figure No. 9: Comparison and Contrast between Language Items	45
Figure No. 10: Use of Correction Technique	47

LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
B.Ed.	:	Bachelor in Education
CUP	:	Cambridge University Press
e.g.	:	For Example
ELT	:	English Language Teaching
etc.	:	Et Cetera
et al.	:	And other people
i.e.	:	that is
M.Ed.	:	Master in Education
L2	:	Second Language
NELTA	:	Nepal English Language Teachers' Association
OUP	:	Oxford University Press
T.U.	:	Tribhuvan University
UNO.	:	United National Organization
USA	:	United States of America