

**USE OF INDIVIDUALIZATION TECHNIQUE IN
ENGLISH CLASSROOMS**

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

**Submitted by
Prem Prakash Acharya**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prem Prakash Acharya** has prepared this thesis entitled “**Use of Individualization Technique in English Classrooms**” under my guidance and supervision.

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DEDICATION

This present study is dedicated to my parents and teachers whose combined efforts enabled me to be in the present position.

DECLARATION

I hereby declare 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 2067-5-14

Prem Prakash Acharya

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August, 2010

Prem Prakash Acharya

ABSTRACT

This research study entitled “**Use of Individualization Technique in English Classroom**” aims at identifying the perceived attitudes of secondary English language teachers towards individualization technique and exploring the strengths and weaknesses of it. The researcher collected the data from both primary and secondary sources. For the primary sources, the researcher selected ten English teachers and grade ten students from government –aided schools of Palpa district through purposive sampling. The researcher used observational checklist and questionnaire as the research tools. The finding of this research study was that individualization technique is still not so suitable to implement in government -aided schools. Teachers especially in remote areas were unaware of the principles of this technique because of the reasons like lack of resource materials, due to limited time, large classes etc.

This research study covers four chapters. The first chapter deals with introduction which encompasses general background, importance of the English language, techniques in English classrooms, learner-centered approach, individualization learning, review of the related literature, objectives and significance of the study. The second chapter deals with the methodology part. It consists of sources of data, population of the study, sampling procedure, tools for data collection, procedure for data collection and limitations of the study. In the same way, chapter three consists of analysis and interpretation of the data to identify the perceived attitudes of English teachers and the strengths and weaknesses of individualization technique by using the class observation and questionnaire data. The collected data were analyzed, tabulated and interpreted separately by providing the headings as interpretation of observational information and interpretation of information obtained

through questionnaire. The fourth chapter presents the findings extracted from the analysis and interpretation of collected data. It also provides some recommendations on the basis of findings. The final chapter consists of the references and appendices.

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LIST OF ABBREVIATIONS

CLT	- Communicative Language Teaching
CUP	- Cambridge University Press
Dr.	- Doctor
Ed.	- Edition
EFL	- English as a Foreign Language
ELT	- English Language Teaching
ESL	- English as a Second Language
Etc.	- Et cetera
i.e.	- That is
Ibid	- In the same book or piece of writing as the one that has just been mentioned
M. Ed.	- Master in Education
No.	- Number
p.	- Page
Prof.	- Professor
Reg.	- Registration
T.U.	- Tribhuvan University
UNO	- United Nations Organization
US	- United States
Vol.	- Volume