

**TEACHING TECHNIQUES USED BY ENGLISH  
TEACHERS**

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

**Submitted By  
Bam Bahadur Baniya**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2009**

# **TEACHING TECHNIQUES USED BY ENGLISH TEACHERS**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfilment for the Master's Degree in English Education  
(Specialization in English Education)**

**By  
Bam Bahadur Baniya**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2009**

**T.U. Reg. No. 92-223-236-98  
Second Year Examination  
Roll No: 280180/2064**

**Date of Approval of the  
Thesis Proposal: 2065/04/22  
Date of Submission: 2065/10/28**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Bam Bahadur Baniya** has prepared the thesis report entitled **“Teaching Techniques Used by English Teachers”** under my guidance and supervision.

I recommend this thesis for acceptance.

.....

**Dr. Jai Raj Awasthi**

Professor Department of English Education  
TU, Kirtipur, Kathmandu.

Date: 2065-10-28

## RECOMMENDATION FOR EVALUATION

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

Signature

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

TU, Kirtipur, Kathmandu.

---

Chairperson

**Dr. Jai Raj Awasthi (Guide)**

Professor

Department of English Education

TU, Kirtipur, Kathmandu.

---

Member

**Dr. Anjana Bhattarai**

Reader

Department of English Education

TU, Kirtipur, Kathmandu.

---

Member

Date:

## EVALUATION FOR APPROVAL

This thesis has been approved by the following Research Guidance Committee.

Signature

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

TU, Kirtipur, Kathmandu.

---

Chairperson

**Dr. Jai Raj Awasthi (Guide)**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur, Kathmandu.

---

Member

**Dr. Anjana Bhattarai**

Reader

Department of English Education

TU, Kirtipur, Kathmandu.

---

Member

Date:-

## **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: 2065-10-27

**Bam Bahadur Baniya**

# **DEDICATION**

**Dedicated to  
My parents, gurus and all well-wishers**

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my respected Guru and thesis supervisor **Prof. Dr. Jai Raj Awasthi**, Department of English Education and Chairperson, English and Other Foreign Languages Education Subject Committee, TU for his guidance, supervision and invaluable suggestions. I think without his constructive feedback from the very beginning, it would not be possible to come up with this study in this form. Therefore, I feel myself very proud to have worked under his guidance.

Secondly, I owe a debt of gratitude to **Dr. Chandreshwar Mishra**, Reader and Head of the Department of English Education, for encouraging me during this research work. Likewise, I am grateful to **Dr. Anjana Bhattarai**, Reader and Member of the Thesis guidance Evaluation Committee for giving me constructive suggestions during this research work. I am also grateful to all professors and lecturers of the department for their invaluable suggestions, encouragement, assistance and co-operation during this study.

I would like to express my sincere gratitude to **Mr. Madan Rai**, Chairperson of Khotang Development Forum for his invaluable support and academic suggestions to complete this study. I owe a debt to my parents and all the family members for their love, blessings and the financial support to complete this study. My special thanks go to my life partner **Sharmila (Saru)** for her equal support in my every step of life. Similarly, I pay due appreciation to my son **Bijesh Babu** for his moral support in this study.

Furthermore, I would like to thank my friends **Subash Rai, Man Bahadur, Kshitise Subba, Puspa Raj, Santosh, Moti Ram, Bhogendra, Sunita, Rajan, Laxmi, Asok, Deepak** and all my well wishers, who directly or indirectly helped me to complete this thesis.

**Bam Bahadur Baniya**



## **ABSTRACT**

The title of the research work is ‘Teaching Techniques Used by English Teachers’ in public and private schools. The main purpose of this study was to find out the teaching techniques used by English teachers and compare them between the schools in question. To accomplish this study, a list of techniques for class observations and interview schedule for the teachers were prepared to collect data from the secondary schools of Lalitpur district. The data collected from the informants were analyzed and interpreted to find out the techniques used by them. It was found that teachers of private schools used more learner-centered techniques than public ones.

The study consists of four chapters. Chapter one introduces the study in terms of general background, review of the related literature, objectives of the study, significance of the study and definition of the specific terms. Similarly, chapter two deals with the methodology applied to conduct the study. This consists of the sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitations of the study. Likewise, chapter three deals with the analysis and interpretation of the data obtained from the informants. The data were analyzed and interpreted by using simple statistical tools and displayed with the help of tables, charts and diagrams. Finally, chapter four deals with the findings and recommendations of the study.

# TABLE OF CONTENTS

	Page No.
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>vii</b>
<b>Table of Contents</b>	<b>viii-ix</b>
<b>List of Tables</b>	<b>x</b>
<b>List of Figures</b>	<b>xi</b>
<b>List of Abbreviation</b>	<b>xii</b>

## CHAPTER - ONE: INTRODUCTION

1.1	General Background	1
1.1.1	Importance of English	2
1.1.2	English Language Teaching Situation in Nepal	3
1.1.3	Language Teaching Techniques	5
1.1.3.1	Teacher-centered Techniques	6
1.1.3.2	Learner-centered Techniques	9
1.1.4	The Role of the Teacher and Learner-centered Techniques	19
1.1.5	Comparison between the Techniques	20
1.1.6	Difference between Techniques and Materials	20
1.2	Review of the Related Literature	22
1.3	Hypothesis	24
1.4	Objectives	24
1.5	Significance of the Study	24

## **CHAPTER - TWO: METHODOLOGY**

2.1	Sources of Data	25
2.1.1	Primary Sources of Data	25
2.1.2	Secondary Sources of Data	25
2.2	Population of the Study	25
2.3	The Sampling Procedure	25
2.4	Tools for Data Collection	26
2.5	Process of Data Collection	26
2.5	Limitations of the Study	26

## **CHAPTER - THREE: ANALYSIS AND INTERPRETATION**

3.1	Analysis of Data Obtained from Class Observation	28
3.1.1	Holistic Analysis	29
3.1.2	The Teacher-centered Techniques	31
3.1.3	The Learner-centered Techniques	32
3.1.4	The Other Techniques	33
3.2	Analysis of Data Obtained from Interview	34

## **CHAPTER - FOUR: FINDINGS AND RECOMMENDATIONS**

4.1	Findings	
4.1.1	Findings from Class Observation	
4.1.2	Findings from Interview	45
4.2	Recommendations	47

## **REFERENCES**

## **APPENDICES**

## LIST OF TABLES

	<b>Page No.</b>
Table No.1: The Number of Public and Private Schools	4
Table No.2: Comparison between the Techniques	20
Table No. 3: Holistic Teaching Techniques	27
Table No. 4: The Teacher-centered Techniques	28
Table No. 5: The Learner-centered Techniques	29
Table No. 6: The Other Techniques	32
Table No. 7: The Teachers' Responses on Teaching Listening	33
Table No.8: The Teachers' Responses on Teaching Speaking	35
Table No. 9: The Teachers' Responses on Teaching Reading	36
Table No. 10: The Teachers' Responses on Teaching Writing	37
Table No. 11 The Teachers' Responses on Teaching Vocabulary	38
Table No.12 The Teachers' Responses on Teaching Grammar	49
Table No.13:The Teachers' Responses on Teaching Pronunciation	49
Table No.14: The Teachers' Responses on Teaching Functions	40
Table No.15: The Teachers' Responses on teaching Poem	41
Table No.16: The Teachers' Responses on Teaching Stories	42
Table No.17: The Teachers' Responses on Teaching Drama	43

## **LIST OF FIGURES**

	<b>Page No.</b>
Figure No. 1: Holistic Comparison of Techniques	28

## LIST OF ABBREVIATIONS

AD	- Anno Domoni
B.Ed	- Bachelor in Education
B.S.	- Bikram Sambat
CBS	- Central Beaurou Statistic
CUP	- Cambridge University Press
Dr.	- Doctor
ELT	- English Language Teaching
etc	- Et cetera
et al.	- et alii/alia(and others)
i.e.	- Id est (that is)
I.Ed	- Intermediate of Education
LCT	- Learner-centered Technique
LAN	- Literary Association of Nepal
LSN	- Linguistic Society of Nepal
M.Ed	- Masters in Education
NELTA	- Nepal English Language Teacher's Association
P.	- Page
Prof.	- Professor
SLC	- School Leaving Certificate
TU	- Tribhuvan University
TCT	- Teacher-centered Technique
Viz	- Videlicet (namely)