

# **TEACHING STRATEGIES AT PRIMARY LEVEL**

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

**By  
Indira Devi Wasti**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2008**

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(Specialization in English Education)**

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**Kathmandu, Nepal**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Indira Devi Wasti** has prepared this thesis entitled **Teaching Strategies at Primary Level** under my guidance and supervision.

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## EVALUATION AND APPROVAL

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## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original, not part of it was earlier submitted for the candidate of researcher degree to any university.

Date:

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Indira Devi Wasti

**DEDICATED**

**to my brother Prem Wasti**

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## **ABSTRACT**

This research attempts to find out different strategies applied by primary level teachers and to identify most commonly used strategies in teaching at primary level in different public and private schools. For this purpose, the researcher selected the public and private schools of Kathmandu district. I visited ten different schools and collected the data. I developed questionnaires and observation checklist as a research tool for data collection. I observed eighty classes of twenty different teachers while they taught at primary level. Similarly, the researcher administered the questionnaire to each teacher and requested them to respond. After collecting the data, I analyzed and interpreted those items statistically and descriptively. The findings of the study have shown that use of picture and translation are most preferable teaching strategies at primary level.

This thesis consists of four chapters: Chapter one consists of the general background, review of the related literature, objectives of the study, significance of the study and definition of the specific terms. Likewise, chapter two consists of the method of the study. It encompasses the sources of data, sampling procedure, research tools for data collection and limitations of the study. Similarly, chapter three consists of analysis and interpretation of collected data. The data were analyzed statistically and descriptively. Then, chapter four consists of the major findings and recommendations of the study.

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## ABBREVIATIONS

|       |   |                               |
|-------|---|-------------------------------|
| L2    | - | Second Language               |
| TPR   | - | Total Physical Response       |
| EFL   | - | English as a Foreign Language |
| CALL  | - | Community Language Learning   |
| ELT   | - | English Language Teaching     |
| %     | - | Per cent                      |
| Per.  | - | Per cent                      |
| Freq. | - | Frequency                     |
| S.N   | - | Symbol Number                 |
| T.U.  | - | Tribhuvan University          |