

**USE OF LEARNER-CENTRED TECHNIQUES IN
TEACHING OF ENGLISH**

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

**Submitted by
Nab Raj Pant**

**Faculty of Education
Sudur Paschimanchal Campus
Tribhuvan University
Dhangadhi, Kailali, Nepal
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DEDICATION

... To my grand-parents and parents

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.

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Nab Raj Pant

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Paush, 2067

Nab Raj Pant

ABSTRACT

The present study ‘**Use of Learner-centred Techniques in Teaching of English**’ was carried out with the objective of finding out the effectiveness of learner centred technique in teaching of English and suggesting some pedagogical implications. This is an experimental research based on the before-and-after-design. In order to carry out the study, subjective and objective, open and controlled test items based on the SLC model were administered to the samples. Two separate sets of test papers were designed for the data collection. The test papers were constructed with similar test items and maintaining the equal difficulty level so far as possible. For the purpose of experiment, sixty learners of Grade nine of **Jaycees Everest English School**, Kailali were taken as sample population. They were divided into two groups: experimental and control having equal number of learners in each. The pre-test was taken and the obtained score was used to identify the proficiency level of learners and divide them into two groups. Both the groups, as far possible and applicable, were organised in such a way that they represent equal proficiency level in aggregate. The control group was taught using teacher centred techniques whereas the experimental group was taught using different learner centred techniques. Both the groups were taught four skills in English. At the end of 28 lesson plans, a post-test was carried out and the obtained average score was compared with pre-test average score and findings were codified on the basis of analysis and interpretation of the data. The analysis showed that experimental group performed better than the control group in total.

This thesis consists of four chapters. Chapter one includes introduction in which the thesis sheds light on language, aspects of language teaching and language teaching skills in English, different teaching techniques, their major characteristics, strengths and weaknesses, review of related literature, objectives of the study and significance of the study. Chapter two gives an account of methodology used in the study. It includes

sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. Both primary and secondary sources of data were used in the preparation of research. Random and non-random methods were used in sampling procedure. The tools of data collection were test items. Chapter three is all about analysis and interpretation of obtained data. Table has been used to present the data. Statistical and descriptive measures were applied for data analysis and interpretation. The obtained data were analysed and interpreted under banner of holistic comparison, intra-test comparison, intra-skill comparison and item-wise comparison. Chapter four includes findings of the study and recommendations for pedagogical workout. Besides these main chapters, the supportive materials such as bibliography, questionnaire (pre-test and post-test), the raw score used in the analysis and interpretation, sample lesson plans and answer sheets have been attached herewith.

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LIST OF SYMBOLS AND ABBREVIATIONS

<	-	Smaller than
>	-	Greater than
=	-	Equals to
Av.	-	Average
C	-	Control Group
D	-	Difference Between t_2 and t_1
D%	-	Difference in Percentage
ELT	-	English Language Teaching
ESL	-	English as Second Language
ESL/EFL	-	English as Second Language/ English as Foreign Language
Ex.	-	Exercise
GTM	-	Grammar Translation Method
L2	-	Second Language
LAD	-	Language Acquisition Device
LCC	-	Learner-centred Class
LCT	-	Learner-centred Technique
LCTs	-	Learner-centred Techniques
LSRW	-	Listening, Speaking, Reading and writing
M. Ed.	-	Masters in Education
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
Nos.	-	Numbers
p.	-	Page
pp.	-	Pages
PPP	-	Presentation Practice Production

SLC	-	School Leaving Certificate
SLT	-	Source Language Text
SPC	-	Sudur Paschimanchal Campus
SN	-	Serial Number
t ₁	-	Pre-test
t ₂	-	Post-test
TBLT	-	Task Based Language Teaching
TCC	-	Teacher-centred Class
TCT	-	Teacher-centred Technique
TCTs	-	Teacher-centred Techniques
TL	-	Target Language
TLT	-	Target Language Text
TU	-	Tribhuvan University
UG	-	Universal Grammar
UK	-	United Kingdom
Vs.	-	Versus
X	-	Experimental Group