

CHAPTER ONE

INTRODUCTION

This research study aims to find out the problems in applying individualized technique at secondary and higher secondary levels. This chapter includes the general background of the study, a brief account of approach, method and technique in English classroom, literature review related to the study and objectives and significance of the study.

1.1 General Background

Language is fundamentally a means of human communication. Therefore, it is not only essential but also inevitable for a human being to get mastery over a language to survive in the society. It is assumed that language teaching makes a man perfect. If we talk about language teaching, it denotes to first language, second language or a foreign language. The language teaching is an established profession, but it is no longer an easy option to do. Richards and Rodgers (2001) opines “Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early period of the twentieth century” (p.1).

Nowadays a language teacher has to be talented, hard working and committed. Holden (1984) says that “it is not enough to know how to present, practice and follow-up a structure and how to use tape recorder and language laboratory. The present wave of communication materials makes new demands on the teachers” (p.17). So, total commitment, involvement, total physical, intellectual and emotional responses are necessary for successful language teaching and learning. The objective of teaching a thing is to help the learners in learning it. Teaching, therefore, should be geared to facilitating learning on the part of the learners. This is true of language teaching as well. Stern (1983) states “language teaching as the activities, which are intended to bring about language

learning"(p.21). Stern further mentions that language teaching is more widely interpreted than instructing a language class. It consists of all the activities intended to bring about language learning (ibid. p. 21). In case of learning, individuals are different and they have individual strategies to learn language. Some learn language in a fast speed and some others learn it in a slow speed.

Ur (1996) says “The concept of teaching is understood as a process that is intrinsically and inseparably bound up with learning” (p.4). Similarly, Kimble and Garnezy (1963) state that teaching is “showing or helping some one to learn how to do something, giving instructions, guiding in the study of something, Providing with knowledge, causing to know or understood” (as cited in Brown 1994, p.7).

A teacher has a prominent role in teaching process, Gage (1984, as cited in Acharya, 2009, p.13) describes the art of teaching as;

An instrumental or practical are not a fine art aimed at creating beauty for its own sake. As an instrumental art, teaching is something that departs from recipes, formulas or algorithms. It requires improvisation, spontaneity, The handling of hosts of considerations of form style, rhythm and appropriateness in ways so complex that even computers must in principle fall behind, just as they cannot achieve what a mother with her five- year old child or what a lover says at any given movement to his or her beloved.

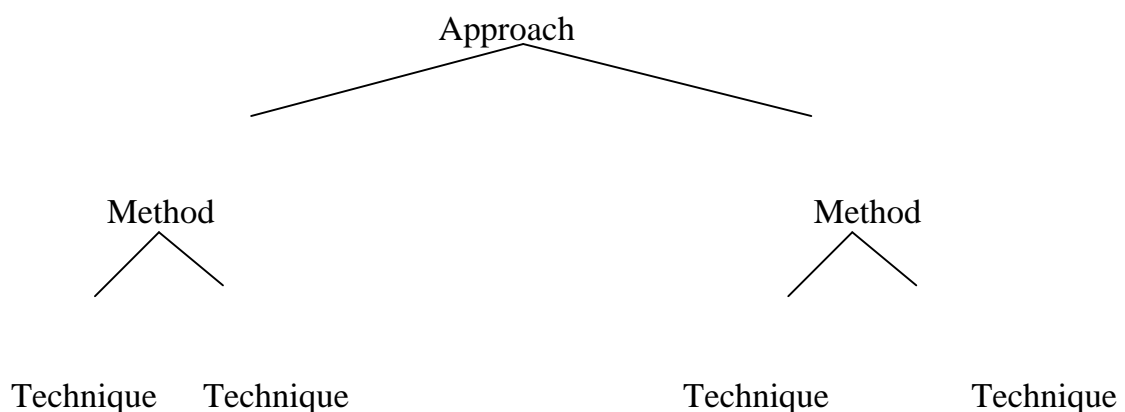
1.1.1 Approaches, Methods and Techniques in English Classroom

Approach, method and technique are most frequently used terms in the field of language teaching. Here, I would like to clear what an approach is, how it differs from a method and technique. First of all I would talk about approach method and technique in general.

Anything or any concept in language teaching has at least two levels, deep and surface. The deep level refers to its philosophical consideration and surface level refers to its practical application in real life situations. In some cases there may be some other intermediate level in between the two levels, (philosophical and practical) so does happen in language teaching. In other words, there is one intermediate level between a philosophical and a practical level of language teaching as well.

To clarify the difference between philosophical and practical level of language teaching, a scheme has been proposed by the American applied linguist, Edward Anthony. Anthony (1963, as cited in Richards and Rodgers, 2001) has identified three levels of conceptualization and organization in terms of approach, method and technique in the order of high to low. That is to say, approach is at the highest level, technique is at the lowest level and method lies in between the two. These are called three levels of operation of language teaching scheme.

The levels are arranged in a hierarchy and are known as hierarchical levels. The hierarchy can be shown as follows;



The figure shows that approach is at the highest level, technique is at the lowest level and method lies in between the highest and lowest level or say at the intermediate level.

The organizational key of this scheme is that technique carries out a method which is consistent with an approach. The three levels, namely approach, method and technique can be labeled as axiomatic, procedural and implementational. (ibid. p.19) has identified the three levels as follows;

.... An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic, it describes the nature of the subject matter to be taught.....

..... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach, An approach is axiomatic, a method is procedural.

Within one approach, there can be many methods...

..... A technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a methods, and therefore in harmony with an approach as well.

Following Anthony's model, approach can be defined as the level at which assumptions and beliefs about language and language learning are specified. In other words, approach is the philosophical level of language teaching. This level includes the theory of language and the theory of language learning.

Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented.

Technique is the level at which classroom procedures are described. Technique is in direct contact with the students. What teachers do as a real classroom activity can be called a technique, which carries out a method which adopts a particular approach.

1.1.1.1 Techniques in English Classroom

Approach, method and technique are most frequently used inter-related terms in the field of language teaching. Technique is a classroom activity, a pedagogical device, a part of total classroom procedure. In other words, each part of what actually happens in the classroom is called a technique. Like that, we can say, a technique is a particular trick which a teacher actually implements in the classroom to achieve the immediate objectives of the classroom.

A technique is implementation that which actually takes place in classroom. It is a particular trick stratagem, or contrivance used to accomplish an immediate objective, Techniques must be consistent with a method and therefore in harmony with an approach as well (ibid. p. 19)

Thus, a technique is actually applied in classroom while teaching learning activities are going on. The appropriate selection of technique is determined on the basis of the subject matter, teacher's individual artistry, and compositions of class availability of the teaching materials and so on. There are mainly two types of techniques, teacher-centered techniques and learner centered techniques.

Generally speaking, teacher- centered and learner - centered techniques are reflected in the classroom implementation of teacher- centered and learner-centered approaches or methods of language teaching respectively. In other words, what actually the teacher who is employing the teacher - centered approach/ method does in the classroom or makes the students perform is teacher - centered technique and what he makes the students do in employing student - centered approach/ methods is student - centered technique. So that, the teachers' role tends to be that of a controller in teacher- centered technique and tends to be that of a facilitator in student centered technique.

a. Teacher - Centered Techniques

In teacher - centered techniques teacher plays the dominant role. She/ he is the authority in the classroom. This approach is more logical than psychological. It emphasizes the product rather than process. Teacher - centered techniques are those where teachers role are considered the prominent ones, the student's active participation is less focused. The teacher does each and every thing and the students only become passive listeners. The characteristics of teacher - centered techniques are as follows;

- Teacher is active and the students are passive listeners or doers.
- Teacher talking time is greater than student talking time
- There is no individualization of teaching.
- Teacher centered technique is useful for large class size.
- Teacher centered technique is more economical than learner centered technique.
- Teacher centered technique is safe for the teachers.
- There is no interaction and hence no exchange between the teacher and the students and therefore teacher cannot learn from the students, who have new ideas on the subject.
- Teachers cannot know whether the students understand and the students cannot get feedback.
- Students do not practice and produce anything.
- Student generally taught the knowledge about skills.
- Students feeling's and values are neglected.

According to the teacher centered technique the following ones are the commonly used.

- Lecture
- Explanation.
- Illustration
- Demonstration

b. Learner - Centered Techniques

Learner - centered technique emphasizes the student and his or her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority, and educational requirements. In this technique, the teacher functions as a facilitator or guide. It is more psychological than logical. The learners learn by doing themselves. The characteristics of learner- centered techniques are as follows;

- In learner centered technique the teacher is passive and students are active participants using language.
- Student talking time is greater than teacher talking time.
- Very useful for mixed class.
- It is difficult to manage economically.
- It is challenging for the teacher.
- There is interaction between teacher and learners and therefore teacher also can learn from the students who have new ideas on the subject matter
- Students are creative because they practice and produce everything.

- Students are taught the skills.
- Students, who take part in setting goal and objectives; are the managers of their learning.
- Students' feelings and values are concerned.

Under learner- centered technique the following techniques are used.

- Individual work technique
- Pair -work technique
- Group work technique
- Project work technique
- Strip story
- Dramatization technique
- Role - play technique
- Discovery technique
- Simulation

1.1.1.2 Individualization in Language Learning

There are a number of techniques which we use in language teaching for fuller development of learners are technically known as learner - centered techniques. Individual work is based on the theory or approach to language teaching called individualized instruction or individualized learning. The main characteristics of this approach are;

- objectives are based on the needs of individual learners.

- allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn and the rate in which they learn.

Individualization in language learning is new and less discussed technique in ELT classes. This research work strives to seek what individualization language learning is, why teachers very rarely use it in English classes. Due to the rapid development of science and technology different sectors of human world have shifted in a short time. Language pedagogy, due to the plethora of information available electronically makes cognitive demand on language students has shifted the concept of language teaching to focus from subject matter to individual differences. Materials of various kinds are made available and the learners choose which to work on the organization of those choices may be in the hands of either teacher or learner and learners define it may be on their own or in pairs or groups. Ur (1996) opines that

individualization in language learning is a situation where learners are given a measure of freedom to choose how and what they learn any particular time- implying less direct teacher supervision and more learner autonomy and responsibility for learning. In this technique, attempts are made to provide for differing learner needs within a class and to place higher proportion of responsibility for learning on the shoulder of the learners (p. 233).

The umbrella title 'individualization' covers such seemingly diverse topics as one to one teaching, home study, self-instruction and individualized instruction because they all focus on the learner as an individual. Before talking about individualized instruction, at first discuss the concept of self instruction.

a. The Concept of Self-instruction

The term self-instruction is used to refer to situations in which a learner (with other or alone) is working without the direct control of a teacher. Self-

instruction is that situation in which a learner working away in isolation but it is more likely to describe a situation in which learner undertakes responsibility for a part of their learning. Also it may mean a learner using materials which are designed to guide his every step and leave little freedom of choice, or it may describe a situation in which the learner designs his/her own course and makes decisions about when and how he is going to be assessed.

People may adopt self-instruction for various reasons. For the individual learner the reasons are likely to be either practical or a matter of the preferred manner of learning. Students can adopt two types of self-instruction viz, total self-instruction and partial self-instruction. The adoption of total self-instruction is occurred when the learner unable to attend in the class regularly. This is very rare case. Partial self-instruction, on the other hand, is a very common case adopted by learners and suggested by teachers to supplement a taught course in various ways. Dickenson(1987) provides some of the reasons for why self-instruction is recommended? They are as follows;

- i. Practical reasons
- ii. Individual differences among learners
- iii. Educational aims
- iv. Motivation

i. Practical Reasons

The most obvious justification for self-instruction is that, there are circumstances where there is no alternative or where any alternative involves the learner in unacceptable personal sacrifice. Like, the learner may be disabled or unable to attend classes, his/her language learning needs may not fit with the authentic courses, the learner may require a particular competence in a relatively short time, he/she may need to learn bits of the language which are underemphasized or not touched upon, by most courses.

ii. Individual Differences Among Learners

The second reason for applying self-instruction is that, all individuals are different in case of language learning. Some students, for whatever reason learn more quickly than others and though it may be possible to help slow learners by suggesting alternative learning strategies. We already know that learners differ in their preferences in language learning. Some learners need to learn grammatical rules, others view never to look at them. Some learners prefer to communicate in foreign language and rest use the filter language. Like that, some students have very good aural memories but remaining cannot remember anything unless they write it down. So that self-instruction can be a tablet to avoid the shortcomings of all those individuals.

iii. Educational Aims

Educational aim means the learners goals in the educational field. Every learner has the ability to select the goals and recognize stages and developmental sequences. Like that good language learners are able to view a language as a formal system with rules and regular relationships between language forms and meanings. They analyze the language and develop the necessary techniques of practice and memorization. Self-instruction helps learners to develop these strategies. It helps the learners to acquire these strategies by encouraging them to take on greater responsibility for their own learning. Thus learners are encouraged to consider their own learning needs. In this way, the learners become aware of possible goals, stages and sequences in language learning.

iv. Motivation

Extrinsic and intrinsic motivation plays the vital role in learning. Self-instruction is concerned with helping students to develop their own, intrinsic motivation. It means the student's continued eagerness put learning at a high level of priority among all his/her demands.

b. Individualized Technique: Basic Assumptions

At first, it is clear that language learning generally takes place in groups. Every class is composed of individuals each of whom will have different capabilities and general work rates, and among these heterogeneous groups it can obviously be a problem for the teacher to allow for the variety of pacing which will be necessary if all students are to learn effectively. Generally, we advocate that 'teaching up' to some students and conversely 'teaching down' to others. This task is quite difficult for the average teachers. I feel that there a number of problems in managing and handling the class through this view. I will put forward those problems in the last chapter. Some scholars talk about 'teaching to the middle range of the group' hoping that this will best satisfy students' needs. In this context individualization can help to break the lock-step approach.

Individualization in classroom involves the organization of learning and teaching in such a way as to allow the abilities, interests and needs of the individual learner to be enhanced as effectively as possible. The learners' variety of sources in learning and the teachers' role is only facilitator in the classroom. Logan (1980, as cited in Karl, 1994) opines some assumptions of individualized technique in learning, which are as follows;

- People learn even the same material in different ways.
- People can learn from a variety of sources even if the final goals are the same implying that the instructional materials can vary.
- Direct teaching by a teacher is not essential for learning; it is only one of many possible experiences which mean that a teacher can be a facilitator instead of a preacher.
- A variety of learning activities can take place simultaneously referring to integrative language learning activities.

- People may have variety of goals or objectives for learning a second - language - implying that learners learn for different reasons.

These five basic assumptions; different learning styles, a variety of sources, the teacher as a facilitator, integrated learning tasks and different learning goals lead towards individualization. Similarly, keeping the learner as being focal point in individualized technique, Altman (1980, as cited in Karl, 1994) clearly talks of three basic tenets that characterize individualized language teaching:

- A syllabus that meets the needs, abilities and interests of each learner.
- Personalized goals, means and expectations for learners.
- Teaching methods tailored to the needs of the learners.

Logan's assumptions and Altman's tenets will be examined in my research also. I will try to seek the co-relation of these assumptions in practical fields in next unit, 'Analysis and Interpretation.'

c. Implementation of Individualized Technique

Individualized technique, in principles is humanistic. It stresses to individual student's personal feelings, attitudes and opinions if it is used in a principled way. It, of course, would foster each student's academic career.

Harmer (1991) says that "the most effective activities can be made almost useless if the teacher does not organize them properly and disruptive behavior can spoil the best classes if it is not checked." The teacher should be more active, better prepared, moreover the teacher has to play different roles as facilitator, resource person, guide and so on. Sarwar (1990 as cited in Karl 1994) provides some guidelines to implement individualized technique in the form of four 'Rs'. They are;

Reeducation

Responsibility

Relevance

Rapport

i. Reeducation

This means reconstructing the role of the teacher as facilitator and the learner as the active agent in the process of learning.

ii. Responsibility

This implies that the learner takes charge of his own learning. It also implies the teachers' responsibility to set up clearly stated tasks that can be monitored by learners on their own and ensure the availability of self learning materials for learners.

iii. Relevance

As most of the materials and exercises designed to the learners should be relevant. Relevance means finding contexts of learning that are meaningful for our learners.

iv. Rapport

A large class is a management challenge for any teachers. it is only through the proper rapport that an atmosphere is conducive to learning can be built up. Also, humanizing a large class is perhaps the only way to motivate learning.

d. Classroom Activities under Individualized Technique

The following types of activities can be suitable to apply in the classroom of individualized learning.

i. Voluntary Learning

This activity is one suitable activity which can be used while using individualization language learning. For this, the teacher should collect the students' ideas and design the tasks to suit to their desires. Occasionally, the teacher should instruct to the students that the primary goal of learning is fluency than accuracy.

ii. Background Questionnaire

This is such activity which can be used to learn about student background, attitudes and perceived needs as well as their proficiency level. These students' related factors help to have great deal of understanding about them.

iii. Grouping

This is another activity which can be useful in individualization classroom. They can work in group. They collaborate, interact and negotiate for comprehensible inputs which gradually lead towards fuller development of individual students.

iv. Library Consult

Very often learners will not have library access. They can not have English books, magazines, newspapers, books about national and international personalities. If such books are made available, then students can develop their habits of visiting and consulting library. This is one of the useful ways of enhancing individualization in language learning.

v. Radio News

Students should be provided a chance to listen to local radio news which provides exposure to real world listening for the learners. It also helps them improve their general knowledge. Moreover, the learners could work at their

own pace, without peer and classroom pressure. It becomes self monitored learning tasks in which they can gauge their own progress.

vi. Self-learning Tasks

According to this activity, teacher should be very alert to selecting and sequencing tasks. The selected and sequenced tasks should be purposeful on the basis of the individual learners' needs and interests. If tasks and activities are designed in such a way, it will achieve their own goals.

1.2 Review of the Related Literature

This section provides the information about the related literatures of my research work. It reflects the fact what has already been done and what is remaining to be done in this domain.

Sarwar (1990) has carried out a research on "Adopting individualization technique for large classes". In her research she found the four problems faced by teachers of large classes.

...first, they feel self conscious, nervous and uncomfortable, it is indeed tiring to be the constant focus of 100+ pairs of eyes for three to four periods a day, second, large classes pose disciplinary and classroom management problems. Third, it is difficult evaluate the oral or written work of so many learners; teachers of large classes seem to be buried under an endless pile of homework. And last finding was, teachers feel nervous because individual attention cannot be given to each student and very little learning takes place... (as cited in Karl 1994, p.201).

Likewise, Ur (1996) in her book has written that individualization refers to a situation in which various types of materials will be designed keeping the needs, interests and level in mind and focusing the fuller development of students. But she expressed that this is expensive to equip and maintain and therefore not available to most foreign language learners.

Similarly, Pande (2004) carried out a research work to find out the “effectiveness of project work technique in developing writing skill”. On the whole, it was found that project work technique was effective in developing free-writing.

In the same way, Panta (2004) conducted " A practical study to find out the effectiveness of discovery technique in teaching sub - verb - agreement." The finding of this research work was that the students taught through discovery technique should have better performance in sub - very - agreement' than the students taught by the explanation technique.

Like that Adhikari (2005) conducted a research entitled" The effectiveness of strip story in developing writing skill," It was found that both the groups (experimental and control), were benefited but comparatively the group taught by using strip story was found to perform better in all the cases. This research also showed that using strip story for the purpose of developing writing skill more effective than teaching with usual classroom techniques.

Similarly Acharya (2009) has carried out a research on" use of individualization techniques in English classroom." He employed questionnaire to the teachers and also observed the classroom. He found that the teacher did not maintain self learning task in their classes. But they were interested to use varied tasks in their classes. They used different tasks like problems solving, reading book and giving answers to questions, describing pictures etc. He further says that this was used effectively in ELT classes. It also encouraged the students to take part actively in teaching and learning process. This shows the positive impact of individualization technique.

In the department of English Education at T.U. there has not been any research conducted similar to my research study which will find-out the problems in applying individualized technique in English classrooms. There are many research works carried out about learner- centered technique but none of them match with my research work.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) to find-out the problems in applying individualized technique.
- ii) to suggest some pedagogical implications of this study.

1.4 Significance of the Study

This study emphasizes on the problems faced by secondary and higher secondary English teachers in applying individualized technique. The findings of this research work will be useful to learners, teachers, trainers, syllabus designers, text book writers, researchers, methodologists and all persons directly and indirectly involved in ELT in particular and in all other language in general. This study will also suggest some of the ways to overcome the problems.

CHAPTER-TWO

METHODOLOGY

The researcher adopted the following methodology to fulfill the objectives of the study.

2.1 Sources of Data

To carry out the research, the researcher has used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for the study were the responses given by secondary and higher secondary levels English teachers of Myagdi district. The researcher provided the questionnaires containing subjective and objective questions. The researcher observed their classes.

2.1.2 Secondary Sources of Data

The researcher has used the secondary source of data as well. The secondary sources were books, dealing with learner centered technique, e.g. Holden(1984), Dickenson(1987), Harmer(1991), Brown(1994), Ur(1996)etc. NELTA journals, research reports and M.Ed. theses submitted in the Department etc. available in this area.

2.2 Sampling Procedure

The sample population of the study consists of thirty teachers teaching in eleven government aided and four private secondary and higher secondary schools of Myagdi district. The schools were selected by using non- random sampling procedure.

2.3 Tools for Data Collection

The researcher has observed the classes, and used a questionnaire to collect data. So the research tools were observation and questionnaire.

2.4 Process of Data Collection

At first, the researcher has prepared the questionnaire for data collection. Then he visited the selected schools and met and discussed with the concerned authority. After that he observed one class each of the respondent, after that he gave them questionnaires to collect data. At last, he visited the same schools to collect the filled in questionnaire.

2.5 Limitations of the Study

The limitations of the study were as follows:

- i) The study was limited to only the problems faced by the secondary and higher secondary level English teachers in applying individualized technique.
- ii) The population of the study was limited to thirty teachers teaching in different schools of Myagdi district applying non-random sampling procedure.
- iii) Only thirty classes of secondary and higher secondary English teachers were observed.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data collected from primary sources to fulfill the set objectives of the study. The primary sources of data for the study were the responses given by secondary and higher secondary levels English teachers of Myagdi district.

Firstly, the collected data through observation were analyzed then the information collected through questionnaire has been interpreted.

3.1 Analysis of the Data based on Observation

In the process of fulfilling my objectives, I visited fifteen schools in Myagdi district. I went to both government aided and private schools. In this section I have analyzed the data which I found from classroom observation. I have observed thirty classes. The data obtained through observation has been analyzed and interpreted by using tables. They have been presented in the following way:

1. Situation of the classroom

Table No.1

Situation of the classroom

Situation	No. of classes	Percentage
Large classroom size	20	66.66%
Equipped with physical facilities	16	53.38%

From the above table it was found that, among 30 observed classes, 66.66% classes were large in size and 46.62% classes were not physically facilitated. It shows the management problems in classroom.

2. Initiation of lesson

It means how the teacher starts her/his lesson in the classroom. This sub-topic covers link of previous topic, students' readiness in learning, proper starting of the lesson and classroom arrangement. The obtained data are presented as following:

Table No.2

Initiation of lesson

Activities	No. of classes		Percentage	
	Yes	No	Yes	No
Based on the Previous lesson	13	17	43.29%	56.61%
Readiness of students in learning	26	4	86.68%	13.32%
Proper starting of the lesson	23	7	76.69%	23.31%
Proper classroom arrangement	16	14	53.38%	46.62%

The above table shows that, among 30 classes 43.29% classes were based on the previous lesson , in where the teacher co - relate the lesson with previous one but remaining classes were not based on the pervious topic. Like that students were ready in learning in 86.68% classes and teachers start the lesson properly in 76.69% classes. Similarly 53.38% classes were found arranged properly but 46.62% classes were not arranged properly in terms of bench, board and light.

3. Students' Participation

The students' participation in different activities was found as following:

Table No. 3

Students' participation

Activities	No. of classes			Percentage		
	Good	Tolerable	Poor	Good	Tolerable	Poor
Listen attentively	20	6	4	66.66%	19.98%	13.32%
Ask questions relevantly	7	15	8	23.31%	49.95%	26.64%
Answers teacher's question	7	18	5	23.31%	60.04%	16.65%
Participate in discussion	11	15	4	36.66%	49.95%	13.32%

From the above table, it was found that, 66.66% students listen attentively in the class but only 23.31% students ask the questions relevantly. It shows that students were passive in the classroom. Similarly 23.31% students answered the teachers' questions and only 36.66% students were good in discussion in the classroom.

4. Teachers' Activities

Teachers used different activities in the classroom. In my observation, I have found the following activities in the classroom. The data collected among 30 teachers were found as shown in the following table:

Table No. 4
Teachers' activities

Activities	No. of classes			Percentage		
	Good	Tolerable	Poor	Good	Tolerable	Poor
Provide self-learning task	4	6	20	13.32%	19.98%	66.66%
Skill of student arrangement	8	10	12	26.64%	33.33%	39.82%
Teacher's questioning to individual	7	13	10	23.31%	43.29%	33.33%
Encourage students	18	12	0	60.04%	39.96%	0%
Answer to the students	14	16	0	46.62%	53.38%	0%
Listen to students opinion	20	10	0	66.66%	33.33%	0%
Justify his own actions authoritatively	10	12	8	33.33%	39.96%	26.64%
Giving class work	7	9	14	23.31%	29.97%	46.62%
Focus on poor students	4	6	20	13.32%	19.98%	66.66%

Teachers used above mentioned activities regarding individualized technique but they were not sufficient. They did not provide ample opportunity to apply these individualized activities in the classroom. Among them 66.66% teacher failed to provide self learning task sufficiently in their classrooms. I have found that all of the teachers were ready to encourage the students and answer the students appropriately but more than 85% failed in treating the students individually.

It was found that, in the classroom more than 33% teachers justify their actions authoritatively and 46.62% teachers did not provide the class work appropriately. Among 30 teachers only 13.32% were found very good in focusing poor students and 19.98% teachers' activities were found tolerable but remaining teachers did not care the poor students in their classes.

3.2 Analysis of the Data Obtained through Questionnaire

In this section I have analyzed the data which I obtained through questionnaire. A set of questionnaire was distributed to the thirty English teachers of secondary and higher secondary levels from whom I received the information required for my research.

3.2.1 Interpretation of Information

To fulfill my research objectives, I used the questionnaire as a tool along with observation. The main purpose of using this tool was to collect the opinions of English teachers towards individualized technique and the problems they faced in applying this technique.

The information obtained through this tool has been analyzed and interpreted by using tables. They have been presented in the following way:

1. Desired Role of Teacher in the Class

Teaching / learning activities occur in the classroom where teacher and students both are involve in the process. The students have different roles to

play in the class. The students could be a passive listener, disciplined learner, an active participant in learning process, like that a follower of a teacher etc. It depends on the role of teacher. The teacher also plays the different roles in the class like; an authority, a facilitator, a model for language learning, a tutor etc. The desired role of the teacher in the class was found as shown in the table.

Table No. 5

Desired role of teacher in the classroom

Roles	No. of teachers	Percentage
A facilitator	28	93.24%
An authority	0	0%
A model for language learning	2	6.76%
A tutor	0	0%

From the above table it was found that, 93.24 % teachers want to play the role of a facilitator in their classes. It proves their eagerness to apply individualized technique in the classroom. But in their real class they could not apply this technique due to many problems.

2. Preventive Factors to Apply Individualized Technique

Most of the teachers were too much eager to apply the individualized technique in the classroom but they failed. In this sub-topic, I am going to find out what are the factors those mostly prevent to apply individualized technique in the classroom. The related data were derived through the questionnaires which are presented in the tabular form as follows:

Table No. 6

Preventive factors to apply individualized technique

Factors	No. Of teachers	Percentage
Lack of physical facilities	3	9.99%
Large size of the class	15	50%
Lack of sufficient training on ELT	3	9.99%
Role of students as passive listener	9	29.97%

The above table shows that, 50% teachers felt ‘large size of the class’ was the main prevention factor to apply individualized technique. Similarly 29.97% teachers argue that ‘role of students as passive listener’ was the mostly preventive factor and like that 9.99% teachers support that ‘lack of physical facilities’ were the main preventive factors and the same number of teachers support that ‘lack of sufficient training on ELT’ was the major factor to prevent individualized technique in the classroom.

3. Objectives of Language Teaching

Generally, language is a means of communication. Language teaching should make the students able to communicate in the target language. Why I put this point in the questionnaire is to know the teachers’ concept about language teaching and their objectives of teaching. Because, selected objective should reflect teachers’ opinion about the language teaching. The data collected among 30 teachers were found as shown in the following table.

Table No. 7

Objective of language teaching

Objectives	No. Of teachers	Percentage
To teach target language grammar	0	0%
To make students able to analyze target language	4	13.32%
To make students able to translate from TL to MT and vice-versa	1	3.33%
To make students able to communicate in target language	25	83.25%

According to the table given above, it was found that 13.32% teachers have tried to make students able to analyze target language and 83.25% teachers have tried to make students able in target language communication. It showed that, they were in favor of individualized technique. In the above table, 3.33% teachers tried to make students able to translate from target language to mother language and vice-versa. It means those teachers were unknown to the new pedagogy in the field of education.

4. Teachers' View on Feedback

Feedback is one of the processes of teaching / learning activities. It plays vital role in learning. Feedback plays either positive or negative role too, depends on the situation of learning. Feedback helps the students to know new things on

the subject matter. Providing feedback is one of the activities of individualized technique. The research conducted among 30 teachers shows that their view on feedback as shown in the table.

Table No. 8

Teachers' view on feedback

View on feedback	No. Of teachers	Percentage
Immediate feedback is necessary	27	90.01%
Feedback is not necessary	1	3.33%
Feedback does not play any role	0	0%
Feedback plays neither negative nor positive role in language learning	2	6.66%

Above table shows that most of the teachers, 90.01 % agreed that 'immediate feedback is necessary'. It shows that, they were in favor of individualized technique.

5. Correction Type in the Classroom

We have already known that, feedback is necessary in language learning process. The teacher should check their students' knowledge and provide feedback, if necessary. He/she judged the students by using different types of correction in the classroom. He /she can use either self - correction or peer - correction or similarly apply the teacher correction or even no correction. By

using individualized technique in the classroom, self correction is regarded as the best correction type in the classroom because it helps students to know their own mistakes in the subject matter and provides the chance of correcting themselves. As a result, the students can easily solve the problem on their own skill. The data collected among thirty (30) teachers found that most of the teachers usually applied the 'self correction' in the classroom. This can be shown in tabular form;

Table No. 9

Correction type in the classroom

Correction type	No. Of teachers	Percentage
Self correction	11	36.63%
Peer correction	10	33.10%
Teacher correction	9	29.97%
No correction	0	0%

Above table shows that, most of the teachers, (36.63%) applied the self correction in their classroom. It helps the students in individualized learning. 33.10% teachers applied the Peer correction and 29.97% teacher applied the teacher correction in the classroom.

6. Teachers' Concept about Individualized Technique

To fulfill my research objectives, I visited different schools of Myagdi district, and I found the teachers having different concepts about individualized technique. Some teachers argue that 'the teacher should study a individual child

and his/her problems and potentialities by which he/she applies the proper technique to enrich the capacity of the particular child.' But having different problems they were not able to treat individually. One of the teachers put his view that 'the teacher should treat students according to their psyche on learning.' He added that, individualized technique can only treat the students individually. Like that some teachers argued that learning can be fruitful after applying it. They further suggest that teachers should have tried to apply this technique, facing with many obstacles as much as possible.

By the above mentioned concept, I found that among all the teachers were very eager to apply the individualized technique in their classroom to make the teaching / learning activities fruitful but they had had many obstructions or difficulties in applying this technique.

7. Problems in Using Individualized Technique

To fulfill my research objectives, I have visited thirty English teachers of Myagdi district. Those teachers expressed their perceived problems of using individualized technique in ELT classroom. Sufficient research materials, training manpower etc. are needed to use this technique effectively. According to them, the main problems of using this technique are;

- Large classroom size
- Time limitation
- Lack of training
- Library problem
- Poor salary
- Overload of period
- Problem to complete the course on time

- Problem in required materials
- Silent nature of students
- Lack of proper policy of government
- Use of political power in education etc.

Form these problems, as given by the teachers using individualized technique seems to be challenging to the ELT teachers maintaining all these things, especially in the Myagdi district.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

This chapter begins with my findings and then it also presents some recommendations as per the findings.

4.1. Findings

The findings of the study are derived from analysis and interpretation. The findings can be listed as follows:

- i) It was found that the problems in applying individualized technique were ; lack of teacher training , large classroom size , time limitation, inaccessibility of required materials, shy nature of students , poor salary, lack of proper policy of the government and library problem.
- ii) A little over ninety-three percent, (93.24) teachers wanted the role of a facilitator although the situation in which they were teaching was not very favorable for applying individualized technique.
- iii) It was also found that even regarding the activities of individualized technique, the teachers do not have clear cut ideas.
- iv) Most of the government aided school teachers play dominant role in teaching learning activities and the students remained passive in the classrooms.
- v) A little over ninety percent, (90.01%) teachers viewed that immediate feedback helps students to develop their competence.
- vi) Among the activities found in my classroom observation, classroom management was one of the striking problems for the

teachers in government-aided schools and private higher secondary schools also. It was because of the reason that in each school there were large numbers of students in each class.

- vii) Teachers were found habituated to ask questions to the students in their classes. So, teachers' questions to students' activity was used effectively.
- viii) Teachers were found being unaware of the importance of self-learning task. They did not provide their students self learning task sufficiently.
- ix) Government-aided schools especially in remote areas were found lacking resource materials like computer, library, net access.
- x) Some teachers were interested to use varied tasks in their classes. They used different tasks like problem solving, reading book and giving answers to questions, describing pictures. This was used effectively in ELT classes.

4.2. Recommendations

On the basis of the findings, I recommend the following points to overcome the problems faced in applying individualized technique.

- i) Many teachers are found to use traditional way of teaching, so they need the training regarding new pedagogical techniques and methods developed in the field of ELT.
- ii) In order to foster learner autonomy, teacher should prepare materials as students can work themselves individually.
- iii) Teachers should have well preparation of everyday lessons.

- iv) Teachers should initiate their classes from the students' side by eliciting their views, opinions. It helps the students to express their problems to the teacher.
- v) Even this technique has a large number of problems associated with it, if teachers try to use the student-centered activities like simple type of project work, role play, simulation, dramatization, naturally lead towards learner individualization. So, teachers are suggested to use student –centered activities as many as possible.
- vi) The concerned authorities like government, administrator, teacher, parents should know the value of resource materials like library, computer, net-access, school infrastructures. By these resource materials, we can make students as independent ones.
- vii) Strict supervision in both private and government aided schools should be applied by the concerned authority. The supervisor should provide necessary feedback to the teachers regarding their teaching learning strategies.
- viii) Regional, national and international seminar for English language teachers should be organized frequently. So that, the teachers will get in touch with recent trends of pedagogy and can freshen up their knowledge and skill of teaching.

Name of Schools

1. Mount Everest Higher Secondary School, Beni.
2. New West Point Higher Secondary School, Beni.
3. Prakash Higher Secondary School, Beni.
4. Beni Community Higher Secondary School, Beni.
5. Lokdeep Secondary School, Beni.
6. Janapriya Higher Secondary School, Darbang.
7. Mangala Higher Secondary School, Babiyachaur.
8. Deep Sikha Higher Secondary School, Kuhnu.
9. Janasewa Higher Secondary School, Runma.
10. Sishu Kalyan Secondary School, Arman.
11. Poulastya Higher Secondary School, Viramuni.
12. Galeswor Secondary School, Toripani.
13. Dawning Secondary School, Babiyachaur .
14. Mahendra Higher Secondary School, Baranja.
15. Muktimarga Higher Secondary School, Ghara.

References

- Acharya, P.P.(2009).*Use of individualization technique in English classrooms*.
An unpublished M.Ed.thesis,T.U.Kathmandu.
- Adhikari, D.R. (2005).*Effectiveness of strip story in developing, writing skill*.
An unpublished M.Ed. thesis, T.U. Kathmandu.
- Brown, H.D. (1994).*Principles of language learning and teaching*. London:
Printice Hall.
- Dickenson, L. (1987).*Self instruction in language learning*. Cambridge: CUP.
- Harmer, J. (1991).*The practices of English language teaching*. London:
Longman.
- Holden, S.(1984).*Teaching and teacher*. Britain: Modern English Publication
in association with the British Council.
- Karl, T.(1994). *Teacher development making the right moves*. Washington,
USA.
- Pande, I. (2004).*Effectiveness of project work technique in developing writing
skills*. An unpublished M.Ed. thesis, T.U. Kathmandu.
- Panta, B. (2004).*Effectiveness of discovery technique in teaching sub-verb
agreement*. An unpublished M.Ed. thesis, T.U. Kathmandu.
- Richards, J.C. and Rodgers, T.S (2001). *Approaches and methods in language
teaching*. Cambridge. CUP.
- Stern, H.H. (1983). *Fundamental concept of language teaching*. Oxford: OUP
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge.
CUP.