# CHAPTER – ONE

# INTRODUCTION

The present study is entitled **Techniques Used in Teaching English at Lower Secondary Level.** The introduction part consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study and delimitation of the study and operational definitions of the key terms.

## 1.1  Background of the Study

Language is the tool of communication or it is called vehicles of communication and the elements used to manipulate them. Language can also refer to the use of such system in general. It is a vehicle for sharing thoughts, desire feelings and experience. It is the god's special gift to mankind. Without language human civilization, as we know it, would have remained impossible. There is no doubt to say that it is language, which has played an instrumental role in the development of the present day world. The speed of development of the world has been accelerated because the people have become able to gather and share their knowledge and experiences. It is present everywhere – our thoughts and dreams, prayers and meditations, relations and communication and rituals. It is also the foundation of human relationship that makes a life sweet or bitter.

English is a major international language and one of the six official languages of the United Nations. It is a vital tool for communication globally so it is also called a link language. The English language has affairs like; education, business, tourism, mass media, day communication etc. Realizing the importance of the English language,it is taught as a foreign language in all the schools of Nepal starting form grade one to grade twelve. It is also taught as a compulsory subject up to the Bachelor level different universities of Nepal.

No doubt, lower Secondary level is the special phase of gaining education. So the success of the whole education system depends on how strong the different levels are .

The lower secondary level education should build up the foundation and base for the further education. So it i2s a matter of interest on how the lower secondary level teaching has been going on, particularly English language teaching., economic, social, cultural the classroom. The techniques used in teaching should be appropriate to the level, need and interest of the students for effective teaching. The present study aims to explore the techniques that are used in teaching students at grade eight..

## 1.2 Statement of the Problem

If we observe the ELT classes in Nepal, we still find the use of teacher centered techniques such as lecture, explanation, demonstration. In such ELT classes, teachers rarely address the students' need of motivation, interest, learning styles and strategies. So for the successful teaching and learning activities teacher should update themselves with the new methods, techniques and classroom activities. Regarding the title Use of Techniques in Teaching English at Lower Secondary School. Following key Problems can be taken into consideration.

i. In most of the language classes, a number of students representing different linguistic, economic, social, cultural, ethnic and religious background are taught by the language teacher using either the same or different methodologies to develop the students' performance.

ii. Most of the ELT classes at school or college level in our country consist of mixed ability groups which very significantly in terms of their communicative competence.

iii. Because of the mixed ability groups, there is heterogeneity in the classes. It means in the classroom students not only differ in language acquisition ability but also in age, motivation, intelligence, self-discipline, literary skill attitudes and interest.

iv. Of course, mixed ability classes are problematic for the teachers in terms of using fundamental, teacher's techniques like warm up activities, teacher's Physical presence.

## 1.3  Objectives of the Study

The objectives of this research were as follows:

i.    To find out the techniques used by lower secondary teachers in teaching English at grade eight, and

ii.   To suggest some pedagogical implications.

## 1.4  Research Questions

The research question of my study were as follows:

i.    What are the techniques used in teaching listening and speaking skills?

ii.   What are the techniques used in teaching reading and writing skills?

iii.  What techniques are employed by the teachers in teaching vocabulary and grammar?

iv.   What techniques are favored by the teachers in teaching pronunciation and language functions?

v.    What are the roles played by the teacher and the students in teaching learning activities?

## 1.5  Significance of the Study

The finding of this research is beneficial to the teachers of English language teaching (ELT). They will be familiar with different techniques pedagogy and at least, they can apply those teaching pedagogy in their real classroom. They will also know the strategies of classroom management for effective learning of the language. Moreover they will be familiar with teaching strategies that best suit in mixed ability of classroom. Similarly this research will be equally be beneficial to curriculum experts and textbooks writers conveniently. At last, this work will give valuable ideas about English language teaching in the mixed and heterogeneous classroom that will be fruitful to any ELT practioners.

## 1.6  Delimitations of the Study

This study had the following delimitations:

i.   The Study was based only on the techniques used by lower secondary level teachers in teaching English.
ii.  Only a single school was selected.
iii. Only the grade eight classes were observed for data collection.
iv.  The data was collected through the classroom observation.
v.   The findings of the study was not generalized in all the contexts and all the time.

## 1.7  Operational Definitions of the Key Terms

**Classroom language:** Language used for various purposes in the class such as while giving instructions, maintain discipline, taking attendance etc. the type of language which can be used for the activities which help teach the lesson, but which are not actually part of the teaching.

**Mixed ability**: Means group of learners with many differences, eg. Level of knowledge, language, language ability, intelligence, motivation, learning style.

**Strategy**: Techniques or activity in the classroom for active, self-directed involvement.

**Techniques:** Activities which are used in the classroom in order to achieve the immediate goals of teaching and learning as guided by given method and approach.

# CHAPTER – TWO

# REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of theoretical literature and related empirical literature, implication of the review for the study and conceptual framework.

## 2.1  Review of Theoretical Literature

This study aims to identify the types of techniques in teaching English at lower Secondary Level. A cause study is a depth longitudinal study of a single instance in a natural environment, a program and so forth.

### a.  Teacher Centered Techniques

Teacher centered techniques refer to the techniques in which teacher plays the dominant role in teaching learning process. Teachers are at the center of the teaching learning process but not the students. That is to say, teachers are the sole authority in the classroom in the selection of content, materials and activities. Students have very few or no role at all in such activities they are taken as passive listeners. The whole classroom time is dominated by the teachers. It is more logical than psychological and process. Teacher centered techniques can be listed are: Lecture Explanation, Illustration, and Demonstration.

In teacher centered techniques, the teacher tries to deliver a lecture on a topic, provides explicit description or definition of concept, give more example so and illustration and take help of demonstration. Teachers try to impose their views and ideas rather than letting students to create their own ideas.

### b.  Student Centered Techniques

Student centered techniques refer tot eh techniques in which students play the dominant role in the teaching learning process. That is to say, students play the active

role in the selection of contents, teaching materials and classroom activities; Teachers' role is that of manger, organizer, advisor, facilitator, resource person etc.

In student centered techniques, students learn by doing. They get an opportunity to get actively involved in different activities which provide them an opportunity to learn by themselves. Students' feelings, emotions, interest and creativity are highly emphasized. Students' talking time is increased and teacher's talking time is decreased. Students get every opportunity to develop their creativeness. Communicative language teaching prefers student centered techniques to be employed in the classroom.

The aim of the teaching learning process is to develop the skills, knowledge and ability of the students, not of the teacher. So, student centered techniques should be preferred in classroom teaching rather than teacher centered ones

## Learner-Centered Techniques

Learner-centered techniques are techniques in which students are more active than teachers. Students become self-dependent in doing their works or tasks and teacher functions as a facilitator or a guide. It is more psychological than logical. It gives emphasis on the process rather than the product. Individual work, group work, project work, role play, discovery techniques and strip story are some of the learner-centered techniques in language teaching. Further, songs and rhymes, games, self-evaluation, gesture, oral exercise, communicative exercises, imaginary context body movement and drills are also included under the learner-centered techniques. The brief descriptions of some learner-centered techniques are as follows:

## Individual Work

Learning language is depends in the individual, some might have learned very fast while other are late to understand it. This technique is opposed to the concept of whole class teaching. Certain students enjoy finding out information for themselves. Other students prefer being spoon-fed. Teachers can use contracts-in contract teaching. Students receive a written list of the behavior. They must demonstrate in order to

prove that they have mastered a particular unit of study - to break the 'lock step' and free students to work at their own rates and in their own ways.

In this technique, the teacher can provide different supplementary books, tapes, cassettes and the students should be allowed to choose the way they prefer to achieve mastery of the material of the unit. Individual learning fosters learners' autonomy.

**Pair-Works**

Pair-work is a technique in which two students work together to solve a problem. It is often used in a communicative classroom. It is a management of tasks for developing communicative ability. Pair works make students engaged in interaction to each other. In pair work, the teacher has two roles, a monitor and a resource person.

According to Cross (1992, p.53), the following are the steps to conduct effective pair work:

i. Preparation: Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language.
ii. Teacher student model: Select one student and take one part yourself and go through the whole task. Ensure them all know what they have to do.
iii. Public pairs: Select two students who are sitting well apart, this makes them speak loudly enough for all to hear. Get them to repeat the task, as a second model.
iv. Timing: Tell the class how long the activity will last, typically only two or three minutes.
v. Private pairs: Tell everyone to begin. This is sometimes called simultaneous pair work. While it is going on, go around the classroom to monitor and assist.
vi. Public check: If you see that most of the classes have completed the task, stop the activity. After that, choose one pair at random to stand and does the task again, publicly choose a second and a third pair to do the same.

Pair work helps to develop the self confidence in the students and also develops curiosity to participate in the activity.

**Group Works**

Group work is another important learner-centered technique. It is useful for teaching students in an interactive way. In this type of technique, a task is solved in groups. This includes initiation, monitoring, facilitation, promoting, giving feedback and so on. Group work is one of the important techniques to develop communicative aspect of language in students.  According to Cross (1992, p.53The main goals of using group works in teaching learning process are:

**Negotiation of Input**

Group work provides an ample chance for learners to get exposure to language that they can understand. Group work contains unknown items for the learners to learn.

**New Language Items**

It provides more opportunities for the use of the new items compared to the opportunities in teacher-centered classes.

**Fluency**

Group work allows learners to develop fluency in the use of language features that they have already learned. Group work helps in learning new language items. It also develops proficiency in the use of these items.

**Communication Strategies**

Group work gives learners the opportunities to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition), strategies to keep a conversation going, strategies to make up for a lack of language items and strategies for managing long turns in speaking.

**Content**

Group work may be useful for the mastery of the content of the curriculum. It can be used to teach any subject to impart knowledge related to the content. In addition, a teacher may expect the learners to achieve one or more of the language learning goals.

**Project Work**

This technique was developed and given a concrete shape by William Head Kilpatrick of the University of Columbia. It is a revolt against the traditional environment of the school which is usually marked by listlessness and passivity and which lacks active involvement of the students.Aggrawal (2009, p. 233) says: "The project method is the expression of the widespread dissatisfaction against the bookish, encyclopedia method which makes children passive in which children are drilled and spoon-fed with information which mostly is unconnected with real life situations."

Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often, there is a gap between the language that the students are taught and the language that they in fact require. It is this gap that project work can help to bridge.

It is the one of the student-centered techniques than teacher-centered, the teacher may need to develop a more flexible attitude towards the students' work. Project work also provides one solution to the problem of learner autonomy of making the learner responsible for his/her own learning. Thus, it places the responsibility on the students, both as individuals and as members of a co-operative learning group. Autonomy becomes a fact of life. Ur (1996, p.232) says that project work fosters learners responsibility and independence, improves motivation and contributes to a feeling of co-operation and warmth in the class.

Project has to be carefully planned through a process of teacher-learner collaboration. The success of the project depends upon availability of time, access to authentic

material, receptiveness of learners and flexibility of time table. Thus, the students generally go through the following four stages:

**a. Setting goals**

The goals of project work are determined in collaboration with students and teachers. The goals depend upon the nature of the project. If the project is longer the goal should be long-term, and if it is shorter, the goal should be short-term.

**b. Planning**

It is the second stage of conducting the perfect project work. It includes selecting population, areas, discussion on the content and scope of the project, duration, materials needed and developing tools and so on.

**c. Collecting Information**

It is the third stage in which students go to the field to collect information related to the project. For this, they take interview, read the related literature, listen to others, observe the activity, classroom, discuss and display the information collected.

**d. Reporting**

It is the last stage in which students present their finding of the project. They can do it by organizing a seminar/workshop or in the classroom. The teachers and other students provide feedback with constructive comments on his presentation.

**e. Role play**

Role play is a classroom activity in which students are actively participated. It gives the students an opportunity to practice the language, the aspects of role behaviour, and the actual roles they may need outside the classroom. Role play is an ideal vehicle for developing fluency and it also offers a focal point in lessons integrating the four skills, listening, speaking, reading and writing. It is useful for any level of teaching. Its main

goal is not only to put the learners' knowledge into 'live' practice, but also to improve their confidence and self-assurance in a very effective way.

Role play makes classroom interactive. A variety of language functions, structures, games can be practiced in the classroom through it. It is also useful for teaching prose, essay, etc.

## f. Discovery Technique

Discovery technique is one of the most important learner-centered techniques in which students are given examples of language and are told to find out the grammatical rule. Harmer (2008, p.29) defines it as follows:

> Discovery technique is the technique in which students are given the examples
>
> of language and told to find out grammar rules by requiring them to organize
>
> the strips proper sequence allowing them to discuss the materials of the strip as
>
> to make it known to the other member of the group to compare.

Discovery technique aims to give students a chance to take charge earlier. It is useful for teaching vocabulary materials which allow students to activate their previous knowledge and to share what they know.

According to Richards et al. (1985, p.297), there are the following principles of discovery technique:

i. Learners develop process associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
ii. Teachers use a teaching style which supports the process of discovery and inquiry.
iii. Textbooks are not the sole sources of learning.
iv. Conclusions are considered tentative and not final.

v.     Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

**g.  Dramatization**

Drama has a great social value. It is a co-operative enterprise and develops qualities of co-operation and social understanding. It helps in fostering 'esprit de corps' among the students. Drama is doing or action. Drama is being. Drama is a normal thing. It encourages genuine communication and involves real emotions and use of body language. Drama consists of six elements: situations, problem and solution: surface reality and background, emotions, planning: underlying reality/foundation. Agrawal (2009, p.110) mentions: Dramatization is a synthetic art, involving the purposive co-ordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm, with a view to free and intelligent expression of emotions and ideas.

Drama is not like a communicative language teaching, a new theory of language teaching but rather a technique which can be used to develop certain language skills to the students. It can be used for: Teaching the course book,teaching the four language skills, teaching spoken communication, the drama projects.

Drama is a direct involvement of students that leads them to be autonomy. There is a Chinese proverb: I hear and I forget, I listen and I remember, I do and I understand ... So, doing is the top of acquisition.

**h.  Problem Solving Technique**

Problem solving is an instructional technique where by the teacher and pupils attempt in a conscious, planned and purposeful effort to arrive at some explanation to some educationally significant difficulty (Agrawal, 2009, p.245). He points out:

A problem occurs in a situation in which a felt difficulty to act is realized. It is a difficulty that is clearly presented and recognized by the thinker. It may be purely

mental difficulty or it may be physical and involve the manipulation of data. The individual recognizes it as a challenge.

Problem solving is not merely a method of teaching. It is more than a method of organization of subject matter in such a way that it can be dealt with through the study of problems. Problem solving involves reflective thinking. According to Deway (as cited in Agrawal, 2009, p.246) reflective thinking is "An active, persistent and careful consideration of any belief or supposed for of knowledge in the light of the grounds that support it and further conclusions to which it tends, constitutes reflective thinking."(as cited in Richards and Rodgers, 2001, p.82) says:

Tell me and I forget

Teach me and I remember

Involve me and I learn

This reveals that learning takes place when students are involved in doing something. So, active participation leads the pupils to the top of the success.

**i.   Problem Solving**

The steps of problem solving technique are given :Formation and appreciation of the problem, collection of Relevant data and information ,organization of data, drawing of conclusions, testing Conclusions.

**j.   The Heuristic Technique**

The word 'heuristic' is derived from a Greek word "heurisken" which means 'I discover' or 'I find' (Aggrawal, 2009, p.262). Hence, heuristic technique is the one in which children discover the things for themselves and are placed in the position of discoverers or inventors. This method was first used by Professor Henry Edward Armstrong of the Imperial College London, in the teaching of science.

Pupils who are taught in this way learn to be observant, exact and to think for themselves. This technique aims to develop a scientific and critical attitude and sprit in the students. This technique requires direct involvement of students in doing work. Because of direct involvement, the students' hesitation and shyness is reduced.

This technique is based on the following psychological principles: activity or learning by doing, experience, Principle of freedom, Principle of play-way, Principle of purpose

Students may collect a number of examples of a rule in grammar and then state the rule for themselves:Essay writing can be taken up through questions. Pictures may be shown where possible and the matter developed through questions. So, what we can say is that techniques are the behavioral manifestation of the principles. In other words the classroom activities and procedures derived from an application of the principles.

## 2.2  Use of English Language

Many languages are spoken around in the world. Among them, English is one of the most influential languages. It is one of the richest languages in terms of the written literatures, stock of vocabulary and its users. A quarter of the world's population speaks English. English has become lingua franca  a link language between people who do not share the same language and for whom English is not their mother tongue. According to Harmer (2008) the English language is no longer a language of only its native speakers but it belongs to all who speak English. There is not any single standard English but there are world Englishes. This is because of the increasing importance of the English language.

Since English is the most widely used official languages of the United Nations and a dominant language in all areas of academic studies for example mass media, international diplomacy, science and technology, education, arts and commerce, it is spreading in all the nooks and corners of the world day by day. "It is a principal language for international communication and gateway to the world body of knowledge." (As cited in Yadav, 2012)

It has a vital role in the field of politics, science, business, and mass media and so on. English seems vital in every field and respect. There is no such area where English is not used. Therefore, realizing this fact, English is taught as a core subject from grade one to bachelor level in Nepal. Therefore, it has gained the worldwide recognition as an international language.

### 2.2.1 Teaching English to Young Learners

According to Brimfit (1994) "The last few years have seen a revival of interest in the teaching of English to young learners. After much interest in the 1960, the period of communicative language teaching saw a concentration on adults or secondary level work, with relatively little concern for primary level activity. Now this is changing." Brumfit opines that this was because the emphasis on need analysis was particularly unhelpful for learners who were by definition too young to have clearly identifiable needs.

The teaching of English to young children has become especially important in recent years. According to Scott and ytrebaerg (1994, p.i) "one reason for this has been the introduction of lower secondary EFH teaching in a number of European countries-but it is also a worldwide phenomenon." A number of countries have introduced English as a compulsory subject at lower secondary level. So, teaching English to young learners has gained a new interest in the recent days.

### 2.2.2 Variation of the Concept of Lower Secondary Level

In many countries there is English language teaching in school level for, young learners. But the key elements in the concept of lower secondary level ELT vary considerably form community to community.

For example, what we mean by 'childhood' itself varies considerably from country to country. In many parts of the world 'children' take on 'adult' responsibilities at ages when in other countries they are still protected within their schools. These differences load to differences in the purposes of language learning. Similarly, attitudes to

authority, to teaching and to learning in general vary from culture to culture. None the less, some of the characteristics according to Brumfit (1994,p.v) which young learners share are as follows:

Young learners are only just beginning their schooling, so that teachers have a major opportunity to mound their expectations of life in school.As a group they are potentially more differentiated than secondary and adult learners, for they are closer to their varied home cultures and new to the conformity increasingly imposed across cultural groupings by the school.

They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling. Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.

They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better.Most of the lower secondary level learners will share these characteristics, though the age range of lower secondary schooling will vary considerably from country to country.

**Reasons to Teach English at the Lower Secondary Level**

There is a considerable debate between whether young learners learn language netter or more efficiently than older children or adults. In general the evidence is not clear. What is certainly clear though is that effective teachers can help learners to progress rapidly at any level of schooling. There are a number of reasons for teaching English at lower secondary level that do not rely simply on the claim that is the best time to learn languages well. According to Brumfit (1994) those reasons are:The need to expose children from an early age to an understanding of foreign cultures so that they grow up to learn and sympathetic to others.The need to link communication to the understanding of new concepts.

The need for maximum learning time for important languages the earlier you start the more time you get. The advantage of starting with early second language medium of teaching. Different countries have different needs and no one country will wish to teach foreign languages to young learners for all of these reasons.

**Second Language Learning at Young Age**

Age we have already discussed it is unclear whether children learn languages better at a young age. Many people believe that they do, however, and numbers of different explanations have been offered.

According to Brumfit (1994, p.vi) "It may simply be of course, that young learners have more opportunities than adults. They are leaning all the time without having the worries and responsibilities of adults; their parents, friends and teachers all help them in learning. Furthermore, they have a strong personal need to learn if they are surrounded by people speaking the second language, and there are strong social pressures to do what their elders expect."

The main explanations for better learning that have been suggested by Brumfit are as follows:

i. That the brain is more adaptable before puberty than after and that acquisition of languages is possible without self-consciousness at the early age.

ii. Those children have fewer negative attitudes adults, and that consequently they are better motivated than adults.

iii. That children's language learning is more closely integrated with real communication because it depends more in the immediate physical environment that does adult language.

iv. That children devote vast quantities of time to language learning, compared to adults. And they are better because they do more of it.

In conclusion, what we can say is that teachers need competence in lower secondary levels teaching methodology. The skills necessary for teaching at this level are very

different from those needed elsewhere in the education system. We need to emphasize the role of story, dance, role play, pictures songs, language games etc.

## 2.3 Recent Provision of ELT at the Lower Secondary Level

English has been introduced as a compulsory subject in the lower secondary level. It is taught as a second language on all the schools of Nepal starting from grade one. Before 2003, there was a provision of teaching English from grade four. But, since 2003, it has been taught from grade one. The present English Curriculum has been designed for lower secondary level (grade 6-8) education in Nepal, with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in an through English. Moreover, it aims at developing a comprehensive communicative competence on the part of the learners.

The curriculum emphasizes on teaching all the language skills: listening, speaking reading and writing. From grade VI to eight listening, readings, writing and speaking skills are equally emphasized. Six periods per week have been allocated for teaching English at the lower secondary level. The aim of teaching English at this level is to enable students to use English effectively in a limited set of situations by the end of grade eight. The curriculum consists a list of different language functions which we need to perform in our daily life. So, the teachers are suggested to adopt communicative language teaching methods and techniques which provide an opportunity to the students to learn by doing that is communicating. The English classroom should be full of fun and enjoyment that is chants, rhymes, songs should be emphasized work, group works are to be employed in the teaching learning process. Continuous assessment system has been more emphasized than the paper-pencil test at this level.

### 2.3.1 Teaching Techniques

'Techniques' refer to what actually take place in a classroom while teaching learning activities are going on. It is directly related to the classroom practices of those who are involved in the teaching learning process. It is a set of activities to be carried out in the

classroom. (as cited in Richards and Rodgers, 2001, p.19) A technique is implementation that which actually takes place in a 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.

So, what we can say is that techniques are the behavioral manifestation of the principles. In other words, the classroom activities and procedures derived from an application of the principles. On the basis of the role played by the teachers and the students, techniques are divided into two types. Which are as follows:

### 2.3.2  Techniques for Teaching English at the Lower Secondary Level

Teaching English to young learners at the Lower Secondary level is not the same to teaching older children or adult learner. They differ in their characteristics, learning styles, readiness and son on. Teaching young learner should follow simple and enjoyable activities that suit their level, interest and need. Language is a skill. Teaching language refers to teaching language skills such as listening, speaking, reading and writing, and language aspects: grammar, vocabulary, pronunciations and language function. The four language skills and aspects rarely work in isolation. They are integrated to make communication meaningful and effective. However, we can specify teaching techniques to teach each of the skills and aspects not because we intend to show that the four skills and aspects of language work in isolation, but because we intend to emphasize particular skills and aspects in some particular classes. The different techniques for teaching language skills and aspects are as follows:

### 1)  Teaching listening

Listening is an ability to pay attention and recognize sounds in isolation or in connected speech to get meaning from it. It is a primary, basic and earliest of all the skills. It is listening through which a learner gets exposure to the language. Teaching listening to students is to enable them to listen to spoken text and act accordingly.

Techniques for teaching listening to young learners according to (Cohen, L., Manion, L. & Morrison, K. (2010) are as follows:

## a) 'Listen and do' activities

In this technique students are required to listen and perform some kind of activity. Such activities involve following elements:

### ) Instructions

The most obvious 'listen and do' activity which we can and should make use of from the moment we start the English lessons is giving genuine instructions. Most classroom language is a type of listen and does activity. Communication is two way and you can see very easily if your pupils have understood the message or not.

### ) Moving about

The younger the pupils, the ore physical activities they need. Children need exercise and movement so we should make use of moving about activities connected to ordinary things in the classroom like 'stand on your head by the door' , "hop on your left foot five times' etc.

### ) Mime stories

In a mime story the teacher tells the story and the pupils and the teacher do the actions. It again provides physical movement and gives the teacher a chance to play along with the pupils.

### ) Drawing

'Listen and draw' is a favorite type of listening activity is almost all classes. Drawing takes time, so keep the pictures simple. In listen and draw activities the teacher or one of the pupils tells the other pupils what to draw. This activity is particularly useful for checking object vocabulary, prepositions, and colors numbers.

**b) Listening for information**

Listening for information means listening for detail or specific information. The activities are often used to check what the pupils know, but they can also be used to give new information. Such information includes:

⟩ **Listen for the mistake**

We can use the picture from a book but make mistakes in the text while reading so that pupils have to listen for the mistakes. The same thing can be done using the correct text and the wrong pictures, but this takes a bit more time to prepare.

⟩ **Putting things in order**

Pupils have a number of pictures which illustrate a text for not them. The pictures are not in the right order. Pupils listen to the text and put the pictures in the order they think is right.

⟩ **Filling in missing information**

Pupils can fill in the missing words of a song or a text or a timetable and so on by listening to the tape or their teachers.

⟩ **'Listen and repeat' activates**

'Listen and repeat' exercises are great fun and give the pupils a chance to get feel for the language, the sound, t stress, rhythm and the intonation. When done in combination with movements or with objects or pictures, this type of activity also helps to establish the link between words and meaning. Listen and repeat activities consist following notions:

### i) Rhymes

All children love rhymes and like to repeat them again and again. Rhymes are repetitive, they have a natural rhythm and they have an element of fun, of playing with the language. The teacher recites rhymes and the students follow him or her.

### ii) Songs

Songs are also a form of 'listen and repeat' activities. The teacher can sing a song and ask pupils to follow him/her.

### iii) Exercise

The most obvious listen and repeat exercises are the ones where e teacher or one of the pupils says something and t other's repeat what has been said-it may be a drill, words with special sounds, as short dialogue or it may be a message to give to someone else.

Besides these activities, pupils can be involved in listening to stories exercises, independent listening, listening for the sake of listening like music, poetry or a short anecdote. The more they hear, the better they will be able to speak and write.

### 2) Teaching Speaking

Speaking is an ability to express our emotions, feelings and intentions orally. Teaching speaking is to enable pupils to take part in simple communicative activities in a limited set of situations. Speech is primary and most of the communications take place through oral medium. So teaching speaking is necessary. Speaking skill is perhaps the most demanding skill for the teacher to teach. Techniques for teaching speaking according to Scot and Ytreberg (1994, pp.34-40) are as follows:

### i) Presenting new language orally

When children start new learning English, they obviously need to be given language before they can come out. At this initial stage the activities will be under the control of

the teacher. The teacher's language should be simple and comprehensible enough the learners. Teachers can present new language orally through the pupils, using a mascot, drawing etc.

**ii) Controlled practice**

Controlled practice goes hand in hand with presentation since it is important that pupils try out new language as soon as they have heard it. In controlled practice there is very little chance that the pupils can make a mistake. Once the pattern is established with the class, they can happily do it in pairs. Activities like asking and telling the time, asking and answering what her or she is doing with the help of pictures can be used in teaching speaking.

**iii) Guided Practice**

Guided practice follows on directly controlled practice and will often be done either in pairs or in small groups. Guided practice usually gives the pupil some sort of choice, but the choice of language is limited. Telling the time, asking the way, talking about colors etc are some of the guided activities.

**iv) Dialogues and Role Play**

Working with dialogues is a useful way to bridge the gap between guided practice and freer activities. Putting pupils into pairs for doing the dialogues is a simple way of organizing even large classes. First, the teacher will have to present the dialogues which involve some sort of actions or movement, the ones which work best with young children. After the pupils have heard the dialogues in a couple of time and you have done it with some individuals, then let the pupils do it through role play.

**v) Pair works**

The pair work is an activity in which two students are involved. Pair work provides an opportunity to the pupils to speak freely related to the topic. Simple type of

information gap activities should be designed for young learners like matching cards, describing a picture for other pupils or doing a find the differences activity in pairs.

Besides these, group work, oral drills, recitation and lots of communication games can be employed to develop children's speaking ability.

## 3) Teaching Reading

Reading is an ability to comprehend information from a written text. Just as listening is the main source of language when pupils start to learn a language; print is the second main source. As pupil become better and better in the foreign language, the printed words become the main source of expanding and strengthening the language. Whether or not they have mastered the skill in their own language and whether or not their own language is written in the Roman alphabet will have an effect on the initial stages of teaching reading in English. The techniques for teaching reading to young learner in English following Scot and Ytreberg(1994. pp.49-57)

### i) Phonic

This technique is suitable for the very new learners. It is based on letters and sounds. Basically, we teach the pupils the letters of the alphabet and the combination of letters, phonically-as they are actually pronounced so that the relationship between and sounds can be established.

### ii) Look and Say

This technique is based on words and phrases, and makes a lot of use of flash cards-words written on cards or reading from the board. it is usual to start by teaching everyday words which are already familiar to children. The teacher shows the children words and says it and the children repeat the words. This technique encourages recognition of a range of words and phrases before reading a text.

### iii) Whole Sentence Reading

In whole sentence reading, the teacher teaches recognition of whole phrases an sentences which have meaning in themselves. The words are not presented in isolation, but as a whole phrases oar sentences. Since we think that reading for meaning should be encourages as soon as possible, whole sentence reading helps to develop such skill.

### iv) Reading Aloud

Most of the reading done by young learners in class is reading aloud. Reading aloud which also known as oral reading is concerned more with pronunciation and articulator practice than with comprehension and the inner thought. Reading aloud is advantageous for the beginners. So, high priority should be given to this kind of reading aloud, especially at the beginning stage for all ages. By the time pupil progress, this kind of reading is not so necessary.

The teacher can read a sentence or a phrase and the class or part of the class can read in chorus after. This is particularly useful if the text is a dialogue but should only be done for a very short time. Reading dialogues aloud in pairs or groups is an efficient way of checking work. The students practice maintaining relationship between phonemes and graphemes of their target language.

### v) Silent Reading

Silent reading is appropriate for the learners who are beyond the beginner level. Silent reading helps to develop thought and engages readers in inner processing of the content and organization of the text. It is more concerned with higher level of comprehension and interpretation of the text. Students can be given t text that contains simple structural and lexical items which require them to answer specific questions like fill in the blanks, true false items etc. As students go on progressing, they should be encouraged for silent reading for the comprehension of the text.

Students can be encouraged to read story, poems, and rhymes etc for pleasure to develop their reading skills.

## 4) Teaching Writing

Writing is an ability to transfer ideas, information into graphic symbols. Writing begins with simply copying and ends with free writing. Writing is important for professional development and also regarded as a difficult skill to get mastery. About the importance and complexity of second language writing, Richards and Renandya (2010. p.303) state:

There is no doubt that writing is the most difficult skill for second learners to maser. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in wringing are highly complex.

Techniques for teaching writing according to Scot and Ytreberg (1994,pp.69-74) are as follows:

## a) Controlled Writing Activities

Writing activities, like oral activities, go from being tightly controlled to being completely free. Controlled and guided activities are more appropriate for beginners but we should not exclude very simple free activities. In general, controlled and guided activities are being done to practice t language and concentration is on the language itself. In controlled writing, students have no freedom to select their structural and lexical items. Following are the major controlled writing activities:

## i) Straight Copying

Copying is a fairly obvious starting point for writing. It is a good idea to ask pupils to read aloud quietly to themselves when they are copying the words because this helps them to see the connection between t written word an spoke words.

### ii) Delayed Copying

We can do delayed copying which is fun to do in class for training short term visual memory. In such activities, teacher may ask the learners to write a short familiar sentence on t board, give the pupils a few seconds to look at it, and ten rub it out and see if the pupils can write it down.

### iii) Dictation

Dictation is a very safe type of exercise if we can keep the language elementary and simple. For young learners, dictation should be short and it should be read or said at normal speed.

### b) Guided writing activities

In guided writing, pupils are provided freedom to some extent to choose the words and styles. Some of the guided writing activities are:

### i) Fill in Exercise

Fill in exercises are useful activities, especially at beginning stages. They do not require much active production of language, since most of the language is given but they do require understanding. Fill exercises can be used for vocabulary work.

### ii) Dictation

We can try dictation only half a sentence and ask pupils to complete it in their own way. For example:

> I like………………………..
> I don not like……………………….

### iii) Letters/cards/invitations

Pupils can be provided a very simple guided exercise which can be used quite early on. For example:

> Dear……………..
> Are you free on …………….? ………… Going to the ……………..
> Would you like to come with………………?
> Love……………..

### c) Free Writing Exercises

Young learners should be provided with very simple free writing activities. In free writing, students are given a topic of issue. There are no restrictions on them for the use of vocabulary and sentence structures. Some of the free writing activities for young learner are:

⟩ Letters
⟩ Stories
⟩ Thank you notes
⟩ Invitation letters
⟩ Simple descriptions of objects, places etc.

### 2.3.3 Teaching Language Aspects

Language aspects are equally important to be taught as language skills to make learners competent users of language. Grammar, vocabulary, pronunciation and language functions are the language aspects.

### 1) Vocabulary

Vocabulary refers to the list of lexical items i.e. words. According to Harmer (1991,p.153), "If language structures make up the skeleton of language then it is

vocabulary that provided the vital organs and the flesh". Word meaning, word use, word form and word vocabulary are:

**i)  Realia**

Realia refers to the teal objects. Teaching vocabulary through realia is probably the best way to teach young learners.

**ii)  Pictures**

Bringing a pen into classroom is not a problem but bringing a car is. In such situation, we can take help of pictures to teach vocabulary.

**iii)  Synonym and Antonym**

Synonym refers to the words having similar meaning and antonym refers to the words having opposite meaning, Vocabulary can be taught by providing similar opposite words.

**iv)  Mime, Actions and Gestures**

It is always not possible to explain the meaning of word through the use of realia or pictures. Mine, actions and gestures can be uses to show the meaning of different actions.

**v)  Translation**

Translation is a quick and easy way to present the meaning of words. It is the last resort to teach vocabulary.

**2)  Teaching Pronunciation**

Teaching pronunciation refers to the oral presentation of the graphic symbols. Pronunciation involves the individual sounds of the language, stress, intonation, rhythm, connected speech and fluency. As there is no one to one correspondence

between English sounds and spelling, it has always become difficult for the second language learner to get mastery over pronunciation. Regarding this, Harmer (2008,p.249) puts, "….it has been customary for language teachers to consider intelligibility of teaching pronunciation as suggested by Kelly" (2006, pp.16-22).

They are as follows:

## i) Drilling

Drilling is one of the main ways of practicing pronunciation in the classroom. In this technique, the teacher gives the model of pronunciation and the student repeat after him or her.

## ii) Minimal Pairs and Related Activities

Minimal pairs refer to the pair of words which differ only in one sound. Minimal pair scan be used to focus on sounds which have been causing difficulties for students.

## iii) Pronunciation and Spelling Activities

One of the ways of dealing with pronunciation work in correlating pronunciation with spelling. Though there is no one to one correspondence between sound and spelling, students should be taught about the homographs and homophones.

## iv) Taping Students English

Taping or recording of learner speech and contrasting it with native model is a useful technique for improving learners' pronunciation. However, it is not always possible in all the context.

## v) Listening Activities

Listening activities can be helpful in improving students' pronunciation. Listening comprehension exercises can play a key role in helping students to notice the

existence of a pronunciation feature. Noticing the features time and again helps the students remember and use tem successfully.

## vi) Reading Activities

Work on pronunciation can be successfully integrated with reading activities too. Reading also provides a suitable means of bringing language features to students' attention. Reading aloud offers opportunities for the study of t relation between spelling and pronunciations of stress and intonation and so on.

## 3) Teaching Grammar

Teaching of grammar has always been one of the controversial issues in language teaching. There are two views regarding the place of grammar teaching: grammar shouldn't be taught and grammar should be taught. The second view is again divided into two views: explicit teaching or implicit teaching

Whether to teach grammar explicitly or implicitly in Lower Secondary level is again an issue. The Secondary level curriculum has been designed in accordance with communicative approach. The curriculum consists of list of language functions. A single language function is usually expressed through more than one grammatical structure or set of vocabulary items. The grammar is inbuilt with the structure of language function. So, students are expected to internalize t grammar rules naturally and use correct and grammatical language. So, teaching grammar directly to the young learners may not be appropriate. However, inductive way of teaching can be followed. Techniques of teaching grammar can be:through discovery technique, through task based activities, teaching grammar through text

## 4) Teaching Language Functions

Language functions can also be regarded as one of the language aspects. language functions refer to t purposes for which an utterance is made. Things done through language are described as language functions such as expressing like and dislikes, good wishes etc. It is also often described as categories of behavior. Language

function is realized through exponents. In English language, there is no one - to - one correspondence between forms and functions. A single form may serve several functions and vice-versa. To be a competent user of a language, a language learner must know how that language functions i.e. how it is used to communicate with others. Several techniques can be adopted to teach language functions which are as follows: pair interview, guessing games, role play, strip story, describing experiences, drama, Pair work, group work, dialogues, conversation

## 2.4 Review of Empirical Literature/ Previous Studies

Literature review refers to an act of reviewing the related researches carried out before. It is a written summary and critique of research relating to a particular issue or question. Several researches have been carried out in the field of teaching techniques. Some related research works with this study are reviewed in the following lines:

Gyawali (2004) carried out a research on 'A Comparative Study on Vocabulary Teaching Through Direct and Indirect Techniques in Public Secondary Schools'. The research aimed to find out effectiveness of direct or indirect techniques. As it was an experimental study, 30 students were randomly divided into two groups. The students of grade nine were selected from Bal Kumary Madhyamik Vidhyalaya, Bhatkyapati, Kirtipur. Besides, 10 English teachers from the public secondary schools were also used as the informants in the research. The major tool of this research was questionnaire which consisted of 50 different vocabulary items. It was the same in both pre-test and post-test. The supporting tools were lesson plans, visual aids and the classroom activities. The study found that the direct method is preferred in vocabulary teaching to indirect method although the indirect method in teaching was found effective as the findings of the study showed that the indirect group secured 64% in average whereas the direct group secured only 58.8%.

Regmi (2008) conducted a study on 'The Effectiveness of Cross Word Puzzles in Learning Vocabulary'. The objective of the study was to find out the effectiveness of word puzzles in teaching vocabulary. The primary sources of data in this study were

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40 students of grade 10 at Annapurna SishuNiketan School, Chitwan selected by using non-random judgmental purposive sampling procedure. Then, these students were divided into two groups on the basis of the marks obtained in pre-test. These two groups were divided into experimental and controlled group using systematic random sampling. Forty students were taught around 400 words by the researcher herself for one month. The pre-test was taken before actual teaching and post-test after classroom teaching. The findings showed that cross word puzzle technique in vocabulary teaching can be more effective than the usual way of teaching vocabulary, that is, to ask the students to memorize the words by writing them on the board.

Wasti (2008) carried out a research on "Teaching Strategies at Lower Secondary Level". The main objective of her Study was to find out the teaching strategies employed by the teachers at Lower Secondary Level classroom. Her Lower Secondary level sources of data were five Lower Secondary Lever teachers. She followed purposive non random sampling procedures for selecting sample and interview and observation as tools for data collection. She found that translations, discussion, lecture, drill, use of realia, warming up, group work, pair work were the strategies used while teaching at Lower Secondary level.

Lamsal (2010) carried out a research on "Techniques used by the teacher in Teaching listening Skill". The objective of her study was to find out the technique of teaching listening adopted by Secondary level teachers. Ten English teachers of secondary level teaching in the schools of Kathmandu valley were the primary sources of data and different books; these were the secondary sources of data. She followed judgmental non-random sampling procedure and used checklist for the class observation. the finding of her study was 'an oral question-answer' as a pre-listening activity, 'true-false' as a while-listening activity and 'summarizing' as a post-listening activity were mostly used techniques.

Bhattarai (2011) conducted a research on "Techniques Used in Teaching English in Rural Areas". The objective of his study was to explore the techniques used to teach English in rural area. He used both primary and secondary sources of data: ten

teachers teaching at secondary level were observed for the primary data and consulted different books, theses, articles, and websites for the secondary data. He used purposive non-random sampling procedure and used observation form as a research tool. His finding was the teachers of rural areas used explanation, illustration, role play, text reading, dictation, dialogue, guessing, translation and pattern practice techniques while teaching English.

Rana (2011) carried out a research on "Techniques Used by Primary Level English Teachers in Teaching Vocabulary". The objective of his study was to find out the teaching techniques spelling. He used both sources of data: Primary Level English teachers as primary source of data and different books, theses, articles as secondary sources of data. He used purposive non random sampling procedures and used observation form as a tool. His finding was 80 percent of the teachers used 'modeling' as a technique for teaching pronunciation and 'reading aloud' technique to teach word spelling.

Yadav(2012) carried out a research entitled "Methods and Techniques Used in Teaching English". The objective of his study was to find out the existing methods and techniques used in teaching English. He used both sources of data: Secondary level teachers as primary data and different theses, articles, websites, books as secondary sources of data. He used purposive non-random sampling procedure and observation as a tool. His finding was the teachers used more teacher centered methods and techniques rather than student centered ones.

Subedi (2012) carried out a research entitled 'Trained Teachers' Beliefs Towards the Teaching Techniques'. The main objective of her study was to find out the teachers' beliefs towards the teaching techniques in ELT classroom. The sample population of her study was 10 English teachers teaching form 10 + 2 to bachelor in education or at master level in education. She selected five colleges from Kathmandu valley and from each college two teachers as sample using purposive non-random sampling procedure. Interview was used as a tool of data collection for this study. The finding of her study showed that all the teachers hold beliefs that the more the amount of exposure the

learner gets for language skill and aspects, the more they develop it. Similarly, many teachers (7 out of 10) teachers hold beliefs that to teach English pronunciation in Nepalese context, teachers have to be the model speaker.

Though, many of the studies have been carried out in techniques of teaching different language skills and aspects, none of them have focused on techniques used in teaching English at grade nine. In this way, my research work is different from those reviewed above.

## 2.5  Implication of the Review for the Study

The practice of teacher profession development is quite new in Nepal. Only a few researches have been conducted under this area, but this is not true case in international scenario. My review woks became very much helpful for my study. The reviewed works helped me to broaden the horizon of my knowledge of research problem. Dealing with the past documents I became able to contextualize my findings in relation to the existing body of my knowledge. They provided me theoretical background for my study, which helped to develop my theoretical ideas and to broaden my knowledge related to techniques used in teaching English at lower secondary level and so on. In a nutshell, they helped to form the foundation of my study with greater significance.

## 2.6  Conceptual Framework

The conceptual framework stems from the theoretical framework which becomes the basis of the study.

**Conceptual Framework**

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            ┌─────────────────────────┐
            │  Techniques of Teaching │
            │    to Young Learners    │
            └─────────────────────────┘
                 ╱               ╲
                ╱                 ╲
┌─────────────────────────┐   ┌─────────────────────────┐
│ Teaching Language Skills │   │   Types of Techniques   │
└─────────────────────────┘   └─────────────────────────┘

┌─────────────────────────┐   ┌─────────────────────────┐
│  -  Listening            │   │  -  Students Centered    │
│  -  Speaking             │   │  -  Teachers Centered    │
│  -  Reading              │   │                          │
│  -  Writing              │   │                          │
└─────────────────────────┘   └─────────────────────────┘
```
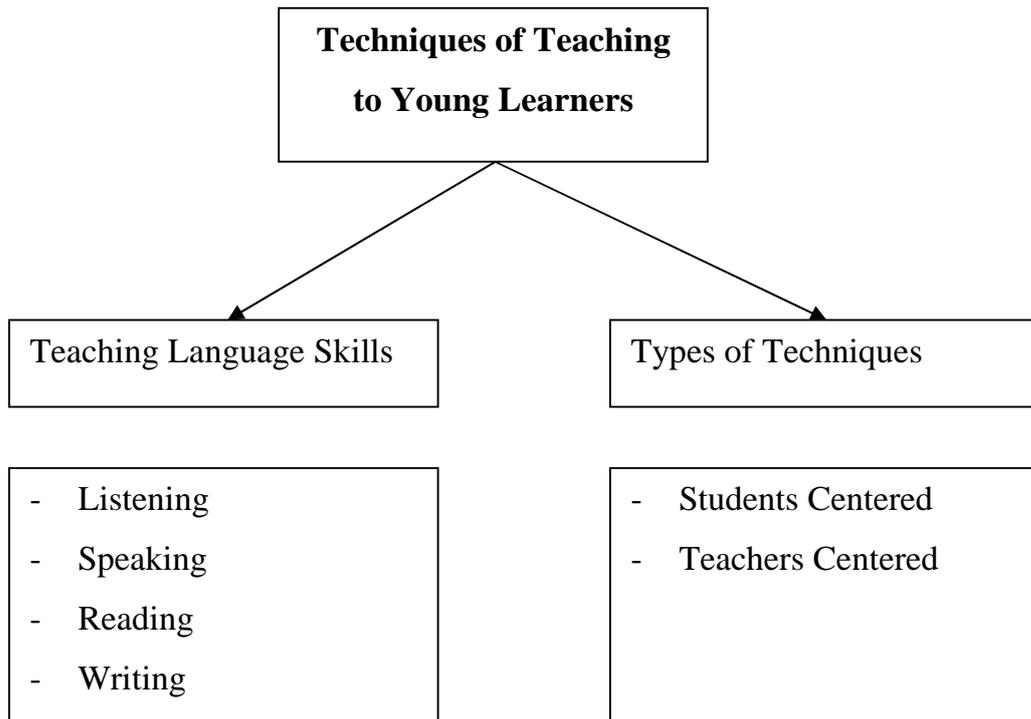
# CHAPTER – THREE

# METHODS AND THE PROCEDURE OF THE STUDY

Methodology refers to the set of activities to be used while carrying out certain action. This unit consists of research design, sources of data, sampling procedure, research tools, and process of data collection and delimitation of the study.

## 3.1 Design and Methods of the Study

A research design is a procedural plan that is adopted by the researcher to answer question validily, objectively, accurately and economically. I adopted a case study research design to carry out the research. The case study, as a research, is a difficult term to define. Deciding whether a study is or is not a case is not always particularly easy. The term case study is defined in various ways and it is probably easier to say what a case study is not rather than what it is. The 'case study', as the term suggests in Stake's (1995, p.xi) words, "is the study of the 'particularity and complexity of a single case" (as cited in Dornyei, 2007, p. 151). According to Dornyei (2007), Cases are primarily people, but researchers can also explore in depth a program. In fact, almost anything can serve as a case as long as it constitutes a single entity with clearly defined boundaries.

## 3.2 Population, Sample and Sampling Strategy

All the teachers of English at lower secondary Level was the population of the study is the sample and it consisted of 24 class observation. The teacher teaching at Jana Bhawana Higher Secondary School was also the sample. The sample population was selected on the basis of non-random purposive sampling.

## 3.3 Study Area/Field

This study is related to teaching English at Lower Secondary Level.

## 3.4  Data Collection Tools and Techniques

Observation was the main research tool to carry out this research.

Observation checklist that consisted of a list of techniques to be used in teaching English in lower secondary level was used for data collection. Diary keeping was the main recording device.

The researcher consulted the related books, journals, magazines, thesis reports, articles, etc. for the preparation of questionnaire and for the refreshment of his knowledge in the related data.

The following procedures of data were followed:

- Firstly, I went to the school and developed rapport with principal about my purpose of visiting the school.
- Secondly, I went to seek consent from the principle to talk with the teacher.
- After that I went to meet the concerned teacher and talked to her about the purpose of my study. I went to request her to permit me to observe classes.
- I observed the classes time and again. Twenty four classes were observed.
- I kept diary recording and also filled up the observation checklist without bias and collected the primary data.
- After that I analyzed the collected data descriptively and derive the findings.

## 3.5  Data Analysis and Interpretation Procedure

The collected data were analyzed and interpreted descriptively. The qualitative data have been analyzed and interpreted through the process of summarizing and reporting.

# CHAPTER – FOUR

# ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the data collected through the qualitative tools have been analyzed and interpreted following descriptive approach. The qualitative data collected through classroom observation have been analyzed and interpreted through the process of summarizing and reporting written data, i.e. the main content and message of the data.

## 4.1  Analysis of Data and Interpretation of the Results

The collected data have been discussed and analyzed under two sub-headings. They are as follows.

### 4.1.1  Holistic Analysis

The main purpose of this study was to find out the techniques used in teaching English at Lower Secondary Level. I observed 24 classes of a teacher teaching English. The six classes each of teaching listening, reading, speaking and writing were observed and text reading and dictation techniques were used in teaching listening. The 'text' reading technique was not used appropriately. The teacher read the text and explained it instead of making students listen the text and comprehend the meaning or find the specific details to do the exercise in their own. It was more like teaching reading text rather listening text.  Dialogue reading, role play, guessing games was the techniques used in teaching speaking. Speaking activities in which students were involved in, focused more on articulatory practice i.e. students just read the dialogues from the book. They were not encouraged to speak on their own like describing persons, places, expressing their wants etc. However, guessing games technique was effective to some extent. All of the students were involved in the game which made students to speak at least something when they had to guess the different actions, objects and places.

### 4.1.2 Item-wise Analysis

In this section, the data are analyzed and interpreted in skills-wise and aspects-wise in the following way:

### 4.1.2.1 Techniques Use in Teaching Listening Skill

The teacher taught listening that on the 4th, 20th and 24th day. She was teaching unit First and the topic 'Travelogue'and unit two 'An Expedition'. She did not use audio-recorded materials, cassettes and cassette player to teach listening skill. On the first day of teaching listening skill, the way she taught was quite unexpected for me as she taught the listening text as a reading text but not as a listening text. It was easier for the teacher and the students to do the exercises based on listening text by looking at the listening text which was given at the back pages of the book. She turned the pages at the back of the book where listening text was given and the students too. Then, she explained and translated the text into Nepali and the students passively listened to her. After she completed explanation, they started doing exercises.

> T:    Ok, now let's do exercise. Complete the sentences. See Ino,
>        Goma is going to ………..
> SS:   (looking at the text) Pokhara
> T:    Ok, noKunti is going to…
> SS:   Janakpur
> T:    Yes that's right.

Not all the students answered when she asked the question. Only 4-5 students answered the questions and they also answered it by looking at the listening text. Other students did not have any role to do the exercise and they just went on writing on their books with their pen or pencil after they listened to their friends or the teacher.

There was no encouragement on the part of the students to do the exercises on their own. Though she did not directly tell the answers and ask the students to answer the

first, there was no participation of all the students which caused the backward students remain backward. Had she let all the students to do the exercise in their own, at least all the students could think and had an attempt to do it. She herself also wrote the answer of the comprehension questions on the board without letting the students to do first. It seems as if, she just wanted to complete the exercises rather than developing skills on the part of learners. It can be inferred that she is afraid of students committing mistakes in writing answers and perhaps feeling bored to check the students copy and had correction which may take long time but if she writes the answer and students copy it, she can just tick right in the students copy and no need to go through all the writings of the students.

The way that she followed while teaching listening was quite boring and infective, She did not use the techniques like 'Listen and do' activities that is. Instructions, moving about, drawing, listening for information and cassettes player. I thought she may teach the listening text differently in her next class.  But in the second time of teaching listening, she repeated the same thing that she had done in her first class. Techniques Used in Teaching Speaking Skills

The teacher taught speaking skill on 4$^{th}$, 6$^{th}$, 15$^{th}$, 19$^{th}$, 21$^{st}$, 24$^{th}$ day. Teacher taught unit two 'An Expedition' and unit three 'Business and Commerce'. Speaking skill was taught being based on chant, games, read and act given in the textbook. Chants are especially for recitation which helps students to develop pronunciation, stress, tone and intonation. Students enjoy reciting chants with their hands clapping which bring fun and laughter in the classroom. Though chants may not have important role to play in developing students competence in speaking skill like being able to express their ideas, feelings freely, it provides an opportunity to the students to recite them which can help to develop the speaking skill to some extent. She provided an opportunity to the students to recite the chant through modeling. First of all, she recited a line and then students recited the line following her. She and the students tried their best to recite the chants with tone and intonation. She used both group work and individualization technique to teach the chants. She made a student recite the chants and other students to follow him/her and 3-4 students were also asked to recite the

chant individually one after another. She also taught some difficult words, its spelling and meaning. She explained the meaning of the words and also gave equivalent meaning in Nepali. She taught speaking skill through games. Games are also a very useful technique which provides an opportunity to the students to engage them in speaking activities and at the same time they also get enjoyment. She involved students in groups in playing different games. While playing games, students were unknowingly practicing the language functions like talking about future, describing people etc. The teacher's role was that of a facilitator. She first provided a model and then involved students in playing games.

While teaching through game, first of all, she divided the students into five different groups on the basis of their seat arrangements. Then she asked the students to guess what she was going to do.

> T:      (acted as if she is dozing off)
> Group A: You are going to sleep.
> T:      Yes, right. (Then, she asked a student from group A to go in front of the
>         class and act of doing something. The student took out a book from his
>         bag and turned on the pages of the book).
> Group C: You are going to read.

Similarly, she conducted other games like describing other people. She, first of all, provided the description like:

> T:      I am thinking of a person, his hair is wavy, he has large eyes and his
>         nose is long.
> Is:     Is he Ramu?
> T:      No.
> Ss:     Is he Dev?
> T:      Yes

Then, she asked a student, who guessed the correct answer, to provide the description of a student and rest of the students had to guess the personwho he or she is. In this way, she tried to involve every student in playing games.

She also involved students in the activity like 'Read and Act' to develop their speaking skill. She used role play technique in this activity. She and a student provided a model by playing the role of A and B given in the book. Then, she asked two students randomly to go in front of the class. She assigned role A and B to each of the students and asked them to read and act the dialogues given the book. She involved all the students in role play. When students found difficulty in reading, she facilitated.

Students' reading was poor. Their reading was plain. There was no tone, intonation and pause in their reading. Most of the students were found to be nervous of uttering the dialogues even by looking at the book besides some students. It was unwise to expect them to have simple conversation on their own.

### 4.1.2.2 Techniques Use in Teaching Reading Skill

The teacher taught reading skill on 9[th], 10[th] and 24[th]day. While teaching reading skill, she taught story and biographies of the scientists. She taught reading text following the traditional way i.e. teacher centered methods. Before teaching reading text, she taught vocabulary in her previous classes in isolation rather the putting them into context. She started her class by writing topics on the board and told the students that they were going to read about them. She also asked the students to look at the picture given in the text book and asked them what the picture is about, which helped her to motivate the students towards learning. Then, she asked a student to read the first paragraph aloud and other students to listen carefully. When the student found difficulties or made mistakes in pronunciation, she helped to make correction. As soon as the student finished reading a paragraph, then she started transiting the text into Nepali Sentence by sentence. She read a sentence and translated it into Nepali and accordingly translated the whole paragraph. Similarly, she made other students to read

other paragraphs aloud one after another and after students finished reading, she translated the text into Nepali.

While translating the text, she did not have good eye contact with the students because her attention was much more on thinking about the equivalent meaning of the text in Nepali. However, she asked confirmation questions regularly one after another, sometimes in English and sometimes in Nepali, to check whether students are getting her or not and to draw the students' attention as well. Sometimes, during her explanation, she also asked some questions to the students individually, who were found to be making noise. After she finished teaching, she asked students to read the text. Students read the text aloud in which students concentration was concerned more with pronunciation and articulatory practice than with comprehension and the inner thought. Actually, the students did not use their brain to get meaning from the text but their reading was just for the reading without comprehension. Though we cannot expect the student of this level to get the meaning of each and every word or to make the sense of whole text, we can make the students search for specific details to do the exercise like matching items, fill in the blanks which can gradually develop the students' habit to read for understanding. The interesting things was that she did not let the students do the specific type of exercises like matching, filling the blanks on their own but she dictated though she first asked students to tell the answer and if they could not she told the answer. When students were asked to tell the answer, only3-4 students could reply and other remained passive and their task was to write the answers on their book. After she dictated all the answers, then she asked the students to write it on their exercise copy as homework. And another fact is that, she wrote all the answers of the comprehension type of questions on the board and students copied it. There was no chance of testing student's comprehension ability and no way of developing students reading skill as listed in the objective of the course.

She did not use the techniques like look and say, whole sentence reading, extensive reading and no encouragement for silent reading. The way she taught reading skill was based on 'Spoon-fed' technique. She taught reading only as a classroom activity using the single course book. She did not show that learners will have to read on their own

not only during the examination but also any new reading materials in course of their daily lives outside the school setting. This is why; learners rarely try reading comprehension questions in the examination at the beginning. They keep it until every other question is answered and ultimately they try their hard in discovering sentences as answers for the asked questions. They do not have confidence that they can answer the question asked from the passage on their own. The existing practices of teaching reading do not lead the learners towards being an independent reader but it lead towards being a dependent reader.

### 4.1.2.3 Techniques Used in Teaching Writing Skill

The teacher taught writing skill on $2^{nd}$ $14^{th}$, $16^{th}$, $23^{th}$, $24^{th}$ day. This writing skill is taken from unit three Business and communication. Writing skill is a productive skill. So, teaching writing is to involve the students in writing activities whether they are controlled, guided or free writing. She taught writing skill to the students using controlled and guided writing activities. The controlled writing in which students were involved as follows:

- Copying
- Fill in the blanks.
- Matching items
- True or false
- Combining sentences

She made the students write one page hand writing everyday which was copying from the book. Copying helped the students to make their writing neat and clean and to improve their writing see good looking and eligible. It also helps to make students familiar with the mechanics of writing system, e.g. comma, colon, semicolon, full stop etc., spelling and grammar. Though, fill in the blanks, matching items, true or false were based on comprehension exercises, it also helped to develop writing skill.

She also involved students in guided writing activities. Such guided writing were:

) Parallel writing and

) Developing a skeleton into a paragraph

Before asking the students to write, she asked students to read the model piece of writing given in the textbook and she also wrote it on the board and explained how to make sentences similar to given text. The piece of writing served as a basis for the students which guided them to produce their own work with the help of given clue. Students were asked to write about their plans, describing person, places etc. The writing exercise given in the textbook was related to language functions which students practiced earlier in their previous classes. So, the writing exercise also provided an opportunity to the students to do further practice of language functions through writing.

She checked all the students written text one by one. She herself corrected the students' mistakes when found in the written text. She just made the students do the writing exercise given in the text book. She did not go beyond the textbook and assign the written exercises that she could do herself. She did not make the students engage in delayed copying and dictation. That is why; students got few exposures in writing i.e. they had to develop the written text in limited numbers. Though they were engaged in writing controlled type of activities, such activities have minor role to play in developing an independent writers.

### 4.1.2.4 Techniques Used in Teaching Vocabulary

The teacher taught vocabulary on $7^{th}$, $8^{th}$, $12^{th}$, $22^{nd}$, $23^{rd}$, $24^{th}$day. The teacher dealt the vocabulary items on unit IV from Expedition topic and other days also when students found difficult words. She taught vocabulary items using techniques like synonym, antonym, definition, explanation, word-webs and mostly translation but did not use regalia, pictures, gestures and discovery techniques. She mainly taught the vocabulary items from the reading passages. She followed the traditional way of teaching vocabulary i.e. before teaching reading text; she herself selected the new and difficult words that she supposed to be for the students, and wrote the equivalent meaning of

the words in Nepali on the board. She asked the students to write the meanings on their exercise book and students copied it. She did not encourage students to read the text and guess discover the meaning of new words from the context. Rather, she just handed over them the words' meanings in isolation. She did not teach all the aspects of vocabulary viz. word meaning, word formation, word use and word grammar. She just focused on the meaning, spelling and pronunciation and neglected the grammar and use aspect. She did not pay her attention towards the idea that just being able to know the meanings of the words in isolation but not being able to use the words in sentences make no sense at all. Students should also be taught about the proper use of the words to make communication more meaningful.

After she listed the word meanings on the board, and students copied it, she asked students to memorize them as classwork or homework. Then, she asked all the meanings of the listed words to every student one by one.

> T:      *Ok, tell the meaning of instrument with spelling*
> S:      *I-N-S-T-R-U-M-E-N-T /instrument/mane upakaran (N)*
> T:      *D-I-S-E-A-S-E, Kitanu, rog (N)*
> S:      *I-N-V-E-N-T-O-R, aabiskarak (N)*
>          *(N stands for Nepali)*

It could be observed that students were trying their best to recall the meaning s of the words that they had memorized. While telling the spelling, they used to repeat the half spelling again and again until they told the complete/correct spelling and she encouraged them to go further if they were in right direction and nodded her head if they told wrong spelling and meaning. When she was busy in asking a student, other students were found to be quite busy in reading the meanings. It seems as if student's task was just to be able to tell the spelling, pronunciation and meaning of the words when asked by the teacher on that day, no matter whether they can remember the next day or days to come. Their learning was totally based in rote learning which may not be long lasting. She made students sit if they could tell all the meanings and if not, students had to read by standing.

Besides teaching vocabulary from the reading text, she also taught vocabulary from other texts when she found new words or students asked her. She first asked the students if they know. If students could not answer, she provided synonyms and antonyms or definition, explanation as per her convenience i.e. if she could use such techniques. When she found the words difficult to provide with synonyms, antonyms, definition, she translated into Nepali and also made the students note down such words in their exercise book. She also involved students in completing word- webs like:

She taught word formation to the students like adding –ly to the adjectives to make adverbs and adding '-er' and '-est' to from comparative and superlative respectively through inductive way. She first provided examples to the students and asked them to do the exercise accordingly.

## 4.2  Summary/ Discussion of Findings

The collected data have been discussed and analyzed under two sub-headings. They are as follows:

The result of the study can be presented in the following ways:

i.  Listening skill was taught following 'text-reading' technique. However, it was not used appropriately. The teacher read the listening text given at the back pages of the book. So that, it was more like teaching reading text rather than listening text. The teaching was not favorable for the students to develop listening skill.

ii.  Dialogues, role play, language games were the techniques used in teaching speaking skill. Such techniques were used in a controlled type of activities. Students were mostly involved in reading the dialogues and reciting the chants. They were not encouraged to speak even the classroom language during the English period. Students were not stepped into simple and free speaking activities that lead them towards developing a habit of speaking English.

iii. Explanation, reading aloud, lecture, question-answer and translation techniques were found being used in teaching reading. Classroom was mostly dominated by the teacher and student's role was to listen to the teacher's lecture. Students were found to be solely dependent on the teacher while learning reading text. It was found that the students had developed the concept that they cannot or need not read the text until the teacher teaches.

iv. Controlled, guided and parallel writing techniques were found being used in teaching writing. Students were involved in producing parallel text similar to the text given in their textbook and also to develop a complete text with the help of given clues. Students were involved in less number of writing activities. The teacher, herself did not design any writing exercises and assign the students to write. Students' work was examined and corrected by the teacher.

# CHAPTER – FIVE

# CONCLUSIONS AND RECOMMENDATION

This chapter consists of the summary of the study. This also consists of conclusions and implications which are drawn on the basis of discussion and interpretation of the data.

## 5.1 Conclusion

This research entitled **" Techniques Used in Teaching English at Lower Secondary Level** " was an attempt to bring out the clear picture of existing classroom practices i.e. techniques used in teaching English at grade fire. This thesis consisted of five chapters and other many sub-chapters. The first chapter dealt with the general background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study and delimitations of the study, and operational definition of the key terms. As we know that, lower secondary level is the basic foundation of education, it is important to see how the teaching learning activities have been going on. The purpose of this study was to find out the techniques used in teaching English at lower Secondary School.

The second chapter consisted of review of theoretical literature; review of different related empirical literature. This chapter also dealt with the implication of the review for the study and conceptual framework.

Similarly, the third chapter was about the methodology used in the process of this study. It dealt with the design of the study, sources of data, population of the study, sampling procedure and data collection tools and procedures. This study was a case study in which a school and the teacher teaching at grade VIII was selected following nonrandom purposive sampling procedure. The data was collected through class observation and the collected data was analyzed descriptively.

Likewise, the fourth chapter consisted of results and discussion, the analysis and interpretation of collected data. The data have been analyzed through holistic and item-wise approach. In the same way, the fifth chapter presents the summary, conclusions and recommendations (policy related, practice related and further research related) of the study on the basis of the analysis and interpretation of data.

After analyzing and interpreting the data, it was found out that though there is gradual progression towards using student centered techniques, still the classroom is dominated by the teacher centered techniques. It was found that teachers slavishly followed the textbook. The teacher took textbook as an ultimate teaching material and did not search for and make use of other materials like teachers' guide, cassettes, cassette player and other resource materials. Perhaps, this is the reason that teachers find difficulty in conducting the teaching learning activities when books are unavailable. Teachers are never found to go beyond the textbook and use their creativity.

Students were not headed towards being an independent learner but a dependent learner. So that, parents are found to be saying that their children engage in reading during the school is open and when there is vacation, they hardly read at home. This reality also depicts how the trends of teaching learning activity have affected the learners' learning habit.

The findings of this study can be concluded in the following points:

i.   Listening skill was taught following 'text-reading' technique. However, it was not used appropriately. So that, it was more like teaching reading text rather than listening text. The teaching was not favorable for the students to develop listening skill.

ii.  Dialogues, role play, language games were the techniques used in teaching speaking skill. Such techniques were used in a controlled type of activities. Students were not stepped into simple, free speaking activities that lead them towards developing a habit of speaking English.

iii. Explanation, reading aloud, lecture, question-answer and translation techniques were found being used in teaching reading. Classroom was mostly dominated by the teacher and students' role was to listen to the teacher's lecture. Items found that the students had developed the concept that they cannot or need not read the text until the teacher teaches.

iv. Controlled, guided and parallel writing techniques were found being used in teaching writing. Students were involved in less number of writing activities. The teacher, herself didn't design any writing exercises and assign the students to write. Students' work was examined and corrected by the teacher.

## 5.2 Recommendation

In the light of summary and conclusions obtained from the analysis and interpretation of the collected data, following implications can be pinpointed:

### 5.2.1 Policy Related

Tape recorder, cassettes and cassette player should be made available in all the schools for teaching listening skill. Teachers' guide should be provided to the teacher when listening text is available rather than giving the listening text in the textbook.

i. Teachers should be provided trainings on the ways of engaging students in different speaking activities like games, discussion debates role play etc.

ii. More writing exercises should be included in the textbook.

iii. The provision of teaching listening and speaking skill should be well implemented.

iv. Workshop, seminars, teacher induction program, refreshment training should be conducted to update the teachers in their profession.

v. Strict supervision program should be implemented to make the teachers transfer the knowledge and skills they gain in the training in their classroom.

### 5.2.2 Practice Related

It is always important to implement the policy or put the theory into practice. Unless the policy or theory is exercised in the practice, it becomes meaningless. So, following implications of this study can be drawn:

i.      Teachers should read the text and make students listen to the teacher instead of looking at the textbook while teaching listening skill.

ii.     Teachers should involve students more in speaking activities like discussion, debates, games and role play etc. and encourage students to use classroom language.

iii.    Teachers should make students read the text and try to comprehend the message on their own rather than translating the whole text.

iv.     Teachers should involve students in simple free writing activities like writing letters, short paragraphs etc.

v.      Teachers should focus on the relationship between phonemes and graphemes while teaching pronunciation.

vi.     Teachers should encourage students to guess the meanings of the words from the context while teaching vocabulary.

vii.    Teachers should teach grammar and language functions interconnected as grammar is inbuilt in the structure of language functions.

viii.   Teachers should involve students in free speaking activities role play, discussion, debates etc. in which they get an opportunity to practice different language function.

ix.     They should develop positive attitude towards teaching profession. They should take it as a profession, not only as a job.

x.      They should get well-prepared before entering the classroom.

xi.     They should develop co-operation among them, so that they can learn from each other by sharing their knowledge, skills and ideas.

### 5.2.3  Further Research Related

No research can be final and complete in itself. Any research is carried out with certain delimitations. As the time goes on changing, the teaching learning phenomenon also goes on changing. So, the door of research, to search again, is always open. As this is a case study, the findings of this study may not be applicable all the time in every cases as the cases may vary from one situation to another, one place to another. Further researches can be carried out to explore more on techniques used in teaching English at secondary/higher secondary as this study has been limited to lower Secondary school. This work can serve as a reference tool, for those who want to carry out further researches on this area.

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# APPENDIX I

## Observation Checklist

**Teacher's Name: ……………………**              **Date: ………………**

**Qualification: ……………………**                **Time:………………**

**Name of School: ……………………………**       **Period: ……………**

**Class: ………………..**                           **No. of Students: …**

**Topic: ………………………………….**

**Teaching Language Skills**

| S.N | Techniques | Yes | No | Remarks |
|-----|-----------|-----|-----|---------|
| 1 | Teaching Listening | | | |
| | a) 'Listen and do' Activities | | | |
| |    i)  Instructions | | | |
| |    ii)  Moving about | | | |
| |    iii) Mine stories | | | |
| |    iv) Drawing | | | |
| | b) Listening for Information | | | |
| |    i)  Listen for the mistake | | | |
| |    ii)  Putting things in order | | | |
| |    iii) Filling in missing information | | | |
| | c) 'listen and repeat' activities | | | |
| |    i)  Rhymes | | | |
| |    ii)  Songs | | | |
| |    iii) Exercises | | | |
| 2 | Teaching Speaking | | | |
| |    i)  Presenting new language orally | | | |
| |    ii)  Controlled practice | | | |
| |    iii) Guided Practice | | | |
| |    iv) Dialogues and Role Play | | | |
| |    v)  Pair work | | | |
| 3 | Teaching reading | | | |

| | | | | |
|---|---|---|---|---|
| | i) Phonic | | | |
| | ii) Look and Say | | | |
| | iii) Whole Sentence Reading | | | |
| | iv) Reading Aloud | | | |
| | v) Silent Reading | | | |
| 4 | Teaching Writing | | | |
| | a) Controlled Writing Activities | | | |
| | i) Straight copying | | | |
| | ii) Delayed Copying | | | |
| | iii) Dictation | | | |
| | b) Guided Writing activities | | | |
| | i) Fill in Exercises | | | |
| | ii) Dictation | | | |
| | c) Free writing Exercises | | | |
| **Teaching Language Aspects** | | | | |
| 1 | Vocabulary | | | |
| | i) Realia | | | |
| | ii) Pictures | | | |
| | iii) Synonym and Antonym | | | |
| | iv) Mime, actions and gestures | | | |
| | v) Translation | | | |
| 2 | Teaching Pronunciation | | | |
| | i) Drilling | | | |
| | ii) Minimal pairs and related activities | | | |
| | iii) Pronunciation and spelling activities | | | |
| | iv) Taping students English | | | |
| | v) Listening Activities | | | |
| | vi) Reading Activities | | | |
| 3 | Teaching Language Functions | | | |
| | i) Pair interview | | | |

| | | | |
|---|---|---|---|
| ii) Guessing games | | | |
| iii) Role play | | | |
| iv) Strip story | | | |
| v) Describing experiences | | | |
| vi) Drama | | | |
| vii) Pair work | | | |
| viii) Group work | | | |
| ix) Dialogues | | | |
| x) Conversation | | | |

# APPENDIX II

## OBSERVATION CHECKLIST

**Teacher's Name:** ……………………  **Date:** ………………

**Qualification:** ……………………  **Time:** ………………

**Name of School:** ………………………………  **Period:** ……………

**Class:** ………………..  **No. of Students:** …..

**Topic:** ………………………………….

**Teaching Language Skills**

| S.N | Techniques | Yes | No | Remarks |
|-----|------------|-----|----|---------| 
| 1 | Teaching Listening | | | |
| | a) 'Listen and do' Activities | | | |
| | i) Instructions | | | |
| | ii) Moving about | | | |
| | iii) Mine stories | | | |
| | iv) Drawing | | | |
| | b) Listening for Information | | | |
| | i) Listen for the mistake | | | |
| | ii) Putting things in order | | | |
| | iii) Filling in missing information | | | |
| | c) 'listen and repeat' activities | | | |
| | i) Rhymes | | | |
| | ii) Songs | | | |
| | iii) Exercises | | | |
| 2 | Teaching Speaking | | | |
| | i) Presenting new language orally | | | |
| | ii) Controlled practice | | | |
| | iii) Guided Practice | | | |
| | iv) Dialogues and Role Play | | | |
| | v) Pair work | | | |
| 3 | Teaching reading | | | |

| | | | | |
|---|---|---|---|---|
| | i) Phonic | | | |
| | ii) Look and Say | | | |
| | iii) Whole Sentence Reading | | | |
| | iv) Reading Aloud | | | |
| | v) Silent Reading | | | |
| 4 | Teaching Writing | | | |
| | d) Controlled Writing Activities | | | |
| | i) Straight copying | | | |
| | ii) Delayed Copying | | | |
| | iii) Dictation | | | |
| | e) Guided Writing activities | | | |
| | i) Fill in Exercises | | | |
| | ii) Dictation | | | |
| | f) Free writing Exercises | | | |
| **Teaching Language Aspects** | | | | |
| 1 | Vocabulary | | | |
| | i) Realia | | | |
| | ii) Pictures | | | |
| | iii) Synonym and Antonym | | | |
| | iv) Mime, actions and gestures | | | |
| | v) Translation | | | |
| 2 | Teaching Pronunciation | | | |
| | i) Drilling | | | |
| | ii) Minimal pairs and related activities | | | |
| | iii) Pronunciation and spelling activities | | | |
| | iv) Taping students English | | | |
| | v) Listening Activities | | | |
| | vi) Reading Activities | | | |
| 3 | Teaching Language Functions | | | |
| | i) Pair interview | | | |

| | | | | |
|---|---|---|---|---|
| | ii) Guessing games | | | |
| | iii) Role play | | | |
| | iv) Strip story | | | |
| | v) Describing experiences | | | |
| | vi) Drama | | | |
| | vii) Pair work | | | |
| | viii)Group work | | | |
| | ix) Dialogues | | | |
| | x) Conversation | | | |