

TECHNIQUES USED BY BASIC LEVEL ENGLISH LANGUAGE TEACHERS IN ELT CLASSROOMS

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

**Submitted by
Dayaram Bhattarai**

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

2021

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dayaram Bhattarai** has prepared this thesis entitled **Techniques Used by Basic Level English Language Teachers in ELT Classrooms** under my guidance and supervision.

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DECLARATION

I hereby declare to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 17/03/2020

Dayaram Bhattarai

DEDICATION

Dedicated

To

Parents and Teachers

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ABSTRACT

This study entitled **Techniques Used by Basic Level English Teachers in ELT Classrooms** aimed to explore techniques used by basic level English teachers in their classrooms. This study was based on the survey research design. The researcher collected data from both the primary and secondary sources. The data were collected from ten English language teachers teaching at Basic level government aided schools of Parbat District. A set of questionnaire and classroom observation checklist were used as research tools for data collection. I analyzed and interpreted the collected data by using descriptive and statistical methods. After analysis and interpretations of the data, it was found that most of the teachers used different techniques such as, lecture, illustration, explanation, demonstration, pair work, group work, project work, discovery techniques and role-play in their classrooms.

This thesis consists of five chapters and other many sub chapters. The first chapter deals with background of the study, statement of problem, objectives of study, research questions, significance of the study, delimitations of study, and operational definitions of the key terms. The second chapter deals with review of theoretical literatures, review of empirical literature, implication of the review of study and conceptual framework. The third chapter consists research design, population, sources of data, (both primary and secondary), sampling procedure, tools for data collection, data collection procedure, data analysis and interpretation, and ethical considerations. The fourth chapter consists of analysis and interpretation of the data to find out the techniques used by the teachers while teaching in basic level. The fifth chapter includes findings, conclusions, and recommendations. The references and appendixes are included at the end of this thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

ELT	:	English Language Teaching
EFL	:	English as Foreign Language
M. Ed.	:	Master of Education
Reg. No.	:	Registration Number
T.U.	:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This research includes background of the study, statement of the problem, objective of the study, research questions, significant of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

Technique is a particular way of doing something, especially one in which learners have to learn special skills with which someone is able to do something. It is a way of performing skillful activities or the skills need to do it. A technique is way of doing any things that involved in the planning. Teachers use various techniques to describe subject matter such as pair work, group work, explanation, illustration etc. Single method of teaching is not sufficient in the classroom. Most of the teachers follow the different techniques and strategies, which are applied to different levels of students. Many scholars produce many theories that describe about teaching and learning procedure. According to Richard and Rodger (2001, p. 12), "Technique is the level at which classroom procedures are described". In teaching learning activities, the teachers use different techniques to achieve the objectives of particular lesson. Similarly Brown (2006, p. 214) argues, "Techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purpose."

The teachers and students both follow different techniques and methods in teaching learning activities. However, it is challenging to use and implement those popular techniques effectively in classrooms. Dunlosky, Rawson, Marsh, Natham, & Willingham (2013, p. 5) argues, "Techniques are underutilize-many teacher do not learn about them and hence many students do not use them, despite evidence suggesting that the techniques could benefit student

achievement with little added effort." If the teachers really apply in the classroom that is beneficial for them to achieve the immediate objective of course book.

The teachers can create their own teaching learning techniques and strategies in ELT classrooms. The selection of appropriate techniques depends on subject matter, the ability of the teachers, class size and the levels of students. The teachers implement different techniques and activities in their classrooms. Similarly, Lemov (2010, p. 277) states, "Technique is that when student implement it, they are required to engage their full intellectual facilities in deciding what words are in fact most important." Techniques are immediate idea of the teachers, which are implemented in the classrooms to achieve the target of teaching and learning. The techniques i.e., illustrations, explanations, lecture, pair work and group work are chosen according to students' age and level.

Different research works have found that the ELT teachers use different techniques to deliver the content to students. Thus, the study attempts to explore the techniques used by Basic level English teachers with interpreting the respond of the selected teachers. It also deals with what are the techniques actually used in the classrooms. In the context of Nepal, there are many challenges, problems, difficulties in using appropriate teaching techniques. In such a situation, here I am going to find out English teachers teaching techniques in ELT classroom.

1.2 Statement of the Problem

There are mainly two types of techniques that teachers use in the classrooms; i.e. teacher-centered and student-centered. The techniques focusing on the activities of the teachers while teaching in the classrooms are known as teacher-centered techniques. On the other hand, learner centered techniques are such technique on which learners remain active. Teaching through student-

centered technique is one of the challenging jobs. A teacher needs to be very careful while choosing right methods and techniques for the successful teaching and learning. A teacher should choose right technique at right time according to the demand and nature of the topic and the level of students; otherwise, teaching and learning process cannot become effective and successful.

In the context of Nepal, student centered techniques are not getting proper emphasis on teaching learning activities. Teachers give more priority to the teacher centered techniques like, lecture, describing, defining exponents, etc. instead of giving priority to student centered techniques in teaching learning activities. I am interested in exploring the techniques i.e. used by Basic level English teachers while teaching in classrooms.

At present, many scholars developed different student centered techniques and strategies but the majority of the Basic level English teachers are not applying innovative methods and techniques. Still, teachers are adopting traditional techniques while teaching in the EFL/ ESL classrooms. I would like to explore why teacher centered techniques still have been used in ELT classrooms rather than the learner centered techniques.

Most of the teachers still have been using teacher-centered techniques in ELT classrooms. The reasons are lack of adequate knowledge about teaching techniques, lack of physical facilities, lack of teaching materials, and lack of proper teacher training. In this way, my research will bridge the gap between actually used techniques and other techniques followed by the Basic level English teachers.

1.3 Objectives of the Study

The main objectives of the study were as follows:

- i. To explore techniques used by Basic level English language teachers in their classrooms.
- ii. To suggest some pedagogical implications of teachers.

1.4 Research Questions

This present study had the following research questions:

- a. What are the different techniques teachers used while teaching English in Basic level ELT classrooms?
- b. How do Basic level English teachers manage the ELT classrooms while teaching?

1.5 Significance of the Study

English language has been taught and learnt globally by native and non-native speakers. English language is most suited for the purpose of educational, cultural, business, and tourism sector. In teaching, the teachers use varieties of teaching learning techniques and strategies. This research has focused on teaching techniques used by English teachers. It is helpful to the teachers and researchers who want to collect information about teaching techniques.

The findings of this study are beneficial for the teachers who want to teach successfully in the real classrooms. The study is significant for researchers, language exports, curriculum designers, and both novice teachers and experience teachers. The study gives the clear guideline of teaching techniques while teaching. It is useful for them who are interested to conduct further research in the related field. Thus, It is significant to stakeholder, teachers and students who are directly and indirectly involved in teaching learning field.

1.6 Delimitations of the Study

The delimitations of study were as follow:

- a. The area of study was limited to Parbat district.
- b. Data were collected through use of questionnaire and classroom observation checklist.
- c. The sample of the study was ten English language teachers from Basic level of government-aided schools.

1.7 Operational Definition of Key Terms

Basic level: According to government of Nepal, Basic level refers to early child education up to grade eight teaching education. Here Basic level refers to teaching 6 to 8 grade.

Practice: Practice refers to ways of teachers teaching activities by using teaching materials, method and techniques to make students understand in subject matters while teaching.

Technique: Technique refers to activities, which are used in the classrooms in order to achieve the immediate goals of teaching and learning as guided by given method and approach.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is a review of all available literature related to the study. It presents the review of the theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

This section deals with different theoretical perspectives related to the issue raised in the study literature review gives the information to the researcher about the area that already has been carried out and the area that has to be further carried out. It also provides the insight of the method, procedures and the design of the research. The theoretical review of this study includes the discussion of following topics:

2.1.1 Techniques in ELT Classrooms

The term technique refers to the activities, which used in the classroom to achieve the target of teaching and learning. The teacher himself can create his own techniques in language classroom. The language teachers use different techniques to achieve the objectives of particular lesson. The selection of appropriate techniques depend on subject matter, literary genres and ability of students.

Technique refers to the language teaching literature generally accepted techniques as super ordinate term to refer to the various activities that either teachers or learners perform in the classroom. The teaching is transmission of a knowledge form to the students. The language teachers apply different principal in the classroom. The teachers follow various style and strategies to teach. Anthony (1963, as cited in Richard and Rodgers, 1999) says:

A technique is implementation - that which actually take place in a classroom. It is particular trick stratagem controversial used to accomplish an immediate objective. Techniques are consistent with a method and therefore in learning with an approach as well (p. 12).

The successful teachers always use various methods and approaches in teaching learning activities. Teachers need to be knowledge about different techniques to achieve the goal of subject matter. The good teacher always thinks about students and innovative teaching activities.

The teachers use many activities while teaching in the classroom. In the classroom the teacher conduct conversational task, there all students must be equally participate to do exercise. According to Patel and Jain (2008, p. 107), "Technique is conversational activities, which command and do exercise and question and answer exercise have been included." The teacher directs of their students to focus on subject matter and teacher asks questions related to their daily works then students give response.

The learner needs to develop skills and aspect of language. The learners acquire the knowledge through the skills of reading and writing. The learner read the passage then he receive information, getting understanding the text and do the textual exercise. According to Brown (2006, p. 203), "Techniques in the teaching of reading skills have gone for beyond the traditional passage comprehension, questions and vocabulary exercise." The successful learners always come in front of the high level of understanding. They do question and answer exercise. The vocabulary is backbone of language, because it helps to understand the text properly. The students need enough opportunity to practice outside and inside the classroom. The teacher must create happy environment while teaching in the classroom. In this regard, Larsen-Freeman (2000, p. 52) says:

Technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend. It is claimed that by putting posters, containing grammatical information about the target language on the classroom walls, students will absorb the necessary fact effortlessly.

The classrooms should be student centered, where students are actively participant in learning activities. The learners acquire the grammatical information on specific language that makes language meaning full.

Technique is an action of doing practice in a particular area. Learning exercise makes man perfect, that provide better knowledge and skill. Technique is training of pupils to express the idea of human. According to Bhatt (1995, p. 65), "Technique is that of training in detail those topics in which pupils display a special interest and giving a less comprehensive treatment to those which appear to lack the appeal of other topics." The learning depends on learner age, interest and desire. The people, who displays the interest for doing work on specific topic.

Techniques use inside and outside the classroom by teacher and learner in learning process. According to Lemov (2010, p. 4) "Technique is something teacher and learner practice, hone, and adopt throughout their life. Artist, athletes, musician, surgeons and performers of thousand other varieties achieve greatness only by their attention to the details of their technique." Technique is practical activities, which need to apply in real classroom. The every individual has specific plan of further teaching. Technique is practical activities that implement in actual classroom.

2.1.2 Teacher Centered Techniques

In teacher-centered technique, teachers play important roles in the learning process. Teachers are information providers or evaluator to monitor students to get the right answers, yet students are viewed as learners who receive information. In the teaching of EFL, the main focus is getting the students to perform well on state-mandated tests rather than catering to student's need (Zohrabi, 2012). The teachers have less motivation for innovation in teaching. Teacher-centered learning, teachers usually use particular textbooks, which are mostly grammar oriented and to compare the language structures of native and target languages. In this situation students tend to be more competitive and individualistic because they have less opportunity to think aloud or interact.

As teachers become the most dominant source of information, in teacher-centered technique, for example, all questions which are raised by students, if any, are answered directly by teachers without students' involvement. In designing the class activities, teachers control every single learning experience. Several advantages of having teacher-centered learning are it is suitable for large classes, it takes shorter time to do the class activities, learning materials can be well prepared, teachers may feel less nervous, embarrassed or tongue-tied, teachers can manage the students to speak more in English because teachers can set the criteria when students want to communicate in the class, they should use English (Nagaraju, 2013). In this way of learning the real important things to transfer the knowledge to the learners.

Lecture

Lecture is teacher center technique. This technique refers to the teaching procedure involved in the classification and explanation to the students of some major idea. It gives emphasizes on the presentation of the content. In this technique teacher is more active and students are more passive. According to Lee (1964, as cited in Agrawal 1996, p. 134), "The lecture is a pedagogical

method where by the teacher formally delivers a carefully planned expository address on some practical topic or problem". It can be used to clarify subject matters to review significant detail of the lesson to expand contents and motivate the students. The teachers have the authority of teaching learning activities.

Explanation

Explanation is explicit description of concept and process. According to Paton (as cited in Sharma and Phyak, 2008, p. 112) "Explanation forms a kind of bridge between telling and revealing knowledge of the lesson and it's involves a number of their technique as well as narration and description". The main objective of explanation is to enable the learner to take an intelligent and interest in the lesson. Explanation is done to develop insight and understanding. Allen and Vallette (1997, p. 4) says, "A variety of techniques in the classroom might be more effective than the very fluent teacher". Explanation is explicit description of concept. It can be in the form of acting, defining, and using sentence, stating synonyms, telling original, etc for the successful explanation teacher uses demonstration and illustration with the aids of charts, models, and so on where necessary. In explanation teacher need to write essential point on board, check students understanding, use simple language and description technique. A good explanation should be corrected consistent, productive and memorable.

Illustration

Illustration refers to use of materials or examples to make the content interesting understandable and clear to the learner. Dacency and Brown (1967, p. 392) says, "Teachers reads the paragraph dialogue in which words are used. Then, teacher asks a question to explain the words in the dialogue. Illustration illuminates what is presented or taught to the learner". There are two types of illustrations they are; verbal and visual. In verbal illustration, hearing and

understanding activities are conducted such as; story, idioms, metaphor, drama etc. Verbal illustration is useful at higher-level classroom. Visual illustration is also called non verbal or concrete illustration. This includes chart, models, maps and sketch graph. It is useful at lower level classes. Illustration creates curiosity and interest among students and it help to provide clarity and vividness to the subject matter.

Demonstration

Demonstration implies the presentation of prearrange serious of event or equipment to a group of student for their observation accompanied by exploratory remarks. Demonstration depends upon needs, ideas, materials, procedure and techniques. Similarly Allen and Vallete (1997, P. 5) say, "Teacher attitude is particularly crucial in the case of ESL students when students from culture and linguistic group. An American School, their integration is definitely enhanced if teacher demonstrate a supportive and understanding attitude.

It helps students to know new word of experience. It is useful to establish relationship between theories and classroom practice. It enables the students to acquire the knowledge in the first hand form. It provides the real life situation to the students. It relates skills and their application. Demonstration depends upon needs, ideas, techniques, procedure and materials. In demonstration teacher gives suitable verbal explanation for highlighting the interest of the students. He /she needs to involve students in demonstration wherever possible.

Drilling

Drilling is a technique, especially known as teacher-fronted technique. It engages the learners if teacher wish learners to rote the structure or patterns of language. The Longman dictionary of applied linguistics defines drill as a technique commonly used in language teaching for practicing sentence patterns in a language based on guided repetition or practice. Drill is a technique

implemented in language teaching in order to train the learners to talk using the particular patterns of structures. Drills are used to teach sentence pronunciation, stress and intonation. Correct pronunciation requires imitation and repetition and this is done using drills. Dakin (1973, p.48) says, “drills are supposed to train the learner to talk by helping him/her master the Basic structural patterns of the language”. He further made a distinction between meaningless and meaningful drills. Both kinds can be used in structural or pronunciation practice. Similarly, Setiyadi (2006, p. 54) argue, "Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture here the language is spoken"

Drill is a practical exercise for training of a model patterns either a structure or phrase or a word or a sound. Drilling in class as a whole groups or individually demands different kind of drill. It ranges from simple imitation to complex transformations. According to Giri (1996, pp. 28, 29) drills are classified into different types which are as follows.

- Rote or Imitation drills
- Simple response drill
- Incremental or cue drill
- Variation drill
- Completion drill
- Operational drill
- Transformation drill
- Additional drill
- Combination drill
- Chain drill

2.1.2.1 Teachers' Roles

Teacher gives clear guideline and direction about cooperative learning. It can be embedded in the classroom curricula. The key roles of teachers promoting students discourse and demonstrate now interaction style among students and teachers in crucial in facilitating discussion, problem solving and learning (Gillies & Ashman 2003). Similarly, Hashemian and Azadi (2011, p. 69) argue, "The role of teacher is to create a learning environment that makes opportunities for an analysis of learning." The role of teacher in classroom learning differs considerably from the role of teachers in traditional teacher fronted class. According to Jones (1994 as cited in Richards and Rodgers, 2001 p. 199) describes the teacher has to create a highly structured and well organized learning environment in the classroom for setting goals, planning and strutting tasks, establishing the physical arrangement of the classroom, assigning students to group and roles and selecting materials and time. Similarly, Larsen – Freeman (2010, p. 164) says, "In co-operative learning, the teachers teach students collaborative or social skills so that they can work together more effectively, in co-operative learning; teachers speak less than in teacher fronted class." Thus, teachers' have the role of manger and facilitator in language learning and teaching.

2.1.3 Student Centered Techniques

Student centered techniques refer to the technique, which is student oriented and students are expected to be active and involve in learning process. It emphasizes on the learner and his/ her on characteristic as central in conducting instruction instead of focusing on the subject matter. The teachers create opportunity to think critically and solve the problem in individuals or in groups. According to Agrahari (2016, p.1)

Student centered approach empowers students to build up their knowledge and enables them to think critically works in teams and solve

problems collectively. Students centered approach is constructivist in nature it enables students to visualize a problem with multiple perspectives and allows them to participate in their own learning process.

The students centered techniques are such tech in which students become more active and engaged in learning. Housen (2013) states that in students centered classroom, teachers share responsibilities to the students. So having mutual respect for each other is essential in order for a student-centered classroom to be successful. Students are given a lot of task to complete or perform. The students think and practice from multiple perspective and build up the knowledge based on task. Students centered teaching fall under the humanistic teaching methodology in which students are encouraged to make use of their own lives and feelings in the classroom.

According to Jones (2007, p. 3), “ When students work together in English they talk more share their ideas, learn from each other, involve themselves in activates, use English in a meaningful and realistic way and enjoy using English to communicate”. This mention us that in order to make students more receptive to learning, teacher should create a non-threatening environment in classroom. Similarly, according to Weimer (2012), there are five characteristic of learner-centered techniques. For example, learner centered teaching engages students in the hard, massy work of learning. It also includes explicit skills instruction. Similarly, learner centered teaching encourages students to reflect on what they are learning and how they are learning it. Likewise, it motivates students by giving them some control over learning process and encourages collaboration. In learner centered techniques the teachers roles only facilitator or a guide so that this technique highlights the process then product. Some of the Learner centered Techniques are follows:

Individual Work

Individual work is opposed to the concept of whole class teaching- lock step learning in which all the students learn something using the same materials. They do not get a chance to explore their own ideas and potentialities. It is well known that all the students do not learn in the same way. Richards (1999, p. 147) mentions that in individual work, objectives are based on the needs of individual learners and allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn and the rate at which they learn. Individual work can help students to gain independence to think things through on their own. It also improves confidence in working through a problem, even when they do not feel certain about every step. Similarly, individual work provides creativity and effective thinking processes.

It means, in this technique the teacher can provide different supplementary books, cassettes, tapes and so on. The teacher can also provide project work to the students. In fact, individual learning foster learners' autonomy. There is less direct supervision and more learner authority and responsibility for learning.

Pair Work

Pair work make students interactive with each other. It enables the learner to take part in interaction the language class. It makes the students works together for solving the problem with the help of one another. Pair work technique developed the ability of learners in classroom. According to Cross (1992, p. 49) "Pair work is one important learner center technique which is often used in communicative classroom. It is management task for developing communicative abilities." During the pair work teacher play the role of monitor and resource person. According to Byrne (1987, p. 31), "If teachers divided their students in to pair for just five minute; each student will get more talking time during those five minutes than during the rest of the lesson." Pair work is

quiet useful student centered technique. In the pair work students get more opportunity for discussion in the classroom with friends and teachers.

The teachers make pair to the students and involve them in learning activities. The teachers provide a lot of opportunity for the discussion in the classroom. This technique helps student to generate the new idea by discussing each other. According to Cross (1992), Pair work is a technique, which is designed to involve the students in learning by doing themselves. It helps them to explore their idea in friendly environment among them. It increases the students to work and interact independently. Some of the pair work activities are dialogue, describing picture, question answer, language game and so on.

Group Work

Group work also a learner center technique of language teaching and learning. It is useful for teaching students in an interactive way. The group may be small or large in number of students. In the classroom, the teacher can divide the student based on nature of subject matter. The students got task in the classroom and they does interaction with each other in-group then convey the information. Ur (1999, p. 102) states, "Students work in small group in tasks that entail interaction: conveying information, for example, or group design making. The teacher walks around, intervene little if at all." The learning activities are conduct in a group. The group work is one of the student-centered techniques that provoke the involvements and participation of students in a small group carrying curtain language task in a language classrooms. The teacher follows different procedures like initiating, monitoring, facilitation, promoting, giving feedback and so on. The teachers conduct any activities in a group such as dialogue, picture description, drama, language game and group discussion. Harmer (2008, PP. 120- 123) gives four principle of group works that we can followed:

Friendship

The teacher can ask the students to make a group with whom they want to work. The teacher asks the students to write in a correct order that they like most any side of his paper, they should list the students they do not like to the other.

Streaming

We can create a group according to students' ability. We can make group brilliant, average and poor students. We can mix the student having different ability. We can also stream students based on their participation in the classroom activities.

Changing Group

The teacher makes different group according to requirement of activities. The group is changed based on students needs, interests, and desires. The group of students in the classroom is not necessary to be constant in the same group. They can work with students from other group. In chaining group, we have to know the activities assigned to the group that should objective of the activities. The group work technique focus on dividing the students in different pair, group and giving them certain task discussion among each other.

Role-plays

Role-play technique refer to the acting out of small scenes using own ideas and information in the role of card provided by the teacher. Role-play is the classroom activities, which gives the student an opportunity to practice the language aspect of role behavior and actual role they may need outside the classroom. Role-play is a classroom activity, which give the students an opportunity to practice the language, the aspect of role behavior, and actual role may need outside the classroom. Harmer (2008, p. 352) writes, "Role-play can be used to encourage general oral fluency to train students for specific

situation, especially where they are studying English for specific purpose." It can be use in any level of language teaching. It makes classroom interactive funny and interesting where shy students also benefitted. The role-play consists of given elements situation, problem solution, surface reality, background emotion, planning and reality.

Project Work

Project work is a very effective but time consuming students-centered techniques of language teaching. It integrates all language skills involving a number of activities that requires all language skills since project work is student-centered rather than teacher-centered. The teachers may need to develop a more flexible attitude towards the student's work. Project work as defined variously by different scholars. In this regard, Richards (1999, p. 295) says, the "The project work is an activity which center on the completion of a task and usually requires an extended amount of independent work either by an individual students or by a group of students. Much of this work take place outside the classroom". Similarly, Hedge (1993) mentions that learner's reflections of project work can be analyzed through activity theory, where tool mediated activity is understood as the central unit of analysis for human interaction. In this way, we can say that project work provides one solution to the problems of autonomy of making the learner responsible for his/ her own learning. It emphasizes on group centered experience. It is cooperative rather than competitive. This technique encourages imagination, creativity, self discipline, responsibilities and collaboration, research and study skills. There are different stages of project work given by different researcher. In project work, students collaborate and work together.

Task Based Techniques

Task based technique is based on work of students in the classroom language teaching. The students are involved in learning process. According to Nunan

(2004) the communicative task is a piece of classroom work which involve learner in a comprehending manipulating or interesting the target while their attention is principally focused on meaning rather than form. The teacher provides a long task and student carry this communicative task employing the target language without specific focus on the language form. After they have been completed the task they report and discuss how they accomplished it. These activities and tasks use in a learning process. In this technique, it focuses on learning process rather than product. It emphasized on communication and meaning. Learners learn language being engage in the task. This technique focuses the classroom activities in which students perform individually and collaboratively either in a pair or group. Similarly, Ellis (2003, as cited in Nunan, 2004, p. 3) defines a pedagogical task in the following way:

A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be Evaluated in terms of whether the correct or appropriate Propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect,

In language teaching learning task is a work plan of learner inside and outside the classroom. The progress of learners are evaluated by the teacher based on task. The learners get task directly and indirectly in the classroom.

Discovery Technique

Discovery technique is the technique where students are given the examples of language and told to find out how to discover the grammar rules rather than

told them (Harmer 2008, p. 29). A discovery technique is an extremely learner centered technique for teaching vocabulary and grammar which aims to give students a chance to take charge earlier i.e. before explaining language by the teacher. This technique gives invites the students to use their reasoning. The discovery technique is a method of teaching in which students are not directly presented with a target grammatical structure or rule. Instead, students are given content in which target structure is used students then discover the grammatical rules or figure out the pattern for themselves. The teacher's role is to guide students to their won discovery not to give students the information on the grammar rule.

According to Richards (1999, p. 297), 'discovery technique is based on the various principles'. They are as learners develop process associated with the discovery and inquiry by observing inferring formulating hypothesis, prediction and communicating. Similarly, teacher uses the teaching style which supports the process of discovery and inquiry. Likewise, text books are not the sole source of learning. The conclusions are considered tentative and not find. Learners are involved in planning, conducting, and evaluating their own learning with teacher playing a supporting role. Preview, matching techniques text study and problem solving are major activities involved in discovery technique.

Dramatization

Dramatization is one of the very effective learner centered technique. Drama is something that we all engage in daily life when faced with the difficult situation. It encourages genuine communication to make one self in to another character or the classroom in to different places. It starts with listening, speaking and can be specified to practice specific language aspect. Housen (2013) presents that dramatization is an activities of the group work. In dramatization, drama is performed in-group by the students in the classroom. It

requires a long rehearsal and repetition before the performance take place. It is important activity of group work for teaching English language.

Strip Story

Strip story is a technique of presenting a story part wise in small slips of paper strips. The strips are given to individual students of a group requiring them to organize the strip in a proper sequence allowing them to discuss the materials of the strips as to make it known to other member of the group. According to Sharma and Phyak (2008, p. 141), Procedure of using strip story in language classroom including of selecting the story, cut the story in to strips and number of sentence should be equal to the number of students, we either can distribute these sentences randomly or we can cut strips in a box and ask students to draw one sentence each, each students memorize the sentence, the teacher collect the strips, the teacher facilitate wherever necessary. The most notable points that a teacher must remember while selecting the teacher most remember while selecting the story is whether it is suitable and relevant to the level of students or not. According to freeman (2000), many teaching learning activities can be done with picture strips story, one of them is giving a small group story. A student group will then show the first picture of the story to the other members of the group and ask them to predict what the second picture is like. It would be better if the story was interesting and it could be related to student's practical life, society and culture.

2.1.3.1 The Learners' Roles

The students have important role in teaching and learning activities. For the group work to be equitable and productive students need to make sure that all group members understand the learning tasks, participate actively and everyone contribute equally to the success of their group. The primary role of learner is as a member of a group work collaboratively on tasks with other groups.

Learners are the active participants of their own learning. Student use different

techniques in classrooms. The learning is come in favor of students centered learning, though students are more active and responsible of their own learning. Participants share with each other and complete the assigned work. Richards and Rodgers (2001) state that learning is something that requires students directs and involves them in active participation. If teachers and learners clearly understand their role, they can better practice co-operative learning in their ELT classes.

2.1.4 Language Teaching and Learning Strategies

Strategies mean plan of action designed to achieve overall aim. It is teachers teaching policy in classroom. Strategy is methods chosen to bring desire about future to achieve the goal of a problem, which inform us to reach in decision-making stage. Lemove (2010, p. 3), argues, "Strategy is generalized approach to problems, a way to inform decisions" The language teacher use varieties of teaching strategies, which is individual view to complete the specific work. According to Schumaker & Deshler (1992, as cited in Freeman, 2004)

A learning strategy is an individual's approach to complete a tasks, more especially a learning strategy is an individual way of organizing and using a particular set of skills in orders to learn content or accomplish other task more effectively and efficiently in school as well as in non-academic setting.

Language teachers teach all the language skills and aspect of language. Different approach, method, technique, and strategies are used while teaching. Teacher has to know all the language skills while teaching. Teachers have been adopting different approaches, methods and techniques. In the classroom the students and teachers follows own strategies in the classroom. According to Peko and Varga (2014, p. 60) "Classroom strategies are divided in to teaching strategies and learning strategies, one must not forget that both groups of

strategies should stimulate student actively" Those both strategies need to actively motivate students in learning activities.

The language teachers in the classrooms follows many strategies such as informal and formal interviews, group discussion ,group work, pair work, oral interaction question answer, project work oral interaction problem solving and communication activities. In such practice, teacher and students have to collaborate to each other. Craford, Saul, Mathews, & Makinster, (2005) present the following Learner strategies:

Think pair and Share

The students are active in discussion in any particular subject. In teaching learning process, they think in pair and share with whole class. According to Fisher and Fray (2007, p. 41), think share pair is a cooperative learning discussion strategies that allows students to discuss their responses with a peer before sharing with the whole class. Think pair- share is a strategy that follows students to engage in individual and small group thinking before they asked to answer questions in front of the whole class. There are four steps to these methods. The first step, teacher present questions and student listen carefully. Secondly, individual student has given time to think and then write their responses. Thirdly, pair of students read and discuss their responses. Finally, a few students have called by the teacher to share their thought and ideas with the whole class.

Jigsaw

The jigsaw method was developed by Elliot Aronson in 1978. In jigsaw strategy, students are assigned to multi number teams to work on academic materials that have been divided into sections. Each team number is responsible for learning a specific part of a topic in home group. After that, he/ she join export group and sharing each other. Again, they join the same home group and share on the whole class.

Brain Storming

Brainstorming refers to the use of brain actively in order to generate ideas or develop the creative solution of the problem. It involves thinking quickly without inhibition to procedure as many ideas as possible on given topics or problem. It is a technique used to encourage individuals to generate ideas and come up with a list of possible solutions to a certain problem. In 1953 this technique was popularized by Alex Osborn in a book called 'Applied-Imagination'

Almaghrayaw (2012, as cited in Al-khatib, 2012) defines brainstorming as a group creativity forum for general ideas. Similarly, Ploegar (1999, p. 5 as cited in Effendi, 2014) states that brainstorming provides a method for thinking of and recording ideas for learning. Brainstorming is a pre thinking activity, which is very useful for the learner to express their ideas. It provides opportunity of thinking freely and put down all possible ideas that come to their mind. It is helpful to explore many ideas without hesitation.

Brainstorming is a method for generating many ideas about a topic. In brainstorming, student think different ideas, teacher suspend their judgment until they have produced different ideas. The class has divided into small groups of 4-6 students per group with one person appointed as the recorder. A question is given by the teacher and students are given time to think about answers. After 'think time', members of the team share responses with each other in round.

Three- Step Interview

It is a teaching strategy, which is effective when students are solving problems that have no specific right answers. Three problem-solving steps are involved in this process.

In the first step teacher gives issues, has a several opinions of that issue.

Second step, the students have a pair and become interviewer and interviewee.

Step third, after that first interview has been completed, the students' roles have

switched. Then, each student has had a turn; the pair read their interview to the class. Finally, all interviews have been done the class writes a summary report of the interview results.

Three-Minute Review

This strategy used when the teachers stop any time during a lecture or discussion and allows teams three minute to review what has been said with their group. Students in their group can ask a clarifying question to the other members or answer questions of other

Value Line

Value line method was developed by Kagan in 1997. Value line is a cooperative learning strategy that is recommended for the evoking students' opinion on issue to which there can be varied responses. This method is suitable from six to sixty students in one class. The teachers most finish activities within fifteen minutes.

There are six steps, in first step teacher poses a question to the whole class. Second step each student considers the question alone and may write their answer. Step third, the teacher and student stand at opposite end of the room. Step four, the teacher reminds the students to discuss with another student in line. Step five, students continuous their responses with other. Step six, the teacher ask question from each cluster of students

Paired Reading/ Paired Summarizing

The paired reading/ paired summarizing method was developed by Vaughn 1986. It is a technique for having pair and students reads a text closely for understanding. Here student get more opportunity to learn in with each other. In this technique, the teachers can to make group from two to two hundred students.

There are four steps to this to this technique. The first step, choose an informative text of reasonable length. It should have short paragraph. Second step, teachers read the passage aloud and give the summary of text. Then ask two questions about the text for the students to answer. Step three, ask students to pair up. Explain that student will read the paragraph or text and give the summary of text. Then ask the other students to ask question about the passage. Step four, once students understand the procedure, have them proceed on their own to read summarize and ask question about the text or passage by passage.

Structured Overview

Structured overview is a method, which was developed by Ausubel in 1968. It is a brief lecture or explanation. That is given at the beginning of lesson to arouse student's curiosity, introduce key concept and make them ready to learn from the lesson proper. These activities can conduct within five minute for six to sixty students.

There are five steps in these activities. Step one, think over the lesson and describe what idea of issue will be familiar and interested to the student. Second step, bring real picture or draw diagram and real object that will spark student's interest. Third step, make short talk with in five minute. That will present key points. Four step, make the talk engaging ask questions and encourage comments. Fifth step, close by saying, "we shall see" that create sense of anticipation.

2.2 Review of Empirical Literature

Several researches have been conducted various teaching techniques in certain level. However, no research work has been carried out on teacher techniques used by Basic level English language teacher in the classroom. So this study will be different from the previous works done by the researchers. Some related research tasks were reviews in the following.

Yadav (2007) carried out a research entitled "A Study on the Effectiveness of Project Work Technique." The objective of that study was to find out the effectiveness of project work in improving writing skill. For that, the researcher observed 10 classes from five schools using judgmental sampling method. It was found that the use of project work technique can be a great aid to enhance the students' learning.

Sharma (2010) carried out a research entitled "Techniques Used by the Teachers While Teaching Writing Skill". Her main objective of her research was to find out the techniques of developing Writing skills used by the teachers while teaching English at lower secondary level. She sampled teachers and students of grade eight in Kathmandu district. The majority of the activities (52%) were found in poor and only a reasonable number of the activities were found in tolerable condition while using visual materials. Thus, a few number of the teachers used visual materials.

Rana (2011) carried out a research entitled "Techniques Used by the Primary Level English Teachers in Teaching Vocabulary". His main objective of his research was to find out the teaching techniques used by primary level of English teachers in teaching vocabulary in terms of teaching meaning of new word, teaching pronunciation and teaching spelling. He collected data from ten primary level English teachers of Baglung District. It found that 80 percent of the teachers used 'modeling' as a technique for teaching pronunciation of a new word. They pronounced new words in the class and asked their students to repeat the words after them.

Silwal (2011) studied on "The Technique Used by Trained and Untrained Teachers in Teaching." The main objective of this study was to find out the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven. She used checklist tools to elicit information from the informants. The finding shows that trained teachers are rather students

centered and skill oriented whereas untrained teachers are teacher centered and knowledge oriented.

Bhattarai (2011) carried out the research entitled "Technique Used in Teaching English in Rural Areas" The main objective of his study was to find out the techniques used in teaching English in rural areas schools. For the accomplishment of the research work, the researcher selected ten teachers of different schools of Pyuthan district using purposive non-random sampling procedure. He used observation as a tool for data collection. Finally, it found that the majority of the rural teachers were found using descriptive type of technique in their teaching like translation, guessing, and question answer technique text reading. At the same time, he found that a very few teachers were found using other learner centered technique in their classes.

Paudel (2011) carried out the research entitled "Effectiveness of Individual and Pair Work Techniques in Teaching Grammar." The main objective of this study was to find out the effectiveness of individual work and pair work techniques in teaching grammar. He collected data by using test item. His research design was experimental where test items are the tools to collect the data. Adopting simple random sampling procedure, it was found that there was the obvious effect of pair work technique n teaching grammar.

Sharma (2014) carried out a research on "Techniques Used in Teaching English Grammar." The objective of his study was to find out the techniques used by secondary level English teacher in teaching grammar. For this, he selects two secondary schools from Chitwan district. He observed fifteen classes of grammar teaching. He used observation checklist as a tool for data collection. In this study, he found using different technique in the classroom such as pair work, question answer, drill and visual demonstration.

Subedi (2015) carried out the research entitled "Effectiveness of Discussion Technique in Teaching Speaking." His main objective was to find out the

effectiveness of discussion technique in developing speaking skill. He has used experimental research design where pretest and post test were the data collection tools and random sampling were the procedure to collect the data. He found that discussion technique is more effective in developing students' speaking skill than other traditional teacher centered techniques. Experimental group did more progress in speaking than the controlled one.

My research is different from all above-mentioned researches. some studies have been carried out to find out the effectiveness of different techniques, still now no attempt have been made to find out the techniques used by Basic level English teachers. These works helped me to conduct the present research practically. These researches were helpful for formulating objectives, making research questions, improve methodology, and contextualize the findings. They provided me the ideas for developing data collection tools, sampling procedure etc. To make my research scientific, systematic and relevant, aforementioned researches played significant role.

2.3 Implications of the Review for the Study

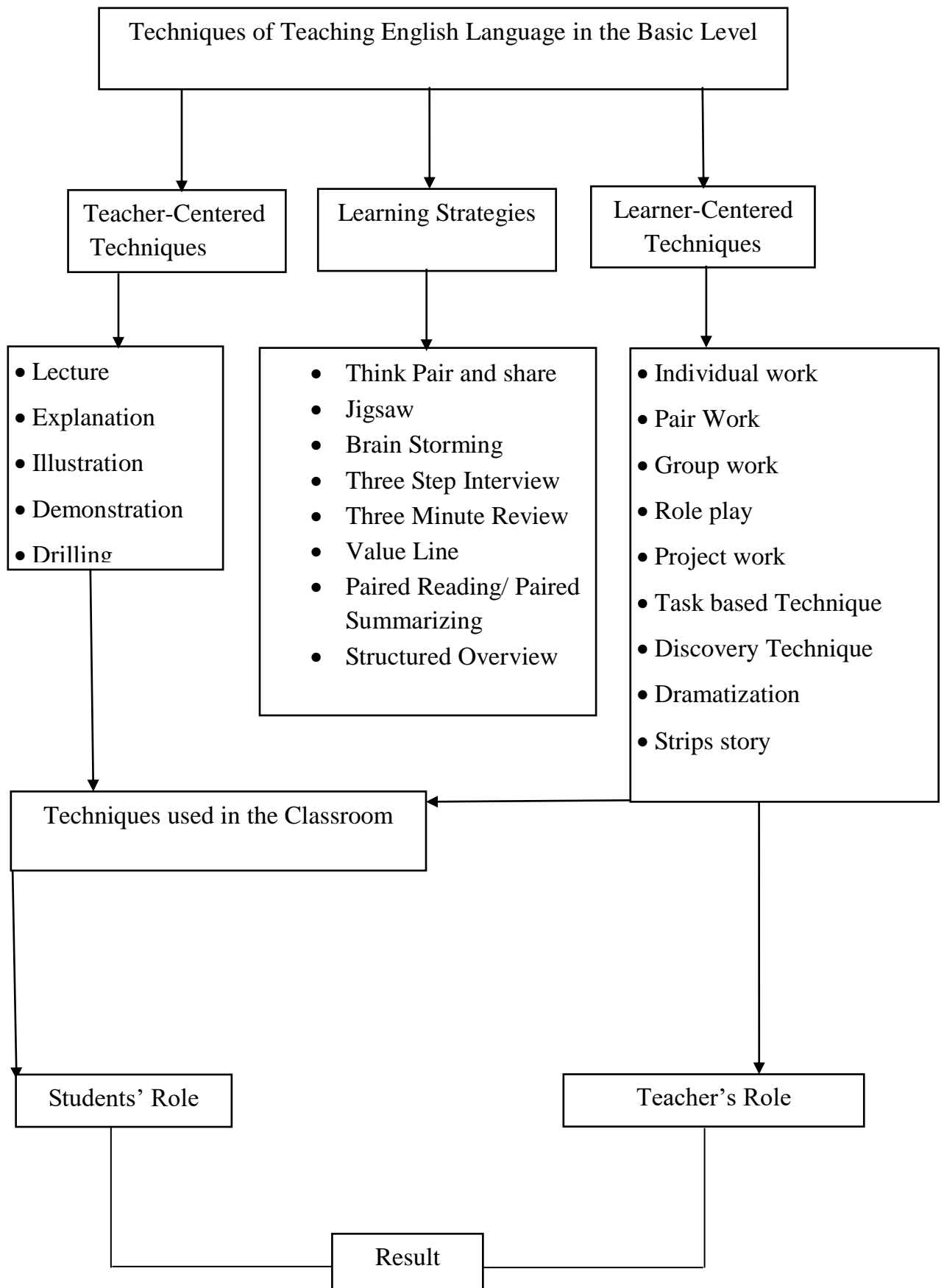
I have reviewed different previous research works, which are related to my research. Literature review has the important role in doing a research. After reviewing the work, I have idea regarding the technique used by English teacher. Reviewing the literature is very helpful for research problem. These research work have been carried out with different objective, methodology, and research question in different situation. After reviewing all those research work, I updated myself with research process, methodology and tools, which provide very beneficial to my research work. Every new task needs knowledge of previous background, which help and direct the researcher to reach the new target for finding out new things and idea.

While reviewing the different studies, I have reviewed these research tasks where I received many ideas regarding the techniques used in teaching English.

Especially, I got ideas about the tools for data collection, design, sampling procedure. Several researches have been conducted about the teaching techniques in different level, but no research work has been carried out on technique used by Basic level English teacher in classroom. Therefore, this study will be different from the previous works done by the researchers. Literature review has the important role in doing research. These reviews are helpful for this study because these reviews are related to the techniques used in teaching English language that are similar to this study. On the whole reviewed literature have many implications to my research work regarding the design of study, sampling procedure, data collection tools, analysis and interpretation of data.

2.4 Conceptual Framework

Conceptual framework refers to the mental picture of the process what will be done in the research. In another words, conceptual framework is a theoretical mental image of the researcher toward proposed research. It is roadmap of a research, which explains the relationship between themes of the study. In the research, we need a clear plan through which any one can complete it. Kumar (2005, P. 37) write "The theoretical framework consist of the theories or issues in which study is imbedded". The conceptual framework of the proposed study is presented in the following diagrammatic form.



Source: Harmar (2008), Ur (1999), Crawford (2005),
Richard and Rodger (2001)...

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with research design, population, sample, sampling strategies, the source of data, data collection procedures, data analysis and interpretation procedures.

3.1 Design and Method of the Study

Survey research is the most popular design of research in social science as well as in the field of education. In most of the fields, survey research is carried out. It is very old technique used in research. It is especially used for collecting information, attitude, opinion and perception of individual towards a particular thing in a large population and finding of survey are generalizable and applicable to the whole group. For this reason, I chose survey design in research study representative of the study population as the whole.

According to Cohen, Manion, and Morison (2007, p. 205) survey gathers data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing condition can be compare, or determining the relationships that exist between specific events. Thus, survey may vary in their levels of complexity from those that provide simple frequency counts to those that present rational analysis.

Similarly, Creswell (2012, p. 376) says “Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population to describe the attitude, opinion, behavior or characteristics of the population”. Based on the ideas given by Creswell (2012, p. 403-404) I followed the following eight stepwise procedures of survey design to carry out my study.

Step 1: Define if a survey is the best design to use

In the first step of survey design, I decided to use survey design to carry out my study rather than other design.

Step 2: Identify the research questions or hypothesis

This is the second step in which I identified the possible research questions of my study.

Step 3: Identify the population, the sampling frame and sample

In this step, I identified the target population of my study. Then, I determined the sample of population based on the nature of my research study.

Step 4: Determine the survey design and data collection procedures

In this step, based on my issue I determined the survey design. After determining I followed stepwise data collection procedures

Step 5: Develop or locate an instruments

In this step, I designed instrument for data collection e.g. questionnaire

Step 6: Administer the instrument

In this step, I got permission to conduct the survey and using procedure for data gathering

Step 7: Analyze the data

In this step, I analyze the data to address the research questions or hypothesis. I analyzed the raw data by using the suitable statistical and descriptive tools.

Step 8: Write the report

This is the last step of survey design. In this step, I prepared the report of my research study.

3.2 Population Sample and Sampling Strategies

The population of this study was Basic level English teachers of Parbat District. I purposively selected ten Basic level English teachers from different ten schools for the study. Then, five classes of each teachers were observed to find out the techniques used by Basic level government aided schools.

3.3 Research Tools for Data Collection

The research tools were classroom observation checklist and questionnaire. These tools helped me to acquire information from selected teachers. I observed five ongoing classes of each teacher with the help of classroom observation checklist, which helped to complete work comfortably.

3.4 Sources of Data

The researcher used both primary and secondary sources of data. The primary sources of data obtained from the classroom observation and questionnaire. The secondary data were collected from books, journals, articles, and other sources.

3.4.1 Primary Sources of Data

The research was based on the primary data. The primary source of data was Basic level English teacher's techniques used by Basic level English teacher of Parbat district. The primary data collected from class observation of Basic level English teachers.

3.4.2 Secondary Sources of Data

The researcher used the secondary source of data e.g. books, thesis, journals, article, reports, and material available in internet.

3.5 Data Collection Procedures

First, I visited selected schools and concerned with head teachers with establishing good rapport. I purposed and consulted with selected Basic level the English teachers. I observed ten teachers five classes of each teacher from ten government-aided schools. Finally, the responses of the teachers as well as the result of their class observation analyzed and interpreted to derive the findings.

3.6 Data Analysis and Interpretation Procedures

All the collected data from survey were analyzed using descriptive as well as statistical procedure with the help of scales i.e. always, frequently, sometimes, never of table to illustration.

3.7 Ethical Considerations

This is most important aspect to be considered while doing our research work. To be ethical, the research study was more reliable and valuable. Therefore, the researcher was conscious about ethical issues and take the responsibility of the whole research. Before collecting the data, researcher got permission with supervisor for the study. Then the researcher asked permission with the every individual teacher and school administration. Researcher had provided short information about the research to the teachers and head teacher. Researcher was not going against to the supervisor and participants while analyzing and interpreting the data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with analysis and interpretation of collected data. In this research, a set of questionnaire and classroom observation were used as tools to collect the data. Therefore, responses obtained from primary sources of data have been analyzed and interpreted using descriptive statistical tools.

4.1 Analysis and Interpretation of Results

This section deals with the analysis and interpretation of collected data through classroom observation and questionnaire of Basic level English teachers. During the time of observation, five classes of each English teacher, fifty classes in total were observed from different ten school English teacher. The data has been analyzed descriptively and statistically. The analysis and interpretation of data have presented under the following headings.

4.1.1 Analysis of Data Obtained through Questionnaire

After obtaining raw data from the questionnaire, I analyzed and interpreted statistically and descriptively. The findings are presented under the following headings:

4.1.1.1 Teacher Centered Techniques Used in Classrooms

After the analyzing of the data obtained from the questionnaire, it was found that, teachers used different techniques in ELT classrooms where, Teacher centered techniques had dominant role in teaching learning in the context of Nepal. Teachers are found using teacher centered techniques due to lack of knowledge of student-centered techniques, teaching materials, and over crowded class.

Lecture

Lecture method is traditional and teacher's oriented work where teacher remains active speaker and learner remains passive listener. Regarding its use and practice in ELT classrooms based on the responses given by the Basic level English teachers are presented in table below:

Table 1
Use of Lecture

Statements	Always	Frequently	Sometimes	Never
1. Use of lecture	40%	35%	25%	0%
2. Effectiveness of lecture	33%	30%	28%	9%
3. Increases students' participation	7%	53%	26%	14%

The table 1 shows use of lecture technique by Basic level English teachers in ELT classrooms. It displays that majority of the teachers used this technique while teaching English. Among them, 40% English teachers said that they always used lecture method, 35% teachers used frequently, 25% teachers used lecture rated the option sometimes in their classes.

Majority of the teachers reported lecture technique is effective in the ELT classrooms. Among them, 33 % teachers said using lecture is always effective, 30% of them responded it is frequently effective, 28% is sometimes effective. Similarly 7 % teachers always increase students participant in lecture, 53% students frequently increase students participant, 26% students some time participant in lecture technique. It found all teachers i.e. 100% used lecture technique in ELT classrooms from the option sometime to always

Explanation

The English teacher tries to explain text thoroughly in the classroom. The teachers illustrate the text based on students' level, age and capacity of students. The teachers explain the subject matter in detail as possible. The students are passive learner in the classrooms. The students listen and try to understand while explaining by the teacher. The use of explanation in ELT classrooms, the responses given by the Basic level English teachers are presented in table below:

Table 2
Use of Explanation

Statements	Always	Frequently	Sometimes	Never
1. Give essential key points in explanation	20%	44%	36%	0%
2. Uses materials in explanation	29%	22%	44%	5%
3. Explanation of the contents	10%	40%	46%	4%

The table 2 shows the use of explanation by Basic level English teachers. It displays that majority of the teachers used this technique while teaching English. Among them, 20% teachers said they always give the essential key points, 44% frequently give essential key points, 36% teachers sometime give essential key points to the students.

Similarly, 29% teachers said they always used teaching material, 22% teachers frequently used teaching material, 44% teachers sometimes used teaching material and 5% teachers never used teaching material in the explanation. Similarly, 10% teachers always explain the content, 40% teachers frequently explain the content, 46% teachers some time explain the content. All teachers

i.e. 100% used explanation technique in ELT classroom by used the option from sometime to always.

Illustration

The English teachers try to illustrate the lesson properly in the classrooms. That helps students to understand the content properly. An illustration is a decoration, interpretation or visual explanation of a text, concept or process, design for integration in published media such as books and magazine. In illustration, the teachers illustrated the contents as the students' interest and he asked his students to illustrate the text in a given contents. The use of explanation in ELT classrooms, the responses given by the Basic level English teachers are presented in table below:

Table 3

Use of Illustration in the Classrooms

Statement	Always	Frequently	Sometimes	Never
1. Using visual aids for illustration	17%	34%	38%	11%
2. Using picture for illustration	20%	26%	40%	14%
3. Create curiosity for illustration	7%	45%	45%	3%

The table 3 shows the use of illustration by Basic level English teachers. It displays that majority of the teachers used this method while teaching English. Among them, 17% teachers said they always used visual aids, 34% teacher frequently used visual aids, 38 % teacher sometimes used visual aids to illustrate the text. Similarly, 20% teachers always used picture, 26% teachers frequently used picture 40% sometimes used picture to illustrate the text. In the classroom 7% teacher create curiosity 45% of the teachers frequently create curiosity, 45% teachers sometimes create curiosity in their classrooms to

illustrate the text. It found all teachers i.e. 100 % used illustration technique in ELT classroom by used the option from sometime to always.

Demonstration

Demonstration is a teaching technique use to communicate an idea with the help of visual aids such as flip charts, poster and so on. In demonstration, teacher demonstrates the pictures, chart paper or realia. The teachers brought the things from outside, into the classroom, and this is powerful tools to draw attention of the students in English language classes. The use of demonstration in ELT classrooms the responses given by the Basic level English teachers are presented in table below:

Table 4
Use of Demonstration

Statement	Always	Frequently	Sometimes	Never
1. Use of demonstration	11%	34%	48%	7%
2. Use poster & chart	23%	28%	54%	3%
3. Students participation	13%	20%	32%	35%

The table 4 shows that the use of demonstration by Basic level English teachers. It displays that majority of the teachers used this method while teaching English. Among them, 11% teachers said they always used demonstration, 34% teachers frequently used demonstration, and 48 % teachers sometimes used demonstration technique in the classrooms. Similarly, 23 % teachers always used poster and chart, 28% teachers frequently use posters and chards, 54% teachers sometimes used posters and charts in the demonstration. The 13% teachers always participation the students, 20 % teachers frequently participants the students in demonstration. All teachers i.e. 100 % used demonstration technique in ELT classrooms by used the option from sometime to always.

Drilling Techniques

Drilling is a teacher fronted technique where the teacher says something and students repeated the same thing by listening their teachers. This is useful technique in Basic level classrooms. This technique develop students listening and speaking capacity. This technique is essential to teach form and function of language. The use of drill technique in ELT classrooms, the responses given by the Basic level English teachers are presented in table below.

Table 5

Use of Drilling Technique

Statement	Always	Frequently	Sometimes	Never
1. Use of drilling	17%	37%	43%	3%
2. Support the students	26%	19%	47%	7%
3. Using the students in drilling	35%	20%	45%	0%

The table 5 shows that the use of drill technique by Basic level English teachers. It displays that majority of the teachers used this method while teaching English. Among them, 17 % teachers said they always used drilling technique, 37 % teachers frequently use drilling, 43% teachers sometimes use drilling. While teaching in classroom 26% teachers always supports the students, 19% teacher frequently support the students in drilling. Similarly, 35% teachers always use students in drilling activities, 20% frequently use students, 45% sometimes used student in drilling activities. All teachers used drilling technique in ELT classroom by used the option from sometime to always.

4.1.1.2 Student Centered Techniques Used in the Classrooms

This is student oriented activities or techniques, where students are actively participated in learning process. The learners get great opportunity to learn

several things with the help of teacher in the classroom. The teachers play vital role to make student oriented environment where, students gain knowledge through learning by doing.

Individual Works

Individual can help students to gain independence to think things through their own. It helps to improve confidence in working through a problem, even when they do not feel certain about every step. In individual task, the teacher provides problem to the students and students solve the problem. Similarly, the teacher asks his students to complete worksheets with several different tasks and allow individuals to make their own decisions. The use of individual work in ELT classrooms, the responses given by the Basic level English teachers are presented in table below:

Table 6

Use of Individual Works in the Classroom

Statements	Always	Frequently	Sometimes	Never
1. Students are giving freedom in individual work	60%	30%	10%	0%
2. Ask question individually	56%	36%	8%	0%
3. Individual work is useful in Basic level	53%	35%	12%	0%

The table 6 shows that the use of individual work by Basic level English teachers. It displays that majority of the teachers used this method, while teaching English. Among them 60 % students are always given freedom to chose the task individually, 30% students are given frequently freedom to choose the task and 10% teachers are given options sometimes while rating the statement. Similarly, 56% teachers always asked questions individually to the students, 36% questions frequently asked questions individually to the students,

8% teachers reported the option sometimes they asked questions individually to the students. Similarly, 53% individual works are always useful, 35% individual works are frequently useful, 12% individual works are sometimes useful in Basic level. All teachers i.e. 100% used individual work in EFL classes by chose the option sometimes to always.

Pair Work

Pair work is a technique in which learner work together in pairs. One of the main tools of the motivation is to encourage pair work in English language classroom is to increase the opportunities for learners to use English in the class. In pair work, students can practice language together study a text, research language or take part in information gap activities. They can write dialogues, predict the content of the reading text or compare notes on what they have listened to or seen. The use of pair work in ELT classrooms, the responses given by the Basic level English teachers are presented in table below.

Table 7

Use of Pair Work in Classroom

Statement	Always	Frequently	Sometimes	Never
1. Effectiveness of pair work	45%	39%	16%	0%
2. Participation of students in pair work	37%	50%	13%	0%
3. Students work in pair	31%	37%	32%	0%

The table 7 shows the use of pair work by Basic level English teachers. It displays that majority of the teachers used this method while teaching English. Among them, 45% teacher said pair work is always effective, 39% pair work is frequently effective, 16% pair work is sometimes effective in Basic level ELT classroom. Similarly 37% students always participation in pair work, 50%

students participation on pair work, 13% students sometimes participate in pair work. Similarly, 31% students always do work in pair, 37% students frequently do work in pair, 32 % students sometimes do work in pair in ELT classroom. All teachers used pair work in ELT classroom by used the option from sometime to always.

Group Work

Group work can be a good idea when teacher want to get their students think harder and deeper. In-group work, teacher can put students in larger group and this allows students to do a range of tasked. It also increases the number of thinking opportunity for individual students. During my observation, it was found that greater number of teachers used group work in ELT classroom. The use of group work in ELT classrooms, the responses given by the Basic level English teachers are presented in table below:

Table 8

Use of Group Work in Classroom

Statement	Always	Frequently	Sometimes	Never
1. Effectiveness group work	27%	56%	17%	0%
2. Students discuss and share in group	46%	41%	13%	0%
3. Students are interested in doing group work	53%	38%	9%	0%

The table 8 shows the use of group work by Basic level English teachers. It displays that majority of the teachers used this method, while teaching English. Among them, 27% teacher said group work is always effective, 56% group work is frequently effective, 17% group work is sometimes effective in ELT classrooms. The 46% students always discuss and share in group, 41% students frequently discuss and share in group, 13% students sometime discuss and

share in group. Similarly, 53% students are always interested in doing group work, 38% students are frequently interested in-group work. All teachers used group work in ELT classroom by used the option from sometime to always.

Project Work

Project work is a learning experience which aims to provide students with the opportunity to synthesize knowledge from various areas of learning and critically apply it to real life situations. The project starts when a teacher and a student decide on a topic. Sometimes students may bring their own ideas, sometimes a teacher may offer a list of possible topics, and sometimes the teacher may asked all the students to do the same projects. In project works, the teacher conducted the project through inquiry based task where the teachers provide guidelines to their students as identifying the steps, thinks of questions to ask, collect data, analyze data and decide on future on actions to implements the project works. Similarly, students were allow for alternative perspective. The use of project work in ELT classrooms by the Basic level English teachers are presented in table below.

Table 9

Use Project Work in Classroom

Statements	Always	Frequently	Sometimes	Never
1. Effectiveness of project work in classroom	44%	36%	20%	0%
2. Project work support students to be creative	49%	29%	17%	5%
3. Project work support students in communication	48%	37%	46%	4%

The table 9 shows the use of project work by Basic level English teachers. It displays that majority of the teachers used this method while teaching English.

Among them, 44 % teachers said project work is always effective in the ELT classroom, 36 % frequently effective, 20 % sometime effective. Similarly, 49% always support students to be creative, 29% frequently support students, 17% sometimes support, 5% never support the student to be creative. On the other hand, using project work 48% always support students in communication, 37% frequently support, 46% sometime support, 4% never support students. Majority of the teachers used project work in ELT classroom by used the option from sometime to always.

Discovery Technique

Discovery technique is a technique of inquiry based learning and it consider a constructivist based approach to education. Discovery learning can occur whenever the students is not provided with an exact answer but rather the materials in order to find the answer themselves how language forms are constructed and used. They then go on to do exercise using the language they have uncovered it is highly possible that they have seen the language before but this may be the first time for the students that they had studied it properly. The use of discovery technique in ELT classrooms by the Basic level English teachers are presented in table below:

Table 10

Use Discovery Technique

Statements	Always	Frequently	Sometimes	Never
1. Effectiveness of discovery	43%	37%	20%	0%
2. Student discovery the rules	39%	32%	24%	5%
3. Useful to teach grammar	39%	44%	13%	4%

The table 10 shows the use of discovery technique by Basic level English teachers. It displays that majority of the teachers used this method while teaching English. Among them, 43% discovery technique is always effective,

37% discovery technique is frequently effective 20% discovery technique is sometimes effective. 39% students always discovery the rules through example, 32% students frequently discovery the rules through example, 24% students sometimes discovery the rules through example. Similarly, 39% discovery techniques are always useful to teach grammar, 44% discovery techniques are frequently useful to teach grammar, 13% discovery techniques are sometimes useful to teach grammar in Basic level ELT classroom. it found majority of the teacher i.e. 100 % chosed the option sometimes to always in discovery technique.

Role Play

Role play is an act of imitating the character and behavior of someone who is different from yourself. There are various roles of teachers, such as facilitator, spectator and participant. Role-play welcomes the opportunity to talk to someone about the lesson about the lesson, which is taught. The use of role-play in ELT classrooms by the Basic level English teachers are presented in table below:

Table 11

Use Role Play in Classroom

Statements	Always	Frequently	Sometimes	Never
1. Develop learners capacity by role- play	43%	38%	19%	0%
2. Help to imitation the activities	36%	51%	13%	0%
3. Effectiveness of role play in Basic level	47%	42%	11%	0%

The table 11 shows the role-play used by Basic level English teachers in ELT classroom. It displays that majority of the teachers used this method, while teaching English. Among them, 43% teachers said the role play technique is

always develop learner capacity, 38% role play frequently develop learner capacity, 19% sometimes develop learner capacity. Similarly, 36% role play always help the students to imitation the animal and human activities, 51% frequently help, 13% sometimes help to imitation the others activities. Similarly 47% role-play is always effective, 42% frequently effective, 11% sometimes effective in Basic level classroom. All teachers used role-play in EFL classes by chosed the option sometimes to always.

Brainstorming Technique

Brainstorming is a process of thinking to solve the problem. It is engagement of the students to generate the new ideas the specific presented topic. Brain storming techniques are the individual specific of the teachers where they adapted differently. Teachers argue brainstorming was an effective teaching strategy to generate the students' critical thinking, problem solving and deciding making skill. Teachers can use in the beginning, middle and last of the teaching activities. How much it is effective student learning depends on students learning creativities. The use of brain storming in ELT classrooms by the Basic level English teachers are presented in table below:

Table 12

Use of Brainstorming Techniques in Classroom

Statement	Always	Frequently	Sometimes	Never
1. Use of brain storming	31%	33%	27%	9%
2. Effective use of brain storming	22%	29%	37%	12%
3. Students creative activities	25%	21%	31%	23%

The table 12 shows the brain storming technique used by Basic level English teachers. Among them, 31% teachers said brain storming is always useful, 33% brain storming is frequently useful, 27% brain storming is sometimes

useful. Similarly 22% brain storming is always effective, 29% brain storming is frequently useful, 37% brain storming is sometimes effective in ELT classrooms. Similarly, 25% students always involve in creative activities, 21% students frequently involve in creative activities, 31% students sometimes involve in creative activities in brain storming task. It displays that majority of the teachers used brainstorming technique while teaching English.

The Other Techniques

The researcher listed some other techniques, which were learner centered in nature. The teachers in language teaching frequently used these techniques. . The use of other techniques in ELT classrooms by the Basic level English teachers are presented in table below:

Table 13

Use other techniques in Classroom

S.N	Other techniques	Always	Frequently	Sometimes	Never
1	Pair reading and pair summarizing	33%	44%	23%	0%
2	Simulation	56%	36%	8%	0%
3	Question answer	30%	24%	36%	10%
4	Think pair and share	12%	35%	50%	3%
5	Dramatization	28%	22%	34%	16%

The table 13 shows other techniques used by Basic level English teachers. It displays that the majority of teachers used these techniques, while teaching English. Among them 33 % teachers said they always used pair reading and pair summarizing, 44 % teachers frequently used, 23% teachers sometimes used pair reading pair summarizing techniques in ELT classroom. Similarly, 56% teachers always used simulation, 36% teachers frequently used simulation and 8% teachers sometimes used techniques in Basic level classroom. On the

other hand, 30% teachers always used question answer, 24 % teachers frequently used question answer, 36% teachers sometimes used question answer, 10 % teachers never used question answer in the classroom. Similarly, 28% teachers always used dramatization, 22% teachers frequently used dramatization, 34% teachers sometimes used dramatization, 16% teachers never used dramatization techniques in ELT classroom. All teachers used given in table 13, others techniques in EFL classes by chose the option always to sometime.

4.2 Analysis of data Obtained through Classroom Observation

I observed ten teachers five classes of each teachers to explore the techniques used by Basic level English teachers. I observed different classes with the help of classroom observation checklist to find out the actual techniques used in ELT classrooms. The detail analysis and interpretation of data were given bellow:

Use of Lecture

Teachers used different techniques in the classroom among them lecture is one, which is popular and traditional in the world. Here teacher give many information to the student in the classroom. The teachers try to make lesson meaningful, then they used lecture. Lecture is easy to use, there is not necessary many expensive teaching material, laboratory, and things. From the classroom observation, it found all teachers i.e. 100% used lecture method, which is essential to teach in the classroom.

Use of Demonstration

Demonstration is a teacher-centered technique used to communicate with the help of visuals aids, such as flip charts, posters and so on. In demonstration, teachers demonstrate the pictures, charts, papers and realia. This is powerful tools to draw attention of the students in English language classroom.

Therefore, while observing the classes 30 % teachers used demonstration and 70% teachers did not use demonstration technique in their classroom. Teachers demonstrated the pictures, sentence cards and word cards. In these classes students also very good resources for explaining and practicing the demonstrated objects.

Use of Illustration

During the classroom observation, teachers used illustration techniques in their classes by explaining the lesson, which was related with their life and student explained it by relating their experience. It found 67 % teachers used illustration and 33% teacher did not use illustration technique in their classes by using examples to illustrate the text.

Use of Individual Work

From the observation, it was found that teachers used individual work depending upon students age and learning ability. During the class observation, 55 % teachers used individual work and 45% teacher did not use individual work in ELT classroom. I come to conclude that individual work used while using listening, speaking, reading and writing task doing the given exercises. The teachers used it in English class to make student independence while doing the assign task.

Use of Pair Work

Pair work is student centered technique in which learner works together in pairs. The majority of teachers i.e. 60 % used pair work and 40% teacher did not use pair work in ELT classroom. Pair work is one of the main tools of motivation to encourage students in ELT classrooms. It increases the opportunities for learner to use English in the classroom. In pair work, students can practice language together, study a text and take parts in information activities. They can write dialogue, predict the content of reading texts or

compare notes on what they have listened to or seen. The teachers used pair work technique to develop aspect of language and language skills of students.

Use of Role Play

From the class observation, it found role-play used to develop the learners ability, which helps to develop their language skills. I found 66% teachers used role-play and 34% teacher did not use role-play while teaching in the classroom. The teachers engage students to develop the learner ability. Very few teachers used role-play in ELT classrooms. Role-play is an act of imitating the character and behavior of someone. There are various roles of teachers, such as facilitator, spectator and participant. Role-play welcomes the opportunities to talk about the lesson to the learner.

Use Brain Storming

During my class observation, 30 % teachers used brain storming and 70% teacher did not use brainstorming technique in classroom to motivate the students towards lessons. Some teachers asked comprehensible questions before opening the class. The questions were related to the previous lessons. Brainstorming is one of the creative techniques, where teacher and students regularly used in writing. In this way, brainstorming strategy is effective in ELT classrooms.

Think pair share technique

Think pair share is student centered technique, in which students works together to solved the problem or answer a question about an assign task. It is found that 28% teachers used think pair share technique and 72% teachers did not use think pair share technique in the classroom. It is the strategy in which teacher asks to cooperate between or among the students and they work to find out desired question. This is an effective practice of language teaching and

learning in ELT classroom. It is beneficial in the language teaching and for the structured discussion to encourage accountabilities and exchange new ideas.

Most of teachers asked questions to check the previous knowledge of the students then introduce the new knowledge. In this technique, teachers give a topic/ questions or problems ask the students to answers. The students are tried to solve the problem, if there is any difficulty the teacher correct the problem solution.

4.3 Techniques for Evaluation

Evaluation is most important part of teaching learning process. Teachers evaluate their students learning activities after teaching in the classrooms. From the classrooms observation, it found majority of the teachers evaluate to their students by asking questions individually or in groups, by giving class work, homework. The teachers need to evaluate the students, otherwise they may not know information do they need. Without evaluation, teaching learning process may not be successful. So teacher should know about their students' knowledge about their subject. Here, given some fundamental factors briefly they are:

Asking Questions

The processes of evaluation to their student in the classrooms by asking questions are important in teaching and learning. Teacher need ask questions to their student after teaching every lesson. In my study, I found 60 % English teachers were asked questions during the period of teaching and 40% English teachers are not asked questions in their ELTclasses. Majority of the teachers frequently asked questions to their students after teaching. During the class observation of ten teachers total in fifty classes, I came to know that the teachers used asking questions for evaluation based on textbook. While students unable to gives the answer then the teachers improve their answer if they are wrong. It is the best way to evaluate the students learning capacity.

Give Assignment

Assignment is the most important aspect of evaluation. The teachers evaluate the students after teaching every lesson to achieve the specific objective of curriculum. Assignment is an activity, which improve the students learning capacity. From the classroom observation, it found 34% teachers give assignment for their students and 66% teachers are not provide assignment to their students. According to harmer (2008, P .37), "There are two general rules for giving assignment". They must be kept as simple as possible and they must be logical. Teacher should give assignment before giving instructions.

Engaging in Group Discussion

Group discussion is an important activity in an academic spares. It is a systematic and purposeful interactive oral process. Here students exchange the ideas, thought and feeling take place through communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi circle and express their views on the giving topic or problem. During the observation, it was found 75% teachers engaging students in group discussion and 25% teachers are not engage the students in group discussion while teaching English.

4.4 Benefits of Teacher Centered Techniques

In teacher-centered learning, teachers play important roles in the learning process. Teachers are information providers or evaluator to monitor students to get the right answers, yet students are viewed as learners who passively receive information. In this situation students tend to be more competitive and individualistic because they have less opportunity to think aloud or interact.

As teachers become the most dominant source of information, in teacher-centered learning, for example, all questions which are raised by students, if any, are answered directly by teachers without students' involvement. In

designing the class activities, teachers control every single learning experience. Several advantages of having teacher-centered learning are it is suitable for large classes, it takes shorter time to do the class activities, learning materials can be well prepared, teachers may feel less nervous, embarrassed or tongue-tied, teachers can manage the students to speak more in English because teachers can set the criteria when students want to communicate in the class, they should use English. In this way of learning the real important things to transfer the knowledge to the learners.

4.5 Benefits of Learner Centered Techniques

Learner centered techniques help the learners for effective and everlasting learning. It develops the feeling of confidence in the use of English language. It integrates all four skills of language as well as extra linguistic skills. The learner-centered techniques promote student's interest toward learning and remove their boredom in classroom. The total numbers of learners are participated in classroom learning. Through this techniques learning becomes ever lasting and effective, the students gets opportunities to learn by themselves. This techniques increase the practical knowledge in students or learners. The learner-centered techniques develop the students feeling of confidence in the use of English language classroom.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter includes the findings, conclusion, and recommendations based on analysis and interpretation of the collected data.

5.1 Findings

This study entitled **Techniques Used by Basic Level English Teachers in ELT Classrooms** was carried out to explore the techniques used by Basic level English teachers in their classrooms. Based on analysis and interpretation of the results from both questionnaire and classroom observation checklist. The major findings of the study are given below:

5.1.1 Findings from Questionnaire

- It was found that all the teachers i.e. 100 % used lecture method from sometimes to always in ELT classroom.
- While teaching in classroom 100 % teachers used key points on board for explanation and 95 % teachers used teaching materials in explanation from sometimes to always in ELT classrooms.
- Greater number of teachers i.e. 89 % teachers used visuals aids and 86 % teachers used picture for illustration the text in ELT classrooms from sometimes to always.
- Similarly, 93 % teachers used demonstration while teaching in Basic level and 97 % teachers used poster and charts from sometimes to always in classrooms.
- It was found that 97% teachers used drilling techniques from sometimes to always in their classes.
- It was found that 100 % teachers involved their students in individual work from sometimes to always while asking students to do listening works, speaking works, and doing given exercises.

- It found that 100 % teachers reported from sometimes to always pair work is effective while sharing experience among friends.
- It was found that 100 % group work i.e. sometimes to always effective while discussing in EL classrooms.
- It found that 100 % teachers said role-play is always effective to develop the students' interpersonal speaking skills.
- It found that 100 % teachers reported project works is sometimes to always effective in ELT classroom.
- It found that 96 % teachers said discovery technique is useful to teach grammar from sometimes to always-in ELT classroom.
- It found that 91% teacher reported braining storming technique is useful from sometime to always in ELT classroom.

5.1.2 Findings from Classroom Observation

- It found all of the teachers i.e. 100% used lecture method in ELT classroom.
- It found 30% teachers used demonstration technique and 70 % teachers did not use demonstration technique in ELT classroom.
- It found majority of the teachers i.e. 67 % used illustration technique in ELT classrooms.
- The majority of teachers i.e. 55 % used individual works and 45 % teachers did not used individual work in the classroom.
- It found that 60 % teachers used to pair work and 40 % teachers did not use pair work in ELT classroom.
- Similarly, 66 % teachers play the role of facilitator 34% teachers did not use role play in their classroom.
- It found 30% teachers used brain storming technique and 70% teachers did not use brain storming technique while teaching in the classroom.
- It found, 28% teachers used think pair share technique and 72% teachers did not use think pair share technique in the classroom.

- It found 60 % teachers asked questions individually or in group to the students and 40% teachers did not asked questions to their students for evaluation.
- It found 34 % teachers give assessment and 66% teachers did not give assessment to evaluate their students
- It found 75% teachers engages their students in group discussion and 25 % teachers did not engage their students in group discussion.

5.2 Conclusions

Conclusion is the outcome or theme drawn after the successful conducted this study. I selected ten teachers from Basic level school. Data were collected and analyzed from the ELT teachers classrooms observation and questionnaire. Based on analysis, discussion and interpretation of collected data and findings were derived.

From the review of existing body of knowledge and the real observation of the classroom, it can be said that teacher uses different techniques inside the classroom. The success of teaching learning greatly depends on the technique used by teachers used by the teachers inside the classroom. Moreover, the appropriate use of technique enhances the teaching learning meaning.

Teaching techniques are those activities, which emphasize learning experience that enable them to learn from their own efforts. From the overall findings of the studies, I conclude that teaching techniques are different according to nature of subject matter and perception of the teachers. The teacher works as a fascinator or a guide. In this research, altogether ten teachers five classes of each teachers were observed to find out the teachers techniques used in English classes. Before I started to conduct the research work, I thought that English language teachers would follow various teaching techniques such as lecture, illustration, explanation, individual, and group work. When I completed teachers observation, now I find out that teachers used some common teachers

teaching techniques. They are demonstrations, illustration, individual work, pair work, group work, project work, discovery and role-play were used for teaching English in ELT class. The finding of the study motivates me to use more learner-centered techniques to make English language class more effective and efficient in myself teaching carriers.

5.3 Recommendations

Being based on the finding drowns from the analysis and interpretation of the teachers; I have concluded my research study. It is hoped that the findings as summary and the gist as conclusions will be utilized in the following mentions levels. The recommendations in these areas have been presented separately bellow:

5.3.1 Policy Level

Policy is the one of the influential factors in any sectors. The findings of the study have some insights and understanding to provide the policy makers. Teaching techniques can be practiced effectively when there is the provision of it in policy level. Thus, the findings of this study will be fruitful to some extend for policy and plan makers.

- a.** The finding of this study shows that teachers used own strategies while teaching English. English teachers should be given training by different Universities, faculty of Education, about how to select the appropriate techniques and materials in ELT classroom.
- b.** Many the teachers used different teaching techniques in ELT classrooms. Among them some of the teachers used learner centered techniques but could not implemented very effectively so English language teachers should be given traing about the ways to use teaching techniques.

5.3.2 Practice Level

Since the findings of the study presented that some common techniques such as demonstration, illustration, individual work, pair work, group work, project work, discovery and role play were used in Basic level English language class. However, those techniques are not sufficient to make class more effective. From the observation, it was found some teacher used relevant and innovative teaching techniques and some used traditional teaching techniques. That is happen because of teachers' knowledge about the teacher-acquired information on learner-centered techniques. To overcome those challenges, teachers need to be given frequent training to gain the new ideas about teaching techniques in ELT classrooms. Some other practice level recommendations are as follow.

- Teacher can use demonstration, illustration, individual work, pair work, group work, discovery technique and role play to teach English language to make the students creative.
- Teacher should be aware on the challenges while using different teaching techniques i.e. teacher-centered and student-centered tchnques in ELT classroom..
- Sufficient training on students centered techniques should be given to the Basic level English language teachers.

5.3.3 Further Research Level

In reality, no any work in the world is perfect and complete. In the same way, no research is complete in itself. Regarding the further research in the field of students in teaching English in language class, it is important that a large scale qualitative research should be carried out taking a large sample in order to find out the current practice of student-centered techniques and strategies while teaching English. Considering limitation of this study, some guidelines for the further research seems to be admirable.

- Further researchers should focus on strategies of learning vocabulary used by Basic level students.
- Further researchers should focus on problems faced by Basic level teachers while using student-centered techniques.

Further researchers should focus on effectiveness of using learner-centered techniques by secondary level English language teachers.

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Appendices

Appendix-I

Participant Information Statement

Central Department of English Education

T.U., Kirtipur, Kathmandu Nepal

Supervisors Name

Mr. Jagadish Paudel

Lecturer

Techniques Used by Basic Level English Language Teachers in ELT Classroom

1. What is the study about?

You are requested invited to take part in a research entitled 'Techniques Used by basic Level English Teacher in ELT classroom' which aim to find out the techniques of teachers in ELT classroom. This study will be helpful for English language teacher to teach effectively by using those techniques in classroom.

You have been requested to participate in this study because I am interested in finding out what are techniques used by English teacher in relation to their teaching learning activities. Your responses will be helpful to exemplify the purpose of this study. The participation information statement tells you about the research study. It helps you to understand the research being carried out and you will be interested to take part in this study. Please read this sheet carefully and ask questions about anything that you do not understand or want to more about the study.

2. Who is carrying out the study?

The study is being carried out by **Mr. Dayaram Bhattarai**, as the master in education in English at the University Campus, Kirtipur, Kathmandu. This study will be carried out under the supervision of **Mr.**

Jagadish Paudel, Lecturar, Central Department of English Education,
T.U., Kirtipur, Kathmandu.

3. What will the study involve for me?

This study involves having interview and classroom observation with the researcher.

4. How much of my time will the study take?

It will take about five day as per convenience of both teacher and researcher.

5. Who can take part in the study?

All the basic level English language teachers can participate in this study from Parbat, District

6. Are there any risks or costs associated with being in the study?

Your participation and involvement will not get at risks and costs associated with being in the study.

7. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and it will be kept strictly confidential, except as required by law. Finding may be published, but you will not be individually identifiable in those publications.

8. will I be told the result of the study?

You will get the summary of overall finding of the study and whole thesis paper through the department of English Education, T.U., Kirtipur, Kathmandu.

9. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. Any person with concerns or complements about the conduct of research study can contact the researcher.

Thank you

Appendix-II

Participant Consent Form

Central Department of English Education

T.U., Kirtipur, Kathmandu Nepal

Supervisors Name

Mr. Jagadish Paudel

Lecturer

Techniques Used by Basic Level English Language Teachers in ELT Classroom

I, agree to take part in this research study.

In giving my consent I state that I understand the purpose of the study and me as the respondents of this study.

- I have read the participant information statement and I also understand my role in this study.
- I am aware of the purpose of the study.
- My participation of this study is completely voluntary.
- I understand that I am free to withdraw from the study at any time.
- I am aware that all information relating to my participation in the study will be treated in confidence.
- I understand that the results of this study may be published, and that publication will not contain my name and any identifiable information about me.

Signature:

Name:

Date:

Email:

Appendix-III

Classroom Observation Checklist

My observation is based upon the classroom activities and technique used by the English teachers while teaching. The researcher will apply this checklist to collect data by observing in classroom.

Teacher's name:

Date:

School:

Class:

Techniques used in teaching English

S.N	Observed item	Yes	No	Running commentry
1	Initiation of the class <ul style="list-style-type: none">• Motivation• Content revision• Introductory topic• Whether students are interested towards lesson• Whether students ready to learn			
2	Use of teaching technique <ul style="list-style-type: none">• Lecture• Explanation• Illustration• Demonstration• Individual work• Pair work• Project work• Discovery technique			
3	Teachers' engagement on teaching learning activities. <ul style="list-style-type: none">• Whether classes divided in groups			

	<ul style="list-style-type: none"> • Whether classes divided in pairs • Whether teacher address individual students in the class • Whether teacher play role of facilitators • Whether teacher response individual students' query • Whether teacher summarize the text 			
4	<p>Students' engagement on teaching learning activities.</p> <ul style="list-style-type: none"> • Whether students try to describe picture with the reading text • Whether students actively participated in reading text and answer the questions • Whether students actively participated in pair works • Whether students positively responded toward project works • Whether students actively participated in role play • Whether students interested to learn through discovery technique 			
5	<p>Evaluation students</p> <ul style="list-style-type: none"> • Ask question • Giving assignment • Group discussion 			

Appendix-IV

Questionnaire

Dear participant ,

This questionnaire prepared to information/ data for the research work entitled **Techniques used by Basic Level English Language Teachers in ELT Classrooms.** This research is being carried out under the supervision of **Dr. Gopal Prasad Pandey** Reader and head, Department of English Education, University Campus TU, Kirtipur. I hope that you give authentic and reliable information to cooperate and that will be valuable contribution to accomplish this work as an M. Ed Thesis.

Researcher
Dayaram

Bhattarai

Name of Teacher :

Grade:

Name of School

Read the following statement and tick (√) mark placed 'Always', 'Frequently', 'Sometimes, 'Never' in the bracket on which you support.

1. Do you use lecture method in your teaching?
a. Always () b. Frequently () c. Sometimes () d. Never ()
2. Is the lecture method effective teaching in Basic level.
a. Always () b. Frequently () c. Sometimes () d. Never ()
3. Are the students actively participate in lecture method?
a. Always () b. Frequently () c. Sometimes () d. Never ()
4. Do you write essential key points on the board in explanation?
a. Always () b. Frequently () c. Sometimes () d. Never ()
5. Do you use teaching material while explaining in your classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()

6. Do you explain the contents while teaching in the classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
7. Do you use visual aids in the classroom for illustration the text?
a. Always () b. Frequently () c. Sometimes () d. Never ()
8. Do you use picture in illustration technique?
a. Always () b. Frequently () c. Sometimes () d. Never ()
9. Does the illustration create curiosity and interest among the students?
a. Always () b. Frequently () c. Sometimes () d. Never ()
10. Do you use demonstration technique in the classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
11. Do you use poster/ chart in demonstration technique?
a. Always () b. Frequently () c. Sometimes () d. Never ()
12. Does the teacher use students in demonstration techniques?
a. Always () b. Frequently () c. Sometimes () d. Never ()
13. Do you support the students by helping the basic structural pattern of the language?
a. Always () b. Frequently () c. Sometimes () d. Never ()
14. Does the drilling technique useful in basic level?
a. Always () b. Frequently () c. Sometimes () d. Never ()
15. Do you used to teach sentence pronunciations, stress and intonation?
a. Always () b. Frequently () c. Sometimes () d. Never ()
16. The learners are given freedom to choose the task in individual work?
a. Always () b. Frequently () c. Sometimes () d. Never ()
17. Do you ask questions individually in the classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
18. Do you ask students to read the poem individually?
a. Always () b. Frequently () c. Sometimes () d. Never ()
19. Does the individual works useful in basic level ELT classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
20. Pair works are effective in basic level ELT classroom.
a. Always () b. Frequently () c. Sometimes () d. Never ()

21. Do you provide an opportunity to your students to maximum participate in pair work?

a. Always () b. Frequently () c. Sometimes () d. Never ()

22. Does the students write something in pair?

a. Always () b. Frequently () c. Sometimes () d. Never ()

23. Does the group works provide an opportunity to discuss and share in the classroom?

a. Always () b. Frequently () c. Sometimes () d. Never ()

24. Are the students interested to take part in the group work?

a. Always () b. Frequently () c. Sometimes () d. Never ()

25. Do you think group work is effective in basic level?

a. Always () b. Frequently () c. Sometimes () d. Never ()

26. Do you engage of your students in the project work?

a. Always () b. Frequently () c. Sometimes () d. Never ()

27. Do you think the project work is effective in basic level ELT classroom?

a. Always () b. Frequently () c. Sometimes () d. Never ()

28. Does the students actively take part and present the task by them on project work?

a. Always () b. Frequently () c. Sometimes () d. Never ()

29. Does the role play effective in basic level ELT classroom?

a. Always () b. Frequently () c. Sometimes () d. Never ()

30. Does the role-play develop students learning capacity?

a. Always () b. Frequently () c. Sometimes () d. Never ()

31. Does the role-play help students to imitation the person, animal activities ?

a. Always () b. Frequently () c. Sometimes () d. Never ()

32. Does discovery techniques effective in ELT classroom?

a. Always () b. Frequently () c. Sometimes () d. Never ()

33. Does the students discovery the rules from example?

a. Always () b. Frequently () c. Sometimes () d. Never ()

34. Is discovery technique useful to teach grammar?

a. Always () b. Frequently () c. Sometimes () d. Never ()

35. Do you use brain storming technique in classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
36. Is brain storming effective in ELT classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
37. Does the brainstorming make students creative in learning activities?
a. Always () b. Frequently () c. Sometimes () d. Never ()
38. Does the task based techniques effective in classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
39. Do you use think pair and share techniques in ELT classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
40. Do you use quit write technique in ELT classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
41. Do you use dramatization technique in classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
42. Do you use pair reading and pair summarizing technique in classroom?
a. Always () b. Frequently () c. Sometimes () d. Never ()
43. Do you use simulation technique in classroom ?
a. Always () b. Frequently () c. Sometimes () d. Never ()