

PERCEPTION OF UNIVERSITY STUDENTS ON LECTURE TECHNIQUE

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

Submitted by:
Om Prakash Gautam

Faculty of Education
Tribhuvan University
Kathmandu, Nepal.
2012

**PERCEPTION OF UNIVERSITY STUDENTS
ON LECTURE TECHNIQUE**

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

**Submitted by
Om Prakash Gautam**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
2012**

**T.U. Reg. No. : 6-1-310-36-2002
Second Year Examination
Roll No. : 280622**

**Date of Approval of the Thesis
Proposal : 2068-05-08
Date of Submission : 2012-09-30**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Om Prakash Gautam** has prepared this thesis entitled **“Perception of University Students on Lecture Technique”** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Dr. Anju Giri (Guide)

Professor

Department of English Education

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu.

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following "Research Guidance Committee".

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

T.U., Kirtipur

Chairperson

Dr. Anju Giri (Guide)

Professor

Department of English Education

T.U. Kirtipur

Member

Dr. Tara Datta Bhatta

Reader

Department of English Education

T.U., Kirtipur

Member

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following "Thesis Evaluation and Approval Committee".

Signature

Dr. Chandreshwar Mishra

Professor and Head

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

Chairperson

Dr. Anju Giri (Guide)

Professor

Department of English Education

T.U. Kirtipur

Member

Mrs. Hema Rawal

Lecturer

Department of English Education

T.U. Kirtipur

Member

Date:

DECLARATION

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

Date:

Om Prakash Gautam

DEDICATION

Dedicated to

*My affectionate late Father Baburam Gautam and Grandfather Devilal
Gautam*

ACKNOWLEDGEMENTS

This is my immense pleasure to come up with this work. This survey research work would not have come to this form without regular support of and cooperation a number of individuals and organization. First of all, I would like to express sincere gratitude and thanks to **Prof. Dr. Anju Giri** for her scholarly guidance on regular basis that made it possible for this work to get the completion.

I express sincere thanks to **Dr. Chandreshwor Mishra**, Professor and Head of the Department of English Education and also the Chairperson of Thesis Guidance Committee for his support. I am equally indebted to **Dr. Anjana Bhattarai**, Reader of the "Thesis Guidance Committee" for providing me invaluable ideas and suggestions, truly relevant to enhancing the modules of survey research.

My sincere thanks goes to **Prof. Dr. Givinda Raj Bhattarai, Mr. Vishnu Singh Rai, Dr. Tara Datta Bhatta, Mr. Raj Narayan Yadav, Mrs. Saraswoti Dawadi, Mrs. Madhu Neupane, Mr. Prem Phyak, Mr. Bhesh Raj Pokhrel, Mrs. Hema Rawal** and all the faculty members for necessary support. I would like to express hearty thanks to **Mrs. Madhavi Khanal**, the librarian for her regular help and cooperation. I am really indebted to the Students of M. Ed. Second Year, for their invaluable co-operation.

My family members have been the sole support of my life. My sweetheart **Parbati Gautam (Pangeni)**, brother **Pramod Gautam** and my affectionate father Late **Babu Ram Gautam** and mother **Subhadra Gautam** are my source of constant inspiration, courage and devotion, their sacrifice for my betterment is incredible and unpayable. I am debt for ever to my uncle **Mukunda Gautam** for his sacrifice, and shoulder in every of my problems since my childhood. I am also thankful to **Rajive Maharjan** (Friend's Computer Service), Kirtipur for his fine computer work.

I would like to tank all the authors and publishers whose books and journals have been used for secondary sources of data along with review of relevant literature in this research work.

Om Prakash Gautam

ABSTRACT

This study aimed at finding out the **“Perception of University Students on Lecture-Technique”**. This is a survey research study. To carry out the research, sixty students studying in M.Ed. at the Department of English Education in Tribhuvan University were selected through simple random sampling procedure for the purpose of data collection. Questionnaire having eighteen close-ended and eight open-ended questions were used as a tool for data collection. The findings of the study suggested that, although the lecture technique was said to be neglected in the field of English Language Teaching, it is still popular in our country to teach English as a foreign language. It is also found that, students like to be taught through lecture-technique as it is easy for the students to comprehend the subject matter in the classroom and to get useful notes for further self-preparation. And, it is better for large classrooms with a large number of students . So, lecture-technique is found incredibly precious by the students. But, they want to see a qualitative and scientific change in it to be fit into the present era.

There are altogether four chapters in this study. The first chapter deals with the general introduction of the language and English language as well as a short overview of lecture-technique. It also includes some short reviews of related literature, objectives of the study and significance of the study. The second chapter is about the methodology. It consists of sources of data collection, population of the study, tools for data collection, process of data collection and limitations of the study. The third chapter deals with the analysis and interpretation of the study. It consists of the perception of university students on lecture-technique. And, the fourth chapter is about the findings of the study and the recommendations. And, it is followed by some references and appendices at the end of the report.

TABLE OF CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Figures</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-21
1.1 General Background	1
1.1.1 English Language Teaching in Nepal	3
1.1.2 Language Teaching Approach, Method and Technique	4
1.1.3 Language Teaching Techniques	6
1.1.4 The Lecture Technique in Teaching Language	8
1.1.5 Historical Overview of Lecture Technique	8
1.1.6 Definitions of Lecture Technique	9
1.1.7 Components of Lecture Technique	10
1.1.8 Importance of Lecture Notes	12
1.1.9 Presentation of Interactive Lecture	13
1.1.10 Characteristics of the Lecture Technique	15
1.2 Review of Related Literature	17
1.3 Objectives of the Study	20
1.4 Significance of the Study	20

CHAPTER TWO: METHODOLOGY	22-24
2.1 Sources of Data	22
2.1.1 Primary Sources of Data	22
2.2.2 Secondary Sources of Data	22
2.2 Population of the Study	22
2.3 Sampling Procedure	22
2.4 Tools for Data Collection	23
2.5 Process of Data Collection	23
2.6 Limitations of the Study	24
CHAPTER THREE: ANALYSIS AND INTERPRETATION	25-61
3.1 Perception of University Students on Lecture –Technique	26
3.1.1 Use of Lecture-Technique in classroom teaching	26
3.1.2 Items to be taught through lecture-technique	27
3.1.3 Use of Visual aids, Humors and Cracking Jokes in between the Lecture	28
3.1.4 Language Lesson taught through lecture-technique	29
3.1.5 Fluency of the teachers or lecturers while delivering the lecture	31
3.1.6 Use of questions and gesture make class interesting	32
3.1.7 Involving Students in Learning Activities	33
3.1.8 Students Prefer Lecture-technique	34
3.1.9 Students can improve their language hearing the lecture	35
3.1.10 Use of Lecture notes	36
3.1.11 Teaching materials and activities used by the teachers	38
3.1.12 The reason of lack of improvement in lecture	39
3.1.13 The appropriateness of Lecture	40
3.1.14 Appropriate classroom group size for the effective lecture	41
3.1.15 Lack of proper teaching training	43
3.1.16 Student’s previous experiences	44

3.1.17 Student's experience on learning strategies and tools	45
3.1.18. Skills to be taught using lecture-technique	46
3.1.19 Students like lecture technique	47
3.1.20 Advantages of Lecture-technique	49
3.1.21 Disadvantages of lecture technique	51
3.1.22 Make lecture-technique effective and interesting	52
3.1.23 The teaching technique students would like most to use	54
3.1.24 Start to use student-centered techniques	56
3.1.25 Role of government and technique in quality education	57
3.1.26 Teaching techniques for large size classrooms	59
CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS	62-64
4.1. Findings	62
4.2. Recommendations	64
REFERENCES	65-68
APPENDICES	

LIST OF FIGURES

	Page
Figure No. 1: Bird	1
Figure No. 2: Items to be taught using lecture-technique	28
Figure No. 3: Use of Visual aids, Humors and Cracking jokes in between the lecture	29
Figure No. 4: Language Lesson taught through Lecture-Technique	30
Figure No. 5: Fluency of the teachers while delivering the lecture	31
Figure No. 6: Use of questions and gesture make class interesting	32
Figure No. 7: Involving Students in Learning Activities	33
Figure No. 8: Students Like Lecture-technique	35
Figure No. 9: Students can improve their language listening the lecture	36
Figure No 10: Us of Lecture notes	37
Figure No. 11: Teaching materials and activities used by the teachers	38
Figure No. 12: The reason of lack of improvement in lecture	39
Figure No. 13: The appropriateness of lecture	41
Figure No. 14: Appropriate classroom group size for the effective lecture	42
Figure No. 15: Lack of proper teaching training	43
Figure No. 16: Student's previous experience of classroom activities in effective learning.	44
Figure No. 17: Student's experience on learning strategies and tools	45
Figure No. 18: Skills to be taught using lecture-technique	46

LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
e.g.	:	Exempli Gratia
ELT	:	English Language Teaching
Etc.	:	Etcetera and other similar things
IT	:	Information Technology
MT	:	Mother tongue
NO.	:	Number
OE	:	Ministry of Education
P.	:	Page
S.N.	:	Serial Number
Www	:	World Wide Web