

CHAPTER ONE

INTRODUCTION

The present research study is about the "**Perception of University Students on Lecture Technique.**" It includes four chapters. This chapter consists of general background, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Language is a means of communication. It is an inherent property of human beings. Language is human and is a form of social behavior. It is a purely non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. Language is the system of sounds, words, patterns etc. used by humans to communicate thoughts and feelings. A language is a system of arbitrary vocal symbols by which member of a social group co-operate and interact. The phrase 'arbitrary vocal symbols' is the noun symbol involves dualism for example, the signifier or form and the signified or meaning

The 'form' is any meaningful segment of an utterance and the 'meaning' is the representation, the realization of that segment. For instance, in the following picture of a 'bird', the sketch of 'bird' is the physical realization of the noun 'bird' that underlies within us.

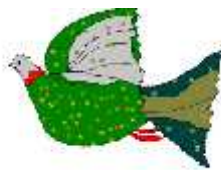


Figure No. 1 Bird

And uses of language differ from society to society and person to person, in many cases, all the people have not the knowledge of all the languages of the world.

Still, there are many people who are monolingual though the globalization and development of the human readers have made people realize the need of being bilingual or multilingual. On the other hand, all the bilinguals and multilinguals do not have equal competence and proficiency in both/all the languages. This does not mean that, bilinguals and multilinguals use only one language as a means of communication. This has been proved from the findings of several researches that the bilinguals or multilinguals have higher proficiency in their first language than the languages that they have acquired as second languages, although, they seem to be very fluent and appropriate in the use of their second language.

Lyons (1970, as quoted in Syal and Jindal 2005, p. 5) says, "Languages are the principal system of communication used by particular group of human beings within the particular society in which they are members." Among the various languages spoken in the world, the English language plays the principal role for international communication. English is accepted as lingua-franca all over the world. It has become the gateway to the world body of knowledge in every field. Its popularity and emergence can be guessed from the fact that, more than half of the world books have been written and translated or published in English. To, conclude, we can say that, teaching-learning English has been the cry of the day as it has been developed as a 'link language' in the world.

Thus, English language is one of the different languages of the world. It is a language which achieved a great place since ancient period in the world. It has been said that, "English is the language on which the sun does not set, users never sleep." There are many scholars who pragmatically view English as a 'window to the world', as it has been developed as an international 'lingua franca'. English has become the language of knowledge; it is the language with the biggest reservoir of information, knowledge and literature known as history.

1.1.1 English Language Teaching in Nepal

English language teaching-learning began in Nepal from the very beginning. It has been allocated great weight in our school and university level curriculum. At the outset, Bhimsen Thapa started employing Indian teachers to coach Royal Family members in the Royal Palace. Later, with the advent of Rana Rulers in Nepal, English education was born, developed and expanded.

The teaching of English institutionally as a subject of study began with the foundation of Durbar High School in 1853 AD. The main objective of opening this school was to keep close link with British people. The course of study was standard books written in the English language. The establishment of Trichandra College in 1918 AD marked the beginning of higher education in Nepal. The colleges of Nepal were affiliated with Indian universities, for instance; Calcutta University, Patna University etc. Before the inception of Tribhuvan University in 1959, courses were taught according to the syllabuses of Indian universities. English was compulsory subject of studies and the medium of instruction and examination. In higher education, English remains dominant even now.

English has been prescribed in the curriculum through primary level upto university level of education in Nepal. Government of Nepal has announced that, English should be taught as a compulsory subject form grade one. Nepali, our national language does not have access to scientific and technological world. Nepal needs English for the acquisition and transmission of the scientific and technological knowledge. It is also the 'window to western world' literature, culture and thought. The English language is absolutely necessary for us to be introduced to the rest of the world.

1.1.2 Language Teaching Approach, Method and Technique

Teaching is a task of helping to comprehend knowledge about something using different methods, ways and materials. Teaching methods are the application of theoretical findings. ' An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Whereas, method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

Language teaching came on its own as a profession in the last century. Central to these phenomena was the emergence of the concept of 'methods of language teaching'. ' The concept of method in language teaching is the notion of a systematic set of teaching which are a powerful one and the quest to for better methods was a preoccupation of teachers and applied linguists throughout the 20th century.' (Anthony, 1995). Time and flow, many approaches, methods and techniques developed and modified as well as discovered in the field of language teaching. And, various language teaching approaches, methods and techniques have been described, applied and implemented since the ancient times. And, here in this research study, our concern is with the technique of teaching; which is one of the mostly used teacher-centered techniques of teaching, the 'Lecture Technique'.

An approach is axiomatic but a method is procedural.' (Prem Phyak and Bal Krishna Sharma. 2009). So, within an approach, there can be many methods. And, a technique is implementational which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.

To Anthony, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described (in Richards and Rodgers, 2001).

The methods and techniques for teaching-learning are not constant for all items. On the other hand, the fundamental assumptions of language and language teaching have also been changing form time to time. (in Richards and Rodgers, 2001) explain the change in language teaching as follows:

'Language teaching came on its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century, as applied linguistics and other sought to develop principles and procedures for the design of teaching methods and materials, drawing on developing field of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies.'

Language teaching includes teaching of language aspects. According to Stern (1983, p.130), there are five aspects of language viz. speech sounds, words, sentences, meaning and text. Language teaching methodology has been

characterized in a variety of ways. And these aspects can be taught using various language teaching approaches, methods and techniques.

“An approach is theoretical assumptions and beliefs about the nature of language learning and the applicability of both to pedagogical settings. Method is generalized set of classroom specifications for accomplishing linguistic objectives. A technique is any of a wide variety of exercises, activities used in the language classroom for realization of lesson objectives.”(Richard, and Rogers. 1996).

1.1.3 Language Teaching Techniques

How a thing is done in class is a technique. ‘Technique is the level at which classroom procedures are described.’(Richards and Rodgers, 2001,p19). A teacher who has a repertoire of techniques to teach different skills/sub-skills is more likely be succeed in this objective than one who has a limited number of techniques at command. The judgment of a teacher should be fine-tuned to the needs of that particular class/group of learners. And, use of technique depends on the nature of the course, setting and situation of the classroom and level, need and interest of the students. Therefore, to teach language items well, the teacher should choose the appropriate techniques depending on the objectives, learners, courses and environment. There are several techniques to teach language; and these techniques are categorized under two broad headings; learner centered-techniques and teacher-centered techniques.

1.1.3.1 Learner Centered Techniques

Learner centered techniques emphasize the learner and his or her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirement. It is more psychological rather than logical. It is product oriented. The teacher functions as a facilitator or guide and the learners learn by doing. Some of the learner centered techniques are;

-) Individual work/learning
-) Group work
-) Pair work
-) Project work
-) Role play
-) Discovery techniques
-) Dramatization technique
-) Strip story
-) Song and rhyme
-) Games
-) Self evaluation
-) Communicative exercise
-) Context body movement and drill

1.1.3.2 Teacher Centered Techniques

The techniques where a teacher plays the dominant role are teacher centered techniques. S/he has the authority in the classroom. Student's interest and activities are given less importance than the subject matter and educational requirement. Teachers emphasize the product rather than process. So, it is more logical than psychological. Some of the teacher-centered techniques are;

-) Lecture
-) Explanation
-) Illustration
-) Demonstration

The concern of this study is the lecture technique used in teaching and student's perception on this technique. So, I like to confine myself within the lecture technique.

1.1.4 The Lecture Technique in Teaching Language

The lecture technique refers to the teaching procedure involved in the clarification or explanation to the students of some major idea. A lecture is an oral presentation intended to present information or using this technique a teacher teaches people about a particular subject in a university or college. Lectures are used to convey critical information, history, background, theories and equations. The teacher or lecturer stands at the front of the room and delivers his/her speech on a topic or subject-matter. Though lecture technique is much criticized as a pedagogical technique, universities have not yet found practical alternative teaching technique for the large majority of their courses. And, though, most of the universities as well as colleges and schools of foreign countries have focused on student-centered techniques. Critics point out that lecturing is mainly a one way method of communication that does not involve significant audience participation.

Lecture has significant role outside the classroom as well. Academic and scientific awards routinely include a lecture as a part of the honor, and academic conferences often centered on keynotes. This method is suitable when all or most of the students need content, and if it is supported with handouts and is a must if the class is of large size. But, this technique makes the students more passive listeners.

1.1.5 Historical Overview of Lecture Technique

The public lecture has a long history in the science as well in teaching. The word noun 'lecture' dates from 14th century, was meant 'action of reading' derived from the Latin. Its subsequent meaning as 'a discourse on given subject before an audience for a purpose of instruction' is from the 16th century. The verb 'to lecture' is attested from 1590.

During the twentieth century as well, the lecture notes taken by students prepared by a scholar for a lecture have sometimes achieved wide circulation. Many lecturers were and still are accustomed to simply reading their own notes in front of the class. Nevertheless, modern lecturers generally incorporate additional activities e.g. writing on chalk board, exercises, classes question and discussions.

In lecture technique, the teacher plays a dominant role. Lecture, explanation, illustrations, demonstrations etc. are used in lecture techniques. These techniques emphasize on the product rather than process. The teacher is the authority in the classroom. Most of the activities are prepared and presented by the teacher.

1.1.6 Definition of Lecture Technique

Lecture, as a technique, is a kind of pedagogical device in which, generally, the teacher gives lecture on the subject to be taught. It refers to the procedure involved in the explanation or clarification of some major ideas before the students in the classroom. These techniques lay emphasis on the presentation of content.

According to Lee," The lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem."(Cited in Aggarawal, 1996, p.23).

The lecture technique in its many forms is most commonly used teaching technique for transforming information in formal education though many issues have been arising to avoid using the teacher-centered techniques like this lecture for teaching-learning purpose. There are, however, serious questions regarding the effectiveness of the traditional lecture technique. Arredondo et.al. (1994) point out that although it is taken as the dead technique, it is very popular and useful for teaching in large size classroom. In our country Nepal, the lecture technique is used extensively in academic practices although many issues have been raised for decades to bring change in teaching methods and techniques with the change in

the world. To face the challenges of the world we should also bring positive change in the education field of our country.

It can be used to clarify matters, to review significant details of the lesson, to expand contents and motivate students. Similarly, Vella (1992) defines the lecture as ' the formal presentation of content by the educator (as subject matter expert) for the subsequent learning and recall in examinations by students. Ruyle (1995) describes the lecture simply as an oral presentation of instructional materials.

1.1.7 Components of Lecture Technique

In this very technique, the teacher is more active and students are passive in the language classroom. There are some major components of the lecture technique. The key to an effective lecture style is to break down the lecturer in to its component parts and use of varieties of activities within each component. This is especially critical when a group of students will be attending a series of lecture by the same educator. Wircenski, (1996) says the three main parts of a lecture are the introduction or capturing the interest and attention, body and summary.

1.1.7.1 Introduction/ Capturing the Interest and Attention

The purpose of introduction of a lecture is to capture the interest and attention of the students. It can also serve to make students aware of the instructor's expectation and encourage a positive change climate. A good introduction is critical to the success of a lecture. So, the introductory part of the lecture is very important and should be prepared well. To prepare effective introduction of a lecture, Sullivan and Werenski (1996) suggest the following guidelines;

-) Review lecture objective
-) Ask a theoretical question
-) Ask for a show of hands in response to a general question
-) Ask a series of questions related to the lecture topic

-) Use an interesting or famous quotation
 -) Relate the topic to previously covered content
 -) Use a case study or problem solving activities
 -) Use a videotape or other media
 -) Show an appropriate cartoon with the overhead or slide projector
 -) Make a provocative statement to encourage discussions
 -) Give demonstration
 -) Use games or role play
 -) Relate the topic to future work experiences
 -) Share a personal experiences
 -) Relate the topic to a real life expectation
- (Wircenski, 1996 as cited in Sullivan 1996, p.5)

1.1.7.2 Body

The instructor can then make a smooth transition into the body of the lecture after the attention of the students has been captured with an interesting introduction.

The body of the lecture contains the core of the information to be transferred to the students. Beitz (1994) recommended that the instructor uses brain storming, discussion, problem solving activities, case studies and games to make the lecture more interactive.

1.1.7.3 Summary

The purpose of the lecture summary is to draw together the critical information presented and ensure that students leave the classroom with a clear understanding of his information. The summary should be brief and address only main points.

There are various techniques which can be used to summarize a lecture.

-) Ask questions to the students. This gives an opportunity to clarify their understanding of the topic.

-) Ask questions to the students. Several questions which focus on the main points of the content may be used to summarize the content of the lecture.

1.1.8 Importance of Lecture Notes

Notes can play a vital role in lecture technique to make it effective which gives an outline to the lecture to overflow clear explanation about the topic. Many lecturers make the mistake of thinking that they know their content well enough to deliver a lecture without notes to guide them. This is very difficult for most instructors and usually results in an unsatisfactory experience for both the instructor and the student. Instead, the instructor should be prepared with lecture notes to serve as a script or set of clues to follow during the lecture. Lecture notes key words, phrases and other reminders (e.g. audiovisual clues, questions, examples, notes and activities) organized into outline format.

According to Swanson and Torracco (1995), the lecture was established formally century ago as a teaching process that began with literal reading of important passages from the text by the master, followed by the master's interpretation of the text. Students are expected to sit, listen, take notes and comprehend the information what the lecture is overflowing throughout his mouth.

Lecture notes are most important materials in this type of teaching technique. We can point out the importance of lecture notes as following;

-) The teacher becomes confident in the classroom if he has notes.
-) Lecture notes co-operate the teacher to stay on the topic and prevent getting lost.
-) It helps to cover the main points without forgetting anything.
-) The teacher can glance at a specific point and quickly return attention to the students.

-) He can focus on delivery instead of worrying about what point to make the next.
-) It saves the time of teacher and students to meet the objective of the topic.
-) Authentic tests or information can be delivered in better ways.
-) The teacher can use the same note to summarize the text of previous class.

1.1.9 Presentation of Interactive Lecture

Among the professions teaching is a challenging job; it can be compared with the work of art or direction. Various skills are needed to become an excellent teacher. To have effective teaching, not only the adequate knowledge of subject matter is essential but also skill of presentation is required. While delivering lecture in the language classroom, the teacher should consider the level of the students, nature of the topic, objective of the teaching item, physical environment of the classroom and interest of the learners.

The teacher who is able to maintain participant's interest with an exciting and dynamic delivery using a variety of instructional activities is more likely to be successful in helping students develop their communicative competence and meet the learning objectives. The teacher should be prepared to make the class interactive. The skilled teacher applies a variety of techniques to accommodate the students and maintain interest and avoid a repetitive lecturing style. A number of activities can be used to make a lecture interactive and effective.

1.1.9.1 Guidelines for Preparation and Delivery of Interactive Lecture

Lecture is the oral presentation of the instructional materials in front of the pupil. An effective lecturer can make the students comprehend better and to find out solutions of their arising problems concerned with the related expository or subject matter. So, a lecturer or teacher must know how to make lecturer interactive and effective.

Sullivan (1996, p.7) provides the following guidelines for preparation and delivery of interactive lecture;

-) Open the lecture with a good introduction designed to drag the attention and interest of the students.
-) Use the lecture notes prepared during the planning stages. The notes include reminders and key points in the lecture i.e. introduction, body and summary.
-) Communicate on a personal level. The teacher should attempt to relate the students with the topic during the lecture.
-) Tackle one problem followed by sub-problems.
-) Maintain eye contact with the students. Eye contact gives the lecture feedback on how well students understanding the content and help to communicate a caring attitude on the part of teacher.
-) Exhibit enthusiasm about the topic. Smiling, moving around the room and gesturing with hands and arms to project a feeling of excitement.
-) The teacher should have pauses in-between the lesson so that the students may learn the knowledge bit by bit.
-) Project the voice so that those in the back of the room can hear clearly. For large lecturing halls, use a microphone if necessary, with a ling cord that will permit movement around room.
-) Language should be familiar and suitable for the students.
 - Avoid the use of slang or repetitive words, phrases or gestures that may become distracting with extended use. Avoid the use of fillers.
 - Use variety of audio, visual and audiovisual aids.
 - The student should be encouraged to ask questions. This will enable them to get their doubts removed.
-) Provide positive feedback when students ask questions, answer questions and make comments.

-) Use students name as often as possible.
-) Display a positive use of humor (e.g. humorous transparencies or slides, and topics related stories).
-) Use blackboard properly.
-) Make smooth transitions between parts of the lecture. Transition should be highlighted in the lecture and might include the following points.
 -) A brief overview of next topic.
 -) A review of agenda between topics.
 -) A change of media.
 -) An interim summary before a new topic.
 -) An activity (a case study or problem solving activity).
 -) Close the lecture with a brief and powerful summary.
 -) Follow written exercises.

1.1.10 Characteristics of the Lecture Technique

The lecture technique is a pedagogical technique. A lecture is an oral presentation intended to present information or teaching people about a particular subject, for example, by a university or college teacher. Lectures convey critical information, history, background, theories and equations.

Lecturing is not simply a matter of standing in front of a class reciting what you know, the classroom lecture is a special form of communication in which voice, gesture, movement, and facial expression and eye contact can either complement or detract the content. No matter what your topic is , your delivery and manner of speaking immeasurably influence your students' attentiveness and learning. Using the following suggestions, based on teaching practices of the education faculty and on research studies in speech communication, to help you capture and hold students and increase their retention.

Lectures are much criticized as pedagogical technique; universities have not yet found practical alternative teaching technique for the large majority of their course. Critics point out that lecturing is mainly on way method of communication that does not involve significant audience participation. Therefore, lecturing is often contrasted to active learning. But, lectures delivered by talented teacher can be highly stimulating. It is still practiced to teach language by the language teachers of the world even though it is neglected by the researchers, linguists, psychologists and educators in the field of ELT.

1.1.10.1 Strengths of Lecture Technique

Lecture is the oldest technique and ever famous in foreign language teaching. The strengths of this technique are listed below;

-) It is economical and a large number of students can be taught at a time.
-) It saves time and covers the syllabus in a limited time.
-) It is very effective giving factual information and relating some of the thrilling anecdotes. The life stories of great adventures, experimenters, investigators, and thinkers can become very interesting and valuable talks by the teacher.
-) Lecturing makes the work of teacher very simple.
-) A good lecture not only stimulates the students but also lingers long in their imagination. It motives students to become good orators.
-) It provides better scope for clarification and for laying stress on significant points.
-) It brings personal contact and touch to impress or influence the pupils.
-) It gives students training in listening and taking note rapidly.
-) It provides opportunities for correlating events with the subject-matter.
-) It enables the linkages of previous knowledge with the new one.

1.1.10.2 Weaknesses of Lecture Technique

The lecture technique in foreign language teaching has been often criticized because of its nature of teacher centeredness. Students are passive listeners in this technique. The weaknesses of this technique are listed below;

-) There is a very little scope for pupil's activities.
-) It does not take in consideration to individual differences.
-) Learning is against the principle of learning by doing.
-) It is a spoon feeding technique by which the teachers discourage the students' power of reasoning.
-) Speed of lecture may be too fast for the learners to grasp the lines of thought.
-) The lecturer is likely to cover more content without realizing the comprehension level of students.
-) The lecture may become monotonous to the students because very few teachers can draw the interest of the students up to end.
-) An average student may not be able to fix up his/her attention to a lecture of forty-five minutes.
-) It is difficult to assess whether the students understood or not.

1.2 Review of the Related Literature

Research is a search for new knowledge and so it is a new task. And every new task needs the knowledge of previous background which can help and direct to each new target for finding out new things or ideas. The works carried out in the past by different researchers in the Department of English Education are primarily based on English language teaching. These works are carried out in broad topics such as language skills, language teaching materials, teaching methods and techniques, teaching literature, error analysis and comparative study and so on.

These works include the study of proficiency, attitude and effectiveness and so on. Many articles, reports and books have been written on the area of language teaching techniques. Many researches on techniques have been carried out by different researchers under the Department of English Education which are partially related to this study. Most of them are experimental and survey research on student-centered techniques which are mentioned below:

Regmi, (2004) carried out a research entitled the "Effectiveness of Group work Technique in Teaching English Tense". The objective of his study was to find out the effectiveness of group work technique in teaching English tense. In this experimental study, the researcher himself involves in teaching the students of grade eight(8th) in the Khairahani Secondary School, Chitwan. The sample population for this study are sixty(60) students selected from non-random sampling procedure. The tool for the data collection is the test-items. He found out that, the students who were taught using group work progressed relatively better than the students who were taught using explanation technique.

Rimal, Lok Nath (2004) conducted a research study on “ A study on the effectiveness of Group work on learning writing skill in English; a case of grade IX.” This is an experimental study with the objective to find out the effectiveness of group work on learning writing skill; particularly in;

- Sentence formation, describing a person's abilities and disabilities, paragraph writing, letter writing, changing tense in a story, writing story from pictures, story completion, preparing map and writing instructions and writing an essay.

The researcher has used both the primary and secondary sources for the data collection. He analyses the result and finds out that, both the groups have made progress but the result proves that, ‘group work technique’ is relatively better than the traditional teaching techniques in learning writing skill.

Thapaliya (2007) carried out a research entitled “A Study on Techniques of Teaching Vocabulary: A Case of Secondary Level.” The objective of this study was to find out the common procedure of teaching vocabulary. And, to find out the objective of the study the researcher has done a case study. For this, he has used both primary and secondary sources to collect data. The primary sources of data are the sample population; twenty (20) secondary level English teachers from Kathmandu district who are selected through random-sampling procedure. And, the secondary sources are various books, theses, articles, journals etc. After studying the principles and techniques of teaching vocabulary in detail, he forms an observation form and visits various schools of Kathmandu district. He observes the class and fills the forms. He observes altogether hundred (100) classes; means five classes of each sample population. The researcher finds out that, majority of teachers gave emphasis on word-meaning and word-use rather than on other aspects of vocabulary. So, he finds that, teachers use more traditional way of teaching vocabulary only using synonym, antonym, modeling, phonetic transcription, minimal pair, copying, word analysis, real object, picture, action, definition, translation, black-board sketch, facial expression etc as the techniques of teaching vocabulary.

Panta (2004) conducted a research entitled "A Study on the Effectiveness of the Discovery Technique in Teaching Subject Verb Agreement in Grade Nine". The objective of his study was to find out the effectiveness of discovery technique in teaching subject verb agreement. And, to find out the objectives, the researcher has used the experimental research method. He has used both primary and secondary sources for data collection. He finds that the students taught through discovery technique did relatively better in comparison to those taught through explanation.

Bhandari (2004) carried out a research entitled the "Effectiveness of Group Work and Pair Work Techniques in Teaching Communicative Functions of English". It

is his comparative study of two techniques in teaching communicative functions of English. To find out the objectives, the researcher has done experimental research. The researcher has used both the primary and secondary sources for data collection. The primary sources are the students of grade IX, studying at the Vidya Aarjan Secondary school, Mulpani, Kathmandu. The secondary sources were the related books, texts and journals etc. The sample population for this study were thirty-two(32) students selected using non-random sampling method. The study concluded that the pair work technique is found relatively more effective than the group work techniques for teaching communicative functions of English language in general.

Although a number of attempts have been made to find out the effectiveness of student centered techniques, none of the study deals with the lecture technique. So, the researcher aims to study lecture technique in teaching English at Tribhuvan University from Student's perspective even though it is neglected in the field of ELT.

1.3 Objectives of the Study

The objectives of the study are;

- i. To find out the perception of university students on the use of lecture technique in teaching.
- ii. To suggest the pedagogical implications.

1.4 Significance of the Study

This study is related to lecture technique and perceptions of university students on it. The findings of study will be fruitful to those persons who will be involved in teaching learning process at different schools, colleges, campuses and universities and especially for teaching English. The finding will be equally useful for the curriculum designers, policy makers, instructors, language teachers, text book

writers as well as the person who wants to know something about lecture technique and the perception of university students on it.

University students' perception on lecture technique is concerned with lecture technique for language classroom. The concern of this study is lecture techniques used by the teachers of English as well as teachers of other subjects in teaching-learning procedure.

CHAPTER-TWO

METHODOLOGY

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

2.1 Sources of Data

Both primary and secondary sources of data were used for the collection of the required data. The primary sources were used to collect the data whereas secondary sources helped in forming the theoretical part of the research.

2.1.1 Primary Sources of Data

The primary sources of data for this study are the university students who are studying Masters in English Education in Tribhuvan University.

2.1.2 Secondary Sources of Data

Different books, journals, magazines, articles, theses, seminar papers and related useful websites were also used for the research, which were the secondary sources of data. Some of them were: Heaton (1977), Hatch and Farhday (1982), Souster (1982), Sullivan (1996), Richards and Rodgers (2001) and Kumar (2005) etc.

2.2 Population of the Study

The students doing their Master's in English Education are the sample population of this research. Mainly the students studying in M.Ed. English Level in Tribhuvan University are the sample population of the study.

2.3 Sampling Procedure

The sample population of the study were sixty students studying M. Ed. English at the Department of English Education in Tribhuvan University, Kathmandu. The

selection of the population for sample was done on the basis of duster sampling in simple random sampling design.

2.4 Tools for Data Collection

Questionnaire was the research tool for data collection. The questions in the questionnaire were related to the perception of university students on lecture-technique. Both close-ended and open-ended questions were included in the questionnaire. I included 26 questions in the questionnaire for the students. Out of them, 18 were objective or close-ended and 8 questions were subjective or open-ended questions.

2.5 Process of Data Collection

The primary sources of the data of this research were the students studying Masters' in English Education at the Department of English Education in the Tribhuvan University, Kathmandu. The data was collected by administering the questionnaires. For this the following steps were adopted:

- i. At first, I went to the Department of English Education and took permission with the concerned authority and explained them the purpose and process of my research. I requested them to grant me permission to consult their students.
- ii. After getting permission from the concerned authority, I visited students and build a bold rapport with them and explained them about the purpose of my study and offered my expectations for their incredible cooperation.
- iii. Then, I made them clear about the questions and requested them to respond to the questionnaire.
- iv. After requesting, I distributed the questionnaire.
- v. And, I collected the responded questionnaire and thanked them for their spending time.

2.6 Limitations of the Study

No study is without limitations because all the people, places and areas in a field can not be included in a small scale research like this. This research also had some limitations which are as follows;

-) The research was limited on the university student's perceptions on lecture technique.
-) The study was limited to the Tribhuvan University, Department of English Education.
-) It was limited to the University students from Masters in English Education.
-) The study was limited to the selected 60 students studying M. Ed. In English in the Department of English Education, Tribhuvan University, Kathmandu.
-) Only questionnaires were used as a tool for data collection.
-) The survey questionnaire was limited to lecture technique and perceptions of University students on it.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

After collecting the data using random sampling method, now, I came to the section of analysis and interpretation of the collected data from the primary sources. The main objective of this study was to find out the “Perceptions of University Students on Lecture Technique.” The data collected from the informants was based on the set of questionnaire prepared for the students doing their Master’s in English Education at the Department of English Education in Tribhuvan University, Kathmandu, including both closed-ended and open-ended questions, which has been already mentioned as a research tool. The “Perceptions of University Students on Lecture Technique” studying M.Ed. Level in Tribhuvan University have been presented, analyzed and interpreted here in this chapter.

I used more close-ended than open-ended questions in the questionnaire which were separated as ‘Set A’ and ‘Set B’. Closed-ended questions included multiple choice items. And, 18 questions out of 26 questions were closed-ended questions in ‘Set A’ to be answered choosing any one or more from the options and other 8 out of 26 questions were open-ended question in ‘Set B’ to be answered giving their view or opinions.

The percentages as well as the degree are the main bases for data analysis. While analyzing the data, total number of responses for each question and item have been counted, tabulated or shown by pie-chart. Some responses have been analyzed using pie-chart and some are analyzed and shown by tabulation. Then, the total numbers of responses have been changed into degree or percentage. The calculations have been done to the responses of questionnaire by the students.

Open-ended questions in the set of questionnaire were asked to take the subjective responses from the informants. For these, I have described the obtained response

given by the students. The responses to each open-ended question has been collected, listed and described separately. I have had analyzed the responses one by one under the different headings for its better analysis and easy interpretation.

3.1 Perception of University Students on Lecture –Technique

To find out the “Perceptions of University Students on Lecture Technique”, I have collected the responses of sixty university students doing their Master’s in English Education in Trubhuvan University using the questionnaire.

The main goal of teaching-learning activities is to develop the students’ communicative competence and to push up their inner capacity maintaining suitable classroom or pedagogical environment to make them comprehend better. So, students are the central characters of these acts. It is not important how the teachers use what technique to teach his students but the extent of learning of the students through the use of particular technique is important. The selection of teaching-techniques and methods by the teachers or lecturers may not be appropriate to the students.

The responses obtained from the sixty (60) sample students to each question are presented below:

3.1.1 Use of Lecture-Technique in Classroom Teaching

To find out, whether the teachers or lectures are using various student-centered techniques with the demand of this rapidly changing world or are they still following the same lecture-technique in teaching-learning activity. Students were asked to respond to hthe question “Does your teacher or lecturer use lecture-technique while teaching in the classroom?” The responses obtained from them are presented below;

Table No. 1
Use of Lecture technique

S.N.	Items	Number of respondents	Percentage
a)	Yes, he/she does.	57	95%
b)	No, he/she doesn't.	3	5%
Total		60	100%

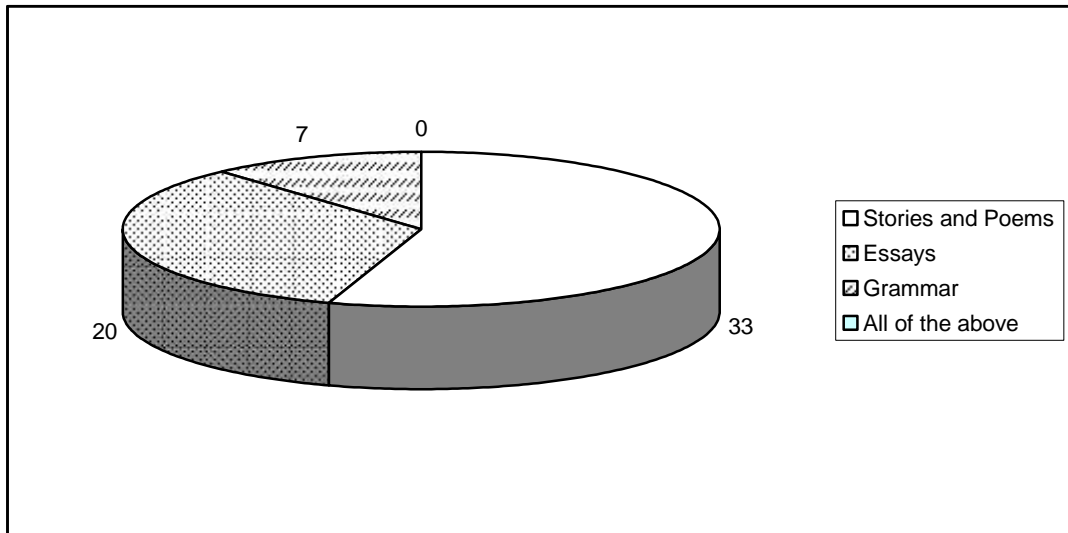
The above figure shows that, the 95% of the total respondents agree that their teachers only use lecture-technique but 5% respondents responded that, their teachers not only strictly follow the lecture- technique but also they use student-centered techniques according to the nature of the subject matter while teaching in the classroom. On the basis of this data obtained, we can conclude that, use of lecture-technique is common in teaching-learning classroom; as well as other techniques are also in practice. But, use of lecture-technique is very high.

3.1.2 Items to be Taught Through Lecture-Technique

Teaching includes various kinds of subject matters. And, in ELT classroom, various genres are also taught to teach language creating interest in the students, many literary genres like; poems, stories, essays, dramas have been included in the course of study. To find out the preference of the students to the language items to be taught through lecture-technique, the students were asked to respond to the question, “Which of the following genre do you prefer to be taught using lecture-technique?” The responses obtained from the students are presented in the following figure;

Figure No. 2

Items to be Taught Using Lecture-Technique



The above figure shows that 33 respondents out of 60 preferred stories and poems to be taught using lecture-method or 55 % percent preferred this technique, 20 respondents or 33 % percent preferred essays to be taught through this technique, only 7 respondents or 12 % preferred grammar to be taught through this technique and no students or 0% preferred all of the above items to be taught using lecture-technique.

On the basis of the obtained data, we can conclude that students prefer stories, poems and essays more to be taught through lecture-technique.

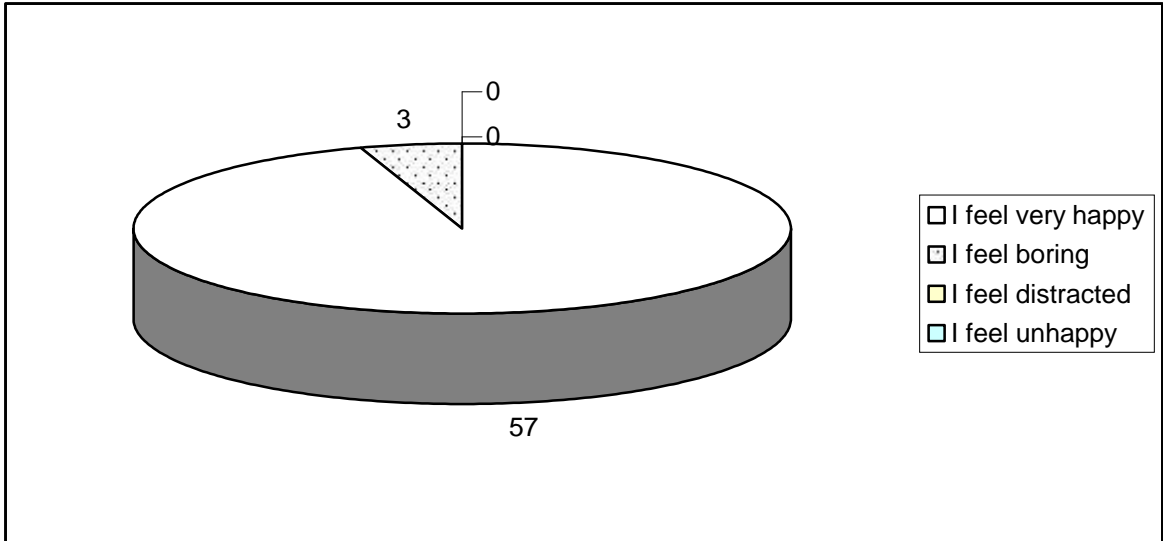
3.1.3 Use of Visual Aids, Humors and Cracking Jokes in Between the Lecture

Every teaching-learning activity in the classroom should be so interesting that students should not feel bored and become passive in the classroom. Lectures or teachers should be able to make their classroom more interesting, comprehensible and should be able to make classroom learning environment good. To find out the feelings of students to the use of visual aids, jokes and humor in between the delivery of lecture, they were asked to respond to question, “What do you feel

when your teacher use visual aids, humors and crakes jokes in between the lecture ?” The responses obtained form them are presented as following;

Figure No. 3

Use of Visual aids, Humors and Cracking Jokes in Between the Lecture



The above figure shows that, 95 % of the total number or 57 respondents feel very happy, only 5% or 3 respondents feel distracted, 0% respondents feel bored and 0% of them feel unhappy when the teachers or lecturers use visual aids, humor and crack jokes in between the lecture to make the class lively.

On the basis of the obtained data, we found out that, students like various kinds of visual aids, humors and cracking jokes in between the lectures.

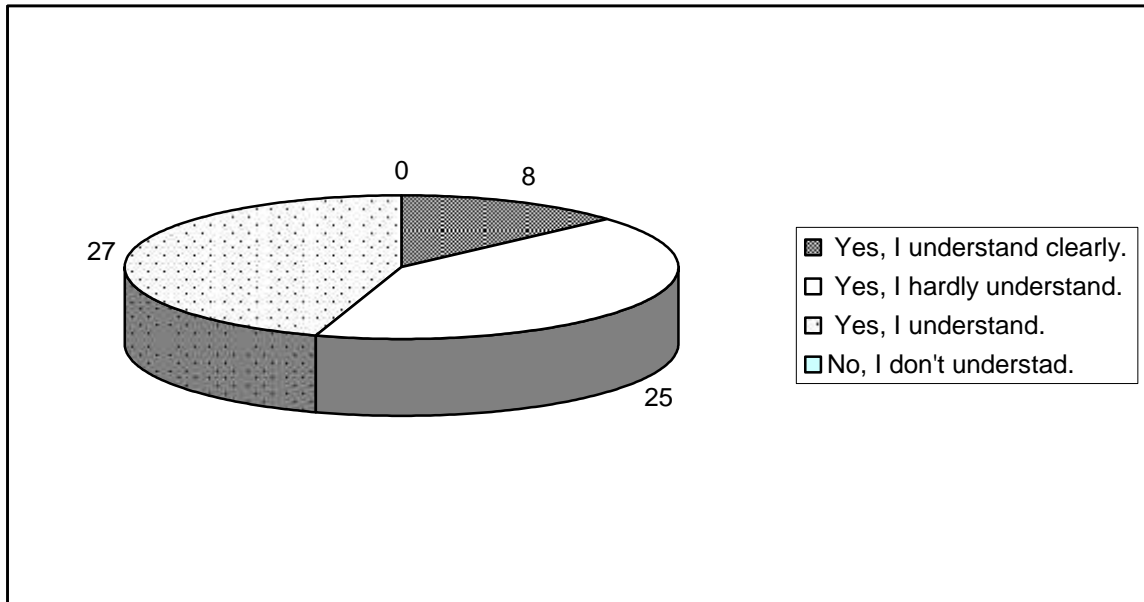
3.1.4 Language Lesson Taught Through Lecture-Technique

Students in a classroom are of various nature, level of understanding, previous experiences, family background, environment, interest etc. and they have different level of comprehension in the classroom and it varies according to the use of technique to fit the teaching items or subject matter as well as level of students. To find out the level of understanding of the students while teaching the language course through lecture technique, students were asked to respond to the question,

“Could you understand the language lesson clearly taught using lecture technique?” The responses obtained by the respondents are presented as following;

Figure No. 4

Language Lesson Taught through Lecture-Technique



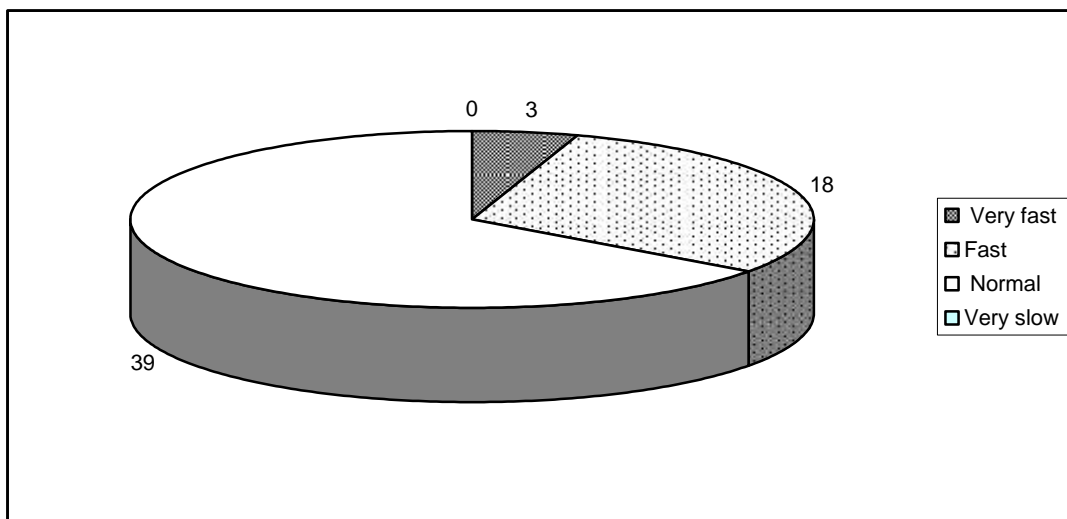
The above figure shows that, 8 respondents out of 60 or 13% of the total samples understand the lesson clearly taught through lecture-technique, 25 respondents or 42% of the total samples hardly understand the lesson taught through lecture-technique, 27 respondents or 45% of the total samples understand the lesson taught through lecture technique but 0 or no respondents don't understand the lesson taught through lecture-technique.

On the basis of the obtained data, we came to the conclusion that, lecture is an effective language teaching technique to teach the students but students want this technique to be changed as they hardly can understand the lesson taught through lecture-technique.

3.1.5 Fluency of the Teachers or Lecturers While Delivering the Lecture

Lecturers have different way of delivering lecture in the classroom. Some of them give lecture very fast that becomes hard to catch up with every words but some lecturers are so slowly that, it feels boring , the students ear go to be passive. To find out how fluently and comprehensively do the teachers preach while delivering the lecture in the classroom, the students were asked to respond to the question, “How fast does your teacher deliver the lecture?”, the responses obtained form them are presented below;

Figure No. 5
Fluency of the Teachers While Delivering the Lecture



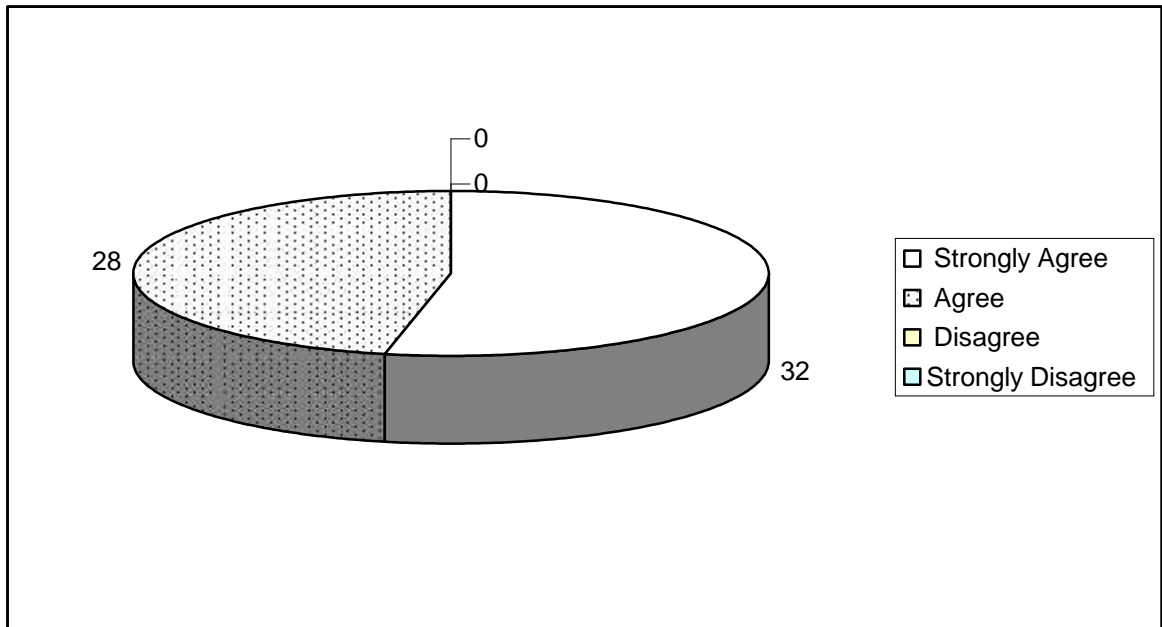
The above figure shows that, 5% or 3 respondents responded that, their teachers speak very fast, 30% or 18 respondents responded that, their teachers deliver lecture fast, 65% or 39 respondents responded that , their teachers deliver lecture normally and 0% of the total samples or no respondents responded that, their teachers deliver lecture very slowly.

On the basis of the obtained data, I found out that, the teachers speak or give lecture according to the level of the students which is supposed to be the best.

3.1.6 Use of Questions and Gesture Make Class Interesting

Most of the teachers like two way communication in teaching-learning classroom asking questions to the students and using gestures to create a good learning environment and to control the large size classrooms as well. To identify the effectiveness of questions, humor and gestures to create interest of the learners in learning activities the students were asked to respond to the statement, “Use of questions, humor and gestures make English Language classroom interesting.” The responses obtained from them are presented as following:

Figure No. 6
Use of Questions and Gesture Make Class Interesting



The above figure shows that, 57% of the total respondents are strongly agree with the statement, 47% only normally agree with the statement, but none of them or 0% disagree or Strongly disagree about the statement.

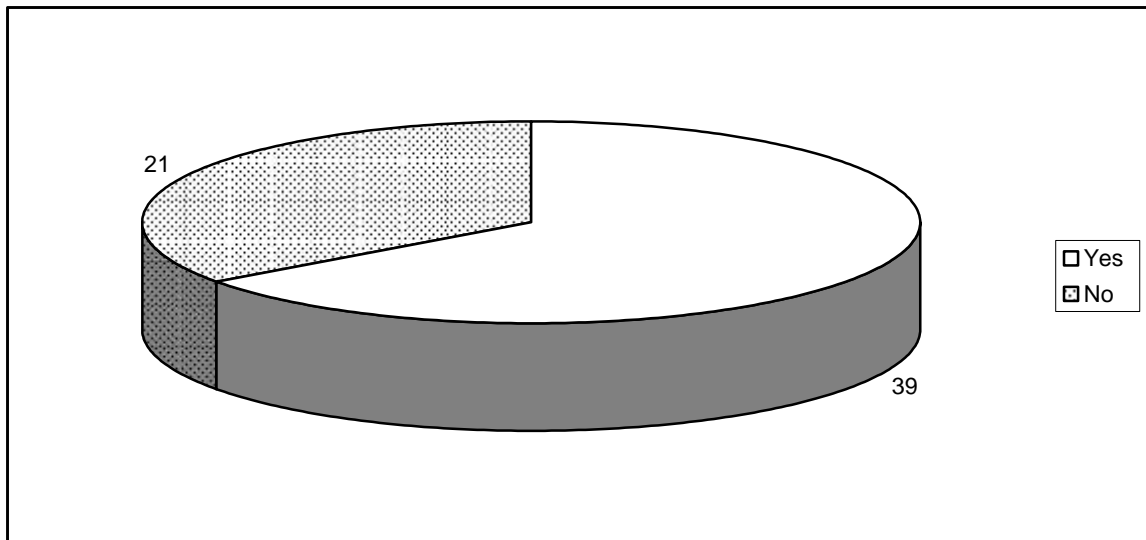
On the basis of the above data, we can conclude that use of questions; humor and gestures while delivering the lecture create interest of the learners in teaching activities.

3.1.7 Involving Students in Learning Activities

In our teaching-learning classrooms, we find that most of the teachers do not care about the students and go on preaching about their subject matter of the lesson, they don't ask students that whether they have some previous experiences, ideas about the related topic, lesson, subject matter or not. If the teacher could prolong his/her lecture understanding the level and previous experiences of the students, it will be much more better than throwing out only his/her ideas and references. And some of the students like to be involved in the teaching-learning activity but some of the students prefer to listen attentively in the classroom.

To find out, whether the teachers involve students in learning activities by asking questions or not, they were asked to respond to the question, "Does your teacher/lecturer involve you in learning activities by asking questions." The responses achieved from the students are presented below;

Figure No. 7
Involving Students in Learning Activities



The above data shows that, 39 or 65% of the total respondents accept that their teachers involve them in teaching-learning activities by asking questions in the

classroom but 21 or 35% respondents accept that, their teachers don't involve the students by asking questions in the classroom.

So, must of the students have accepted that their teachers involve them teaching-learning activities by asking questions in the classroom?

And, if their answer is 'yes', then, it was asked that, "If yes, do you like

It?" The responses achieved from the respondents are presented below;

Table No. 2
Do you like it?

S.N.	Items	No. of Respondents	Percentages
a)	Yes, I like it very much.	57	95%
b)	Yes, I like it.	3	5%
c)	No, I don't like it.	0	0
d)	No, I don't care.	0	
	Total	60	100%

The above figure shows that, if the students are agree with the statement and claim that their teachers and lectures involve them in teaching-learning activities and they state that, 95% or 57 respondents of them like it very much, and 5% or 3 respondents of them generally accept the statement and they simply like it but none of the respondents don't like it and don't care it.

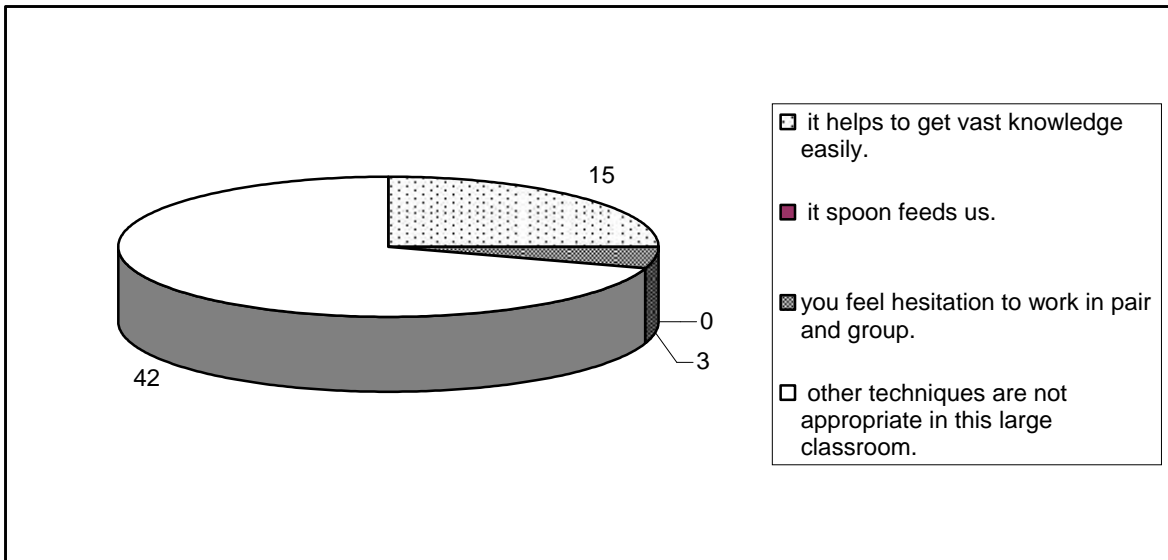
So, on the basis of the obtained data, we found out that, teachers, lectures and professors must involve students in the teaching-learning activity by asking questions and making them do many other activities while delivering the lecture.

3.1.8 Students Prefer Lecture-technique

Different students have different reason of preferring lecture-technique. To obtain the information or know the reason why the students like lecture-technique to be practiced in their classroom, they were asked to respond to the incomplete

statement with complementary alternatives, “You like lecture-technique because -----.” The responses obtained from the respondents are presented below;

Figure No. 8
Students Like Lecture-technique



The above figure shows that, 25% of the respondents like lecture technique because it helps them to get the vast knowledge easily, 5% of them like it because they feel hesitation to work in pair and group, and 75% of them like it because other techniques are not appropriate in large size classrooms.

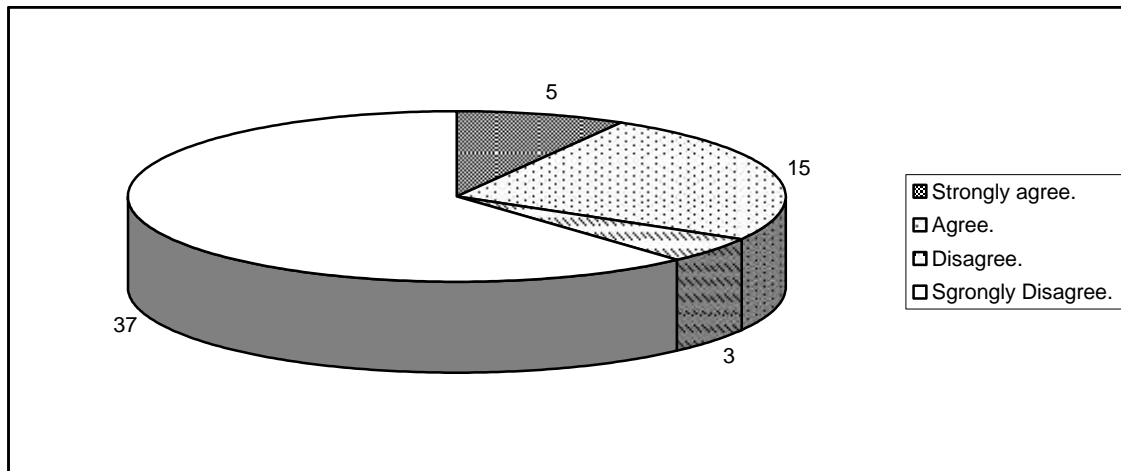
On the basis of the obtained data, we found out that, because of the improper classroom management or due to the large size classrooms, they prefer to lecture-technique and if we have proper classrooms maintaining accurate number of students in a classroom for easy teaching-learning we can apply various kinds of student-centered techniques.

3.1.9 Students can Improve their Language Hearing the Lecture

It has been said that, “a good listener becomes a good speaker.” Here, I want to find out the perceptions of the students on the use of lecture technique and its merits. To identify whether the students can improve their language by listening

the lecture of the lecturers or not, they were asked to respond the statement, “I like lecture-technique to be used in teaching English because we can improve our language by listening to the lecture of the lecturers and professors.” The responses obtained from the respondents are presented below;

Figure No. 9
Students can Improve their Language Listening the Lecture



The above figure shows that, 8 % or 5 of the total respondents strongly agreed, 25% or 15 respondents of the total samples simply agreed, 5% or 3 of the total respondents disagreed and 62% or 37 respondents of the total respondents strongly disagreed.

On the basis of the data obtained, we found out that, the teachers need to change the technique of the teaching because students can't develop their language proficiency only hearing the lecture of the lecturers; students should be involved in the classroom teaching-learning activities by applying various kinds of student-centered techniques.

3.1.10 Use of Lecture Notes

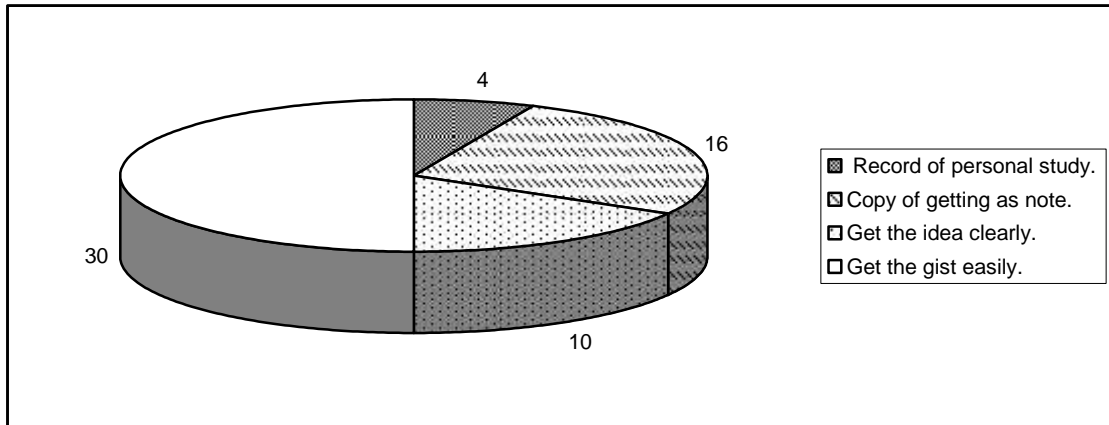
Lecture notes can be an effective material for effective teaching-learning. Some teachers or lecturers use lecture notes and some teachers or lecturers may not use

lecture notes but it plays a vital role in lecture-technique o make it effective which gives an outline to the lecture to overflow clear explanation about the topic.

To find out whether the teachers and lecturers use lecture notes or not and do the students like it or not. If the teachers or lecturers use lecture notes then, why is it useful or vital? The respondents were asked to respond the question, “Does your English lecturer or professor use lecture notes? If yes, it is useful to -----.”

In response to this question, 4 respondents or 6% of the total samples responded that, it is useful for the record of personal study, 16 students or 27% of the total samples responded that, it is useful to copy of getting as note; 10 respondents or 17% of the total samples responded that, it is useful to get the idea clearly and 30 respondents or 50% of the total samples responded that, it is useful to get the gist easily. We can present it as following;

Figure No. 10
Us of Lecture Notes



From the above table, we found out that, 6 % respondents or 4 of the total samples take lecture notes as the record of personal study, 27% respondents or 16 of the total samples take lecture notes as the copy of getting as note, 17% respondents or 10 of the total samples take lecture notes as a useful material to get the idea clearly

and 50% respondents or 30 of the total samples take lecture notes as a useful teaching material to get the gist easily.

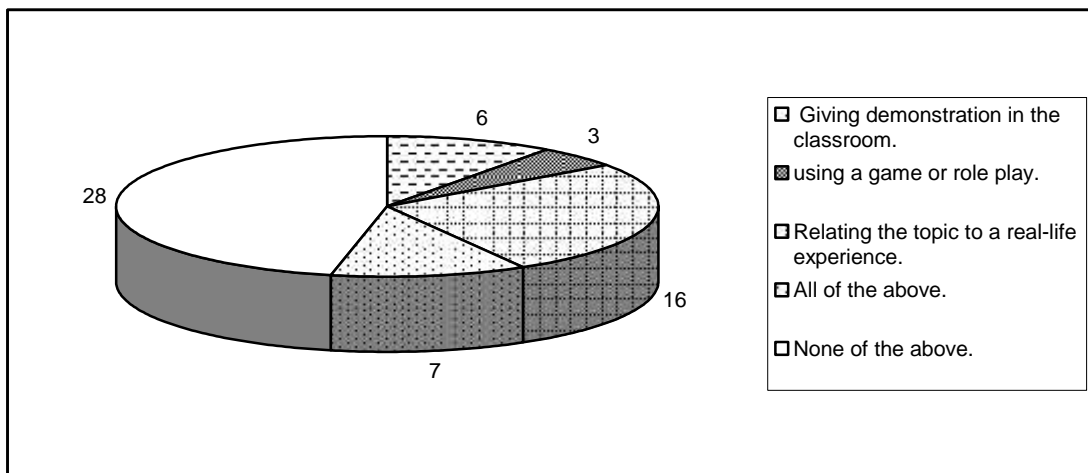
On the basis of the result obtained, I found out that, most of the students take lecture notes as a useful teaching material to get the gist easily. So, lecturers should not hesitate to use lecture notes.

3.1.11 Teaching Materials and Activities Used by the Teachers

To find out whether the lecturers or teachers use various teaching materials and classroom activities or not, sample students were asked to respond to the question, “What kind of teaching materials and activities listed below have been implied by your teacher in the classroom?” The responses obtained from the respondents are presented in the following chart;

Figure No. 11

Teaching Materials and Activities Used by the Teachers



The above table shows that, 10% respondents or 6 of the total samples have experienced the giving demonstration activity in the classroom, 5% respondents or 3 of the total samples have experienced the use of games and role play classroom activity, 27% respondents or 16 of the total samples have experienced the classroom activity of relating the topic to a real-life experience, 12 % respondents

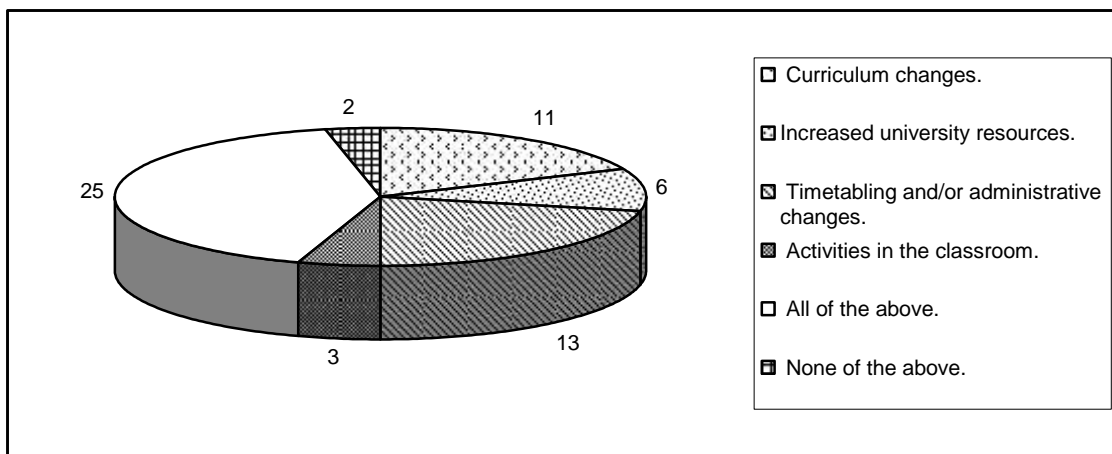
or 7 of the total samples are experienced of all the activities mentioned above and 46% respondents or 28 of the total samples have no any experience of all the above mentioned classroom activities and materials.

On the basis of the data obtained which is presented in above chart, we found out that, most of the students have not experienced the various classroom learning-activities and materials. So, teachers and lecturers need to involve students in various teaching-learning activities in the classroom for effective lecture.

3.1.12 The Reason of Lack of Improvement in Lecture

To find out the perceptions of university students on the reason of not making any improvements in lecturing in Nepal yet, the respondents were asked the question, “The learning in lecturing has not been improved yet in Nepal because we lack -----.”, The responses obtained by the respondents are presented in the following chart;

Figure No. 12
Number of the Reason of Lack of Improvement in Lecture



The above table shows that, 18% respondents or 11 of the total samples response as the lack of curriculum changes in Nepal has hampered in the improvements in lecturing in Nepal, 10 % respondents or 6 of the total samples response as the lack

of increased university resources for the improvement on lecturing in Nepal, 22% or 13 of the total respondents response as the lack of proper timetabling and /or administrative changes for the improvement on lecturing in Nepal, 5% respondents or 3 of the total samples response as the lack of activities in the classroom for effective lecturing, 42% respondents or 25 of the total samples response as the lack of all of the above mentioned aspects for the improvement in lecturing in Nepal and 3% respondents or 2 of the total samples response as the none of the above mentioned aspects or reasons are lacking but we don't lack anything for the improvement in lecturing in Nepal but there is still no improvements in teaching or lecturing in Nepal.

On the basis of the data obtained which is shown in the above chart, I found out that, we lack many more pre-requisite for the improvement in teaching in Nepal.

3.1.13 The Appropriateness of Lecture

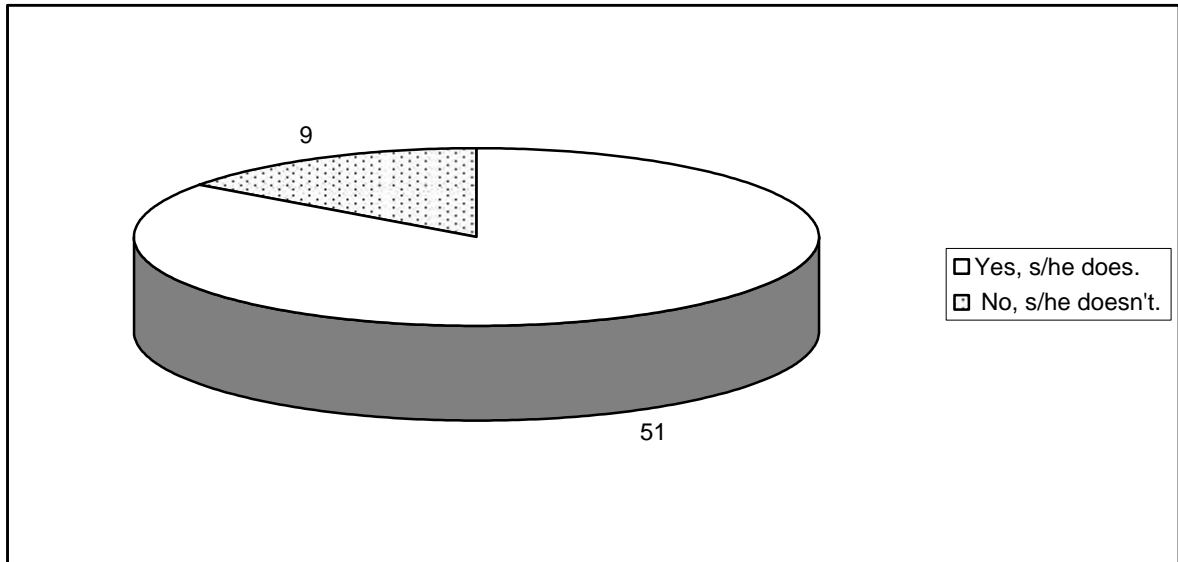
To find out the perception of students on the appropriateness of lecture-technique, the students were asked to respond the question, "Lecture is appropriate when....."

-) Dismantling information quickly to a large audience.
-) Presenting new information before using other media or activities.
-) Providing an overview of a topic.
-) Arousing interest in a topic.

Does your teacher or lecturer use lecture-technique for these purposes?"

The responses obtained form the students are presented below;

Figure No. 13
The Appropriateness of Lecture



Form the above presented data in the chart, it has been viewed that, 85% respondents or 51 of the total samples response that their lectures or teachers use lecture technique for all above mentioned appropriate activities for its use, but 15% respondents or 9 of the total respondents response that, their lectures does not use lecture focusing the activity but they use lecture-technique for all kind of teaching-learning purposes or tasks.

On the basis of the above data, I found out that, the teachers and lectures use lecture technique randomly, everyday without considering its appropriateness or inappropriateness for all kinds of teaching-learning tasks or purposes.

3.1.14 Appropriate Classroom Group Size for the Effective Lecture

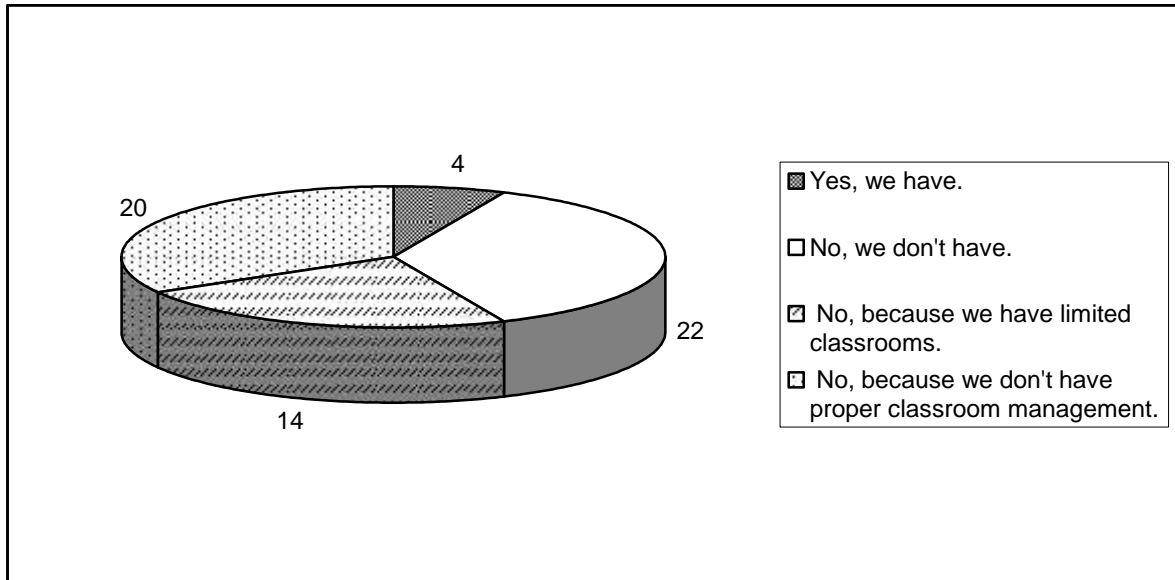
To find out the perception of students on the role of classroom group size for the use of teaching-learning materials properly and for effective lecture, the samples had been asked the question,

“The group size determines the use of questions, amount of interaction, selection and use of media (e.g. overhead transparencies, slides, computer-based

projections, video and audio etc) and use of small role plays and problem solving exercises for effective lecture. Do you have appropriate classroom group size in your classroom?" The responses obtained from the respondents are presented below;

Figure No. 14

Appropriate Classroom Group Size for the Effective Lecture



The above chart shows that, 7% respondents or 4 of the total samples response that they have appropriate classroom size, 37% respondents or 22 of the total samples response that they do not have appropriate classroom group size, 23% respondents or 14 of the total samples response that they don't have appropriate classroom size because they have limited classrooms, and 33% respondents or 20 of the total samples response that, they don't have appropriate classroom group size because they don't have proper classroom management.

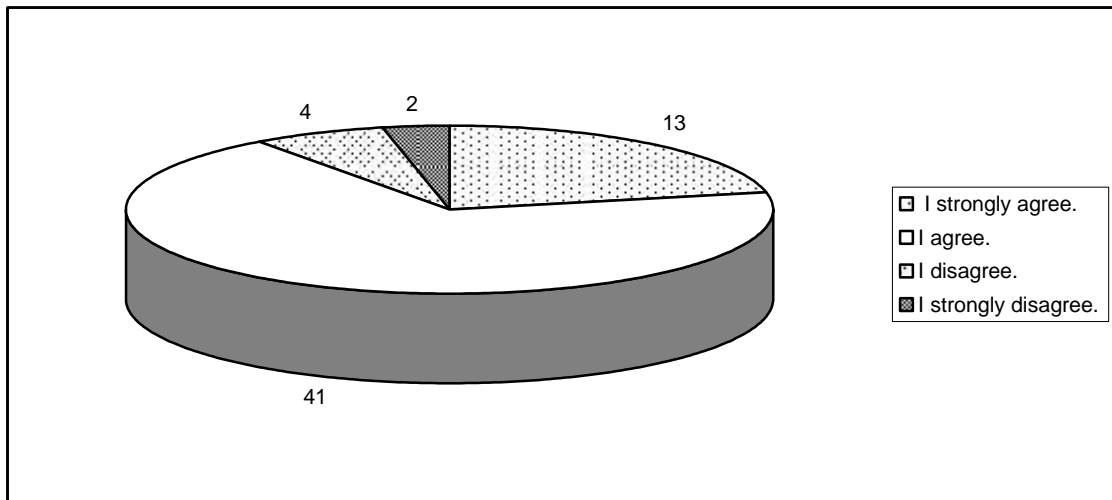
On the basis of the data obtained which is shown in the chart above, I found out that, most of the students haven't got appropriate classroom size to use the methods, materials and adds as well as supporting aspects of teaching to make effective lecture.

3.1.15 Lack of Proper Teacher

To find out the students level of agreement on the lack of teaching training as the greatest weakness of lecture-technique for presenting effective techniques, materials and electrical tools of teaching other than the method itself. They were asked to respond the question,

“The lack of training for presenting effective lecture rather than the method itself may be the greatest weakness of lecture-technique.” The responses obtained from them are presented as below;

Figure No. 15
Lack of Proper Teacher Training



The above data presented in the chart shows that, 22% respondents or 13 of the total samples strongly agreed, 68% respondents or 41 of the total samples agreed only, 7% respondents or 4 of the total samples disagreed and 3% respondents or 2 of the total samples strongly disagreed that about the statement, lack of proper training as the greatest weakness of lecture technique.

On the basis of the obtained data, I found out that, the lack of training is the greatest weakness of the lecture-technique rather than the method itself for presenting effective lecture.

3.1.16 Student's Previous Experiences

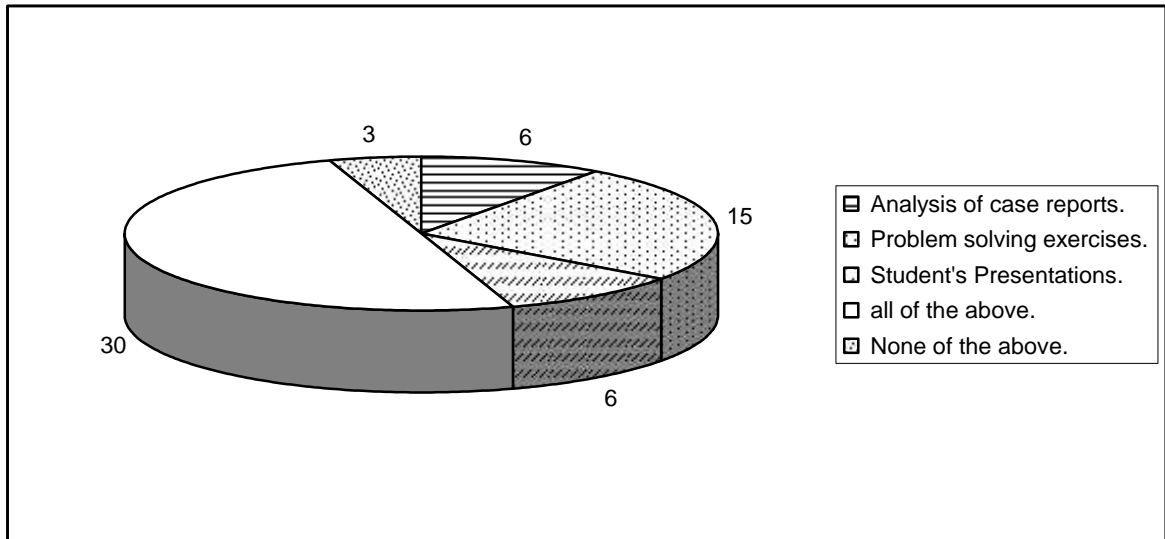
To find out the previous experience of the students on various activities for effective learning, and to find out whether they have experienced effective lecture or not in their previous studies, they were asked the question;

“What kind of activities for effective lecture listed below are you familiar with?”

The responses obtained from them are presented below;

Figure No. 16

Student's Previous Experience of Classroom Activities in Effective Learning



The above data presented in the chart shows that, 10% respondents or 6 of the total samples are familiar with analysis of case reports in teaching –learning activities, 25% respondents or 15 of the total samples are familiar with problem solving exercises in teaching-learning activity, 10% respondents or 6 of the total samples are experienced with the classroom presentation activity, 50% respondents or 30 of the total samples are familiar with all of the activities in lecturing and 5% of them are non-familiar with all the activities mentioned.

On the basis of the obtained data, I found out that, most of the students are experienced so , it clarifies that, most of the schools and colleges are devoting on

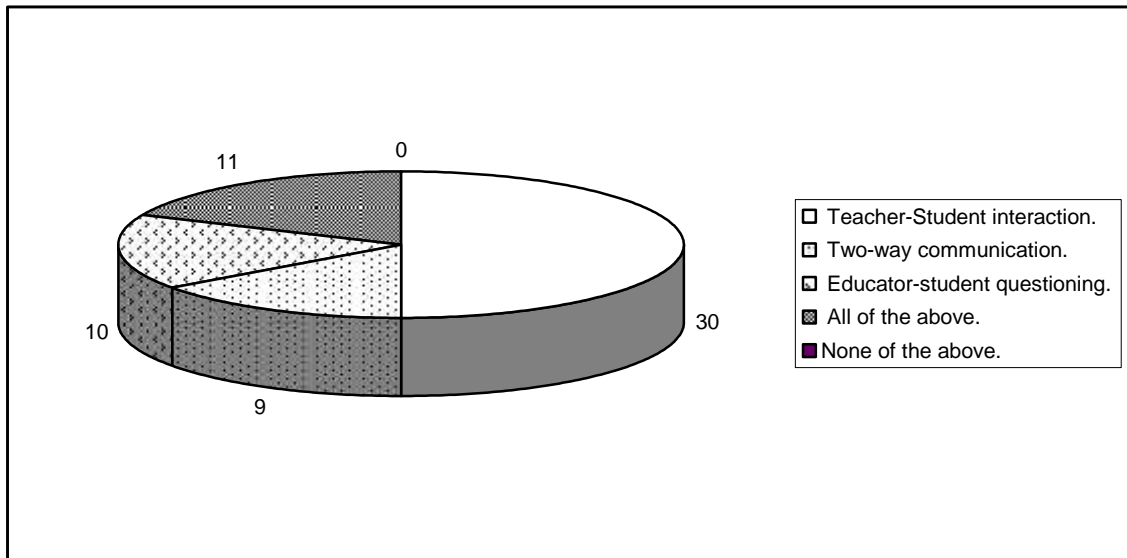
classroom activities for effective teaching-learning though through lecture and it is still to be focused.

3.1.17 Student’s Experience on Learning Strategies and Tools

To find out, whether the students are familiar with some learning strategies and tools for effective lecture or not, the informants were asked the question, “What kinds of learning strategies tools for lecture-technique listed below are you familiar with?” The responses obtained by them are presented below;

Figure No. 17

Student’s Experience on Learning Strategies and Tools



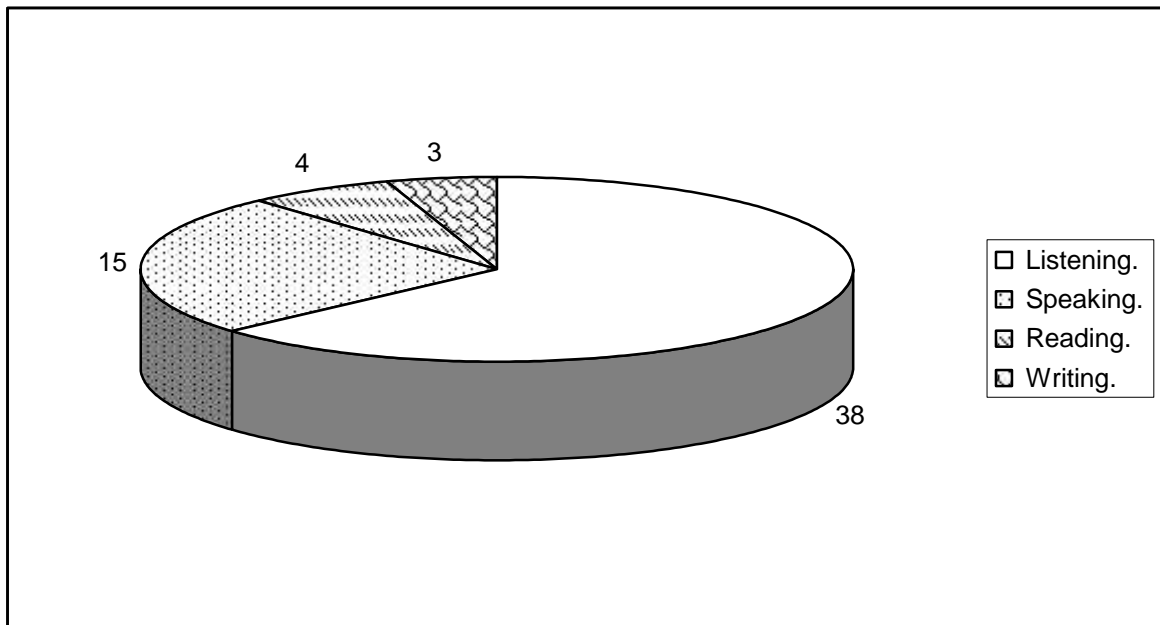
The above data in the chart shows that, 50% respondents or 30 of the total samples are familiar with the teacher-student interaction activity, 15% respondents or 9 of the total samples are experienced with two way communication, 17% respondents or 10 of the total samples are familiar with educator-student questioning and 18% respondents or 11 of the total samples are familiar with all the above mentioned activities but none of the students are unfamiliar with any strategies of lecture-technique mentioned.

On the basis of above data presented, we can conclude that, most of the lecturers do interaction with students in the classroom but it is still to be specified.

3.1.18 Skills to be Taught Using Lecture-Technique

To identify which skill the students prefer to be taught using lecture-technique, they were asked to respond the question, “Which skill do you prefer to be taught using lecture-technique?” The responses obtained from the students are presented in the following chart;

Figure No. 18
Skills to be Taught Using Lecture-Technique



The above data presented in the chart shows that, 63% respondents or 38 of the total samples prefer listening skill to be taught using lecture-technique, 25% respondents or 15 of the total samples prefer speaking skill to be taught using lecture-technique, 7% respondents or 4 of the total samples prefer reading skill, and 5% respondents or 3 of the total samples prefer to writing skill to be taught using lecture-technique.

On the basis of the obtained data, we can conclude that, students prefer to be taught listening skill using lecture-technique but some of them have preferred

speaking, reading and writing as well. So, it is useful to teach all four skills of language if effective materials and activities are used properly.

3.1.19 Students like Lecture Technique

To find out whether the students like lecture technique to be practiced in the classroom to teach English language or not, they were asked to respond the question, “Do you like lecture-technique to be used in your class?” Some of them responded that, they love it to be practiced in their classroom for ELT. And some of them were against it. Then, they were asked to mention the reason why they love it? And, why they don’t like it? So, the responses are as follows,

The respondents like it because;

-) It helps to get vast knowledge easily.
-) It is better to teach narrative content and subject matter.
-) It is better because we have large number of pupils and limited classrooms.
-) Students can improve their own language by hearing the lecture.
-) It is appropriate to teach novels, stories, history, essays etc like genres.
-) It is effective for providing gist of the subject matter within a limited time means it is time consuming.
-) It provides an overall prescription of a topic.
-) It is useful to teach about abstract ideas, theoretical concepts etc.
-) It helps the learners to acquire more information about the subject-matter within short period of time.
-) It helps both teacher and student to be involved in creative activities.
-) It is appropriate for heterogeneous classroom size.
-) Many students can be handled at a time.
-) Information can be disseminated quickly to large audiences.
-) It is the easiest teaching-technique for lectures.
-) The course gets completed in time.

-) Teacher helps them exposing with language through his lecture.
-) Students can be exposed with new words in the delivery of lecture.
-) Teachers can provide guidelines for further improvement.
-) It trains the students to use English language in context.
-) It develops listening and writing skills.
-) It provides extra knowledge about the topic.

On the basis of the mentioned reasons given by the respondents in favor of lecture technique, I came to the conclusion that, students can get many advantages from the use of lecture technique in teaching English in the classroom.

And, if the students don't like lecture-technique, they had been asked that,

“What can be the alternative technique to clarify the abstract ideas, stories, history etc in large classrooms instead of lecture-technique?” The responses obtained by them are;

-) Giving demonstration.
-) Role play.
-) Applying interaction oriented techniques between teacher and student as well as students to students.
-) Many interactional as well as group discussion techniques can be used.
-) It is the 21st century and we can teach by using various materials and mechanical tools and electronic Medias.
-) Group activities, problem solving activities, role play, and project work are better.
-) There can be used group work, pair work, individual work, presentation, practice etc.
-) We can teach by relating the topic to real life experience, giving more examples.
-) We can teach through self-discovery method.

On the basis of the above mentioned reasons given by the respondents in alternative of lecture-technique, I came to the conclusion that, we can use many other strategies, ways, methods, tools, techniques for the narrative and prescriptive teaching items such as;

-) Demonstration.
-) Role plays.
-) Two-way communication.
-) Interaction.
-) Discussion.
-) Project work.
-) Group work.
-) Pair works.
-) Individual work.
-) Classroom presentations.
-) Classroom practice.
-) Discovery-technique. Etc...

So, some respondents prefer the lecture-technique but some were against it and want other alternative activities, techniques, ways of teaching.

3.1.20 Advantages of Lecture-Technique

To find out the perception of students on the advantages of lecture technique, they have been asked to write the advantages of lecture-technique. According to the responses from the respondents about the advantages of lecture-technique are as following;

-) It is applicable in large classes.
-) It is time consuming in the sense that many things can be taught in a short time. There is no need of different sorts of teaching materials, only the use of daily using materials will be sufficient to handle the class smoothly.

-) It is useful in dealing with theoretical knowledge and subject matter.
-) It is easy to conduct and teachers do not need more extra force.
-) It is economical.
-) Applicable for teaching items like stories, histories etc no need of more classroom management and decoration.
-) Listening and reading skills are improved.
-) We can understand very clearly what the teacher or lecture preaches.
-) Does not need long time and hard preparation for teachers.
-) It is not expensive and time consuming, effective for description and explanation oriented teaching items.
-) It is an easier technique to apply.
-) Useful in dismantling information to a large audience/ providing the overview of the related topic.
-) Vast area of knowledge can be given.
-) It helps the teacher to present an overview of a topic within limited time.
-) The teacher can maintain with good management for large size classroom too.
-) It covers overall or many ideas in a few times.
-) Students are attentive towards teaching.
-) It may increase fluency.
-) It is an easier technique to get the readymade ideas.
-) It doesn't need hard preparation for teaching.
-) We can get all ideas within certain time about a topic.
-) It helps to improve listening skill or listening proficiency.
-) All students in one place receiving the same information and teaching.
-) Spoon-feed learning to sit listen and write notes.
-) Lots of visual aids to condiment text.
-) Lots of things ideas are covered in short time.
-) It is useful to provide brief overview of topics.

Thus the students have pointed out such advantages of lecture-technique mentioned above. According to these points, I came to the conclusion that, though lecture-technique has been criticized all the time all around the world, this is one of the easiest and time consuming as well as economical technique of teaching. This is widely used all over the world in the teaching-learning field.

3.1.21 Disadvantages of Lecture Technique

To find out the perception of students on the disadvantages of lecture-technique, they were asked to respond the question; “Mention two disadvantages of lecture technique.” The responses obtained from them are presented below;

-) It is teacher-centered traditional technique.
-) It neglects the role of student’s active participation in teaching-learning activities.
-) Students become passive; students can not understand the subject matters easily.
-) It is monotonous and boring.
-) Learning can not be permanent; learners may forget the things easily.
-) It is not suitable to teach communicative functions.
-) It can’t emphasis on the student’s abilities, problems and in extra-curricular activities.
-) The teacher or lecturer may veer away from the subject matter.
-) It lacks two-way communication and interaction.
-) Students can’t get chance to put out their ideas in large group.
-) It couldn’t respect student’s need, interest, individual differences and child psychology.
-) It dominates the students and their participation in teaching-learning.
-) It doesn’t give the normal students opportunity to empower their knowledge and inner skill.

-) Students can't get chanced to be involved with their classmates for solving various learning problems exchanging their ideas in the classroom.
-) It is like a running boat on the water in the sea to the students.
-) If readers just read-out Power point, they can be boring and it is scary to ask questions as so many people present.

Thus, from the above mentioned disadvantages obtained from the students, I found out that, lecture-technique is taken as a traditional teacher-centered technique of teaching-learning. It is less interactive, monotonous and makes the learners passive listeners. It can't respect the abilities, problems, experiences, participation, interaction, communication in the students. So, it has many disadvantages.

3.1.22 Make Lecture-Technique Effective and Interesting.

To find out, what do the students feel about their teachers and what aspects do the students want to change in the lecture and what suggestions do the students want to give to the English teachers, students were asked the question, " Give some suggestions to English teachers or lecturers to make his lecture effective and interesting." And the suggestions obtained from the respondents are presented as below;

-) Teachers should improve their communicative competency, fluency and should give correct and specific ideas only.
-) More examples related to the topic should be given.
-) They should apply group work, pair work, discussion etc.
-) Should relate the topic with real life situation.
-) Provide students an ample opportunity to ask questions.
-) Do not depend only on technique; make the choice of appropriate techniques according to the topic and lesson or subject matter.
-) Lectures should be aware of the classroom situation and should understand the students.

-) Use question-answer method, demonstration method instead of lecture-technique and let the students to discover the problem and find out the solution them.
-) Should not give only lecture in their way but should use interactional, participation and presentational way of teaching.
-) Teacher should present new information before using other media and also provide an overview of the topic.
-) Teachers should have sound knowledge and commanding over the subject-matter.
-) Teachers should use student-centered techniques like role play, dramatization, simulation, group work, pair work etc and should be well trained in the subject matter.
-) Teachers should make the classroom interactive because cognitive conflict can fuel up the learning difficulties and problems.
-) Teachers should relate lecture with the contemporary issues to make the students understand well.
-) Teacher should use more modern electronic materials like audio-visual, project work, projection, use of transparencies etc in teaching-learning task to fulfill the demand of the students and society and to make the students able to compete in the modern world.
-) Teachers need to take effective referential notes and need to deliver lecture in audible clear voice sound even to the student at the back in the classroom.
-) Language teaching is not the art of simply making learners able to know the language; it is also the means of developing their level of multiple intelligences. So, to develop them, teachers must be friendly and activity oriented along lecture as well as lecture should be delivered using recent innovation alleged in the field of technology.

-) Teachers should be well prepared about their subject matters and should use realias, pictures, flashcards, etc in teaching.
-) Teacher must be competent and must have clear cut ideas about the subject matter they are going to deliver.
-) Teacher should various activities and games as well as other ways like gestures, signs in order to make classroom teaching-learning effective, such as; role plays, pair work, group work, discussion, interaction, question-answer etc to have effective understanding and learning.
-) Teachers should not use too much information on power point slides.
-) Teachers should practice lectures so need not always having reading slides or notes; and let the students chance to ask questions at the end.
-) Teachers don't read just slides, use minimal text on slides and highlight important learning points of the topic.

Thus, the students have given the above mentioned suggestions for the teachers to make lecture effective. And, from the points given by the respondents, I found out that, if teacher become active, devoted and laborious and if they use the materials, tools, mechanics properly, lecture-technique can be much more effective.

3.1.23 The Teaching Technique Students Would like Most to Use

To find out whether the students of M. Ed. English like to invent many new techniques of teaching and will they apply student-centered techniques in their future as they are the future teachers of Nepal. So, they were asked a question,

“As an education student, would you use student-centered techniques while teaching to your students? Or, what kind of technique you like most?”

And, according to the responses obtained from the students, I found out that, all the respondents want to apply many student-centered techniques in their future but they have some problems, to apply student-centered techniques, the education

policy of the government should be changed, there should be proper classroom management. The curriculum should be changed and specified. And, there should be proper facilities of materials, tools, medias as well as other necessary managements in every schools, colleges, campuses and universities for the teaching-learning task so that it will be suitable and possible to use student-centered techniques making more participation of the students. If the condition of the schools, campuses and universities in Nepal will be as same as it is nowadays, then it is difficult or invaluable to use student-centered techniques, because there are no proper policies in education, no proper economic distribution, no proper facilities, no proper management of classrooms and buildings. There are no any strict rules and regulations from higher central level to distributed educational institutions for better education environment, the finger counting people are running the whole education system of the country in every sector in their own way and they don't listen to the experienced teachers, lecturers and professors if they had got some ideas and found out some ways to make a change in education form their long experience in this field and because of political imbalance and diversified philosophies, so, and it has been difficult to improve in education system and teaching.

So, if we could make a change in education sector in our country we can apply many student-centered techniques in teaching-learning strategy and we can make a qualitative difference in education in our country.

And, the respondents choose their own preference in the student-centered techniques. Most of the respondents would like to use the following techniques in teaching-learning activities;

-) Task based activities
-) Self discovery activities.
-) Group work activities.

-) Demonstration technique.
-) Problem solving activities.
-) Experimental method.
-) Interactive techniques.
-) Drilling techniques.
-) Two way communication.
-) Question answer.
-) Role play.
-) Discussion method.
-) Case study.
-) Observation.
-) Small tutorials.
-) Multiple choice items.
-) Discussion on defaulted and complicated points.
-) Asking questions separating the student in different groups if large size classrooms.
-) Project work etc.

Like these most of the respondents would like to use student-centered techniques if the environment and facilities fit for them. They claim that even the teachers, lecturers and professors today are laboring hard to make a qualitative change in teaching system but they have been facing many problems so it has been a bit unsatisfied since there is lack of proper management and facilities as well as environment. But we should focus the students.

3.1.24 Start to Use Student-Centered Techniques

To find out the perception of university students, whether they want to start many student-centered techniques. They were asked to respond the question, “Should we

start to apply many student-centered techniques in our country Nepal?” Most of the respondents responded that, yes, we should, definitely we have to start to use many student-centered techniques. And, mostly we have to focus on such kinds of techniques that suits best according to the economic, political, social, cultural, behavioral and habitual conditions as well as techniques should be applied according to the teaching items and subject matters. The policy of the government and the extracted budget for education and other aspects.

3.1.25 Role of Government and Technique in Quality Education

To find out the perception on students on the role of government and technique in quality education and to bring a qualitative change in education, they have been asked the question, “What do you think our government should do to change in teaching techniques to bring a qualitative change in education? Is there any role of teaching techniques in quality education? Write in brief.” From the responses obtained by the students, I found out that they are positive in the sense that, techniques play vital role in quality education as well as the policy and rules of the government is important. I present the responses achieved from the respondents as following;

-) Government should provide the opportunity to the people who really want to make a change in the field education system.
-) Government should devote to create ample environment for the students.
-) Yes, teaching techniques play vital role in quality education and the government should bring better policies that can reach for the quality education in every corner of the country.
-) Government should focus to avail facilities for teacher to make them able to teach adequately and to have them self-encouragement as well as to raise their self-esteem making a qualitative change.

-) Govern should invest proper budget in education sector to make a good management for creating proper teaching-learning environment.
-) Government should conduct different empowering program for professional development of the teachers, educators and exposures.
-) Government should lunch different programs focusing on the teachers need in order to train teachers to make them able to expose adequately for the changing curriculums and techniques using necessary materials and tools as well as medias.
-) Government should make a change in curriculum as the demand of time and pace development.
-) Government should array the training packages for the teachers concerned and also should avail the adequate materials in each and every academic institutions managing for the proper administration.
-) Government needs to improve in the existing input and also establish the rules to bring qualitative change in education system.
-) The curriculum development programs should be modified according to the world scenario focusing on practical education.
-) Government should devote to bring such kind of educational systems and pedagogical policies and laws that can be equally avail and applied as well as focus to all the educational institutions in every corner of the country and that will cover for the students of all levels to comprehend the information easily.
-) Government should increase the funding and resources and increase the number of educators according to the growth in students. Because more educators would be enable smaller teaching groups.
-) Government should avail more resources and teaching techniques need to be varied according to the audience, topic and situation.

-) Government should devote to establish peace, security, harmony, equality in opportunity and strong and appropriate constitution for the better education to literate the people and make a change in thought, invention and confidence in the people to uplift the life style of people and for the holistic development of the country.

Thus, those were the responses of the respondents for the suggestion to the government and implement of proper teaching technique. From those responses and point-wise suggestions, I found out that, the rules, laws and policies of the government plays vital role in education to make a qualitative change through the implementation of proper teaching-techniques.

3.1.26 Teaching Techniques for Large Size Classrooms

To find out the perception of students perception on the better techniques for large size classrooms like in Nepal, they were asked to respond the question,

“What kind of teaching technique is better in the large classrooms like in our country Nepal? Give your view.” The responses obtained from students are presented below;

-) Lecture method has no alternative in the large size classroom like in our country.
-) Though we are using teacher-centered techniques, we can focus on other various activities like; group work, discussion, interaction, question-answer etc.
-) We can apply group work, field trip, project work, pair work, discovery technique, classroom interaction, role plays etc.
-) However the condition or topic and available teaching materials, the task of managing large classroom is the important.

-) The selection of teaching-technique depends upon the requirement of lesson or subject matter and the economic, administrative, environmental and managerial condition of the institution.
-) Communicative way of teaching, task based activities should be invented implied considering the level, need and interest of the learners.
-) Lecture-technique itself is better in developing country like Nepal, because other techniques are more economic, time investing and demand for many kinds of pre-requisites and managements which are difficult for our economically backward societies and countries.
-) In verge of the condition of the country and economic and social background of Nepalese students, problem-solving techniques are better.
-) If the teachers are well trained and made professionally strong and bold as well as if there is availability of the materials properly, lecture-technique is better in our country where the lack of physical facilities for educational system.
-) Despite some inadequacies, student-centered techniques are appropriate in our country Nepal because it facilitates in teaching making the students more active.
-) Lecture and demonstration techniques are better because they are easy and effective as well though we lack proper training and materials.
-) Obviously saying, group work, team work, group discussion etc activities can be applied using lecture-technique.
-) Lecture-technique itself is better because it is better to handle large number of students motivating them.
-) Lecture-techniques are good but they need to be supported by small group discussion or teaching. May be split into groups of 10 – 15 students, and after lecture repeat learning with questions, quizzes and practical.

) Lecture –technique is better because it makes easy to organize for the large size classrooms.

Form the above points given by the respondents , I came to the conclusion that, we can use teaching-techniques according to the level of students, subject matter, professional skill of the teacher, availability of the material etc but the most important thing is not the technique but the intelligence of the teachers.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the information obtained, the following findings have been drawn. The findings are followed by the recommendations for pedagogical implications.

4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study have been summarized and presented as follows:

-) Use of lecture-technique is high in ELT classrooms however other techniques are also in practice.
-) Students want narrative, explanatory types of teaching-learning items to be taught through lecture-technique using questions, humor, jokes etc in the classroom.
-) University students demand lecture-technique to be more advanced, modified and improved.
-) Students prefer two-way communication with proper classroom-management in lecture.
-) According to the students lecturers need to use various classroom materials; activities and tools, give notes to get the gist easily.
-) Students claim that, lecturers have not got appropriate classroom group size to use the effective teaching methods, materials that add to make lecture effective.
-) Most of the students have the previous experience of teaching-learning strategies like; analysis of case reports, problem solving exercises, classroom presentation etc. in their schools and colleges.
-) Students prefer listening skill the most to be taught using lecture-technique but some of them have preferred speaking, reading and writing skills as well.

-) University students perceive it as the best technique to be exposed with the target language and give vast knowledge without doing much effort and to complete the course within an academic year easily.
-) It is found that, students enjoy their classes by listening to the lecture on the topics if teachers make it interactive and effective creating friendly environment.
-) Students prefer other teaching-learning strategies and techniques along with the lecture, like;
- Demonstration
 - Role plays
 - Two-way communication
 - Student teacher interaction
 - Classroom discussion
 - Project work
 - Individual work
 - Classroom presentation
 - Self- discovery technique
 - group work etc.
-) It is found that, 75% of the total students prefer the lecture-technique but 25% do not like it.
-) The university students (25%) take lecture-technique as less interactive, monotonous and think that it can not respect the students abilities, problems, participation and makes them passive listeners.
-) Students claim that, the rules, laws and policies of the government play vital role in education to bring a qualitative change implying proper teaching-techniques.

-) University students say that, lecturers should not only read out the slides and thematic notes, they should make them clear giving appropriate examples.
-) Although lecture technique is criticized being a passive , out dated, traditional and unproductive technique; it is one of the mostly practiced teaching-technique in ELT classrooms.

4.2. Recommendations

On the basis of the findings of this study, following recommendations are presented.

- i. Lecture technique is an effective technique to teach but it needs to be made more advanced and improved.
- ii. Teachers and lecturers should involve students in teaching-learning task by asking them questions, having discussion and creating interest in learners.
- iii. There should be proper classroom management and many more resources, pre-requisites of teaching-learning to involve the students in various classroom activities.
- iv. Effective lecturer note with power-points and theme of the topic are very helpful for the students but lecturers should make students clear giving related examples.
- v. Teachers and lecturers should be trained and be made professionally capable by getting various trainings, facilities and encouraged to use appropriate teaching-techniques.
- vi. The rules, laws and policies of the government play vital role in education; so, government should make very effective rules and policies to bring a qualitative change in the education in the country.
- vii. Teaching techniques should be chosen according to the level, subject matter, availability of the materials etc.

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Appendix-I

Dear Informant,

This Questionnaire has been prepared to draw information/data for the research work entitled, “**Perception of University Students on Lecture Technique**”. This research work is being carried out under the supervision of **Prof. Dr. Anju Giri, Professor, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu**. I hope that you will give authentic and reliable information to cooperate me and that will be incredible contribution to accomplish this work as M.Ed. Thesis. Without your kind cooperation, this research work will be valueless.

Om Prakash Gautam
Department of English Education
Tribhuvan University.

Questionnaire for Students

Name:.....
Roll No:.....
Level:.....
Institution:
Address:.....

Set-'A'

Put a tick () on the option that best indicates your response. (If you get more than one options to be selected, you can put tick () on more than one option)

1. Does your teacher or lecturer use lecture-technique while teaching in the classroom?
 - a. Yes, he/she does.
 - b. No, he/she doesn't.
2. Which of the following genre do you prefer to be taught using lecture technique?
 - a. Stories and poems.
 - b. Essays.
 - c. Grammar.
 - d. All of the above.
3. What do you feel when your English teacher uses visual aids, humor and Crack jokes in between the lecture?
 - a. I feel very happy.
 - b. I feel boring.
 - c. I feel distracted.
 - d. I feel unhappy.
4. Could you understand the language lesson clearly taught using lecture technique?
 - a. Yes, I understand clearly.
 - b. Yes, I hardly understand.
 - c. Yes, I understand.
 - d. No, I don't understand.

5. How fast does your English lecturer/professor deliver the lecture?
 - a. Vary fast.
 - b. Fast.
 - c. Normally.
 - d. Very slowly.

6. Use of questions, humor and gestures makes English language class interesting.
 - a. Strongly agree.
 - b. Agree.
 - c. Disagree.
 - d. Strongly disagree.

7. Does your Lecturer/professor involve you in learning activities by asking questions?
 - a. Yes.
 - b. No.

If yes, do you like it?

 - a. Yes, I like it very much.
 - b. Yes, I like it.
 - c. No, I don't like it.
 - d. No, I don't care.

8. You like lecture technique because...
 - a. it helps to get vast knowledge easily.
 - b. it spoon feeds us.
 - c. you feel hesitation to work in pair and group.
 - d. other techniques are not appropriate in this large classroom.

9. I like lecture technique to be used in teaching English because we can improve our language by listening to the lecture of the lecturers and professors.
- Strongly agree.
 - Agree.
 - Disagree.
 - Strongly disagree.
10. Does your English lecturer/professor use lecture notes? If yes, it is useful to.....
- record for personal study.
 - copy of getting as note.
 - get the idea clearly.
 - get the gist easily.
11. What kind of teaching materials and activities listed below have been implied by your teacher or lecturer in the classroom?
- Giving demonstration in the classroom.
 - Using a game or role play.
 - Relating the topic to a real-life experience.
 - All of the above.
 - None of the above.
12. The learning in lecturing has not been improved yet in Nepal because we lack.....
- curriculum changes.
 - increased university resources.
 - timetabling and/or administrative changes.
 - activities in classroom.
 - all of the above.
 - none of the above.

13. Lecture is appropriate when...
 - a. Disseminating information quickly to a large audience.
 - b. Presenting new information before using other media or activities.
 - c. Providing an overview of a topic.
 - d. Arousing interest in a topic.

14. Does your teacher or lecturer use lecture-technique for these purposes?
 - a. Yes, s/he does.
 - b. No, s/he does not.

15. The group size determines the use of questions, amount of interaction, selection and use of media (e.g. overhead transparencies, slides, computer-based projections, video, and audio) and use of small role plays and problem solving exercises for effective lecture.
Do you have appropriate classroom group size in your classroom?
 - a. Yes, we have.
 - b. No, we don't have.
 - c. No, because we have limited classrooms.
 - d. No, because we don't have proper classroom management.

16. The lack of training in presenting effective lectures rather than method itself may be the greatest weakness of lecture-technique.....
 - a. I strongly agree.
 - b. I agree.
 - c. I disagree.
 - d. I strongly disagree.

17. What kind of activities for effective lecturing, listed below are you familiar with?
 - a. Analysis of case reports.
 - b. Problem solving exercises.

- c. Student presentations.
 - d. All of the above.
 - e. None of the above.
18. What kinds of learning strategies and tools in lecture-technique listed below are you familiar with?
- a. Teacher-student interaction.
 - b. Two-way communication.
 - c. Educator-student questioning.
 - d. All of the above.
 - e. None of the above.
19. Which skill do you prefer to be taught using lecture technique?
- a. Listening skill.
 - b. Speaking skill.
 - c. Reading skill.
 - d. Writing skill.

Set-'B'

1. Do you like lecture technique to be used in your class?
 - a. Yes, I do.
 - b. No, I don't.

If yes, why do you like it? Mention the reasons...

.....
.....

If no, what can be the alternative technique to clarify the abstract ideas, stories, history etc. instead of lecture technique?

.....
.....

2. Mention any two advantages of lecture technique.

.....
.....

3. Mention two disadvantages of lecture technique.

.....
.....

4. Give some suggestions to English teachers, lecturers and professors to make his lecture effective and interesting.

.....
.....

5. As an Education student, would you use student-centered techniques while teaching to your students? Or, what kind of technique you like must?

.....
.....

6. Should we start to apply many student-centered techniques in our country Nepal?

.....
.....

7. What do you think our government should do to change in teaching techniques to bring a qualitative change in Education? Is there any role of teaching techniques in quality education? Write in brief.

.....
.....

8. What kind of teaching technique is better in the large classrooms like in our country Nepal? Give your view.

.....
.....

Thank you so much for your participation and co-operation.