

METHODS AND TECHNIQUES USED IN TEACHING ENGLISH

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

**Submitted by
Ram Narayan Yadav**

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

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Tribhuvan University
2012**

**T.U. Reg. No. : 6-1-14-309-2003
Second Year Examination
Roll No. : 280713/67**

**Date of Approval of the
Thesis Proposal: 15/06/2012
Date of Submission: 28/08/2012**

DECLARATION

I declare that this thesis is original; no part of it was earlier submitted to the Department of English Education by any researcher.

Date: 27/08/2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ram Narayan Yadav** has prepared this thesis entitled **Survey of Methods and Techniques Used in Teaching English** under my guidance and supervision.

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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my thesis supervisor **Dr. Laxmi Bahadur Maharjan**, Reader, Department of English Education, T.U., Kirtipur for his constant help, co-operation, guidance and invaluable suggestions to complete this work. I am really indebted to him for his invaluable advice and encouragement from the very beginning.

I would like to extend my profound gratitude to **Prof. Dr. Chandreshwar Mishra**, the Head of the Department of English Education. I owe a great to him for his guidance, support and valuable suggestions. I would like to acknowledge my deepest gratitude to **Dr. Anjana Bhattarai**, Reader, Department of English Education. Similarly, I would like to extend my profound gratitude to **Dr. Tara Datta Bhatta**, Reader, Department of English Education.

I am grateful to my honorable Gurus and Gurumas at the Department of English Education: **Prof. Dr. Jai Raj Awasthi, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirtha Raj Khaniya, Prof. Dr. Anju Giri, Dr. Tapasi Bhattacharya, Mr. Vishnu Singh Rai, Dr. Laxmi Bahadur Maharjan and Mr. Raj Narayan Yadav** for their kind support and inspiration. Similarly, I can not forget **Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel, Mrs. Madhu Neupane, Mrs. Saraswati Dawadi and Mrs. Hima Rawal** who gave their invaluable ideas. They also deserve my special thanks. Obviously, most of the ideas I got are from the works of different authors listed in the reference. So, my sincere gratitude also goes to all of them. I feel pleasure to express my sincere gratitude to **Mrs. Madhavi Khanal**, Librarian, Department of English Education for providing me different books and reference materials helpful to complete this research work.

I do not know how I should acknowledge those from whom I got the valuable data as the main base for my research work. I must thank a lot to the Head Teachers and English Teachers of Siraha District.

I can not forget My friends **Murari Sharma, Manisha Yadav** and others who directly and indirectly help me during my study and preparation of this thesis. So, I would like to say thanks you very much for your unforgettable contribution in my life.

At last but not least I would like to thank **Mr. Prajwal Roy**, Jupiter Computer, Kirtipur for his help in Computer work.

Ram Narayan Yadav

ABSTRACT

This research study entitled " Methods and Techniques used in Teaching English" attempted to explore the existing methods and techniques used in Teaching English. To carry out the research, I selected forty secondary level English teachers from twenty secondary schools of Siraha District by using non random purposive sampling. The research was carried out using both primary and secondary sources of data. The data were collected through class observation. It has been found that most of the secondary level English teachers used teacher centered methods an techniques in classroom in Siraha District.

This thesis consists of four main chapters. The first chapter deals with introduction which consists of general background, review of the related literature, objectives and significance of the study. The second chapter deals with the methodology used to carry out the research, the sources of data, sample population, sampling procedures, tools for data collection, process of data collection and limitations of the study. The third chapter consists of analysis and interpretation of the data. The collected data were analyzed and interpreted by using simple statistical tools like average, percentage and descriptive approach. The fourth chapter presents the findings derived from the analysis and the interpretation of the data. This also suggests some recommendations on the basis of the findings. The final section of the study includes the references and appendices.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgments</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Abbreviations and Symbols</i>	<i>xii</i>
CHAPTER – ONE: INTRODUCTION	1-35
1.1 General Background	1
1.1.1 Importance of English Language	2
1.1.2 English Language Teaching in Nepal	3
1.1.3 Evaluation of ELT in Terai	4
1.1.4 Approaches, Methods and Techniques for Teaching English	4
1.1.4.1 Approaches	6
1.1.4.2 Methods	16
1.1.4.3 Techniques	27
1.2 Review of Related Literature	33
1.3 Objectives of the Study	35
1.4 Significance of the Study	35
CHAPTER – TWO: METHODOLOGY	36-37
2.1 Sources of Data	36
2.1.1 Primary Sources of Data	36
2.1.2 Secondary Sources of Data	36

2.2	Population of the Study	36
2.3	Sampling Procedure	36
2.4	Research Tools	37
2.5	Process of Data Collection	37
2.6	Limitations of Study	37
CHAPTER THREE : ANALYSIS AND INTERPRETATION		38-52
3.1	Holistic Analysis of Teaching Language Items	38
3.2	Methods used in Teaching Different Skills	39
3.2.1	Methods used in Teaching Listening	39
3.2.2	Methods used in Teaching Speaking	40
3.2.3	Methods used in Teaching Reading	41
3.2.4	Methods used in Teaching Writing	42
3.2.5	Method used in Teaching Grammatical Items	43
3.2.6	Methods used in Teaching Vocabulary Items	43
3.3	Holistic Analysis of Teaching Language Items	44
3.4	Techniques used in Teaching Different Skills	46
3.4.1	Techniques Used in Teaching Listening	46
3.4.2	Techniques Used in Teaching Speaking	47
3.4.3	Techniques Used in Teaching Reading	48
3.2.4	Techniques Used in Teaching Writing	49
3.4.5	Techniques Used in Teaching Grammatical Items	50
3.4.6	Techniques Used in Teaching Vocabulary Items	51
CHAPTER FOUR : FINDINGS AND RECOMMENDATIONS		53-57
4.1	Findings	53
4.2	Recommendations	55

REFERENCES

LIST OF TABLES

Table No.		Page No.
1.	Different Methods Used in Teaching English	38
2.	Method Used in Teaching Listening Activities	39
3.	Methods Used in Teaching Speaking Activities	40
4.	Methods Used in Teaching Reading Activities	41
5.	Methods Used in Teaching Writing Activities	42
6.	Methods Used in Teaching Grammatical Items	43
7.	Methods Used in Teaching Vocabulary	44
8.	Different Techniques Used in Teaching English	45
9.	Techniques Used in Teaching Listening Activities	47
10.	Techniques Used in Teaching Speaking Activities	48
11.	Techniques Used in Teaching Reading Activities	49
12.	Techniques Used in Teaching Writing Activities	50
13.	Use of Techniques in Teaching Grammatical Items	51
14.	Techniques Used in Teaching Vocabulary	52

List of Abbreviations and Symbols

T.U.	:	Tribhuvan University
Prof.	:	Professor
Dr.	:	Doctor
P.	:	Page
PP	:	Pages
i.e.	:	that is
e.g.	:	for example
et.al.	:	and others
etc.	:	etcetera
%	:	Percentage
F	:	Frequency
No.	:	Number
U.K.	:	United Kingdom
M.Ed.	:	Master's Degree in Education
B.Ed.	:	Bachelor in Education
L ₁	:	First Language
L ₂	:	Second Language
GT	:	Grammar Translation

CHAPTER – ONE

INTRODUCTION

The present study is about "Methods and Techniques used in teaching English". It consists of general background, importance of English language, review of related literature, objectives and significance of the study.

1.1 General Background

Language is a medium of communication through which we express our thoughts, feelings, ideas, emotions, etc. According to Sapir (1921) "Language is a purely human and non instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons, 2006, p.3). It is a unique property of human beings, which makes us different from other creations in the universe of course, the other creatures also communicate to exist in the world but they can not speak language. It is only the human beings, who explain the language differently in the various situations for the purpose. Therefore, it is species specific. As language is limited to the human beings, it has made us superior to other creatures in the universe.

Language is fundamentally a means of human communication. Crystal (1992,p.211) defines language as "the systematic conventional use of sound, signs or written symbol in the human society for communication and self expression". Therefore, it is not only essential but also inevitable for a human being to get mastery over a language to survive in the society. Wardhaugh (1986, p.1) also defines "A language is what the members of particular society speak". Therefore, various linguists have defined language variously. No single definitions are there. However, they have come to the same conclusion that the language is a human phenomenon especially meant for communicative purpose, which has its own system and produced voluntary through vocal

apparatus. It is the most widely used means of communication among the human beings.

1.1.1 Importance of English Language

There are many languages in the world. Among them, English is one of the most influential languages in the world. Many different languages are in vogue in the present world. English is one of the richest languages in terms of the written literature, stock of vocabulary and its users. Dhungana (2003,p.163):

Most of the Nepalese people depend on English to learn many things happening in the world, for most of the books are written in English and almost all the news agencies use to English language to communicate their messages. People get information about worldly current affairs by means of the English language. Thus, English is one way of the other Functions as a contact language or lingua franca.

Since, English is the most widely used official language of United Nations (UN) and a dominant language in all the areas of academic studies. e.g. mass media, international diplomacy, science and technology, education, arts and commerce; it is spreading in all the books and corners of the words day by day. Sthapit et al. (1998, as cited in Bhattarai, 2002, p.2) say, "It is a principal language for international communication and gateway to the world body of knowledge".

A person, who has good knowledge in English, will be known everywhere. It has a vital role in the field of politics, science, business, and mass media and so on. English seems vital in every field and respects. According to Pahuja (1995, p.1) "If we look at the media we find that over 50 percent of world newspapers, over 50 percent of radios stations use English as medium of communication ". Therefore, realizing this fact English is taught as a core subject from grade one to bachelor level in Nepal.

The English language has become vital in the world. We are compelled to learn it to exist. Without English, our existence is in danger. English learning has been necessary for us not only to use for our interest but also to survive purposefully. One can use it differently for one's purpose but the necessity of learning has been inevitable. Therefore, it has gained the international recognition. Hence, it has become as Lingua Franca for everybody.

1.1.2 English Language Teaching in Nepal

In the context of Nepal, English language teaching (henceforth ELT) was started in Nepal with the establishment of Durbar High School in 1854 A.D. after Junga Bahadur Rana's return from Europe. The then English School of Durbar High School was only for ruling family. Therefore, English education was formally started for public only after the opening of Trichandra College in 1918 A.D. in higher education. In those days, only the literature was focused in studying English. Mainly reading and writing skills were given priority. Grammar translation method was dominant method in teaching English.

Language learning was reciting rules, examples, and translating one language to another language Grammar was taught deductively. In Nepal, systematically teaching English was started only after the implementation of National Education System Plan (NESP) in 2028 B.S. Now, in Nepal, every child obligates to learn English from the entry point of school. The purpose of learning English may vary from person to person. Some people may learn English just to be able to communicate while the others for gaining pleasure or to communicate with the foreigners and so on. Teaching methods and techniques are also changed in course of time. Now-a-days, grammar translation method, direct method, communicative language teachings are practiced in Nepal.

1.1.3 Evaluation of ELT in Terai

English is considered as international language of the world today. That is to say, the world has been using English as vehicle to transmit its developments, changes, inventions, and many other things. So, ELT has also become important in Nepal. In Nepal, English has been taught and learnt for many years. However, ELT does not have good position in Nepal, particularly in Terai due to various reasons. Firstly, English is taught through mother tongue rather than target language. Secondly, teachers don't have good proficiency in English. Thirdly, they are not well-trained so that they are not capable to cope with the complexities of the methodologies. In this regard, Davis et al.(1984, as cited in Awasthi, 2009,p.7) viewed that the teachers' proficiency in English was not up to the level they were sought for. For example; the proficiency of English of the graduate teachers teaching English in Kathmandu was found below that of the 10th graders of a well established private high school there. The situation outside the valley was even more deplorable.

In a survey comprising 300 English teachers in the country, Kerr (1994, as cited in Awasthi, 2009, p.7) found that the standard of written and spoken English amongst government school teachers ranges from grade two to grade four of native speakers, with only a few exceptions. She also found that the standard of the teachers teaching English at private schools is also not satisfactory because their general proficiency range seems to be '...from grade five to grade eight standard native speaker.' Most of the English teachers in Nepal are not trained and those who are trained also need retraining. The untrained teachers cannot cope with the methodological complexities. They cannot become as innovative as their trained counterparts are.

1.1.4 Approaches, Methods and Techniques for Teaching English

Anything or any concept in language teaching has at least two levels: deep and surface. The deep level refers to its philosophical consideration and surface level refers to its practical application in real life situation. In some cases there

may be some other intermediate in real life situations. In some cases there may be some other intermediate level (s) in between the two (i.e. philosophical and practical) levels. So does happen in a language teaching. In other words, there is one intermediate level between a philosophical and a practical level of language teaching as well.

To clarify the difference between a philosophical and practical level of language teaching a scheme has been proposed by the American applied linguist, Edward Anthony. He did this in 1963. He has identified three levels of conceptualization and organization in terms of approach, method and technique in the order of high to low. That is to say, approach is at the highest level, technique is at the lowest level and method lies in between the two. These are called three level of operation of language teaching scheme. The levels are arranged in a hierarchy and are known as hierarchical levels. According to Anthony (as cited in Richards and Rodgers, 2002:19).

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

"... Method is an overall plan for the orderly presentation of language materials, so part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural".

"... A technique is implementation as that which actually takes place in classroom. It is a particular track; stratagem or contrivance uses to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well".

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

Method is the level at which theory (which is provided by the approach) 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 of at which classroom procedures are described.

Technique is in direct contact with the students what we (teachers) do as a real classroom activity can be called a technique which carries out a method which adopts a particular approach. Various approaches, methods and Techniques can be used for English Language Teaching. They have been described in turn.

1.1.4.1 Approaches

Broadly speaking, an approach is theoretical position and belief about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. The following are examples of approaches that have been described in turn.

- (1) Communicative Language Teaching
- (2) Competency-Based Language Teaching
- (3) Content-Based Instruction
- (4) Lexical Approach
- (5) Multiple Intelligences
- (6) The natural approach
- (7) Neurolinguistic Programming
- (8) Whole Language

(1) Communicative Language Teaching

Communicative approach is an approach to foreign or second language teaching which emphasizes on communication. This approach came into practice in the late 1960s. Little Wood (1981, as cited in Richards and Rodgers 2007) states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." (p. 155). This approach has been developed by applied linguistics to react against grammar translation method and approach which emphasizes grammar form and structures rather than the function.

Wilkins (1976, as cited in Harmer, 2008, p. 121) says "communication required that students performed certain functions as well, such as promising, inviting and declining invitation with in a social context". This communicative approach emphasizes the fluency and communication in the target language. Communicative approach believes error is tolerated and meaning is more important than form.

(2) Competency Based Language Teaching

Competency-based Language Teaching is an application of the principles of competency-based education to language teaching. Here, competency-based education refers to an educational movement that focuses on the outcomes or outputs or learning in the development or language programs. Such an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work-related and survival-oriented language teaching programs for adults.

CBLT is based on a functional and interact ional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used. Language always occurs as a medium of interaction and communication between people for the achievement of specific goals and purposes. It also shares with behaviorist views of learning the notion that language form can be inferred from language function; that is, certain life

encounters call for certain kinds of language. It is also built around the notion of communicative competence and seeks to develop functional communication skills in learners. These skills are generally described in only the most general terms, however, rather than being linked to the performance of specific real-world tasks. CBLT thus shares some features with communicative language teaching.

(3) Content-Based Instruction

Content-based instruction (CBI) refers to an approach to second language teaching to second language teaching in which teaching is organized around the content or information that will acquire, rather than around a linguistic or other type of syllabus. Krahnke (1987, as cited in Richards and Rodgers, 2001, p. 204) offers the following definition:

It is the teaching of content or information in the language being learned with little or no direct or explicit efforts to teach the language itself separately from the content being taught.

Content-based instruction is grounded on the following two central principles:

- (i) People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- (ii) Content-based instruction better reflects learners' needs for learning a second language.

A number of assumptions about the nature of language underlie content-based instruction as follows:

i. Language is Text and Discourse Based

CBI addresses the role of language as a vehicle for learning content. This implies the centrality of linguistic entities longer than single sentences because

the focus of teaching is how meaning and information are communicated and constructed through texts and discourse.

ii. Language use draws on Integrated Skills

CBI views language use as involving several skills together. In a content based class, students are often involved in activities that link the skills, because this is how the skills are generally involved in the real world. Hence students might read and take notes, listen and write a summary or respond orally to things they have read or written.

iii. Language is Purposeful

Language is used for specific purposes. The purpose may be academic, vocational, social or recreational but it gives direction, shape and ultimately meaning to discourse and texts.

(4) Lexical Approach

The lexical approach discussed by Dave Willis (Willis 1990) and popularized Michael Lewis (1997) is based on the assertion is that 'language consists not of traditional grammar and vocabulary but often of multiword prefabricated chunks' (Lewis 1997, as cited in Harmer, 2008, p. 74). That is to say, Lexical approach is Language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions or some other unit of planning and teaching but lexis, that is words and word combinations. Lexical approaches in language teaching reflect beliefs in the centrality of the lexicon to language structure, second language learning, and language use and in particular to multiword lexical units or "Chunks" that are learned and used as single item. Adult language users have literally thousands of these chunks at their disposal, such as How are You? See you later; you must be joking and so on. Lewis (1997, as cited in Harmer, 2008, p. 74) proposes the fluency is the result of acquisition of a large store of these fixed and semi-fixed pre-fabricated items which are 'available as the

foundation for any linguistic novelty or creativity. Lexical approaches in language teaching seek to develop proposals for syllabus design and language teaching founded on a view of language in which lexis plays the central role.

(5) Multiple Intelligences

Multiple intelligences (MI) refers to a learner based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in equation. Traditional IQ or intelligence tests are based on a test called the Stanford Bitnet, founded on the idea that intelligence is a single, unchanged, inborn capacity. However, traditional IQ tests, while still given to most schoolchildren, are increasingly being challenged by the MI movement. MI is based on the work of Howard Gardner of the Harvard Graduate School of Education (Gardner 1993). Gardner notes that traditional IQ tests measure only logic and language, yet the brain has other equally important types of intelligence. Gardner argues that all humans have these intelligences but people differ in the strengths and combinations of intelligence. He believes that all of them can be enhanced through training and practice. MI thus belongs to a group of instructional perspectives that focus on differences between learners and the need to recognize learner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligence.

Gardner (1993, as cited in Richards and Rodgers, 2001, p. 116) proposes eight native intelligences which are described as follows:

- i. Linguistic: the ability to use language in special and creative ways, which is something lawyers, writers editors and interpreters are strong in.
- ii. Logical mathematical: the ability to think rationally, often found with doctors, engineers, programmers and scientists.

- iii. Spatial: the ability to form mental models of the world, something architects, decorators, sculptors and painters are good at.
- iv. Musical: a good ear for music, as is strong in singers and composers.
- v. Bodily/kinesthetic: having a well-coordinated body, something found in athletes and draftspersons.
- vi. Interpersonal: the ability to be able to work well with people, which is strong in salespeople, politicians and teachers.
- vii. Intrapersonal: the ability to understand oneself and apply one's talent successfully, which leads to happy and well-adjusted people in all areas of life.
- viii Naturalist: The ability to understand and organize the patterns of nature.

The idea of multiple intelligence has attracted the interest of many educators as well as the general public, school that use MI theory encourage learning that goes beyond traditional books, pens and pencils. Teachers and parents who recognize their learners/children's particular gifts and talents can provide learning activities that build on those inherent gifts. As a result of strengthening such differences, individuals are free to be intelligent their own ways.

(6) The Natural Approach

The natural approach is first, introduced by Terrell and developed by Krashen. This approach is based on the theory of second language acquisition. It places less emphasis on teacher monologues, direct repetition and formal question and answers, and less focus on accurate production of target language sentence. In the natural approach there is an emphasis on exposure or input, rather than practice; optimizing emotional preparedness for learning Krashan and Terrell say that the natural approach is an example of communicative approach (cited in Richards and Rodgers 2001, p. 179). It is similar to other communicative approaches being developed today.

The theoretical foundation of this approach is shouldered by monitor model so that five hypotheses of the model are main theoretical basis of this approach. This approach regards language as a vehicle for communication. Krashen and Terrell say the acquisition can take place only when people understand message in the target language. Since the natural approach is entirely based on the Krashen's theory of the second language acquisition, the five hypothesis of his theory have been outlined in turn:

i. The Acquisition/Learning Hypothesis

The acquisition/learning Hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language. Acquisition is the natural ways, paralleling first language development in children. Acquisition refers to unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning, by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for "Learning" to occur, and correction or errors helps with the development of learned rules. Learning, according to the theory can not lead to acquisition.

ii. The Monitor Hypothesis

The acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. The monitor Hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate, but that conscious learning (i.e. the learned system) has only this function.

iii. The Natural Order Hypothesis

According to the Natural order Hypothesis, the acquisition of grammatical structures proceeds in a predictable order. Research is said to have shown that certain grammatical structures or morphemes are acquired before others is found in second language acquisition. Errors are signs of naturalistic developmental processes and during acquisition (but not during learning) similar developmental error occurs in learners no matter what their native language is.

iv. The Input Hypothesis

According to the input hypothesis, comprehensible input is deemed to be vital for second language acquisition. Here comprehensible input refers to the input that contains structures slightly above the learner's present level. In this regard, Krashen (1981, p. 2) states that:

Human acquire language in only one way-by understanding messages, or by receiving comprehensible input...We move from I, our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1$.

It means that comprehensible input is that bit of language that is slightly ahead of a learner's current state of grammatical knowledge. Krashen defined a learner's current state of knowledge as 'i' and the next stage as 'i+1'. So, the input a learner is exposed to be at $i+1$ level in order for it to be of use in terms of acquisition.

v. The Affective Filter Hypothesis

Krashen sees the learner's emotional state or attitude an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. A low affective filter is desirable, since it impedes or blocks of this necessary input. The hypothesis is built on research in second language acquisition, which has

identified three kind of affective or attitudinal variables related to second language acquisition:

-) Motivation: Learners with high motivation do better.
-) Self-confidence: Learners with self-confidence and a good self-image trend to be more successful.
-) Anxiety: Low personal anxiety and low classroom anxiety are more conducive to second language acquisition.

(7) Nero-linguistics Programming

Nero-linguistic programming (NIP) refers to a training philosophy and set of training techniques first developed by John Grinder and Richard Bundler in the mid-1970s as an alternative form of therapy. Following Revel and Norman (1997, as cited in Richards and Rodgers, 2001, p. 125).

NLP is ... a collection of techniques patterns and strategies for assisting effective communication, personal growth and change and learning. It is based on a series of underlying assumptions about how the mind works and how people act and interact.

The NLP model provides a theoretical framework and a set of working principles for directing or guiding therapeutic change but the principles of NLP have been applied in a variety of other fields, including management training, sport training communications sales and marketing and language teaching. Since NLP is a set of general communication techniques, NLP practitioners generally are required to take training in how to use the techniques in their respective fields. NLP was not developed with any applications to language teaching in mind. However, because the assumptions of NLP refers to attitude to life, to people and to self discovery and awareness, it has had some appeal within language teaching to those interested in what we have called humanistic approaches – that is, approaches that focus on developing one's sense of self

actualization and self awareness as well as to those drawn to what has been referred to as new age humanism.

(8) Whole Language

The whole language movement is not a teaching method but an approach to learning that sees language as a whole entity. In this regard (Rig 1991, as cited in Richards and Rodgers, 2001, 108) say that "if language is not kept whole, it isn't language anymore". Each language teacher is free to implement the approach according to the needs of particular classes. It focuses on experiences and activities that are relevant to learners' lives and needs, that it uses authentic materials, and that it can be used to facilitate the development of all aspects of a second language. Critics, however, see it as a rejection of the whole ESL approach in language teaching and one that seeks to apply native language principles to ESL. Whole language proposals are seen as anti direct teaching anti-skills, and anti-materials, assuming that authentic texts are sufficient to support second language-learning and the skill development will follow-without special attention. Many language teachers still have a strong commitment to specially developed materials to support instruction and some have argued that whole language promotes fluency at the expense of accuracy. On the other hand, supporters of whole language have developed a rich array of materials that can offer an integrated approach to ESL instruction and that can be adapted for use in a wide variety of controls (e.g. whites on 1998). Whole language activities may prove useful particularly for younger learners in ESL environments. Many of the activities for older learners in other environments are similar to those recommended in other instructional approaches (e.g. communicative language teaching and cooperative learning), which can also serve as resources to support a whole language approach.

1.1.4.2 Methods

Broadly speaking, method is a generalized set of classroom specifications for accomplishing linguistic objectives. The following are examples of methods as follows

- (1) Grammar Translation Method
- (2) Direct Method
- (3) Audio-lingual Method
- (4) Communicative Method
- (5) Counseling-Learning
- (6) Situational Language Teaching
- (7) The Silent Way
- (8) Suggestopedia
- (9) Total Physical Response
- (10) Co-operative language learning
- (11) Task-based language teaching
- (12) Deductive method
- (13) Inductive method

(1) Grammar Translation Method

Grammar Translation Method (henceforth GT method) is a traditional method in language learning. GT method started from late nineteenth and early twentieth centuries. This method is also known as classical method. This GT method was first used to teach the classified language i.e. Latin and Greek. In

GT method, the students were given explanation of individual points of grammar and then they were given sentences which exemplified these points. The target language sentences which exemplified these points. The target language sentences should be translated into the learner's first language Freeman (2010) says:

One of the questions based on this excerpt asks them. Have you ever thought about running away from home? After one-half, the teacher, speaking in Spanish, asks the students to stop and check their work. Actually, this method is the combination of grammar and translation (p. 12).

Similarly, Harmer (2008, p. 63), "Language was treated at the level of the sentence only; with little study certainly at the early stages, of longer texts". To Richards and Rodgers (2001, p. 5). "The first language is maintained as the reference system in the acquisition of the second language". Hence, we conclude that the fundamental purpose of GT method is to enable students to read and comprehend foreign language literature and grammar is taught deductively.

(2) Direct Method

Direct method is a method of teaching which came into existence in nineteenth century to react with restrictions of GT method. After GT method, this method becomes popular in the field of language teaching. Driller (1978, as cited in Freeman, 2010) says:

The direct method has one very basic rule: No translation is allowed. In fact the direct method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no resources to the students' native language (p., 24).

The direct method was appeared with a new school of thinking that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. Harmer (2008) says: "Translation was abandoned in favors of the teacher and the students speaking together, relating the grammatical forms they were studying to object and picture, etc. in order to establish their meaning (p. 63). Target language should be used in the classroom. This direct method was also received as well method when the goal of instruction became learning how to use a foreign language to communicate. Actually this method conveys the meaning of the forms in the target language through demonstration, visual aids etc. but not through learners native language. Similarly Jazzperson (1904, p.8) says, "Explanation gives more information than translating a language".

(3) Audio-lingual Method

Audio-lingual method is also one of the revolutions in the field of language teaching. This method was first developed after Second World War. This method is mainly oral based method. Freeman (2010, p.35) says, "The audio-lingual method drills students in the use of grammatical sentence patterns". Similarly, Harmer (2008, p.52) says, "Behaviorism was directly responsible for audio-lingualism with its heavy emphasis on drilling (following the stimulus-response-reinforcement method)". The emergence of audio-lingualism claimed to have transformed language from an art into a science, which would enable learners to achieve mastery of a foreign language effectively and efficiently. The main objective of audio-lingual method is to create language competence in learners. Hockett (1957, as cited in Richards and Rodgers, 2010, p.52) says, "It is these basic patterns that constitute the learners task. The require drill, drill and more drill and only enough vocabulary to make such drills possible". In audio-lingual approach, four skills are taught separately and dialogue is highly used in teaching. In addition, it emphasizes on certain techniques such as mimicry, memorization, drilling etc.

(4) Communicative Method

Communicative method is a method to foreign or second language teaching which emphasizes on communication. This method came into practice in the late 1960s. Littlewood (1981, as cited in Richards and Rodgers 2007) states, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language" (p.155). This method has been developed by applied linguists to react against grammar translation based method and approach which emphasizes grammar form and structures rather than the functions. Wilkins (1976, as cited in Harmer, 2008, p.121) says, "Communication required that students performed certain functions as well, such as promising, inviting, and declining invitation with in a social context". This communicative method emphasizes the fluency rather than accuracy; use of authentic language and communication in the target language communicative approach believes error is tolerated and meaning is more important than form.

(5) The Community Language Learning

Community Language Learning is a method introduced by Charles Curran a priest, psychologist and counselor. It is also referred to as counseling learning because Curran has applied his psychological counseling techniques to learning language. According to Curran, language learning takes place in an anxiety-free atmosphere. Following Richards and Rodgers (2001, p. 90), "community language learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor-client relationship".

Curran discovered that adult often feel threatened in new learning situation. One, because they are coming into contact with something unfamiliar and two because they are afraid of appearing foolish. To counter this, the teacher must become a counselor- a person who not understands learners face while learning

something new (as cited in Nagaraj, 2008, p.60). By understanding, the teachers can help them to overcome their fears and work more positively towards learning a new language.

Thus, Community Language Learning takes place in groups, either small or large and these groups from the community. This method lays emphasis on the learners' personal feelings while learning a foreign language.

(6) Situational Language Teaching

The situational language teaching is a method developed by British applied linguists from the 1930s to the 1960s. The objective of the situational language teaching method are to teach a practical command of the four basic skills of language, goals it shares with most methods of language teaching. But the skills are approached through structure. Accuracy in both pronunciation and grammar is regarded as crucial and errors to be avoided at all costs. Following Richards and Rodgers (2001, p. 39). The main characteristics of the approach are as follows:

- (i) Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
- (ii) The target language is the language of the classroom.
- (iii) New language points are introduced and practiced situationally.
- (iv) Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
- (v) Items of grammar are graded following the principle that simple forms should be taught before complex ones.
- (vi) Reading and writing are introduced once sufficient lexical and grammatical basis is established.

(7) The Silent Way

The silent way is the name of method of language teaching devised by Caleb Gattegno. It is based on the premise that teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible. The silent way makes the use of color charts and the colored Cuisenaire as teaching materials. The silent way shares a great deal with other learning theories and educational philosophies. Very broadly put, the learning hypothesis underlying Gattegno's work could be stated as follows (as cited in Richards and Rodgers 2001, p. 81).

- (i) Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be used.
- (ii) Learning is facilitated by accompanying (mediating) physical objects.
- (iii) Learning is facilitated by problem solving involving material to be learned.

Following Richards and Rodgers (2001, p. 83), silence is considered the best vehicle for learning, because in silence students concentrate on the task to be accomplished and the potential means to its accomplishment. Repetition (as opposed to silence) "consumes time and encourages the scattered mind to remain scattered" (Gattegno, 1976, as cited in Richards and Rodgers 2001, p.83). Silence, as avoidance of repetition is thus an aid to alertness, concentration and mental organization.

(8) Suggestopaedia

The suggestopaedia is a method advocated by Georgi Lozano, a Bulgarian doctor of medicine, psychiatrist and parapsychologist. It is based on the principle of joy and easiness. It is also known as Desuggestopedia. Suggestopedia is a specific set of learning recommendation derived from suggestology, which Lozanov describes as a "science...concerned with the

systematic study of the no rational and or no conscious influences" that human beings are constantly responding to (stevick, 1976, as cited in Richards and Rodgers, 2001, p. 100). Much of the methodology is based on suggestology, a psychological theory which says that human beings respond to subtle clues of which they are not consciously aware. Lozanov said that we don't use our mental capacities to the full as we have within us many psychological barriers. We fear that we will not be able to do well.

Suggestopaedia is the pedagogic application of suggestion; it aims to help learners to overcome the feeling that they can not be successful and so removes their mental barriers to learning. It helps learners reach hidden reserves of the mind. In Bulgaria, this method is being used even in primary schools, though in the USA, Canada and Western Europe, this method is generally associated with the teaching of language to adults. Following Nagaraj (2008, p. 63), the three main principles of suggestopaedia are:

(i) Joy and psycho relaxation

Learners will be able to use their hidden potentials only if they feel relaxed and happy. It is in such conditions that learners will get interested and involved in meaningful activities using the new language.

(ii) Gaining access to the reserve powers of the mind.

(iii) Harmonious collaboration of the conscious and the unconscious.

Following Richards and Rodgers (2001, p.100), the most conspicuous characteristics of suggestopedia are decoration furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher.

"There is no sector of public life where suggestology would not be useful (Lozanov, 1978, cited in Richards and Rodgers, 2001, *ibid*). "Memorization in learning by the suggested methods seems to be accelerated 25 times over that in learning by conventional methods" (Lozanov 1978, as cited in Richards and Rodgers 2001, *ibid*).

(9) Total Physical Response

The total physical response is a method developed by James Asher, an experimental psychologist. It is also known as the comprehension approach. It bases its principles on the way a child learns the first language. It listens to a lot of language before it attempts to speak. The child, nevertheless, follows what is said, especially commands. So in the total physical response method, listening comprehension is the basis of the course. The teacher gives commands and orders, and learners perform the action. This is said to be a meaningful way of learning a language.

Following Richards and Rodgers (2001:73), total physical response is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity.

The general objectives of total physical response are to teach oral proficiency at a beginning level. The ultimate aim is to teach basic speaking skills. ATPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker.

(10) Co-operative Language Learning

Cooperative Language Teaching is part of a more general instructional approach also known as collaborative learning. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Following Olsen and Kagan (1992; 8) define:

'Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others'.

In second Language Teaching, CL has been embraced as a way of promoting communicative interaction in the classroom and is seen as an extension of the principles of communicative language teaching. It is viewed as a learner centered approach to teaching held to offer advantages over teacher fronted classroom methods. In language teaching its goals are:

-) To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
-) To provide teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g. content-based, foreign language classrooms; mainstreaming).
-) To enable focused attention to particular lexical items, language structures and communicative functions through the use of interactive tasks.
-) To provide opportunities for learners to develop successful learning and communication strategies.
-) To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.

CLL is thus an approach that crosses both mainstream education and second and foreign language teaching.

(11) Task Based Language Teaching

Task Based Language Teaching is an approach which gives focus on task. It asserts that task plays vital role in second language acquisition. Following Richards and Rodger (2001, p. 223), Task-Based Language Teaching (TBLT) refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. It is also said to be 'Task-Based Instruction', or TBI. In task-based language teaching, learners are engaged in task work

which provides a better context for the activation of learning processes than form focused activities and hence ultimately provides better opportunities for language learning to take place. Language learning is believed to depend on immersing students not merely in 'comprehensible input' but in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication.

The key assumptions of task based instruction are summarized by Feez (as cited in Richards and Rodger, 2001, 224) as:

-) The focus is on process rather than product.
-) Basic elements are purposeful activities and tasks that emphasize communication and meaning.
-) Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
-) Activities and tasks can be either: those that learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom.
-) Activities and tasks of a task based syllabus are sequenced according to difficulty.
-) The difficulty of a task depends on a range of factors including the previous experience of the learners, the complexity of the task, the language required to undertake the task and the degree of support available.

(12) Deductive method

Deductive method, in general, is rule driven method which starts with presentation of grammatical rules and then is followed by examples and explanation of rules. In this regard, Thornberry (1999, cited in Sharma and

Phyak, 2008, p.166) states “... a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.” Likewise, Brown (1994, as cited in Sharma and Phyak, 2008, p.167) states deductive reasoning is a movement from generalization to specific instances: specific subsumed facts are inferred or deduced from a general principle.”

-) A typical deductive method includes following steps:
-) Presentation of rules
-) Description and explanation of rules
-) Providing some examples
-) Explaining underlying rules mostly by using mother tongue
-) Asking students to practice the rule orally or in writing
-) Contrasting the areas of differences between mother tongue and target language

(13) Inductive Method

Following Thornberry (1999, as cited in Sharma and Phyak, 2008, p.169), “...an inductive approach starts with some examples from which a rule is inferred.” Likewise, in the words of Richards et al. (1985, as cited in Sharma and Phyak, 2008, p.169), “In inductive learning learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language.”

Going through above definitions, we can simply define the inductive method as a rule-discovery method. In this method without having met the rule , the learner studies examples and from these examples derives an understanding of the rule. A typical inductive method follows following steps:

-) Presentation of examples

-) Analysis of examples
-) Rule formulation
-) Generalization of rules that grow out of the previous activity
-) Written and oral practice

1.1.4.3 Techniques

Broadly speaking, a technique is any kind of wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. It is an implementation of a particular trick for an immediate objective. It makes the classroom democratic, which creates a teaching learning environment and motivates the learners. There are two types of teaching learning techniques: Teacher-centered and student-centered.

(1) Teacher-centered Techniques

Teacher –centered techniques plays dominant role in teaching learning activities in context of Nepal. In it, teacher is authority in the classroom. It is more logical than psychological and emphasizes the product rather than process. The teacher-centered techniques are as follows:

- i. Lecture
- ii. Explanation
- iii. Illustration
- iv. Demonstration

(2) Student-centered Techniques

Student centered teaching and learning is techniques in which students are encouraged to make the use of their own lives and feelings in the classroom some of the learners centered techniques are listed:

- i. Individual work
- ii. Pair work
- iii. Group work
- iv. Project work
- v. Role play
- vi. Discovery
- vii. Dramatization

i. Lecture

Lecture is a teacher- centered technique. According to Lee (as cited in Agrawal, 1996). “The lecture is a pedagogical method where by the teachers formally delivers a carefully planned expository address for some practical topic or problem.” The lecture technique refers to the teaching procedure involved in the clarification or explanation to the students to some master idea.

ii. Explanation

Explanation is explicit description or definition of concept of process. According to Patton (as sited in Sharma and Phyak , 2008, p. 112), “Explanation from a kind o bridge between telling and revealing knowledge for the lesson and it involves a number of their techniques as well as narration and description .” The main objective of explanation is to enable the learners to take an intelligent interest in the lesson. Explanation is done to develop insight and understand. Allen and Valletta (1997, p. 4) say, “A variety for technique in the classroom might will be more effective than the very fluent teacher.” Explanation is explicit description of concepts. Explanation can be in the form of action, defining, uses sentences, stating synonyms, telling original etc. For the successful explanation teacher uses demonstration and illustration with the aid of charts, models and so on where necessary.

iii. Illustration

Illustration refers to use of material or examples to help make the content interesting understandable and clear to learner. Decency and Brown (1967, p.392) say, “Teachers reads the paragraph dialogue in which the words are used. She next asks a question to explain to word in the dialogue. Illustration illuminates what is presented or taught to learner. Illustration is of two types: verbal and visual. In verbal illustration gearing and understanding activities is such as story, idioms, metaphor, drama etc occur. Verbal illustration is useful at higher level. Visual illustration is also called non-verbal or concrete illustration. This includes charts, maps sketch graphs. It is useful at lower level. Illustration creates curiosity and interest among students and helps to provide clarity can vividness to the subject matter.

iv. Demonstration

Demonstration implies the presentation for pre- arranged series of events or equipments to a group of student for their observation according accompanied by exploratory remarks. Demonstration depends upon needs, ideas, material, procedures, and techniques. Similarly, Allen and Valletta (1997) say, “Teacher aptitude is particularly crucial in the case or ESL students when students when students from another culture and / or linguistic groups. An American school, their integration is definitely enhanced if teachers demonstrate a supportive and understanding aptitude.” (p.5)

It helps students to know new words of experience. It is useful to establish relationship between theory and classroom practice and enables the student t acquire knowledge in the first hand from.

1.1.4.2 Student-Centered Teaching and Learning

Students centered teaching falls under the humanistic teaching methodology. In which students are encouraged t makes use for their own lives and feelings in

the classroom. Richards et al. (1985, p. 359) provide the following points that are included by the students centered teaching.

- J Students take part in setting goals and objectives
- J There is a concern for the students feeling and values.
- J There is a different role of the teacher .the teacher is seen as a helper, adviser or counselor.
- J Students centered teaching is an approach focusing on the need o the students rather than education process such as teachers and administrators.

The above-mentioned points clears that students are encouraged to participate actively in learning rather than being passive taking notes quietly. Students are participated to make understanding material. The learners learn by doing themselves. Some of the learners-centered techniques are as follows:

- i. Individual work
- ii. Pair works
- iii. Group work
- iv. Project work
- v. Role play
- vi. Discovery
- vii. Dramatization

i. Individual work

Individual work is a general classroom technique of language teaching. In this technique all the learners are not compelled to do same thing at the same time in the same work. Learners are given freedom to choose how and what they

learn at any particular time. There is learner autonomy and responsibility for learning. Richards et al. (1985, p.147) mention following points:

- J Objectives are based on the need of the individual learners.
- J Allowances are made in the design of a curriculum for individual differences in what students wish to learn and the rate at which they learn.

ii. Pair Work

Pair work makes students interact with each other. According to Cross (1992, p.49), "Pair work is one of the important lecture centered technique; which is often used in a communicative ability." Teachers play the role of monitor and resource person. Students can practice language together, study a text research language and take part in information gap activities. It increases the speaking skill and allows students to work and interact independently.

iii. Group Work

Group work is also a learner –centered technique of language teaching and learning. It is useful for teaching students in an interactive way. In group work, learners may work on a single task or on different parts of a large task. Activities are conducted in groups. This technique includes initiation, monitoring, facilitation, prompting, giving feedback and so on.

iv. Project work

Project work is a cooperative language learning technique. Which centers around the completion of a task and usually requires an extended amount of independent work either by individual students or by a group of students According to Richard et al. (1985, p.144):

The project work is an activity, which centered on the completion of a task and usually requires an extended amount of independent work

either by individual students or by a group of students. Much of this work takes place outside the classroom. (p.295)

The project work is student centered rather than teacher centered, teacher may need to develop a more flexible attitude towards the student's work. The language is derived from the nature of the project itself. It emphasizes on group centered experiences. Students themselves plan, execute and present a task.

v. Role play

Role play is a classroom activity, which gives the student an opportunity to practice the language, the aspects of role behavior and the actual roles they may need outside the classroom. Role play is an ideal vehicle for developing fluency and focus on integrating the four skills. It is highly flexible and can be used in any level language teaching. It makes the classroom interactive, funny and interesting. It will also be very beneficial for the students.

vi. Discovery Technique

Students are given a sample of language and are told to find out the grammatical rule in this technique. According to Harmer (2008) says:

Discovery technique is the technique in which students are given the example of language and are told to find out the rule requiring them to organize the strips in proper sequence allowing them to discuss the material of the strip as to make it known to the other member of the group to compare. (p. 29)

It is used to teach vocabulary materials, which allow students activate their previous knowledge, and to share what they know. Richards et al. (1985, p. 148) provides some beliefs on discovery technique and they are presented below:

- i) Learners develop process associated with discovery and inquiry by observing. Formulating hypotheses, predicting and communication.
- ii) Textbooks are not the sole sources of learning.
- iii) Conclusions are considered tentative and not final

vii Dramatization

Drama is doing. Drama is being. Drama is a normal thing. It is something that we all engage in daily life when faced with a difficult situation. It encourages genuine communication and involves real emotion and use of good language. It involves using the imagination to take oneself into another character or the classroom into different places. It starts with listening speaking. Drama consists of six elements - situation. Problem, Solution: surface reality and background, emotion, planning: understanding reality/foundation.

1.2 Review of Related Literature

Several researches have been carried out on learning strategies and grammar. Some related research works are reviewed in the following lines.

Regmi (2004) carried out a research entitled "Effectiveness of group work technique in teaching English tense". The objective of this study was to find out the effectiveness of group work technique in teaching English tense. It was found that the students who are taught using group work progressed relatively better than the students who were taught using explanation.

Oli (2005) concluded a research entitled "Effectiveness of Task Based Techniques for teaching simple present tense". The objective of study was to find out the effectiveness of task based techniques in teaching simple present tense. It was found that it is more effective than grammar translation method in teaching simple present tense.

Bhandari (2005) carried out a research "The Effectiveness of Group work and pair work Techniques in teaching communicative function of English".

It was his comparative study of two techniques in teaching communicative function of English. The study concluded that the pair work technique was found more effective than group work technique for teaching communicative function in general.

Yadav (2007) carried out a research entitled 'A study on the effectiveness of project work technique'. His objective was to find out the effectiveness of project work in improving working. He found that project work can be great aids to enhance the students learning. The students are not acquired the learning quite satisfactorily from the beginning as aimed by the curriculum.

Gautam (2010) carried out a research entitled "Teachers perspective on applicability or student centered teaching". His objective was to examine the applicability of student centered teaching techniques from secondary level teachers' perspective. He found that involving students in classroom activity while teaching English is a good way of teaching but large class size affects to the implementation of student centered teaching in the classroom.

Giri (2010) conducted a research aiming to find out the perception of teachers and learners on the use of lecture techniques in teaching English in higher secondary school. His research title was "perception of learners and teachers on lecture technique". He found that different teachers perceive lecture technique differently. Teachers take lecture as an easy technique to conduct in the classroom and complete the course with in an academic year easily and he found that all the teachers use lecture technique to motivate the students summarize and introduce the topic and learns take the lecture technique as boring and less interactive one.

All the aforementioned studies show the different aspects of teaching English. None of them is related to the "Methods and Techniques used in Teaching

English”. In this way my research work is different from that of other mentioned above.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To explore the existing methods and techniques used in teaching English.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

Teaching English seems to be important aspect for learning language in secondary level classes. Therefore, this research helps to those who prescribe and design teaching materials and syllabus for secondary level classes. This research is equally significant to students, the textbooks writers, curriculum developer, and curriculum designers. To be specific, it is beneficial for all those who are directly and indirectly involve in English language teaching and learning.

CHAPTER - TWO

METHODOLOGY

In order to accomplish the present study, I adopted the following methodology.

2.1 Sources of Data

I made use of both the primary and secondary sources of data. Thus, this study was based on the following source of information.

2.1.1 Primary Sources of Data

The teachers who teach in secondary level were observed for the primary data. So they were the primary sources.

2.1.2 Secondary Sources of Data

For the facilitation of the study, I consulted Richards and Rodgers (2001), Bhandari (2005), Kumar (2005), Harmer (2008), Larsen-Freeman (2010). Likewise, I consulted different thesis, articles, websites and other written documents available in printed form and electronic media, which were related to the study.

2.2 Population of the Study

The population of the study was the secondary level teachers who were teaching in Siraha district.

2.3 Sampling Procedure

I used purposive non random sampling for the selection of schools and the teachers. I selected forty teachers from twenty secondary schools of Siraha district and observed classes of each and filled the observation form.

2.4 Research Tools

An observation form was developed for observation (see Appendix No. I & II). The observation form contained the information related to the methods and techniques used by English teachers of Siraha district.

2.5 Process of Data Collection

To collect the data from primary sources, I visited school head teachers to create rapport with them. I then contacted the related teachers and kept better relation with them. Then, I observed the class and filled the observation form.

2.6 Limitations of Study

This study had the following limitations:

- (i) The study was based only on the methods and techniques used by teachers in the classroom.
- (ii) Only twenty schools including ten private and ten public schools of were selected.
- (iii) Only the secondary level classes were observed for data collection.
- (iv) The data was collected through the classroom observation.
- (v) The study was only limited to Siraha district.
- (vi) The data was elicited from only the secondary level English teachers.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The data collected from the informants were analyzed and interpreted to find out the methods and techniques used by the teachers in teaching English. For this, I tabulated the information and analyzed the data under two main headings:

-) **Analysis of teaching methods**
-) **Analysis of teaching techniques**

3.1 Holistic Analysis of Teaching Methods

I observed forty classes of teaching listening, speaking, reading, writing activities, grammatical items and vocabulary items and found 10 methods being used in different classes. The following table shows vivid methods used by the teachers while teaching in English.

Table No. 1

Different Methods Used in Teaching English

Categories	Methods	Frequency	Percentage
Teacher Centered	GT Method	10	25
	Lectures Method	5	12.5
	Direct Method	6	15
	Audio-lingual Method	4	10
	Deductive Method	4	10
Student Centered	Communicative Method	6	15
	Co-operative Method	2	5
	The Salient way	1	2.5
	Task based Method	1	2.5
	Inductive Method	1	2.5

The above table clearly shows the number of methods used by English teachers while teaching. Ten teachers (25%) used GT method for reading, writing and vocabulary. Similarly, five teachers (12.5%) used lecture method for reading. Six teachers (15%) used direct method for listening, writing and vocabulary. In the same way, four teachers (10%) used audio-lingual method for speaking. Four teachers (10%) used deductive method for grammar. Similarly, six teachers (25%) used communicative method for listening, speaking, reading and writing. Two teachers (5%) used co-operative language learning for speaking and writing. Likewise, one teacher used the salient way for reading. In the same way, one teacher used task-based method for writing. finally, one teacher used inductive method for grammar. Thus, on the basis aforementioned data, we know that majority of teachers used GT method while teaching English.

3.2 Methods Used in Teaching Different Skills

This section provides the list of methods by teachers in the classroom with their frequency and percentage rates.

3.2.1 Methods Used in Teaching Listening

Listening is the ability to identify and understands what others are saying. This involves understanding of a speaker's pronunciation, his/her grammar and vocabulary and grasping the meaning. I observed six teachers' listening classes. They used two methods and they are communicative direct methods. The following table shows the method used by teachers in teaching listening activities and analyzed. These methods in terms of their uses.

Table No. 2
Method Used in Teaching Listening Activities

Language Item	Method	Frequency	Percentage
Listening	Communicative	2	33.33
	Direct	4	66.66

Listening skill is acquired through exposure but not through teaching. It involves the construction of message on the basis of what has been spoken and what they listened to or they have already known about the topic. The above table states the number of classes conducted in listening activities. It is observed that two teachers (33.33%) used communicative method whereas four teachers (66.66%) used direct method in teaching listening skill. Hence, the above data reveals that the number of teachers used direct method for listening activities.

3.2.2 Methods Used in Teaching Speaking

Speaking is a productive skill in the sense that language is primarily manifested in speech. Speech consists of pronunciations of vowel and consonant, sounds, stress, rhythm, juncture and intonation speaking is directly related to listening. Speaking is the most important skill because who can communicate in the languages is obviously referred to as the 'speakers' of that language. I observed six teachers' speaking classes and found that they used audio-lingual, communicative and cooperative methods. The following table shows the methods used by the teachers in teaching speaking activities and analyzed in terms of their uses.

Table No. 3

Methods Used in Teaching Speaking Activities

Language Item	Method	Frequency	Percentage
Speaking	Audio-lingual	4	66.66
	Communicative	1	16.66
	Co-operative	1	16.66

Speaking is the ability to express speakers' idea, feelings and emotions fluently in a language. It is difficult for language learners because effective oral communication requires using language appropriately in social interaction. The

above table clearly states the method used by the teachers while teaching speaking activities. Among six teachers' speaking classes observed, four teachers (66.66%) used audio-lingual method and one (16.66%) used communicative method. Finally, one teacher (16.66%) used cooperative method. Thus, the above data shows that majority of the teachers used audio-lingual method in teaching speaking in Siraha based schools.

3.2.3 Methods Used in Teaching Reading

Reading means understanding or making sense of given text. Traditionally, it was regarded as a receptive skill of observing printed information in a text. It is an important aspect of teaching and learning a language. I observed ten teachers' reading activities/classes. They used lecture, GT, silent way and communicative methods. The following table shows the methods used by the teachers while teaching reading skill.

Table No. 4

Methods Used in Teaching Reading Activities

Language Item	Method	Frequency	Percentage
Reading	Lecture Method	5	50
	GT Method	3	30
	Silent Way	1	10
	Communication Method	1	10

The table above reveals that five teachers (50%) used lecture method whereas three teachers (30%) used GT method while teaching reading. In the same way, one teacher (10%) used silent way. Finally, one teacher (10%) used communicative method. Thus, the above data states the majority of teachers used lecture method in teaching reading in Siraha based schools.

3.2.4 Methods Used in Teaching Writing

Writing is the visual presentation of graphic symbols to express ideas, feelings and any other message. Writing is the most difficult skill for language learners. It involves manipulation structuring and communication. I observed the nine classes on writing activities. The teachers used GT, direct, communicative, and cooperative and task based methods. The following table clearly shows the methods used by the teachers while teaching writing activities.

Table No. 5

Methods Used in Teaching Writing Activities

Language Item	Method	Frequency	Percentage
Writing	GT Method	4	44.44
	Direct Method	2	22.22
	Communication Method	1	11.11
	Co-operative Method	1	11.11
	Task based Method	1	11.11

The table above clearly states the number of classes the teacher devoted in writing activities. Four teachers (44.44%) used GT method whereas two (22.22%) used direct method. In the same way, one (11.11%) used communicative and co-operative methods. Finally, one (11.11%) used task based methods. Thus, the above data states that majority of the teachers used GT method while teaching writing activities.

3.2.5 Method Used in Teaching Grammatical Items

Grammar is connection of words and word groups in an acceptable structure. It is defined as how words are combined to form acceptable units of meaning within a language. Grammar is central to the teaching and learning language. I observed five classes of teaching grammatical items. The teachers used

deductive and inductive methods. The following table clearly shows the methods used by the teachers while teaching grammatical items.

Table No. 6

Methods Used in Teaching Grammatical Items

Language Item	Method	Frequency	Percentage
Grammatical Items	Deductive method	4	80%
	Inductive method	1	20%

The above table states the number of classes conducted for teaching grammatical items. It was found that four teachers (80%) used deductive method whereas one (20%) used inductive method in teaching grammatical items. Thus, in conclusion, the majority of the teachers used deductive method to teach grammatical activities in Siraha based schools.

3.2.6 Methods Used in Teaching Vocabulary Items

Vocabulary is an important aspect of a language. Students have to learn varieties of vocabularies. Students have to know organization, pronunciation, meaning, etc. of words. I observed four classes of teaching vocabulary. The teachers used GT method and direct method. The following table clearly shows the methods used by the teachers while teaching vocabulary.

Table No. 7

Methods Used in Teaching Vocabulary

Language Item	Methods	Frequency	Percentage
Vocabulary Item	GT Method	4	100%

The above table discloses that cent percent teachers (100%) used GT method for teaching vocabulary in Siraha based schools.

3.3 Holistic Analysis of Teaching Techniques

I observed forty classes of teaching listening, speaking, reading, writing activities, grammatical items and vocabulary items. I found 21 techniques being used in different classes. The following table shows vivid techniques used by the teachers while teaching in Siraha based schools.

Table No. 8

Different Techniques Used in Teaching English

Categories	Techniques	Frequency	Percentage
Teacher Centered	Explanation	9	22.5
	Illustration	1	2.5
Student Centered	Role Play	2	5
Others	Text Reading	2	5
	Use of Tape Recorder	1	2.5
	Dictation	3	7.5
	Dialogue	2	5
	Guessing	10	25
	Drill	5	12.5
	Translation	9	22.5
	Reading Aloud	7	17.5
	Summarizing	5	12.5
	Question Answering	8	20
	Control	3	7.5
	Guided	7	17.5
	Free	2	5
	Description	2	5
	Deductive	4	10
	Pattern Practice	4	10
	Inductive	1	2.5
	Synonym/Antonym	4	10

The above table clearly shows the number of techniques used by English teachers while teaching. Nine teachers (22.5%) used explanation technique for reading and one (2.5%) used illustration technique for teaching grammar. Similarly, two teachers (5%) used role play technique for teaching speaking and two (5) used text reading for listening. Likewise, one teacher (2.5%) used tape recorder and three (7.5%) used dictation for teaching listening. Two teachers (5%) used dialogue and on the other hand, ten (25%) used guessing technique. Similarly, five teachers (12.5%) used drill and nine (22.5%) used translation for teaching reading and vocabulary. In the same way, seven teachers (17.5%) used reading aloud and eight (20%) used question answer technique. Three teachers (7.5%) used control technique, seven (17.5%) used guided technique and two (5%) used free technique while teaching writing. Two teachers (5%) used description and four (10%) used deductive technique while teaching grammar. Finally, four teachers (10%) used pattern practice, one teacher used inductive technique in grammar and four (10%) used synonym and antonym in teaching vocabulary. Hence, the above table discloses that most of the teachers used explanation, guessing, translation, reading aloud and question answer techniques while teaching English language.

3.4 Techniques Used in Teaching Different Skills

This section provides the list of techniques used by teachers in the classroom with their frequency and percentage rates.

3.4.1 Techniques Used in Teaching Listening

Listening is the ability to identify and understand what others are saying. This involves understanding of a speaker's pronunciation, his/her grammar and vocabulary and grasping the meaning. I observed six teachers' listening classes. They used three techniques and they are text reading, use of tape recorder and dictation. The following table shows the techniques used by teachers in teaching listening activities and I have analyzed these techniques in terms of their uses.

Table No. 9

Techniques Used in Teaching Listening Activities

Language Item	Technique	Frequency	Percentage
Listening	Text Reading	2	33.33
	Use of tape recorder	1	16.66
	Dictation	3	50

Listening skill is acquired through exposure but not through teaching. It involves the construction of message on the basis of what has been spoken and what they listened to or they have already known about the topic. The above table states the numbers of classes that have been conducted in listening activities. It is observed that two teachers (33.33%) used text-reading technique. Similarly, one teacher (16.66%) used tape-recorder in teaching listening skill. Lastly, three teachers (50 %) used dictation technique. Thus, this analysis shows that among these three techniques dictation technique is mostly used in teaching listening activities in Siraha based Schools.

3.4.2 Techniques Used in Teaching Speaking

Speaking is a productive skill in the sense that language is primarily manifested in speech. Speech consists of pronunciation of vowel and consonant, sounds, stress, rhythm, juncture and intonation. Speaking is directly related to listening. Speaking is the most important skill because who can communicate in the languages are obviously referred to as the ‘speakers’ of that language. I observed six teachers speaking classes. They used role-play, dialogue, guessing, drill and translation techniques. The following table shows the techniques used by the teachers in teaching speaking activities and analyzed in terms of their uses.

Table No. 10

Techniques Used in Teaching Speaking Activities

Language Item	Technique	Frequency	Percentage
Speaking	Role Play	2	33.33
	Dialogue	2	33.33
	Guessing	2	33.33
	Drill	5	83.33
	Translation	5	83.33

The above table clearly states the techniques used by the teachers while teaching speaking activities. I observed six teachers' speaking classes and techniques used by them while teaching speaking. Among them, two teachers (33.33%) used role play technique and two (33.33%) used dialogue. Likewise, two teachers (33.33%) used guessing. In the same way, five teachers (83.33%) used drill and translation techniques. Thus, the above data states that majority of the teachers used drill and translation techniques while teaching speaking in Siraha based Schools.

3.4.3 Techniques Used in Teaching Reading

Reading means understanding or making sense of given text. Traditionally, it was regarded as a receptive skill of observing printed information in a text. It is an important aspect of teaching and learning a language. I observed ten teachers' reading activities/classes. They used explanation, reading aloud, guessing, summarizing and question answer techniques. The following table shows the techniques used by the teachers while teaching reading skill.

Table No. 11

Techniques used in Teaching Reading Activities

Language Item	Method	Frequency	Percentage
Reading	Explanation	9	90
	Reading aloud	7	70
	Guessing	8	80
	Summarizing	5	50
	Question Answer	8	80

The table above reveals that nine teachers (90%) used explanation technique whereas seven teachers (70%) used the reading aloud technique while teaching reading. Similarly, eight teachers (80%) used guessing technique. In the same way five teachers (50%) used summarizing technique. Finally, eight teachers (80%) used question answer technique. It is, therefore, revealed that majority of the teachers used explanation technique in teaching English in Siraha based schools.

3.2.4 Techniques Used in Teaching Writing

Writing is the visual presentation of graphic symbols to express ideas, feelings and any other message. Writing is the most difficult skill for language learners. It involves manipulation structuring and communication. I observed nine classes on writing activities. The teachers used control, guided, free and descriptive techniques in teaching writing. The following table clearly shows the techniques used by the teachers while teaching writing activities.

Table No. 12

Techniques used in Teaching Writing Activities

Language Item	Method	Frequency	Percentage
Writing	Control	3	33.33
	Guided	7	77.77
	Free	2	22.22
	Descriptive	2	22.22

The table above clearly states that number of classes the teacher devoted in writing activities. It was found that three teachers (33.33%) used controlled technique whereas seven teachers (77.77%) used guided writing. In the same way, two (22.22%) used free writing. Finally, two (22.22%) used descriptive technique in teaching writing. Above all state that majority of the teachers used guided writing while teaching writing activities.

3.4.5 Techniques Used in Teaching Grammatical Items

Grammar is the connection of words and word groups in an acceptable structure. It is defined as how words are combined to form acceptable units of meaning within a language. Grammar is central to the teaching and learning language. I observed five classes of teaching grammatical items. The teachers used deductive, pattern practice, illustration and inductive techniques.

The following table clearly shows the techniques used by the teachers while teaching grammatical items.

Table No. 13

Use of Techniques in Teaching Grammatical Items

Language Item	Method	Frequency	Percentage
Grammatical Items	Deductive	4	80
	Pattern Practice	4	80
	Illustration	1	20
	Inductive	1	20

The above table states the number of classes conducted for teaching grammatical items. It was found that four teachers (80%) used deductive and pattern practice techniques. Finally, one (20%) used illustration and inductive techniques in teaching grammatical items. Thus, in conclusion, the majority of the teachers used deductive and pattern practice techniques for teaching grammatical activities in Siraha based schools.

3.4.6 Techniques Used in Teaching Vocabulary Items

Vocabulary is an important aspect of a language. Students have to learn varieties of vocabularies. Students have to know organization, pronunciation, meaning, etc of words. I observed four classes of teaching vocabulary. The teachers used synonyms, antonyms, and translation techniques. The following table clearly shows the techniques used by the teachers while teaching vocabulary.

Table No. 14

Techniques used in teaching Vocabulary

Language Item	Technique	Frequency	Percentage
Vocabulary Items	Antonym/Synonym	4	100
	Translation	4	100

The above table states the number of classes conducted to teach vocabulary. It was found that four teachers (i.e. 100%) used antonyms and synonyms and translation technique in teaching vocabulary. From the above data, we know that English teachers of Siraha did not use contextualization technique for teaching vocabulary.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

After the rigorous analysis and interpretation of the obtained data, the following findings and recommendations have been made.

4.1 Findings

1. The teachers of Siraha used grammar translation, lecture, direct, audio-lingual, deductive, communicative, co-operative, the silent way, task-based and inductive methods while teaching English.
2. Communicative and direct methods were found being used in teaching listening. While observing listening classes it was found that 33.33% teachers used communicative method and 66.66% used direct method.
3. Audio-lingual, communicative and co-operative methods were found being used in teaching speaking. While teaching speaking, it was found that 66.66% teachers used audio-lingual method. Similarly, 16.66% teacher used communicative and co-operative methods.
4. Lecture, grammar translation, silent way and communicative methods were found being used in teaching reading. It was found that 50% teachers used lecture method for teaching reading skill. Similarly, 30% teachers used grammar translation method. In the same way, 10% teachers used silent way and communicative method.
5. Grammar Translation, direct, communicative, co-operative, task-based methods were found being used in teaching writing. GT method was used by 44.44% teachers and 22.22% teachers used direct method and

11.11% teacher used communicative method. In the same way, 11.11% teachers used co-operative and task-based method.

6. Deductive and Inductive methods were found being in teaching grammatical items. Deductive method was found being used by 80% teachers and inductive method was used by 20% teachers.
7. Grammar translation method was found being used in teaching vocabulary items.
8. The teachers of Siraha used explanation, illustration, role play, text reading, dictation, dialogue, guessing, drill, translation, reading aloud, summarizing, question answer, controlled, guided, , free, descriptive, pattern practice, inductive and synonym and antonym techniques while teaching English.
9. Text reading, tape recorder and dictation techniques were found being used in teaching listening. 'While observing listening classes it was found that 33.33% teachers used textbook reading and 50% used dictation technique.
10. Role play, dialogue, guessing, drill and translation techniques were found being used in teaching speaking. While teaching speaking, it was found that 33.33% teachers used role-play technique. Similarly, 33.33% teacher used dialogue and guessing teaching. Likewise, teachers used drill and 83.33% teachers used translation technique.
11. Explanation, reading aloud, guessing, summarizing and question answer techniques were found being used in teaching reading. It was found that 90% teachers used explanation technique for teaching reading skill. Similarly, seventy percent teachers used reading aloud and summarizing technique. Likewise, 8% teachers used guessing technique and 8% teachers used question answer technique.

12. Controlled, guided, free and descriptive techniques were found being used in teaching writing. Guided writing was used by 77.77% teachers and 33.33% teachers used controlled and two used free techniques.
13. Deductive, pattern practice, illustration and inductive techniques were found being used in teaching grammatical items. Deductive techniques and pattern practice were found being used by 8% techniques and illustration and inductive techniques were used by 20% teachers.
14. Synonyms, antonyms and translation techniques were found being used in teaching vocabulary items.

4.2 Recommendations

On the basis of the findings, the following recommendations have been made:

1. The teacher of Siraha based schools are found using more teacher centered methods than learner centered ones. They are suggested to use learner-centered methods while teaching.
2. The teachers of Siraha are suggested to use communicative method to enhance the listening skill rather than direct method.
3. Listening should be taught using communicative method rather than direct method.
4. Since majority of classes were found using audio-lingual method in teaching speaking. It should be decreased by using communicative and co-operative methods.
5. The teacher of Siraha are suggested to use the silent way and communicative methods rather than lecture method.

6. Majority of the teachers were found using grammar translation method. So to develop the writing capability of the students, teachers should encourage to use co-operative and task based methods.
7. Since 80% classes were taught by using deductive in grammar, this method should be reduced by using other methods like inductive method.
8. Vocabularies were taught using grammar translation method only. It is strongly recommended to use other method like direct method.
9. The teacher of Siraha based schools are found using more teacher centered techniques than learner-centered ones. They are suggested to use learner- centered techniques while teaching.
10. The teachers of Siraha are suggested to use cassette players or tape recorders to enhance the listening skill rather than using text reading and dictation techniques.
11. Listening should be taught using cassette players or tape recorders rather than text reading and dictation techniques.
12. Since majority of classes were found using guessing technique in teaching speaking and reading classes. It should be decreased by using other learner-centered techniques.
13. The teachers Siraha are suggested to use contextualization and demonstration techniques to enhance the reading skill of the students rather than explanation technique.
14. While observing the speaking classes only role play technique was found being used by the teachers. It will better to use other techniques like pair work, group work and so on.

15. Majority of the teachers were found using guided writing technique, so to develop the writing capability of the students, teachers should encourage to use free writing technique.
16. Majority of classes were not found using demonstration technique, so they are suggested to use this technique to make the classes more effective and interactive.
17. Since 80% classes were taught by using deductive and pattern practice in grammar, these techniques should be reduced by using other techniques like inductive technique and contextualization technique.
18. Vocabularies were taught using synonyms, antonyms, and translation only. It is strongly recommended to use other technique like contextualization and regalia or teaching materials.

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