

CHAPTER ONE

INTRODUCTION

The present study is about **‘Teachers’ Practices on Instructional Techniques in ELT Classroom’**. This section consists of general background of English language teaching, teaching techniques and classroom management for effective implementation of teaching techniques. Further, it includes statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

The classroom is a miniature society in which we have the students of different ages, cognitive styles, cultures, educations, ethnicities, language proficiencies, gender identities, geographical backgrounds and so on. Therefore, it is self-explanatory that each student in the class is a different individual. Because of such diverse compositions of the classroom, the teachers’ responsibilities have been multiplied. The major challenge to the language teacher is to recognize and help learners to appreciate these differences and similarities, and to design differentiated instruction so that each learner has opportunities to enhance thinking and to learn how other cultures express ideas. The teachers need to create a safe and comfortable learning environment in the class so that they have a place and a voice in the classroom. But creating such environment is really challenging for the teachers.

Teachers should create a good classroom atmosphere where students can take risk and participate freely and enthusiastically in learning activities. Teachers always want to satisfy their students in the classroom. Some teachers get success while others get failure in their journey. Moreover, some students may find language lessons boring because it is too easy for them while other students think that the lessons are too demanding for them.

Thus, the successful learning and teaching of English language is based on teachers' classroom activities, management, feedback and encouragement techniques. It is, therefore, a major responsibility for the teachers to create a reassuring classroom environment in which students are prepared to take risks and experiment with the language

1.2 Statement of the Problem

If we observe the ELT classes in Nepal, we still find the use of teacher centered techniques such as lecture, explanation, demonstration. In such ELT classes, teachers rarely address the students' needs motivation, interests, learning styles and strategies. So for the successful teaching and learning activities teacher should update themselves with the new methods, techniques and classroom activities. Regarding the title 'Teachers' practices on instructional techniques in ELT classroom' of the present study, following key problems can be taken into consideration:

- (i) In most of the language classes, a number of students representing different linguistic, economic, social, cultural, ethnic, and religious background are taught by the language teacher using either the same or different methodologies to develop the students' performance.
- (ii) Most of the ELT classes at school or college level in our country consist of mixed ability groups which vary significantly in terms of their communicative competence.
- (iii) Because of the mixed ability groups, there is heterogeneity in the classes. It means in the classroom students not only differ in language acquisition ability but also in age, motivation, intelligence, self-discipline, literary skills, attitudes and interests.
- (iv) Heterogeneity is found in the large classes where uniformity in knowledge can be impossible. Therefore, it creates a situation that challenges teacher's teaching materials and instructional pedagogy.

- (v) Of course, mixed ability classes are problematic for the teachers in terms of using fundamental instructional techniques like warm up activities, teachers' physical presence in the classroom, seating arrangement, teacher and student talking time, using the teachers' voice, etc.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (i) To explore lower secondary level English teachers' practices on different instructional techniques in ELT classroom regarding warm up activities, teachers' physical presence in the classroom, teachers' voice, teachers' role, teachers' and students' talk, students' seating, teaching materials and group and pair work.
- (ii) To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

- (i) What are the basic instructional techniques that are used in ELT classroom?
- (ii) Why do the teachers use those instructional techniques in ELT classroom?
- (iii) What types of roles do the teachers perform in their English classroom?
- (iv) What are the warm up activities used in the English classroom?

1.5 Significance of the Study

The findings of this research will be beneficial to the teachers of English language teaching (ELT). They will be familiar with the different instructional pedagogy and at least, they can apply those teaching pedagogy in their real classroom. They will also know the strategies of classroom management for

effective learning of the language. Moreover, they will be familiar with teaching strategies that best suit in mixed ability classroom. Similarly, this research will equally be beneficial to curriculum experts and textbook writers in the sense that they can utilize the findings of this research work while designing curriculum, syllabus and writing textbooks conveniently. At last, this work will give valuable ideas about English language teaching in the mixed and heterogeneous classroom that will be fruitful to any ELT practitioners.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

- (i) This study was delimited to teachers' practices regarding different instructional techniques in ELT classroom.
- (ii) This study was delimited to thirty English teachers, teaching at the lower secondary level schools in Baglung district.
- (iii) It was delimited to thirty lower secondary schools of the same district.
- (iv) The study was delimited to only the observation of three classes of each teacher selected.
- (v) It was delimited to the data collected through classroom observation check-list and questionnaire.

1.7 Operational Definition of the Key Terms

Classroom management: It is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students.

Instructional technique: An instructional technique can be defined as process by which instruction occurs, whether that might be lecture, group discussion, demonstration, group work, simulation and individual work.

Mixed ability: Means groups of learners with many differences, e.g. level of knowledge, language learning ability, intelligence, motivation, learning, style, etc.

Problem solving activity: An activity in which learner is given a situation and problem and must work out a solution.

Strategy: Technique or activity in the classroom for active, self directed involvement.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this chapter, related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study are mentioned.

2.1 Review of Related Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the English language teaching, teaching techniques, teaching and instructional pedagogy and strategies of managing mixed or diversified classroom.

2.1.1 Diversity in ELT Classes

Diversity in ELT classes is a norm rather than the exception. Since no two individuals can be the same in terms of learning ability, educational and cultural background and so on, it is a utopian view to think that our classes could be homogeneous. So, all ELT classes are diverse in one way or another. Shrum and Glisan (2000) clearly say:

In any given language classroom there may be students who differ from each other in motivation, goals for learning, aptitude, zone of proximal development, ethnic or national origin, gender, socio-economic status and linguistic or cultural heritage. Even in classes in which students appear to be relatively homogeneous in background and goals, they may differ along some other dimension. (p. 255)

Diversity in ELT classes is as natural as in the society. Ur (1996, p.304) mentions the following differences between learners in heterogeneous classes:

- Language learning ability
- Cultural background
- Attitude to the language
- Intelligence
- Learning experience
- Age or maturity
- Personality
- Motivation
- Independence
- Educational level
- Language knowledge
- Learning style
- Mother tongue
- World knowledge
- Knowledge of other languages
- Gender
- Confidence
- Interests
- Self-discipline

Similarly, Harmer (2008, p.21) describes the following components under learner differences:

- Age
- Learning styles
- Levels
- Educational and cultural background
- Motivation
- Responsibility for learning

After considering the above mentioned views it is obvious that each classroom consists of various aspects regarding learners' differences that cannot be easily noticeable.

2.1.2 English Language Teaching in Nepal

Teaching is purely an academic profession. It is a very challenging social profession; in the past, it was believed that teaching means just filling the child's empty mind. Brown (1994) defines language teaching as "Showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand" (p. 7). Similarly, Stern (1983) mentions language teaching "as the activities which are intended to bring about language learning" (p.21). By his definition, teaching and learning are the two sides of the same coin. Stern (ibid) also extends the concept of teaching as:

The supporting activities such as the preparation of teaching materials, as well as making the necessary administrative provision inside or outside the educational system, they all fall under the concept of teaching. A good language teaching theory would meet the condition and needs of learners in the best possible way. (p.21)

Regarding the principles of language teaching, Brown (ibid) mentions the following factors: Who to teach? What to teach? How to teach? Why to teach? When to teach? And, Where to teach? A good language teaching theory should address the above mentioned factors. In the same way, Harmer (2008, p.1) gives the following tentative reasons for learning the English language: target language community, ESP, school curriculum, culture, advertisement and miscellaneous.

Regarding the stages of classroom learning, Mehra (2004, p.47) mentions the following five stages:

Stage 1: Beginnings

Stage 2: Establishing Expectations

Stage 3: Identifying and Resolving Conflict

Stage 4: Supporting and Expanding the Learning Community, and

Stage 5: Disbanding the Learning Community

By these stages, he focuses on the useful for planning, implementing, and reflecting on the organization and management of a classroom learning community.

Similarly, regarding the status of English, Harmer (2008) says "The status of English as one language is challenged by many different Englishes being used around the world and the ownership of English has shifted dramatically" (p.13). English language teaching has now become a world-wide profession. Many journals and books are published day by day related to ELT. Different seminars, workshops and meetings are held in different parts of the world to enhance ELT professionalism. As we have seen English as a lingua franca in the world, we need to see its situation in the developing countries like Nepal. ELT situation in Nepal is not so good due to many internal and external reasons. Educational trend has been divided into two opposite polar in Nepal. They are as follows:

- i. Government- aided schools
- ii. Private Schools

The situation of government aided schools is very poor even in Kathmandu, the capital city of Nepal. Even very poor parents want to admit their children in

private schools. There is a deep-rooted concept that private schools provide sound academic quality in the English language. This is somehow true also because government schools teach all subjects in Nepali except English but private schools teach all subjects in English except Nepali.

Regarding the position of English in Nepalese educational system, Awasthi (2003) says "English has occupied a prominent position in the total education system of Nepal" (p.22). The introduction of ELT in Nepalese education started only in 1971 with the implementation of Nepalese education system plan (NESP) and still continues. Nowadays Nepalese people have positive attitude towards the English language. The government has given a high priority to develop the quality of ELT in Nepal. The reason behind this is that on the one hand, it is helping them to grow and grab different opportunities available within and beyond the borders; it stands synonymously with quality of education, and the knowledge about the wider world.

Thus, from the above description, it can be illustrated that English has higher importance in ELT pedagogy. There is no alternative to English, a language of global importance, diplomacy, business, education, employment and the promotion of human rights and establishment of democracy.

2.1.3 Factors Affecting Language Learning and Teaching

Various factors play vital role in the rate or degree of language learning. Number of factors which affect language learning process and teaching procedures have been identified by the authors and researchers of SLA. Here, I would like to integrate the different ideas of Ellis (1985) and Hedge (2010) regarding factors affecting language learning. There are two types of factors. They are linguistic factors and non- linguistic factors.

(a) Linguistic Factors

All languages are absolutely equal in worth so long as they fulfill their basic functions, and they deserve the same level of respect. Moreover, linguistically, no language is inherently superior or inferior to others. Likewise, no language teaching learning is inherently easy or difficult in itself. It indicates that due to the mother tongue inference of the teachers and students, teaching and learning of some language areas or aspects, which are more difficult to teach and learn due to the gap between the first and second language, affect the rate of the language learning and teaching. Simply linguistic factors refer to inter-linguistic factors. For examples, Spanish learners have a problem with /b/ and /v/ since they do not have these sounds in their language. Likewise, Nepali learners of English have difficulty in learning labiodentals consonants (/f/ and /v/) and diphthongs. Similarly, a structure that is commonly used and heard in L2 will probably be easier than other used structures.

(b) Non-linguistic factors

Non-linguistic factors refer to any factors beyond the linguistic factors. They may be individual (learners) factors, social factors and educational or institutional factors. They are briefly explained as follows:

(i) Individual factors

Individual factors refer to those learner related internal factors, which affect the language learning process, For example, aptitude, affect-language shock/cultural shock/anxiety, social and psychological distance, age, motivation, personality and learning style, and previous knowledge or experiences. Aptitude is the capacity, which enhances the rate and ease of learning. Students, who have low aptitude, may not perform well in comparison those who have high level of language aptitude. Similarly, those who have high motivation, high self-confidence and low anxiety can perform better than those who have low motivation, low self-confidence and high anxiety. Likewise,

language and cultural shock also play vital role in language learning process. According to Gass & Selinker (2008), language shock refers to the realization that one seems comical to the speakers of the target language. “Cultural refers to the psychological variable that appears when the learner experiences disorientation, stress, fear, etc. because of differences between native and target language culture” (Ellis, 1985, p. 34). The students who have language shock i.e. frustration or disorientation towards target language and cultural cannot learn language effectively and quickly. Moreover, other learner related internal factors. I.e. previous learning experiences, age personality, and so on after the language learning process.

(ii) Social factors

Social factor is another affecting factor of language learning. Regarding the social factors, Hedge (2008), states:

The presence of English in the community will immediately facilitate practice opportunities such as watching review of English films and TV programmes, keeping a diary of extra-curricular activities, outside visit, or encounter projects. Its absence creates greater but not insuperable challenges for teachers, who will need to think about sources of authentic input, about manageable out of class practice, and about creating a balance of skills work to make the most productive use of class and out of class time.

(p.25)

From this view, we know that several social factors like social attitudes, social or outside exposure and social resources. If a society has positive attitude towards L2 culture, learning and teaching, obviously students of that society

are more interested/ motivated to learn the language than the students of society, which has negative attitude. Likewise, exposure and resources availability in the society also play the vital role in the language learning process in the sense that if a society has sufficient and effective input or exposure and resources, students of that society can learn language more effectively and meaningfully.

(iii) Educational factors

Many educational factors or institutional factors also determine the rate and degree of language learning of the students. For examples: class size, scientific and innovative technology, materials, methods and techniques, cultural notion of authority, courses, status of teachers and their professional development activities, institutional policies and examination system, and so on.

2.1.4 Roles of Teachers and Students in the Language Classroom

Many methods have come and gone in the last 100 years in the pursuit of the best methods like Grammar Translation, Direct, Structural, Reading, Audio-lingual, Situational, Communicative method, and so on. However, none has finally achieved overwhelmingly better results in the sense that they ignored the cultures of the local learners or multicultural education. We also agree the view that single method cannot address the classroom reality. In this context, culture not only refer to social, artistic, intellectual traditions associated with a particular social, ethnic or national group but refers to the understanding and practices that are shared within groups of people. In this regards, we can summarize the roles of language teachers and students on the basis of different methods especially GT to communicative method.

GT method takes teacher as the source of knowledge and authority, teacher as dominating personality and student as hard-working follower and passive listener. Likewise, teacher was taken as director, partner of the students and students as active participant from the direct method perspective. Moreover,

according to audio-lingual method teacher is taken as orchestra leader, director, controller, monitor, guide and as student as imitator/reactive role and according to OSS approach teacher as model, conductor, controller/manipulator and student as active imitator of the teacher. On the other hand, communicative approach advocates teacher as the facilitator, counselor, organizer, manager, co-communicator, guide and student as active participant.

Based on this summary, we can say that traditional pedagogy did not take teachers as transformative intellectual but they only took teachers as passive technicians. Similarly, students were taken as passive listeners or active imitator but they did not provide the students with opportunity to play vital role in their own learning.

Different scholars have presented different roles of teachers which they perform in the language classroom situations, For instance, according to Karavas-dukas (1995, as cited in Hedge, 2010, p. 26), teacher can play different roles like instructor, presenter, manager, psychologist, co-operator, friend, source of inspiration, and so on. Likewise, according to Harmer (1991), a large number of roles i.e. controller, assessor, prompter, participant, tutor, resource person, etc can be performed in ELT classroom.(as cited in Hedge,2010, p. 25). According to Kumaravadivelu (2003), teacher should play the role as a passive technician, reflective practitioner and transformative intellectual. (as cited in Poudel, 2011.p. 15).

Similarly, many people believe students need to play active role in learning. According to Hedge (2010), they should play the active role in contributing course designing, activity designing, developing approaches that are more independent and practicing and using new methodology.

Students should play the role of active agent of their learning process. They should feel the sense of ownership and help their teacher to make language

learning process from insider perspective. In addition, teachers should play the following roles in the language classroom:

- a) Teacher as a reflective practitioner (s/he should involve-in-action and on-action)
- b) Teacher as an ethnographer (s/he should carry out ethnographic research to address the cultural issues in the learning or acquisition process)
- c) Teacher as an action researcher (s/he should carry out an action research to bring change in the classroom practices or improve classroom practices)
- d) Teacher as a transformative intellectual (s/he should play the significant role for transformation of the schooling and society by
 - involving students themselves to raise opposition voices
 - raising the critical awareness on the part of students
 - seeking critical classroom practices
 - creating and adapting materials for critical pedagogy
- e) Teacher as a cultural diplomat (s/he should give equal emphasis on all the cultures that his or her students have in the classroom. S/he should not impose his or her culture on the students but appreciate and promotes all the cultures that his or her students have).
- f) Teacher as a active social agent (s/he should play significant role in changing the society's beliefs, values, ideologies, behaviours, cultures, custom, and so on. S/he should involve in raising the critical awareness on the part of learners who are being deprieved in their rights and others. S/he should involve in those activities/ tasks/projects which focus on the personal liberation, justice, self-actualization and equality.
- g) Teacher as a manager, organizer, director, facilitator (s/he should manage, organize, facilitate learning situation or activities very tactfully and carefully)

- h) Teacher as an active technician (s/he should involve in the process of curriculum development, syllabus designing, course development, materials development and so on).

2.1.5 Language Teaching Techniques

Technique is used to refer to the activities which are used in the classroom in order to achieve the immediate goal of teaching and learning as guided by given method and approach. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. In other word, a technique is any of a wide variety of exercises, activities or devices used in language classroom to fulfill lesson objectives. Appropriate selection of technique is determined on the basis of subject matter, teachers' individual artistry, composition of the class, availability of the teaching materials and so on. There are various techniques being practiced in the field of language teaching. They can be categorized as teacher-centered techniques and learner-centered techniques

2.1.5.1 Teacher Centered Techniques

In teacher centered technique, a teacher plays the dominant role. S/he is the authority in the classroom. This technique is more logical than psychological. Some of the teacher-centered techniques are described below:

i. Lecture

Lecture, as a technique is a pedagogical device in which the teacher gives lecture on the subject to be taught. According to Lee (quoted in Aggrawal, 1996) , "The lecture is a pedagogical technique whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem" (as cited in Phyak and Sharma 2006, p.110). It can be used to present the topic, to clarify certain problem, to motivate students, to interpret data, to express and expand personal anecdotes and to tell story. In this technique

teacher is more active and learner is passive however teacher uses question-answer technique to keep learner attentive in class.

ii) Explanation

Explanation is an explicit description or definition of concepts or process, which is greatly influenced by the factors like continuity, fluency, and simplicity. According to Pantan (1996 p.28) "Explanation forms a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of other techniques as well as narration and description" (as cited in Phyak and Sharma 2009 p.112). The main objective of this technique is to enable the learners take an intelligent interest in the lesson, grasp the purpose of what is being done and develop their insight and understanding of how to do it.

iii) Illustration

Illustration refers to the use of materials or examples to make the content interesting, clear and understandable to children. Illustration illuminates what is prepared or taught to children. According to Phyak and Sharma (2009, p. 114), illustrations are of two types:

i. Verbal

This type of illustration includes hearing and understanding activities such as dramas, stories, metaphors, idioms etc. It is useful to higher level classes.

ii. Visual

Visual illustration is also called non-verbal or concrete illustration. This includes maps, charts, graphs, models, sketches etc. It is useful at lower level class.

iv) Demonstration

Demonstration involves presentation of pre-arranged series of events or equipments to a group of students for their observation accompanied by explanatory remarks. It depends upon needs, ideas, materials, procedures and techniques. For the effective use of demonstration, the teacher should plan all the activities relating to demonstration in greater detail and rehears it. They should keep all the equipments and materials serially and intact. Teacher can make demonstration more effective by breaking down the demonstration into step by step pattern and by participating students in demonstration wherever possible.

2.1.5.2 Learner Centered Techniques

Learner-centered techniques emphasize on the learner and his or her individual characteristics as central in conducting instruction instead of focusing on the subject matter, external authority and educational requirements. It is more psychological rather than logical. It is process oriented. The teacher functions as a facilitator or guide and the learners learn by doing. Individual work, group work, project work, role play, discovery techniques and strip story are some learner-centered techniques in language teaching. Songs and rhymes, games, self- evaluation, gesture, oral exercise, communicative exercises, imaginary context, body movements and drills are also included under the learner-centered techniques. The brief descriptions of some learner-centered techniques are as follows:

(i) Individual Work

Individual work is opposed to the concept of whole-class teaching-lock step learning in which all the students learn same thing using the same materials. They do not get a chance to explore their own ideas and potentialities. It is well known that all the students do not learn in the same way. Some prefer oral explanation, while others choose written ones. Certain students enjoy finding

out information for themselves; others prefer being spoon-fed. In this technique, the teacher can provide different supplementary books, cassettes, tapes and so on .The teacher can also provide project work to the students. In fact, individual learning fosters learners' autonomy.

(II) Pair-Work

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

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

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

does the task again, publicly choose a second and a third pair to do the same.

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

(iii) Group Work

Group work is another important learner-centered technique. It is useful for teaching students in an interactive way. In this type of technique, a task is solved in groups. This includes initiation, monitoring, facilitation, promoting, giving feedback and so on. Group work is one of the important techniques to develop communicative aspect of language in students.

(a) Project work

The project work is an activity which centers around the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes place outside the classroom. Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often there is a gap between the language the students are taught and the language they in fact require. It is this gap the project work can help to bridge. Project works fosters learners' responsibility and independence, improves motivation and contribute to a feeling of co-operation and warmth in the class (Ur, 1996, p. 232).

It is one of the most important student-centered techniques in modern language teaching. The project work provides one solution to the problem of autonomy of making the learner responsible for his/her own learning. It emphasizes on group-centered experience. It is co-operative rather than competitive. This technique encourages imagination, creativity, self-discipline, responsibilities, collaboration, research and study skills.

There are different stages of project work given by different researchers. Whatever the opinions on the stages of project work are; the students generally go through the following four stages:

a. Setting Goals

At this stage students in collaboration with their friends and teacher, determine the goal of project work. The goals depend upon the nature of the project work. If the project is longer the goals should be long term and if it is shorter the goals should be short term.

b. Planning

The students plan with the help of their teacher and friends to conduct the project. It involves selecting population, areas, discussion on the contents and scope of the project, duration, materials needed, and developing tools.

c. Collecting Information

At this stage, the students go to the field to collect information related to their project. For this they take interview, observe the activity, read the related literature, listen to others, discuss and display the information collected.

d. Reporting

At this final stage, the students present their findings or conclusions of the project. They can do it organizing a seminar/ workshop or in the classroom. The teacher or other students provide feedback with constructive comments on his presentation.

(b) Discovery Technique

Discovery technique is very useful for language teaching. According to Harmer (1987, p.29) "Discovery technique is the technique where students are given examples of language and are told to find out how they work to discover the

grammar rules rather than be told them”. This type of language teaching technique aims to give students a chance to take charge earlier i.e. before explaining the language by the teacher. Discovery activity invites the students to use their reasoning process. In discovery technique, teacher can give students a listening or reading text or some examples of English sentences and s/he asks them to discover how the language works. Thus, the activities which fall under discovery technique make students active and thoughtful and invite them to use their cognitive powers. Discovery technique supports inductive approach to language teaching. It helps to teach vocabulary materials which allow students to activate their previous knowledge and to share what they know. According to Richards et al. (1985, p.297) discovery technique is based on the following principles:

- Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- Teachers use a teaching style which supports the processes of discovery and inquiry.
- Textbooks are not the sole source of learning.
- Conclusions are considered tentative and not final.
- Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

(vi) Strip Story

This is a modified version of scrambled sentences technique. In this technique, a whole story is cut into different parts or small pieces, sometimes represented through pictures (Picture story). Then, the students are asked to unscramble the strips (pieces of sentences) to make a whole story. This technique makes students communicate a lot to complete the story. The interaction among

students is important. So it is an important communicative language teaching technique. It involves a lot of discussions and interactions among students. According to Phyak and Sharma (2009, p. 141) procedure of using strip story in language classroom are as follows:

- a. Select a story.
- b. Cut the story into strips (strips may be written sentences or pictures) and numbers of sentences should be equal to the number of students.
- c. We either can distribute these sentences randomly or we put strips in a box and ask students to draw one sentence each.
- d. Each student memorizes the sentence.
- e. The teacher collects the strips.
- f. Students move around and ask questions until they reconstruct a whole story.
- g. The teacher facilitates, whenever necessary.

The most notable point that the teacher must remember while selecting the story is whether it is suitable and relevant to the level of students or not. It would be better if the story is interesting and if it could be related to students' practical life, society and culture.

(vii) Role Play

Role play technique is also an important technique in which students take the roles of different participants in a situation and act out small scenes using ones own ideas and information on role cards. It is simple and brief technique to organize the classroom. Role play is a classroom activity which gives the students an opportunity to practice the language, the aspect of role behaviour, and the actual role may need outside the classroom.

Role play is highly flexible and can be used successfully at any level of language teaching. It is an ideal vehicle for developing fluency and it also offers a focal point in lessons integrating the four skills. Its main goal is not only to put the learners' knowledge into live practice but also to improve their confidence and assurance in a very effective way. Role play is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom.

2.2 Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and reports. Some of the scholars and old theses have been reviewed considering them as related literature and also as evidence to the present study.

Dessillas (1995) opines that creating an atmosphere of mutual understanding and respect is very important for ensuring effective learning. He states:

Effective learning cannot take place in a classroom where tensions first, arise and second, are then overlooked in silence. We must become role models by embracing difference and creating an atmosphere of mutual respect. By taking a proactive approach to diversity we can communicate our commitment to supporting all members of our classroom and move away from the ethnocentric attitudes which have dominated our educational institutions. (p.6)

Davis (1999) talks about several strategies for managing diversity in classes, one of them is conveying the same level of respect and confidence in the abilities of all our students. Research studies show that many instructors

unconsciously base their expectations of student performance on such factors as gender, language proficiency, socioeconomic status, race, ethnicity, prior achievement, and appearance (Green, 1989). Research has shown that an instructor's expectations can become self-fulfilling prophecies: Students who sense that more is expected of them tend to outperform students who believe that less is expected of them-regardless of the students' actual abilities (Green 1989,).

Peterson et al. (2002) in their article entitled "Authentic Multilevel Teaching: Teaching Children with Diverse Academic Abilities Together Well" discuss six different approaches to ability differences. The first one is called one size fits all-segregation, in which all students are taught at the same level. Those who don't fit are sent to separate classes or schools. The second one is stable ability grouping, in which the class is subdivided into ability groups. The third one is put out/pull aside instruction, in which one-on-one help is delivered in a remediation or parallel curriculum mode, often at the back or side of the class. Adapting curriculum, the fourth approach, involves changes to a particular component of a lesson based on the individual needs of a child. It is done when the existing curriculum is either too challenging or too easy. The fifth approach they talk about is differentiated instruction, in which instruction is designed to have students work at different tasks in the classroom. Authentic multi-level teaching is the sixth approach which involves designing instruction so that students may function at multiple levels of ability, engaging in authentic learning, receiving support, yet learning in heterogeneous groups and situations.

Caspersz et al. (2004) carried out a research on "An Approach to Managing Diversity in Student Team Projects" with a view to trial strategies aimed at more effective management of cultural diversity in student teams in the University of Western Australia. The research concluded that cross-cultural negotiation exercise contributed to the development of critical thinking skill.

The challenge of managing cultural diversity is complex. However, the benefits of effectively doing so are many and varied.

Jahn (2008) conducted research on "Promoting Collaboration in Mixed Ability EFL Classrooms at Tertiary Level in Bangladesh". The main objectives of the study were to find out the problems which the Bangladeshi English language teachers are facing in dealing with mixed ability groups at tertiary level, and how these problems can be overcome by establishing collaborative environment in the classroom. In this study, Jahn found out that though teachers are practicing group and pair works in the classes, students still think that competitive environment prevails in the class and is affecting their learning process.

Sharma (2009) carried out a research entitled "Teachers knowledge of teaching techniques and their application". The aim of study was to identify teachers' knowledge of teaching techniques and their application in English language classroom and to compare such knowledge with actual applications in classroom. He administered questionnaire and observation checklist to collect data and found that teachers have knowledge about the teaching technique. Lecture technique in classroom was found to be applied as they have belief but other techniques are not found being practiced.

Khadka (2010) conducted research entitled "Classroom performance of trained teachers at secondary level". The aim of study was to find out the classroom performance of trained teachers of English regarding students' motivation, preservation in the class, practice in the class, method and technique used in classroom, evaluation of the students, to find out the teachers perception towards teacher training. He administered checklist and questionnaire to observe classroom behavior and practices. The study found that trained teachers were not implementing what they have learnt from the training in the classroom.

2.3 Implications of the Review for the Study

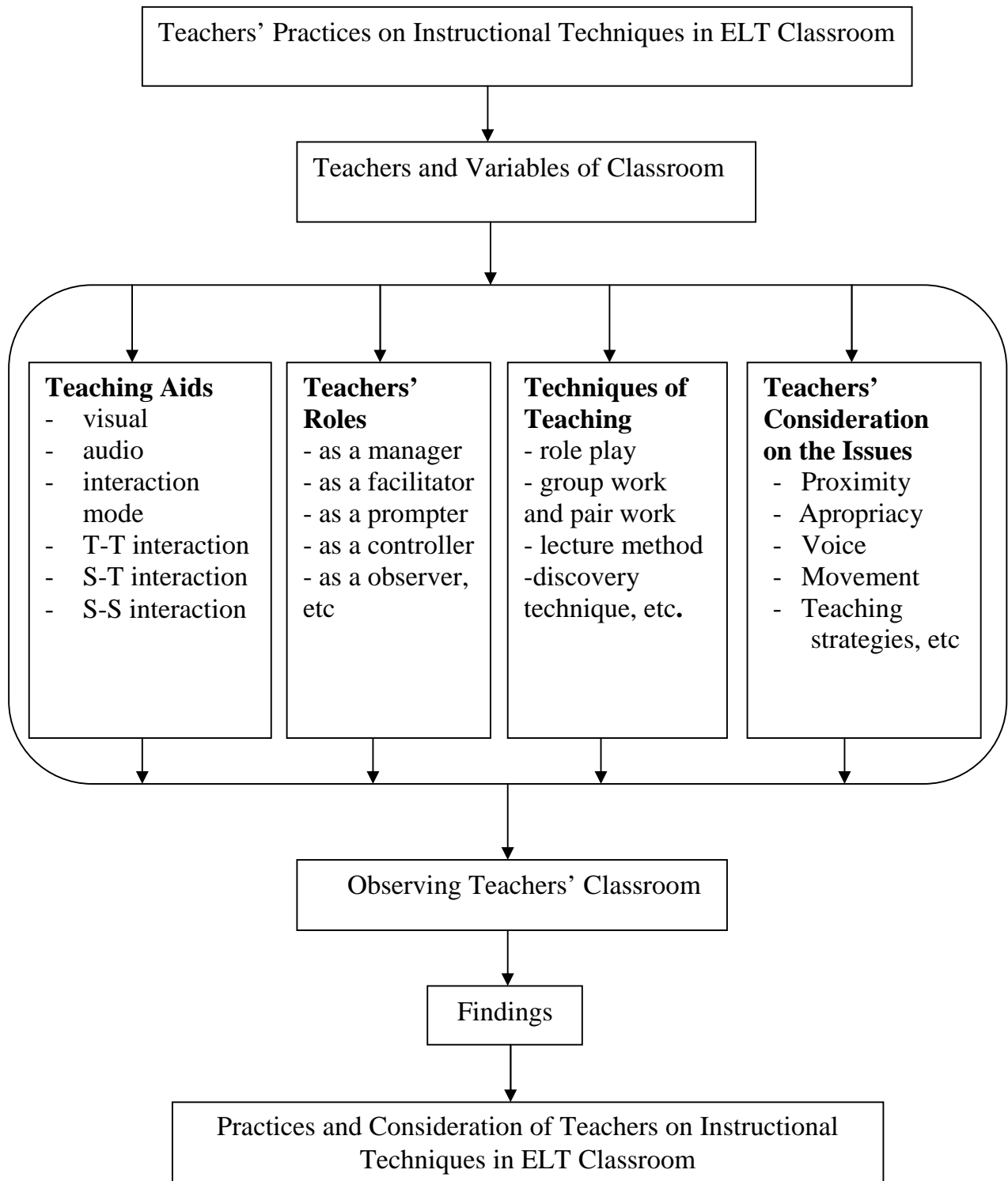
Through the intensive study of the aforementioned and other related literature, I pinpointed the fact that previous researcher missed the investigation on teachers' awareness on basic instructional techniques which, after all, was very important factor of second language teaching learning process. Thus, the review of the related literature made me feel the need to carry out this study. At the same time, after reviewing all those research works, I developed a concept on research process and methodological tools which are very beneficial to my research work.

Dessillas (1995) study implies that for ensuring effective learning, teachers should create an atmosphere of mutual understanding and respect in the classrooms. They should be very much curious and alert in the classroom to see students' differences in language learning and where they find difficulty in the learning process. Similarly, Davis (1999) in his study talks about several strategies of managing diversity in classes; one is conveying the same levels of respect and confidence in the abilities of all our students. Sharma (2009) and other reviewed study have direct and indirect implication in this study. Mostly lecture technique was found to be used in the classrooms and others techniques were not found being practiced. Hence, the present study will try to find out teachers' awareness on basic instructional techniques in ELT classroom in our context.

Thus, this research is different from the aforementioned researches in a sense that it will uncover the teachers' awareness on basic instructional techniques in ELT classrooms.

2.4 Conceptual Framework

Based on the description above, conceptual framework for my study is presented below;



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the objectives of this study:

3.1 Design and Method of the Study

While carrying out any research work, researchers have to follow a certain research design. There are different research designs, such as experimental, quasi-experimental, survey, historical, ethnographic, case study, action research and so on. Among them, this research study was based on survey research design. Survey research is the most commonly used method of investigation in educational research.

Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, we can use triangulation approach in survey research. This is a descriptive study not explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study (as cited in Sapkota, 2014). Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step, related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

Thus, this study was of survey type because the population sample was carried out from the large number and represented the whole Baglung district. Similarly, the findings were generalized to the whole population.

3.2 Population Sample and Sampling Strategy

The population of this study consisted of all the lower secondary level English teachers of Baglung district. Since it was a small-scale study, it was difficult to collect data from each and every member of the population. So the required sample consisted of 30 lower secondary level English teachers of the same place. All together 30 lower secondary level schools were selected for this study and from each school one teacher was selected as sample using purposive non-random sampling procedure.

3.3 Study Areas/Field

The research area of this study was Baglung district and lower secondary level English teachers. The field of it was related to teaching in lower secondary classroom. For the feasibility of this study, I selected thirty lower secondary level schools and thirty English teachers of the same localities by using purposive non-random sampling procedure.

3.4 Data Collection Tools and Techniques

The main tools of data collection for this study were questionnaire and classroom observation checklist followed by running commentary. These tools were supposed to be effective, appropriate and feasible for the population of this study and useful for the researcher to meet the objective of this study.

3.5 Data Collection Procedure

I went to the selected lower secondary schools and built rapport with concerned people. Then I explained to the selected teachers about the purpose of my study. I also asked for permission to observe his/her classes. Then I observed the selected thirty teachers' classes and collected the data through classroom observation check-list. I observed three classes of each teacher. Altogether ninety classes were observed. After that I handed over questionnaire to the selected teachers and requested them to complete it within a week as per the constrained of time, then the questionnaire were collected from the respondents for further steps.

3.6 Data Analysis and Interpretation Procedure

The collected data were transcribed, coded, analyzed, interpreted descriptively using appropriate statistical tools and tables. This study was mixed type in nature.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of Data and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the results. The collected data from the 30 lower secondary level English teachers were presented, analysed and interpreted. In this study, respondents were selected using purposive non-random sampling procedure. Similarly, questionnaire and classroom observation checklist were used as research tools for the collection of data.

4.1.1 Analysis of Data Collected through Questionnaire

A set of questionnaire was distributed to the lower secondary level English teachers to find out their practices on different instructional techniques to teach English language. And then, those collected data were analysed and interpreted. Therefore, the following section consists of the analysis of the data that I found in my study.

4.1.1.1 Instructional Techniques Used by the Teachers to Teach English Language

Teachers use different types of instructional techniques in the classroom to teach their students. They use these techniques in order to deliver subject matter successfully and confidently in the classroom. Regarding the types of instructional or teaching techniques used to teach English language. I got different responses of the lower secondary level English teachers.

The table below shows the data clearly:

Table No. 1

Instructional Techniques Used by the Teachers to Teach English Language

S.N.	No. of the teachers	Percentage	Instructional techniques used
1.	14	46.67%	Lecture, explanation, illustration, discovery and individual work
2.	7	23.33%	Explanation, discovery, role play and lecture
3.	6	20%	Lecture, explanation
4.	3	10%	Group work, individual work, demonstration, lecture and explanation

The above table shows that out of 30 lower secondary English teachers, 46.67% teachers used lecture, explanation and illustration, discovery and individual work techniques to teach English language. Similarly, 23.33% teachers used explanation, discovery, role play and lecture techniques. Likewise, 20% teachers used lecture and explanation techniques. In the same way, 10% teachers used group work, individual work, demonstration, lecture and explanation techniques to teach their students English language. Thus, by observing the above responses of the teachers, it can be concluded that lecture and explanation were the most practiced instructional technique by the lower secondary English teachers in ELT classroom.

4.1.1. 2 Most Important Instructional Techniques at Lower Secondary Level

Regarding most important instructional techniques at lower secondary level, I got different responses from the lower secondary level English teachers.

The table below shows the data:

Table No. 2

Most Important Instructional Techniques at Lower Secondary Level

S.N.	No. of the teachers	Percentage	Most important instructional techniques	Reasons they used
1.	16	53.33%	Lecture, explanation and illustration	They are very useful in large class and contents can be made interesting using examples
2.	8	26.67%	Discovery, group work, illustration and explanation	Develop reasoning and cognitive power of the students
3.	6	20%	Individual work, pair/group work, illustration and discovery	Fosters learners' autonomy and critical thinking

The above table shows that out of 30 lower secondary level English teachers, 53.33 present teachers used lecture, explanation and illustration techniques as they were very useful in large class. Similarly, 26.67 present teachers used discovery, group work, pair/group work, illustration and explanation as they develop reasoning and cognitive power of the students whereas 20 present teachers used individual work, pair/group work, illustration and discovery techniques as they foster learners' autonomy and critical thinking.

4.1. 1.3 Use of Instructional Techniques Based on Level, Interest and Nature of the Topic

In order to find out lower secondary level English teachers' use of instructional techniques based on level, interest of the students and nature of the topic, they were given a statement. The statement was '*Teachers should use instructional techniques according to the level, interest of the students and nature of the topic*'. In response to this statement, I got following data which are given in the following table:

Table No. 3

Use of Instructional Techniques Based on Level, Interest and Nature of the Topic

Statement	No. of the teachers	Percentage	Response
Teachers should use instructional techniques according to the level, interest of the students and nature of the topic.	21	70%	Agree
	6	20%	Undecided
	3	10%	Disagree

The above table shows that out of 30 lower secondary level English teachers, 70 percent of them agreed with the given statement, 20 percent undecided whereas 10 percent disagreed with the statement. Thus, we can conclude that instructional techniques could be used based on level, interest and nature of the topic.

4.1.1.4 Teachers' Practices and Diversity of Students in the ELT Classroom

Lower secondary level English teachers were given a statement in order to find out their views and practices of using instructional techniques giving value and

appreciating the diversity of the students. The statement was ‘*Teachers need to value and appreciate the diversity of the students (in terms of age, educational levels, learning styles, intelligence, motivation, attitude to the language and so on) in the classroom while using instructional techniques to teach the lower secondary*’. In response to this statement, I got following data which are given below:

Table No. 4

Teachers’ Practices and Diversity of Students in the ELT Classroom

Statement	No. of the teachers	Percentage	Response
Teachers need to value and appreciate the diversity of the students (in terms of age, educational levels, learning styles, intelligence, motivation, attitude to the language and so on) in the classroom while using instructional techniques to teach the lower secondary.	24	80%	Agree
	6	20%	Undecided

The above table shows that out of 30 lower secondary level English teachers, 80 percent of them agreed with the statement that teachers should give value and appreciate their students’ differences while using instructional techniques in the classroom whereas 20 percent teachers were undecided with that statement. Thus, it can be concluded that teachers should give value and appropriate students’ differences while using instructional techniques in their classroom.

4.1.1.5 Instructional Techniques to Attract the Students' attention in the Classroom

Teachers can use different types of instructional techniques in the classroom to attract the students' attention towards the lesson. Regarding the most important instructional techniques to attract the students' attention in the classroom, I got the following data which are given in the table below:

Table No. 5

Instructional Techniques to Attract the Students' attention in the Classroom

S.N.	No. of the teachers	Percentage	Important instructional techniques to attract the students' attention
1.	21	70%	Body language, eye contact, teachers' voice, gesture, knowing and calling students by their name, using praise appropriately and making classroom interesting by cracking jokes, singing songs and so on.
2.	6	20%	Body language, eye contact, teachers' voice and gesture.
3.	3	10%	Body language, eye contact, teachers' voice and gesture and knowing and calling students by their names.

The above table shows that out of 30 lower secondary level English teachers, 70 percent of them used body language, eye contact, teachers' voice, gesture, knowing and calling students by their name, using praise appropriately and making classroom interesting by cracking jokes, singing songs and so on as most important instructional techniques to attract their students attention in the classroom. Similarly, 20 percent teachers used body language, eye contact, teachers' voice and gesture as the most important instructional techniques to

attract their students' attention in the classroom whereas 10 present teachers used body language, eye contact, teachers' voice and gesture and knowing and calling students by their names as the most important instructional techniques to attract their students' attention in the classroom.

4.1.1.6 Teachers' Practices of Involving Students in Pair work

Regarding the teachers' practices of involving students in pair work, I got the following data which are given in the following table:

Table No. 6

Teachers' Practices of Involving Students in Pair work

S.N.	No. of the teachers	Percentage	Instructional techniques they used	Responses	Reasons they used
1.	22	73.33%	Pair work	According to the nature of the topic	Develops self confidence of the students
2.	8	26.67%	Pair work	sometimes	Develops curiosity towards learning

The above table shows that out of 30 lower secondary level English teachers, 73.33 present teachers used pair work according to the nature of the topic as it develops self confidence in the students whereas 26.67 present teachers used it sometimes as it develops curiosity of students towards learning.

4.1.1.7 Teachers' Practices of Involving Students in Group Work

Regarding the teachers' practices of involving students in group work, I got the following data which are given in the following table:

Table No. 7

Teachers' Practices of Involving Students in Group Work

S.N.	No. of the teachers	Percentage	Instructional techniques they used	Responses	Reasons they used
1.	21	70%	group work	According to the nature of the topic	Develops communicative competence in the students
2.	9	30%	group work	sometimes	Develops speaking ability

The above table shows that out of 30 lower secondary level English teachers, 70 percent of them used group work according to the nature of the topic as it develops communicative competence in the students whereas 30 percent of them used it sometimes as it develops speaking ability of the students. Thus, it can be concluded that group work is the best instructional technique to develop students' communicative competence.

4.1.1.8 Roles performed by the Teachers while Students Work in Pair and Group Work

A teacher has many roles to perform in the classroom. He has to manage everything that ensures the successful teaching and learning of language.

Regarding the roles performed by the lower secondary level English teachers

while students work in pair and group, I got the following data which are given below:

Table No. 8

Roles performed by the Teachers while Students Work in Pair and Group Work

Instructional techniques	No. of the teachers	Percentage	Roles played by the teachers
Pair work and group work	15	50%	Director, monitor, manipulator, facilitator, co-communicator, friend and resource person
	8	26.67%	Controller, manager, organizer and counselor
	7	23.33%	Guide, conductor, instructor and prompter

The above table shows that out of 30 lower secondary level English teachers, 50 percent of them performed the roles of director, monitor, manipulator, facilitator, co-communicator, friend and resource person while students work in pair and group. Likewise, 26.67 percent of them performed the roles like controller, manager, organizer and counselor whereas 23.33 percent teachers performed the role like guide, conductor, instructor and prompter while students work in pair and group work.

4.1.1.9 Teaching Materials Used in the Classroom

Regarding the kinds of teaching materials used in the classroom, I got the following data which are given in the table below:

Table No. 9

Teaching Materials Used in the Classroom

S.N.	No. of the teachers	Percentage	Teaching materials used
1.	18	60%	Pictures, picture cards, realia, drawing and matchstick figure
2.	12	40%	Video tapes, games, cutouts, maps, etc.

The above table shows that out of 30 lower secondary level English teachers, 60 percent of them used pictures, picture cards, realia, drawing and matchstick figure to teach their students whereas 40 percent of them used video tapes, games, cutouts and maps in their classroom to teach their students.

4.1.10 Most Important Teaching Materials and Its frequency of Use

Regarding the most important teaching materials and its frequency of use, I got the following data which are given in table below:

Table No. 10

Most Important Teaching Materials and Its frequency of Use

S.N.	No. of the teachers	Percentage	Most used teaching materials	How often
1.	16	53.33%	Matchstick figure and drawing	Always
2.	8	26.67%	Matchstick figure, drawing, picture, video tapes, cutouts and maps	According to the nature of the subject matter
3.	6	20%	Pictures, cutouts and video tapes	Sometimes

The above table shows that out of 30 lower secondary level English teachers, 53.33% present of them used matchstick figure and drawing always in their classroom to teach their students. Likewise, 26.67 present of them used matchstick figure, drawing, picture, video tapes, cutouts and maps according to the nature of the subject matter whereas 20 present of them used pictures, cutouts and video tapes sometimes in their classroom to teach their students.

4.1.2 Analysis of Information Collected from Classroom Observation Checklist

This section is concerned with the observation of 90 classes of thirty lower secondary level English teachers. I prepared an observation checklist and observed ninety classes of thirty selected teachers (three classes of each

teacher) in order to find out their practices of using instructional techniques to teach English language. I used two rating scale (yes and no) in the classroom observation checklist along with running commentary. They were 'Yes' and 'No'. If the teachers were aware about the given issues of instructional techniques then they were ticked under 'Yes' rating scale otherwise in 'No' rating scale. In analysis section, I have given detailed explanation of different issues. Moreover, I have set some criteria to analyze the collected data. These criteria are as follows:

- (i) Most effectively used 100%
- (ii) More effectively used 50% above
- (iii) Less effectively used 50% below
- (iv) Least effectively used 0%

In the classroom observation checklist, different language teaching issues and instructional techniques were included under different headings. They were as follows:

- (i) Warming up activities
- (ii) The teacher in the classroom
- (iii) Teachers' voice
- (iv) Teachers' talk
- (v) Students' talk and teachers' talk
- (vi) Students' seating

4.1.2.1 Analysis of Warm up Activities

A warm up activity is a short, fun game, song, joke which a teacher or trainer can use with students. In other words, warm-up activities are those classroom activities which are done before starting to teach the lesson in the classroom. These are short classroom activities used as the starting of a class period as well as at the middle and final stage.

In my study, I observed 90 classes of 30 lower secondary level English teachers in order to find out their practices of using warm up activities in the classroom. I found teachers were using different warm up activities in the classroom to motivate their students towards the lesson. It was found that content revision was the most used activity in the classroom. In most of the classes i.e. out of 90 observed classes, in 45 (50%) classes teachers revised already taught subject matter in the initial of the classroom. Teachers entered into the classroom and asked some questions from the previous lesson like, ‘*Do you remember your previous text?*’, ‘*What was the text about?*’, ‘*Have you done the exercises of that unit?*’ and so on. Similarly out of 90 observed classes, in 25 (27.78%) classes, I found teachers used common questions as warm up activity. These questions were ‘*How are you?*’, ‘*What about your study?*’, ‘*Have you done your homework?*’ and so on. In the same way, I found in 20 (22.22%) classes, teachers were very comedy. They told some jokes and sang songs to motivate their students. The table below shows the data clearly.

Table No. 11

Analysis of Warm up Activities

S.N.	Warm up activities	No. of classes	percentage	Examples
1.	Content revision	45	50%	Do you remember your previous text?
2	Questioning	25	27.78%	What about your study?
3	Jokes and songs	12	13.33%	

The above table shows that out of 90 observed classes in 45 (50%) classes teachers were found motivating their students using content revision. Similarly, regarding warm up, in 25 (27.78%) classes, teachers were found using questions whereas In 20 (22.22%) classes teachers were found using jokes and songs to warm up their students in the classroom. So, we can conclude that

content revision is the most used warm up activities in the classroom.

4.1.2.2 Analysis of Teacher (Proximity, Movement and Personality)

While managing the classroom for effective implementation of instructional techniques, the teachers should manage his physical presence properly in the class. The teachers' clothes and his physical presence play a vital role in the management of the classroom environment. Furthermore, the way he moves and stands in the class, how close to the students he appears, how he maintains personal contact with the students, what degree of formality he exhibits in the class, and so on are very important to manage successful classroom atmosphere.

Despite different natures existing in different teachers, it is not always possible to have uniformity in their physical presence in the class but there are some common issues to consider while managing the physical appearance. They are proximity, movement, personality, etc. Now these issues of classroom and teachers are analyzed and interpreted on the basis of collected data from classroom observation check-list.

(a) Analysis of Teachers' Proximity

Simply, proximity refers to closeness or nearness. The teachers have to maintain reasonable physical proximity in the classroom while teaching students.. The table below shows the data that I found in my study.

Table No. 12

Aware of Variable of Proximity

Rating	No. of classes	Percentage
Yes	55	61.11%
No	35	38.89%
Total	90	100%

The above table shows that out of 90 observed classes in 55 (61.11%) classes teachers were found more effectively managed their proximity in their classroom whereas in 35 (38.89%) classes less effective.

(b) Analysis of Teachers' Movement

Movement of teachers is one of the most important aspects of classroom management. In the classroom, teachers use different kinds of movement or activities to attract the attention of students towards the lesson. However, movement of teacher in the classroom is of their personal preference. In my study, teachers were found spending most of their class time in one place, at the front of the class, to the side or in the middle of class. While others were found spending a great deal of time walking from side to side, or striding up and down the aisles between the chairs. In fact, such kind of movement was a matter of personal preferences of teachers. Motionless teachers always bore students in the classroom and the environment of the class. Thus, how much teachers move around in the classroom will depend on their personal style and preferences? Similarly, where they feel most comfortable for the management of the class is the matter of their personal choice. I found many teachers actively moved in the classroom to attract their students' attention and to impart their knowledge successfully. They were found sometimes in front of the class and in others time in middle of the class. In other words, teachers moved in the class on the basis of situation, need and personal preferences. I found some teachers were totally motionless in the class. They taught sitting on the chair or standing in one place of time.

The following table shows the data:

Table No. 13

Analysis of Teachers' Movement

Rating	No. of classes	Percentage
Yes	70	77.78%
No	20	22.22%
Total	90	100%

The above table shows that out of 90 observed classes in 70 (77.78%) classes teachers moved more effectively to attract the students' attention and to maintain classroom environment students' friendly. On the other hand in 20 (22.22%) observed classes I found some teachers were standing in front of the class and sitting on the chair to teach the students. Thus, it can be concluded that teachers' movement is necessary in the classroom to attract the attention of the students.

(c) Analysis of Teachers' Personality

Personality refers to a trait of an individual. A good personality of teachers is very important in the classroom to motivate the students. In other words, personality of teachers is one of the aspects of classroom management.

The following table shows the data:

Table No. 14

Personality of Teachers

Rating	No. of classes	Percentage
Yes	75	83.33%
No	15	16.67%
Total	90	100%

The above table shows that personality of teachers was perfectly maintained in the classroom. It was also found that personality of teachers was one of the good motivating factors. Out of 90 observed classes in 75 (83.33%) classes I found teachers were more effective in maintaining personality in their classes whereas only in 15 (16.67%) classes teachers were found weak regarding this variable. Thus, it can be concluded that teachers were aware of their personality in the classroom.

4.1.2.3 Analysis of Teachers' Voice

Voice is one of the most important instruments of teachers. How do teachers speak and what their voice sounds and like have a crucial impact on classes. According to Harmer (2008, p.36), there are three issues to think about when we consider the voice of teachers in the classroom. They are audibility, variety and conservation. Teachers' voice should be audible but it should not be unnecessarily loud. They should be aware of whether the students at the back of the class can hear them just as well as those at the front or not. Speaking too softly or unpleasantly loudly is both irritating and unhelpful for students.

Teachers' voice must vary depending upon the type of the lesson and type of the activity. The variety in teachers' voice quality and volume makes students

pay their attention what is being said. Therefore, the teacher's voice quality and volume must vary from one situation to next.

Similarly, teachers have to take great care of their voice because they have to save it properly. Harmer (2008, p. 36) says just like opera singers, teachers have to take great care of their voices. Teachers should breathe properly in the class. It means they should remain relaxed. Moreover, it is important that they vary their voices throughout a day, avoiding shouting whenever possible. So they can conserve their vocal energy. Thus, conserving the voice is one of the things that teachers should take into account when planning a day's or a week's work. I observed 90 classes of thirty teachers and found differences in their voice. Generally, the classroom of government- aided schools is big and students are also more in number. So, in such classes teachers' voice may be different in comparison to small class. In my study, I found teachers of private schools were alert and aware of their voice in terms of audibility, variety and conservation of vocal energy. They were taking great charge of their students' behavior. They were modifying their voice to attract their students' attention to towards them. Similarly, teachers of government-aided schools also took charge of their voice and students behaviour but little different from private ones. The actual data I found in course of classroom observation is given below.

Table No. 15

Analysis of Teachers' Voice

Rating	No. of classes	Percentage
Yes	76	84.44%
No	14	15.56%
Total	90	100%

The above table shows that out of 90 observed classes in 76 (84.44%) classes teachers were found more effectively using voice in the classroom which is the

best technique to motivate the students and manage the classroom. Whereas only in 14 (15.56%) classes teachers were found less effective in maintaining this variable.

4.1.2.4 Analysis of Teachers' Talk

How does a teacher talk to students or in what manner s/he interact with them is one of the crucial skills of a teacher? Teacher talks to students in a different way. Most of the time teachers adapt their language to make it understandable to the young students. Apart from adapting their language, teachers also use physical movements, rough –tune, gesture, facial expressions and mime.

Rough tuning is the simplification of language which both parents and teachers make in order to increase the chances of their being understood. Many teachers also use gestures to demonstrate things like the past tense. They use facial expressions to show emotions such as happiness and sadness, and mime to demonstrate actions such as opening a book or filling a glass and drinking. Gestures, expression and mime should become a natural adjunct to the language we use, especially with students at lower levels.

Thus I observed 90 classes of the 30 teachers. I observed how they talked to the students, whether they rough tuned their language or not. Similarly how often they used gesture, feature, expression and mime to demonstrate language. The following table presents the data.

Table No. 16

Analysis of Teachers' Talk

Rating	No. of classes	Percentage
Yes	75	83.33%
No	15	16.67%
Total	90	100%

The above table shows that teacher's talk was very important technique in language teaching. Out of 90 observed classes in 75 (83.33%) classes I found teachers were more effective in adapting their language and using facial expression in their classes whereas only in 15 (16.67%) classes teachers were found weak regarding this variable.

4.1.2.5 Analysis of Students' and Teachers' Talk

The best activity in the world is a waste of time if the students do not understand what they are supposed to understand. Teacher talking time and student talking time should go in balanced way in the classroom. Sometime, overuse of teacher talking time is inappropriate because the more teachers talk; the less chance there is for the students to practice their own learning. It is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for other thing, too, such as reading and writing. So a good teacher maximizes student talking time and minimizes teacher talking time. Good teacher talking time may have beneficial qualities if they know how to talk to students, if they know how to rough tune their language to the students' level. While observing the classes I found most of the teachers were aware of benefits of teacher talking time, student talking time and teacher talking quality. The table shows the data clearly.

Table No. 17

Analysis of Students' and Teachers' Talk

Rating	No. of classes	Percentage
Yes	72	80%
No	18	20%
Total	90	100%

The above table shows that in most of the classes i.e. 72 (80%) teachers were found very well in maintaining balance between TTT and STT. In those

classes, I found teacher maximizing STT and minimizes TTT. Moreover, teacher talking quality was also maintained using appropriate comprehensible input, clear voice and rough tuning. Whereas in few classes i. e. 18 (20%), teachers were found weak regarding awareness and benefits about TTT, STT and TTQ. In those classes I found overuse of TTT.

4.1.2.6 Students' Seating

Generally, in the classroom of Nepal students sit in orderly rows. In such seating arrangements students will have desks in front of them to write on. According to Harmer (2008), there are different seating arrangements in the classroom. In other words students sit in different ways in the classroom. They are solowork, circle, separate table and horseshoe.

In my study, I found all the classes were managed in orderly rows. Students were being seated in orderly rows. I did not find any other seating arrangement in the classroom. There are many advantages of seating in orderly rows. Teachers have clear view of all the students and the students can all see the teachers in whose direction they are facing. These kind of seating arrangements make teachers' lecture easier. Moreover, it enables the teachers to maintain eye contact with the people he or she is talking to. In orderly rows, teachers can easily walk up and down making more personal contact with individual students and watching what they are doing. Thus, In my study, I found all the classes were organized in orderly rows.

4.2 Summary of Findings

This study was limited to the 30 lower secondary level English teachers. Those English teachers were selected from Baglung district in order to find out their practices on different instructional techniques in ELT classroom regarding warm up activities, teachers' physical presence in the classroom, teachers' voice, teachers' role, teachers' and students' talk, students' seating, teaching materials and group and pair work. Hence, in order to collect the data for this

study, questionnaire and classroom observation check list were used as research tools. Hence, the summary provided by these research tools is given below:

-) It was found that 46.67% lower secondary level English teachers used lecture, explanation, illustration, discovery and individual instructions to teach their students.
-) It was found that 53.33% lower secondary level English teachers used lecture, explanation and illustration as the most important instructional technique in their classroom.
-) Seventy percent lower secondary level English teachers agreed with the statement that teachers should use instructional techniques according to the level, interest of the students and nature of the topic.
-) Similarly, eighty percent lower secondary level English teachers agreed that teachers should give value and appreciate the diversity of the students in the classroom.
-) Body language, eye contact, teachers' voice, calling students' by their names, cracking jokes and singing songs were found most important instructional techniques to attract the students' attention.
-) It was found that 73.33% lower secondary level English teachers involve their students in pair work on the basis of the nature of the topic.
-) Likewise, it was found that 70% lower secondary level English teachers involve their students in group work on the basis of the nature of the topic.
-) It was found that director, monitor, manipulator, facilitator, co-communicator, friend, resource person were the most performed roles by the teachers while their students working in pair and group work.
-) In the same way, it was found that 60% lower secondary level English teachers used pictures, picture cards, realia, drawing and matchstick figure to teach their students.
-) Matchstick figure and drawing were found always used by lower secondary level English teachers in their classroom to teach the students.

-) Content revision was found most used warm up activities i.e. out of 90 observed classes in 50 classes lower secondary level English teachers used them to motivate their students towards the lesson.
-) Physical presence of the lower secondary level English teachers was found good in average in the classroom.
-) It was found that out of 90 observed classes in 84.44% classes, teachers were effectively using their voice in the classroom to manage their students' attention in the classroom.
-) It was found that out of 90 observed classes in 83.33% classes, teachers more effectively adapted their language and facial expression.
-) It was found that out of 90 observed classes in 80% classes, lower secondary level English teachers were found well in maintaining balance between teacher talking time and student talking time.
-) It was found that students were seating in orderly rows in all the classes.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

The present study has explored the lower secondary level English teachers practices on different instructional techniques in ELT classroom regarding warm up activities, teachers' physical presence in the classroom, teachers' voice, teachers' role, teachers' and students' talk, students' seating, teaching materials and group and pair work. In this study, 30 lower secondary level English teachers from Baglung district were sampled. Similarly, 15 lower secondary level schools were selected from the same place as sample and from each school two teacher were selected. Purposive non-random judgemental sampling strategy was used to select the sample of this study. Similarly, two types of research tools were used in this study. They were questionnaire and classroom observation checklist. Hence, after analysis and interpretation the data, collected from these research tools, it was found that 53.33% lower secondary level English teachers used lecture, explanation and illustration as the most important instructional technique in their classroom to teach the students. Likewise, body language, eye contact, teachers' voice, calling students' by their names, cracking jokes and singing songs were found most important instructional techniques to attract the students' attention in the classroom. Matchstick figure and drawing were found always used by lower secondary level English teachers in their classroom to teach their students whereas content revision was found most used warm up activities i.e. out of 90 observed classes in 50 classes lower secondary level English teachers used them to motivate their students towards the lesson.

5.2 Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendation. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The recommendation on these levels has been presented separately below:

5.2.1 Policy Related

The following policy related recommendation can be made:

-) Lower secondary level teachers should be trained by the concerned authority or government regarding new trends in English language teaching to use different instructional techniques and teaching materials in the classroom. So that they can make effective use of instructional materials.
-) Policy makers should focus on the low cost or no cost materials and their use in the classroom.

5.2.2 Practice Related

The following practice related recommendation can be made:

-) Concerned authority should develop teachers', administrators' and ELT managers' awareness towards the usefulness of instructional techniques as need of time.
-) Teacher can carry out action research for better learning and teaching of English language according to the nature of students and focus on the instructional materials and content delivery.

5.2.3 Further Research Related

The following further research related recommendation can be made:

-) The further action research can be conducted in the use of instructional materials.
-) The further researcher can explore the case of instructional materials and their effectiveness in ELT classroom.

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