

CHAPTER ONE

INTRODUCTION

The present study is about techniques used in teaching English at grade five. The introduction part consists of general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance and delimitations of the study and operational definitions of the key terms.

1.1 General Background

English is a major international language and one of the six official languages of the United Nations. It is a vital tool for communication globally so it is also called a link language. The English language has broadened its area in every field of human affairs like education, business, tourism, mass media, day to day communication, etc. Realizing the importance of the English language, it is taught as a foreign language in all the schools of Nepal starting from grade one to grade twelve. It is also taught as a compulsory subject up to the Bachelor level in different universities of the Nepal.

No doubt, primary level is the basic foundation of education. So the success of the whole education system depends on how strong the primary level education is. Strong in a sense that whether primary level students are given proper education or not as per their levels, needs of interest, etc. The primary level education should build up the foundation for the further education. So it is a matter of interest on how the primary level teaching has been going on, particularly in the field of English language teaching.

Classroom teaching is directly related to the techniques used by the teacher to teach in the classroom. The techniques used in teaching should be appropriate to the level, need and interest of the students for effective teaching. The present study aims to explore the techniques that are used in teaching students at grade five.

1.2 Statement of the Problem

Though the role of teachers can not be underestimated in the teaching learning activities as they have important role to play in the use of communicative language teaching method, they are found to have difficulty in its application due to reasons such as the question of teacher confidence, existing teaching trends, availability of resources, learners readiness, gap in the practicization of theory and the irresponsibility of teachers etc. Still, most of the teachers are in favour of using out-dated methods and techniques though they are said to be trained. We find teachers teaching English at lower secondary and secondary levels saying that they were facing problem in teaching English because students could not learn the basic English up to the level that they were supposed to learn in the primary level. Therefore, it has become important to study how the teachers teach and students learn English in the classroom. So I selected this topic and decided to collect data from only one school so that rich information can be stored.

1.3 Rationale of the Study

Many researches have been carried out in the field of English language teaching methods and techniques but most of them are superficial in nature which could not bring out the clearer picture of the classroom realities. It is necessary to go closely through the existing classroom practices so that we can better understand the classroom realities and can have improvement where necessary.

Most of the students are found to be relatively weaker in English in comparison to other subjects. The pass percentage of English in school level examination is low and same is the case with higher level too. Students, even after having Bachelor's degree, find it difficult to have simple conversation in English with other speakers. The classroom practices i.e. teaching and learning activities have direct influence upon the success and failure of the students.

The indepth and detailed study is needed to be carried out to find out the classroom practices. So, this research is an attempt to find out the techniques being used in teaching English at grade five which is believed to provide new insights in the field of language teaching and learning.

1.4 Objectives of the Study

The objectives of this research were as follows:

- i. To find out the techniques used by primary level teachers in teaching English at grade five.
- ii. To find out the appropriateness of the techniques.
- iii. To suggest some pedagogical implications.

1.5 Research Questions

Research is carried out when some queries emerge in the mind of the researcher. Researchers carry out a research to find out the answers of the questions that strike in his/her mind. Research questions also help the researcher to frame his research work. So, to explore the techniques being practiced in teaching and learning English, this study is carried out to address the following research questions:

- a) What are the techniques used in teaching listening and speaking skills ?
- b) What are the techniques used in teaching reading and writing skills ?
- c) What techniques are being employed by the teachers in teaching vocabulary and grammar ?
- d) What techniques are favored by the teachers in teaching pronunciation and language functions ?

- e) What are the roles played by the teacher and the students in teaching learning activities ?

1.6 Significance of the Study

The present study aimed to explore the existing trends of teaching English at primary level. The findings and suggestions derived from this study can be useful for teachers, students, school administration, course designers, textbook writers and policy makers to get the clear picture of the trends in teaching English at the primary level and to think of improvement in the field of language teaching. To be specific, it will be beneficial for all those who are directly and indirectly involved in English language teaching and learning.

1.7 Delimitations of the Study

This study had the following delimitations:

- i) The study was based only on the techniques used by primary level teachers in teaching English.
- ii) Only a single government aided school was selected.
- iii) Only the grade 5 classes were observed for data collection.
- iv) The data were collected through the classroom observation.
- v) The findings of the study may not be generalizable in all the contexts and all the time.

1.8 Operational Definitions of the Key Terms

Classroom Language: Language used for various purposes in the class such as while giving instruction, maintaining discipline, taking attendance etc. The type of language which can be used for the activities which help teach the lesson, but which are not actually part of the teaching.

Communicative Competence: It refers to the ability and knowledge of the speakers of a language to interact successfully in various social contexts by using appropriate focus of language.

Exposure: an amount of time and information given to the learners.

Language Function: It refers to the purpose for which an utterance or unit of language is used. Such functions are often described as categories of behaviour, e.g. requests, offers, greeting etc.

Lingua Franca: It is used to refer to the language that is used for communication among the people who have different mother tongues, also called a link language.

Techniques: Activities which are used in the classroom in order to achieve the immediate goals of teaching and learning as guided by given method and approach.

Translation: The process of changing something that is written or spoken into another language.

CHAPTER-TWO

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of review of theoretical literature and related empirical literature, implication of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

Review of theoretical literature provides an insight to the researcher related to a number of aspects that have a direct or indirect bearing on the research topic. It serves as a basis for developing a theoretical framework which helps to investigate the problem that a researcher wishes to.

2.1.1 Importance of the English Language

Many languages are spoken around in the world. Among them, English is one of the most influential languages . It is one of the richest languages in terms of the written literatures, stock of vocabulary and its users. A quarter of the world's population speaks English. English has become lingua franca i.e. a link language between people who do not share the same language and for whom English is not their mother tongue. According to Harmer (2008), the English language is no longer a language of only its native speakers but it belongs to all who speak English. There is not any single standard English but there are world Englishes. This is because of the increasing importance of the English language.

Since English is the most widely used official language of the United Nations and a dominant language in all areas of academic studies e.g. mass media, international diplomacy, science and technology, education, arts and commerce, it is spreading in all the hooks and corners of the world day by day.

Sthapit, et al.(1998. as cited in Yadav,2012, p.2) say, ‘‘It is a principal language for international communication and gateway to the world body of knowledge.’’

A person having good knowledge of English is regarded prestigious and will be known everywhere. It has a vital role in the field of politics, science, business, mass media and so on. English seems vital in every field and respect. There is no such area where English is not used. Therefore, realizing this fact, English is taught as a core subject from grade one to bachelor level in Nepal. We are compelled to learn it to exist in this era. Without English, our existence becomes difficult. Learning English has been necessary for us not only to use for our interest but also to survive purposefully. Therefore, it has gained the worldwide recognition as an international language.

2.1.2 History of English Language Teaching in Nepal

The formal education system in Nepal was started with the onset of English education i.e. with the establishment of Durbar High School in 1854 A. D. after Jung Bahadur Rana’s return from Europe. The then English school of Durbar High School was only for the ruling family and there were not any public schools across the country. After restoration of social equality in the nation, Tri-Chandra College started teaching English courses under the supervision of Patana University, India in the early fifties.

The first University of the country, Tribhuvan University, was established in 1959 which gave high priority to English in its curriculum. But after a decade, a nation wide master plan known as The National Education System Plan (NESP 1971-76) was implemented that brought a drastic change in the system of curriculum, textbook, examination and so on from primary to the university level of education. First, this plan reduced the weightage of English courses (from 200 marks to 100 marks) set up by the earlier system. Second, it reduced

the credit hours of English from 15 to 10 from high school to university levels (Mall, 1977, as cited in Bista, 2011). The plan made English no longer a compulsory school subject but made provision to opt for any one of the United Nations languages such as Chinese, French, Spanish, German not necessarily English.

After two decades, National Education Commission (NEC 1992) reintroduced English as a compulsory subject. English was taught from grade four with the weightage of 100 marks. Since 2003, it has been started to teach English from grade one. Many private schools have been established to provide education through English and even many government aided schools have started to provide education through English medium. The English language teaching situation is improving gradually day by day.

2.1.3 Teaching English to Young Learners

The teaching of English to young children has become especially important in recent years. Brumfit (1994 p. iv) states,

The last few years have seen a revival of interest in the teaching of English to young learners. After much interest in the 1960s, the period of communicative language teaching saw a concentration on adults or secondary level work, with relatively little concern for primary level activity. Now this is changing.

Brumfit(1994) opines that this was because the emphasis on need analysis was particularly unhelpful for learners who were by definition too young to have clearly identifiable needs. Yet, it was strange in many ways to observe this neglect of young learners, for many of the approaches that came in the 1970s and 1980s benefited from the experience of working with young learners in general education. Humanistic approaches to language teaching share concerns

with good primary school teaching practice and the emphasis on language use and language context simply draws upon the commonplace expectations of good primary school teachers.

The teaching of English to young children has become especially important in recent years. Regarding this, Scott and Ytreberg (1994, p. i) says, "one reason for this has been the introduction of primary EFL teaching in a number of European countries - but it is also a worldwide phenomenon." A number of countries has introduced English as a compulsory subject at primary level. So, teaching English to young learners has gained a new interest in the recent days.

2.1.3.1 Variation of the Concept of Primary Level

In many countries there is English language teaching in schools for young learners. But the key elements in the concept of primary ELT vary considerably from community to community. For example, what we mean by 'childhood' itself varies considerably from country to country. In many parts of the world 'children' take on 'adult' responsibilities at ages when in other countries they are still protected within their schools. These differences lead to differences in the purposes of language learning. Similarly, attitudes to authority, to teaching and to learning in general vary from culture to culture. Nonetheless, some of the characteristics according to Brumfit (1994, p. v) which young learners share are as follows:

-) Young learners are only just beginning their schooling, so that teachers have a major opportunity to mould their expectations of life in school.
-) As a group they are potentially more differentiated than secondary or adult learners, for they are closer to their varied home cultures, and new to the conformity increasingly imposed across cultural groupings by the school.

-) They tend to be keen and enthusiastic learners, without the inhibitions which older children sometimes bring to their schooling.
-) Their learning can be closely linked with their development of ideas and concepts, because it is so close to their initial experience of formal schooling.
-) They need physical movement and activity as much as stimulation for their thinking, and the closer together these can be, the better.

Most of the primary level learners will share these characteristics, though the age range of primary schooling will vary considerably from country to country.

2.1.3.2 Reasons to Teach English at the Primary Level

There is a considerable debate between whether young learners learn language better or more efficiently than older children or adults. In general the evidence is not clear. What is certainly clear though is that effective teachers can help learners to progress rapidly at any level of schooling. There are a number of reasons for teaching English at primary level that do not rely simply on the claim that is the best time to learn languages well. According to Brumfit (1994, p. vi), those reasons are:

-) The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.
-) The need to link communication to the understanding of new concepts.
-) The need for maximum learning time for important languages- the earlier you start the more time you get.
-) The advantage of starting with early second language medium of teaching.

Different countries have different needs and no one country will wish to teach foreign languages to young learners for all of these reasons.

2.1.3.3 Second Language Learning at Young Age

As we have already discussed it is unclear whether children learn languages better at a young age. Many people believe that they do, however, and a number of different explanations have been offered.

According to Brumfit (1994, p. vi)

It may simply be, of course, that young children have more opportunities than adults. They are learning all the time without having the worries and responsibilities of adults; their parents, friends and teachers all help them in learning. Furthermore, they have a strong personal need to learn if they are surrounded by people speaking the second language, and there are strong social pressures to do what their elders expect

The main explanations for better learning that have been suggested by Brumfit are as follows:

-) That the brain is more adaptable before puberty than after and that acquisition of languages is possible without self-consciousness at an early age.
-) That children have fewer negative attitudes to foreign languages and cultures than adults, and that consequently they are better motivated than adults.
-) That children's language learning is more closely integrated with real communication because it depends more on the immediate physical environment than does adult language.
-) That children devote vast quantities of time to language learning, compared to adults. And they are better because they do more of it.

In conclusion, what we can say is that teachers need competence in primary level's teaching methodology. The skills necessary for teaching at this level are very different from those needed elsewhere in the education system. We need to emphasize the role of story, dance, role play, pictures, songs, language games etc.

2.1.4 Recent Provision of ELT at the Primary Level

English has been introduced as a compulsory subject in the primary level. It is taught as a second language in all the schools of Nepal starting from grade one. Before 2003, there was a provision of teaching English from grade four. But since 2003, it has been taught from grade one. The present English curriculum has been designed for primary level (grade 1-5) education in Nepal, with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence on the part of the learners.

The curriculum emphasizes on teaching all the language skills: viz, listening, speaking, reading, and writing. From grade one to three, listening and speaking skills are more emphasized than reading and writing whereas all the skills are equally emphasized in grade four and five. Five periods per week have been allocated for teaching English at the primary level. The aim of teaching English at this level is to enable students to use English effectively in a limited set of situations by the end of grade five.

The curriculum consists of a list of different language functions which we need to perform in our daily life. So, the teachers are suggested to adopt communicative language teaching methods and techniques which provide an opportunity to the students to learn by doing i.e. communicating. The English classroom should be full of fun and enjoyment i.e. chants, rhymes, songs

should be emphasized to use in the classroom. Role play, pair work, group work are to be employed in the teaching learning process. Continuous assessment system has been more emphasized than the paper-pencil test at this level.

2.1.5 Teaching Techniques

'Technique' refers to what actually takes place in a classroom while teaching learning activities are going on. It is directly related to the classroom practices of those who are involved in the teaching learning process. It is a set of activities to be carried out in the classroom. According to Anthony (1963, as cited in Richards and Rodgers, 2001, p. 19):

. . . A technique is implementational that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well.

So, what we can say is that techniques are the behavioural manifestation of the principles. In other words, the classroom activities and procedures derived from an application of the principles. On the basis of the role played by the teachers and the students, techniques are divided into two types. They are as follows:

a) Teacher Centred Techniques

Teacher centred techniques refer to the techniques in which teacher plays the dominant role in teaching learning process. Teachers are at the centre of the teaching learning process but not the students. That is to say, teachers are the sole authority in the classroom in the selection of content, materials and activities. Students have very few or no role at all in such activities. They are taken as passive listeners. The whole classroom time is dominated by the

teachers. It is more logical than psychological and it emphasizes on the product rather than process. Teacher centred techniques can be listed as follows:

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

In teacher centered techniques, the teacher tries to deliver a lecture on a topic, provides explicit description or definition of concept, give more examples and illustrations and take help of demonstration. Teachers try to impose their views and ideas rather than letting students to create their own ideas.

b) Student Centered Techniques

Student centered techniques refer to the techniques in which students play the dominant role in the teaching learning process. That is to say, students play the active role in the selection of contents, teaching materials and classroom activities. Teachers' role is that of a manager, organizer, advisor, facilitator, resource person etc.

In student centered techniques, students learn by doing. They get an opportunity to get actively involved in different activities which provide them an opportunity to learn by themselves. Students' feelings, emotions, interest and creativity are highly emphasized. Students' talking time is increased and teacher's talking time is decreased. Students get every opportunity to develop their creativeness. Communicative language teaching prefers student centered techniques to be employed in the classroom. Some of the student centered techniques can be listed as follow:

- i. Individual work
- ii. Pair works
- iii. Group work
- iv. Project work

- v. Role play
- vi. Discovery
- vii. Dramatization

The aim of the teaching learning process is to develop the skills, knowledge and ability of the students, not of the teacher. So, student centered techniques should be preferred in classroom teaching rather than teacher centered ones.

2.1.6 Techniques for Teaching English at the Primary Level

Teaching English to young learners at the primary level is not the same to teaching older children or adult learners. They differ in their characteristics, learning styles, readiness and so on. Teaching young learners should follow simple and enjoyable activities that suit their level, interest and need.

Language is a skill. Teaching language refers to teaching language skills such as listening, speaking, reading and writing; and language aspects: grammar, vocabulary, pronunciations and language functions. The four language skills and aspects rarely work in isolation. They are integrated to make communication meaningful and effective. However, we can specify teaching techniques to teach each of the skills and aspects not because we intend to show that the four skills and aspects of language work in isolation, but because we intend to emphasize particular skills and aspects in some particular classes. The different techniques for teaching language skills and aspects are as follows:

2.1.6.1 Techniques for Teaching Language Skills

As we have already discussed, teaching language refers to teaching of its four skills, the different techniques for teaching each of the skills are as follows:

1) Teaching Listening

Listening is an ability to pay attention and recognize sounds in isolation or in connected speech to get meaning from it. It is a primary, basic and earliest of

all the skills. It is listening through which a learner gets exposure to the language. Teaching listening to students is to enable them to listen to spoken text and act accordingly. Techniques for teaching listening to young learners according to Scott & Ytreberg (1994 pp.22-28) are as follows:

a) 'Listen and do' Activities

In this technique students are required to listen and perform some kind of activity. Such activities involve following elements:

i) Instructions

The most obvious 'listen and do' activity which we can and should make use of from the moment we start the English lessons is giving genuine instructions. Most classroom language is a type of listen and do activity. Communication is two way and you can see very easily if your pupils have understood the message or not.

ii) Moving about

The younger the pupils, the more physical activities they need. Children need exercise and movement so we should make use of moving about activities connected to ordinary things in the classroom like 'stand on your head by the door', 'hop on your left foot five times' etc.

iii) Mime Stories

In a mime story the teacher tells the story and the pupils and the teacher do the actions. It again provides physical movement and gives the teacher a chance to play along with the pupils.

iv) Drawing

'Listen and draw' is a favorite type of listening activity in almost all classes. Drawing takes time, so keep the pictures simple. In listen and draw activities

the teacher or one of the pupils tells the other pupils what to draw. This activity is particularly useful for checking object vocabulary, prepositions, colors and numbers.

b) Listening for Information

Listening for information means listening for detail or specific information. The activities are often used to check what the pupils know, but they can also be used to give new information. Such information includes :

i) Listen for the Mistake

We can use the picture from a book but make mistakes in the text while reading so that pupils have to listen for the mistakes. The same thing can be done using the correct text and the wrong pictures, but this takes a bit more time to prepare.

ii) Putting Things in Order

Pupils have a number of pictures which illustrate a text in front of them. The pictures are not in the right order. Pupils listen to the text and put the pictures in the order they think is right.

iii) Filling in Missing Information

Pupils can fill in the missing words of a song or a text or a timetable and so on by listening to the tape or their teachers.

c) 'Listen and Repeat' Activities

'Listen and repeat' exercises are great fun and give the pupils a chance to get a feel for the language, the sounds, the stress, rhythm and the intonation. When done in combination with movements or with objects or pictures, this type of

activity also helps to establish the link between words and meaning. Listen and repeat activities consist following notions:

i) Rhymes

All children love rhymes and like to repeat them again and again. Rhymes are repetitive, they have natural rhythm and they have an element of fun, of playing with the language. The teacher recites rhymes and the students follow him or her.

ii) Songs

Songs are also a form of 'listen and repeat' activities. The teacher can sing a song and ask pupils to follow him/her.

iii) Exercises

The most obvious listen and repeat exercises are the ones where the teacher or one of the pupils says something and the other's repeat what has been said-it may be a drill, words with special sounds, a short dialogue or it may be a message to give to someone else.

Besides these activities, pupils can be involved in listening to stories exercises, independent listening, listening for the sake of listening like music, poetry or a short anecdote. The more they hear, the better they will be able to speak and write.

2) Teaching Speaking

Speaking is an ability to express our emotions, feelings and intentions orally. Teaching speaking is to enable pupils to take part in simple communicative activities in a limited set of situations. Speech is primary and most of the communication take place through oral medium. So teaching speaking is necessary. Speaking skill is perhaps the most demanding skill for the teacher to

teach. Techniques for teaching speaking according to Scot and Ytreberg (1994, pp.34-40) are as follows:

i) Presenting New Language Orally

When children start new learning English, they obviously need to be given language before they can produce it themselves. Language has to go in before it can come out. At this initial stage the activities will be under the control of the teacher. The teacher's language should be simple and comprehensible enough to the learners. Teachers can present new language orally through the pupils, using a mascot, drawing, etc.

ii) Controlled Practice

Controlled practice goes hand in hand with presentation since it is important that pupils try out new language as soon as they have heard it. In controlled practice there is very little chance that the pupils can make a mistake. Once the pattern is established with the class, they can happily do it in pairs. Activities like asking and telling the time, asking and answering what he or she is doing with the help of pictures can be used in teaching speaking.

iii) Guided Practice

Guided practice follows on directly controlled practice and will often be done either in pairs or in small groups. Guided practice usually gives the pupil some sort of choice, but the choice of language is limited. Telling the time, asking the way, talking about colours etc are some of the guided activities.

iv) Dialogues and Role Play

Working with dialogues is a useful way to bridge the gap between guided practice and freer activities. Putting pupils into pairs for doing the dialogues is a simple way of organizing even large classes. First, the teacher will have to

present the dialogues which involve some sort of actions or movement, the ones which work best with young children. After the pupils have heard the dialogues in a couple of time and you have done it with some individuals, then let the pupils do it through role play.

iv) Pair Work

The pair work is an activity in which two students are involved. Pair work provides an opportunity to the pupils to speak freely related to the topic. Simple type of information gap activities should be designed for young learners like matching cards, describing a picture for other pupils or doing a find the differences activity in pairs.

Besides these, group work, oral drills, recitation and lots of communication games can be employed to develop children's speaking ability.

3) Teaching Reading

Reading is an ability to comprehend information from a written text. Just as listening is the main source of language when pupils start to learn a language, print is the second main source. As pupil become better and better in the foreign language, the printed words become the main source of expanding and strengthening the language. Young learners are in the process of learning to read in their own language. Whether or not they have mastered the skill in their own language and whether or not their own language is written in the Roman alphabet will have an effect on the initial stages of teaching reading in English. The techniques for teaching reading to young learner following Scot and Ytreberg (1994, pp.49-57) are as follows:

i) Phonic

This technique is suitable for the very new learners. It is based on letters and sounds. Basically, we teach the pupils the letters of the alphabet and the

combination of letters, phonically- as they are actually pronounced so that the relationship between letters and sounds can be established.

ii) Look and Say

This technique is based on words and phrases, and makes a lot of use of flash cards- words written on cards or reading from the board. It is usual to start by teaching everyday words which are already familiar to children. The teacher shows the children words and says it and the children repeat the words. This technique encourages recognition of a range of words and phrases before reading a text.

iii) Whole Sentence Reading

In whole sentence reading, the teacher teaches recognition of whole phrases and sentences which have meaning in themselves. The words are not presented in isolation, but as a whole phrases or sentences. Since we think that reading for meaning should be encouraged as soon as possible, whole sentence reading helps to develop such skill.

iv) Reading Aloud

Most of the reading done by young learners in class is reading aloud. Reading aloud which is also known as oral reading is concerned more with pronunciation and articulatory practice than with comprehension and the inner thought. Reading aloud is advantageous for the beginners. So high priority should be given to this kind of reading aloud, especially at the beginning stage for all ages. By the time pupil progress, this kind of reading is not so necessary.

The teacher can read a sentence or a phrase and the class or part of the class can read in chorus after. This is particularly useful if the text is a dialogue but should only be done for a very short time. Reading dialogues aloud in pairs or

groups is an efficient way of checking work. The students practice maintaining relationship between phonemes and graphemes of their target language.

v) Silent Reading

Silent reading is appropriate for the learners who are beyond the beginner level. Silent reading helps to develop thought and engages readers in inner processing of the content and organization of the text. It is more concerned with higher level of comprehension and interpretation of the text. Students can be given a text that contains simple structural and lexical items which require them to answer specific questions like fill in the blanks, true false items etc. As students go on progressing, they should be encouraged for silent reading for the comprehension of the text.

Students can be encouraged to read the story, poems, and rhymes, etc for pleasure to develop their reading skills.

4) Teaching Writing

Writing is an ability to transfer ideas, information into graphic symbols. Writing begins with simply copying and ends with free writing. Writing is important for professional development and also regarded as a difficult skill to get mastery. About the importance and complexity of second language writing, Richards and Renandya (2010,p.303) state :

There is no doubt that writing is the most difficult skill for second learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex.

Techniques for teaching writing according to Scot and Ytreberg (1994, pp.69-74) are as follows:

a) Controlled Writing Activities

Writing activities, like oral activities, go from being tightly controlled to being completely free. Controlled and guided activities are more appropriate for beginners but we should not exclude very simple free activities. In general, Controlled and guided activities are being done to practice the language and concentration is on the language itself. In controlled writing, students have no freedom to select their structural and lexical items. Following are the major controlled writing activities:

i) Straight Copying

Copying is a fairly obvious starting point for writing. It is a good idea to ask pupils to read aloud quietly to themselves when they are copying the words because this helps them to see the connection between the written word and spoken word.

ii) Delayed Copying

We can do delayed copying which is fun to do in class for training short term visual memory. In such activities, teacher may ask the learners to write a short familiar sentence on the board, give the pupils a few seconds to look at it, and then rub it out and see if the pupils can write it down.

iii) Dictation

Dictation is a very safe type of exercises if we can keep the language elementary and simple. For young learners, dictation should be short and it should be read or said at normal speed.

b) Guided Writing Activities

In guided writing, pupils are provided freedom to some extent to choose the words and styles. Some of the guided writing activities are:

i) Fill in Exercises

Fill in exercises are useful activities, especially at beginning stages. They do not require much active production of language, since most of the language is given but they do require understanding. Fill exercises can be used for vocabulary work.

ii) Dictation

We can try dictating only half a sentence and ask pupils to complete it in their own way. For example:

I like

I do not like

iii) Letters/cards/invitations

Pupils can be provided a very simple guided exercises which can be used quite early on. For example:

Dear

Are you free on.....? Going to the

Would you like to come with.....?

Love.....

c) Free Writing Exercises

Young learners should be provided with very simple free writing activities. In free writing, students are given a topic of issue. There are no restrictions on them for the use of vocabulary and sentence structures. Some of the free writing activities for young learners are:

i) Letters

ii) Stories

iii) Thank you notes

iv) Invitation letters

v) Simple descriptions of objects, places etc.

2.1.6.2 Teaching Language Aspects

Language aspects are equally important to be taught as language skills to make learners competent users of language. Grammar, vocabulary, pronunciation and language functions are the language aspects.

1) Vocabulary

Vocabulary refers to the list of lexical items i.e. words. According to Harmer (1991, p.153), "if language structures make up the skeleton of language then it is vocabulary that provides the vital organs and the flesh". Word meaning, word use, word form and word grammar are the aspects of learning vocabulary. Techniques for teaching vocabulary are:

i) Realia

Realia refers to the real objects. Teaching vocabulary through realia is probably the best way to teach young learners.

ii) Pictures

Bringing a pen into classroom is not a problem but bringing a car is. In such situations, we can take help of pictures to teach vocabulary.

iii) Synonym and Antonym

Synonym refers to the words having similar meaning and antonym refers to the words having opposite meaning. Vocabulary can be taught by providing similar and opposite words.

iv) Mime, Actions and Gestures

It is always not possible to explain the meaning of word through the use of realia or pictures. Mime, actions and gestures can be used to show the meaning of different actions.

v) Translation

Translation is a quick and easy way to present the meaning of words. It is the last resort to teach vocabulary.

2) Teaching Pronunciation

Teaching pronunciation refers to the oral presentation of the graphic symbols. Pronunciation involves the individual sounds of the language, stress, intonation, rhythm, connected speech and fluency. As there is no one to one correspondence between English sounds and spelling, it has always become difficult for the second language learner to get mastery over pronunciation. Regarding this, Harmer (2008, p.249) puts, "...it has been customary for language teachers to consider intelligibility as the prime goal of pronunciation teaching." Some of the techniques of teaching pronunciation as suggested by Kelly (2006, pp.16-22) are as follows:

i) Drilling

Drilling is one of the main ways of practicing pronunciation in the classroom. In this technique, the teacher gives the model of pronunciation and the student repeat after him or her.

ii) Minimal Pairs and Related Activities

Minimal pairs refer to the pair of words which differ only in one sound. Minimal pairs can be used to focus on sounds which have been causing difficulties for students.

iii) Pronunciation and Spelling Activities

One of the ways of dealing with pronunciation work is correlating pronunciation with spelling. Though there is no one to one correspondence between sound and spelling, students should be taught about the homographs and homophones.

iv) Taping Students English

Taping or recording of learner speech and contrasting it with native model is a useful technique for improving learners' pronunciation. However, it is not always possible in all the context.

v) Listening Activities

Listening activities can be helpful in improving students' pronunciation. Listening comprehension exercises can play a key role in helping students to notice the existence of a pronunciation feature. Noticing the features time and again helps the students remember and use them successfully.

vi) Reading Activities

Work on pronunciation can be successfully integrated with reading activities too. Reading also provides a suitable means of bringing language features to students' attention. Reading aloud offers opportunities for the study of the relation between spelling and pronunciations of stress and intonation and so on.

3) Teaching Grammar

Teaching of grammar has always been one of the controversial issues in language teaching. There are two views regarding the place of grammar teaching: grammar shouldn't be taught and grammar should be taught. The second view is again divided into two views: explicit teaching or implicit teaching.

Whether to teach grammar explicitly or implicitly in primary level is again an issue. The primary level curriculum has been designed in accordance with communicative approach. The curriculum consists of list of language functions. A single language function is usually expressed through more than one grammatical structure or set of vocabulary items. The grammar is inbuilt with the structure of language function. so, students are expected to internalize the grammar rules naturally and use correct and grammatical language. So,

teaching grammar directly to the young learners may not be appropriate. However, inductive way of teaching can be followed. Techniques of teaching grammar can be:

- i) Through discovery technique
- ii) Through task based activities
- iii) Teaching grammar through text

4. Teaching Language Functions

Language functions can also be regarded as one of the language aspects. Language functions refer to the purposes for which an utterance is made. Things done through language are described as language functions such as expressing likes and dislikes, good wishes etc. It is also often described as a categories of behaviour. Language function is realized through exponents. In English language, there is no one -to-one correspondence between forms and functions. A single form may serve several functions and vice-versa. To be a competent user of a language, a language learner must know how that language functions i.e. how it is used to communicate with others. Several techniques can be adopted to teach language functions which are as follows:

- i) Pair interview
- ii) Guessing games
- iii) Role play
- iv) Strip story
- v) Describing experiences
- vi) Drama
- vii) Pair work
- viii) Group work
- ix) Dialogues
- x) Conversation

2.2 Review of Related Empirical Literature

Literature review refers to an act of reviewing the related researches carried out before. It is a written summary and critique of research relating to a particular issue or question. Several researches have been carried out in the field of teaching techniques. Some related research works with this study are reviewed in the following lines:

Wasti (2008) carried out a research on "Teaching Strategies at Primary Level". The main objective of her study was to find out the teaching strategies employed by the teachers at primary level classroom. Her primary sources of data were five primary school teachers. She followed purposive non random sampling procedures for selecting sample and interview and observation as tools for data collection. She found that translation, discussion, lecture, drill, use of realia, warming up, group work, pair work were the strategies used while teaching at primary level.

Lamsal (2010) carried out a research on "Techniques Used by the Teachers in Teaching Listening Skill". The objective of her study was to find out the technique of teaching listening adopted by secondary level teachers. Ten English teachers of secondary level teaching in the schools of the Kathmandu valley were the primary sources of data and different books, theses were the secondary sources of data. She followed judgemental non-random sampling procedure and used checklist for the class observation. The finding of her study was 'an oral question-answer' as a pre-listening activity, 'true-false' as a while-listening activity and 'summarizing' as a post-listening activity were mostly used techniques.

Bhattarai (2011) conducted a research on "Techniques Used in Teaching English in Rural Areas". The objective of his study was to explore the techniques used to teach English in rural area. He used both primary and secondary sources of data: ten teachers teaching at secondary level were observed for the primary data and consulted different books, theses, articles, websites for the secondary data. He used purposive non-random sampling

procedure and used observation form as a research tool. His finding was that the teachers of rural areas used explanation, illustration, role play, text reading, dictation, dialogue, guessing, translation and pattern practice techniques while teaching English.

Rana (2011) carried out a research on "Techniques Used by Primary Level English Teachers in Teaching Vocabulary". The objective of his study was to find out the teaching techniques used by primary level English teachers in teaching vocabulary in terms of teaching meaning of new word, teaching pronunciation and teaching spelling. He used both sources of data: Primary level English teachers as primary source of data and different books, theses, articles as secondary sources of data. He used purposive non random sampling procedure and used observation form as a tool. His finding was that 80 percent of the teachers used 'modelling' as a technique for teaching pronunciation and 'reading aloud' technique to teach word spelling.

Yadav (2012) carried out a research entitled "Methods and Techniques Used in Teaching English". The objective of his study was to find out the existing methods and techniques used in teaching English. He used both sources of data: secondary level teachers as primary data and different thesis, articles, websites, books as secondary sources of data. He used purposive random sampling procedure and observation as a tool. His finding was the teachers used more teacher centered methods and techniques rather than student centered ones.

Though, many of the researches have been carried out in techniques of teaching different language skills and aspects, none of them focused on techniques used in teaching English at grade five. In this way, my research work is different from those which were reviewed above.

2.3 Implications of the Review for the Study

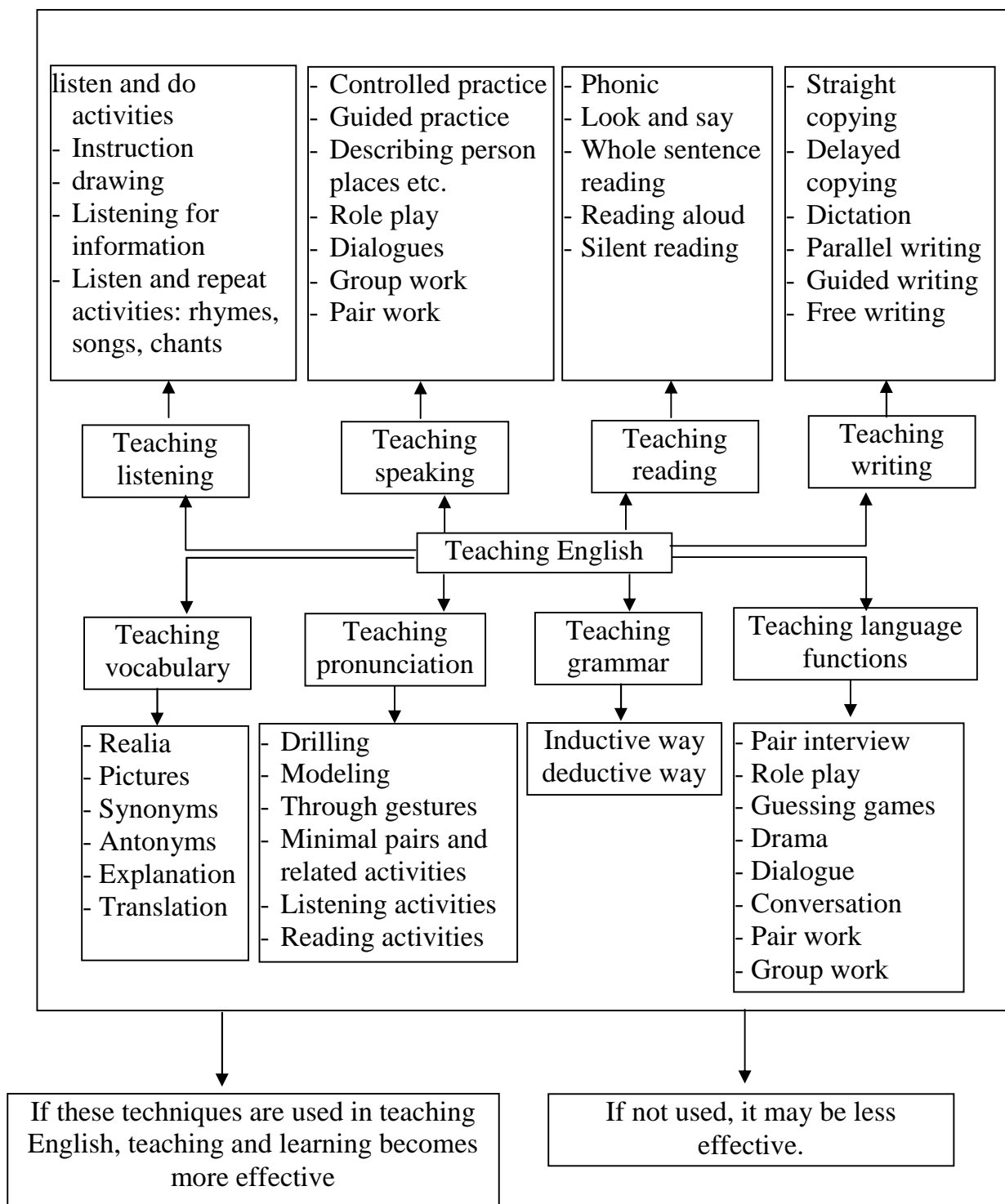
The literature review is an integrate part of the entire research process which makes a valuable contribution to go through almost every operational step. It helps to bring the clarity and focus on research problem, improve methodology and broaden the knowledge base in the research area. According to Kumar (2009, p. 30), a literature review has a number of implications:

- a) It provides a theoretical background to your study.
- b) It helps you to refine your research methodology.
- c) Through the literature review, you are able to show how your findings have contributed to the existing body of knowledge in your profession.
- d) It enables you to contextualize your findings.

As a researcher, therefore, I went through different existing literature, books, articles and empirical researches. Those reviewed literature provided me the guidelines and shaped the methodology to carry out this research. Lamsal (2010) has used both sources of data: primary and secondary to collect the data and purposive non-random sampling procedure for sample. I have also used both sources of data and purposive non-random sampling procedure for sample. Rana (2011) and Yadav (2012) have used observation as a tool to carry out the research. So I have also used observation as a tool to get rich information for the research. Those reviewed empirical researches also helped me to refine the methodology to some extent, in a sense that they were survey study which focused on finding out the techniques being used in teaching English. This study is an attempt not only to find out the techniques used in teaching English but also to explore how they are used through an in-depth study. In this regard, the present study is different from that of the rest.

2.4 Conceptual Framework

The conceptual framework stems from the theoretical framework which becomes the basis of the study. This study "Techniques used in teaching English at Grade Five : A Case Study" is based on the following conceptual framework:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers to the set of activities to be used while carrying out certain action. This unit consists of research design, sources of data, sampling procedure, research tools, process of data collection and delimitations of the study.

3.1 Research Design

A research design is a procedural plan that is adopted by the researcher to answer question validly, objectively, accurately and economically. I will adopt a case study research design to carry out the research. The case study, as a research, is a difficult term to define. Deciding whether a study is or is not a case is not always particularly easy. The term case study is defined in various ways and it is probably easier to say what a case study is not rather than what it is. The 'case study', as the term suggests in Stake's (1995, p. xi) words, "is the study of the 'particularity and complexity of a single case'" (as cited in Dornyei, 2007, p. 151). According to Dornyei (2007), cases are primarily people, but researchers can also explore in depth a programme. In fact, almost anything can serve as a case as long as it constitutes a single entity with clearly defined boundaries.

Similarly, Nisbet and Watt (1984, p. 72) define case study as "A specific instance that is frequently designated to illustrate a more general principles" (as cited in Cohen, Manion & Morrison, 2010, p. 253). Similarly, Adelman et al. (1980) defines case study as " The study of an instance in action." To quote Yin (1984), "A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and content are not clearly evident; and in which multiple sources of evidence are used' (as cited in Nunan, 2010, p. 76).

A case study is an in depth longitudinal study of a single instance in a natural environment. The instance may be an individual, a group, a family, an institution, a community, a programme and so forth. To quote Nunan (1992, p. 79) "A case is a single instance of a class of objects or entities, and a case study is the investigation of that single instance in the context in which it occurs". For him, it is a methodologically 'hybrid' study in that it generally utilizes a range of methods for collecting and analyzing data, rather than being restricted to a single procedure.

For Best and Kahn (2009, p. 260), "Case studies are not confined to the study of individuals and their behavioural characteristics. Case studies have been made of all types of communities, from hamlet to great metropolis, and of all types of individuals". For them, it is a way of organizing social data for the purpose of viewing social reality. It examines a social unit as a whole. The case study probes deeply and analyzes interactions between the factors that explain present status or that influences change or growth. It is a longitudinal approach showing development over a period of time.

i) Purpose of the Case Study

The main purpose of conducting the case study are as follows:

- a) To study intensively the background, current status and environmental interaction of the selected unit.
- b) To describe the case in its context to understand the complexity and dynamic nature of the particular entity.

ii) Characteristics of Case Study

- a) It is flexible.
- b) This is a qualitative type of research.
- c) It is carried out in a natural setting.
- d) It is descriptive in a nature.
- e) It is longitudinal.

- f) It believes in indepth study.
- g) Case study has to be typical or unique.

In Kumar's (2009, p. 113) words:

Case study provides an opportunity for the intensive analysis of many specific details often overlooked by other methods. This approach rests on the assumption that the case being studied is typical of cases of a certain type so that, through intensive analysis, generalization may be made that will be applicable to other cases of the same type.

A major strength of this study is its suitability to small-scale investigations of the type often carried out by graduate students and / or classroom practitioners. Case study occupies an important place in the field of applied linguistics. It is popularly used to find out the first language acquisition process and second language learning strategies. Robert Brown (1973), Halliday (1975), Urzua (1987), Hosen Feld (1984) and Rigg (1995) are some of the well-known case study researchers carried out in the field of applied linguistics.

iii) Process of Case Study

Case study is a longitudinal study. As it is an in-depth study, data is not collected at once but repetitively. Data are collected at periodic intervals over a span of time. According to Cohen et.al (2010, p. 260), case study observations take place over an extended period of time in which researchers can develop more intimate and informal relationships with those they are observing. The researcher can observe the progression of a particular entity through continuous observation. As it is a qualitative research, it involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods. The data can be analyzed relying on the researcher's individual sensitivity.

As case study is an in-depth study which provides an opportunity for the intensive analysis of many specific details within its real context often overlooked by other methods, I selected Case Study so that I could observe each and every aspects of the classroom teaching and bring out more clear picture of the classroom reality i.e. techniques used in teaching English at grade five.

3.2 Population and Sample of the Study

All the teachers teaching English at the grade five in Sindhuli district were the population of the study and the teacher teaching at Barun Devi Higher Secondary School was the sample of the study.

3.3 Sampling Procedure

I adopted Purposive non-random sampling for the selection of school and the teacher. As it is a case study, I selected one school and observed 40 classes of a teacher teaching English at Grade Five from August 2 to September 24, 2014.

3.4 Research Tools

Observation was the main research tool to carry out this research. Observation checklist that consisted of a list of techniques to be used in teaching English in primary level was used for data collection. Diary keeping was the main recording device.

3.5 Process of Data Collection

The following procedures for the collection of data were followed:

- i) Firstly, I went to the school and talked to principal about my purpose of visiting the school.
- ii) Secondly, I seeked consent from the principal to talk with the teacher.
- iii) After that I met the concerned teacher and talked to her about the purpose of my study. I requested her to permit me to observe classes.

- iv) I observed the classes time and again. Forty classes were observed.
- v) I kept diary recording and also filled up the observation checklist without bias and collected the primary data.
- vi) After that I analyzed the collected data descriptively and derive the findings.

3.6 Data Analysis and interpretation Procedure

The collected data were analyzed and interpreted descriptively. The qualitative data have been analyzed and interpreted through the process of summarizing and reporting written data, i.e. the main content and message of the data.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, the data collected through the research tools have been analyzed and interpreted following descriptive approach. The qualitative data collected through classroom observation have been analyzed and interpreted through the process of summarizing and reporting written data, i.e. the main content and message of the data.

4.1 Results

On the basis of the information gained through class observation, it was found that student centered techniques like role play, pair work, dialogue reading, guessing games, group work, individual work and teacher centered techniques like lecture, explanation, demonstration and illustration were used to teach English at grade five. The result of the study can be presented in the following ways:

-) Listening skill was taught following 'text-reading' technique. However, it was not used appropriately. The teacher read the listening text and the students, instead of listening to the teacher, looked at the listening text given at the back pages of the book. So that, it was more like teaching reading text rather than listening text. The teaching was not favourable for the students to develop listening skill.
-) Dialogues, role play, language games were the techniques used in teaching speaking skill. Such techniques were used in a controlled type of activities. Students were mostly involved in reading the dialogues and reciting the chants. They were not encouraged to speak even the classroom language during the English period. Students were not stepped into simple and free speaking activities that lead them towards developing a habit of speaking English.

-) Explanation, reading aloud, lecture, question-answer and translation techniques were found being used in teaching reading. Classroom was mostly dominated by the teacher and students role was to listen to the teacher's lecture. Students were found to be solely dependent on the teacher while learning reading text. It was found that the students had developed the concept that they can not or need not read the text until the teacher teaches.
-) Controlled, guided and parallel writing techniques were found being used in teaching writing. Students were involved in producing parallel texts similar to the text given in their textbook and also to develop a complete text with the help of given clues. Students were involved in less number of writing activities. The teacher, herself did not design any writing exercises and assign the students to write. Students' work was examined and corrected by the teacher.
-) Synonyms, antonyms, definitions, explanation, modelling and mostly translation were the techniques used in teaching vocabulary. All the aspects of vocabulary were not dealt with but meaning aspect was given more emphasis along with spelling and pronunciation. Students were mostly assigned to memorize the meanings of the words that were long listed by the teacher.
-) Modeling, choral and individual repetition drills were found to be used in teaching pronunciation. The teacher pronounced the words and students followed after her for three or four times. Pronunciation practice was done without paying attention to the phonemes and graphemes relationship. Students' just followed the teachers' lips to pronounce the words.
-) Inductive way of teaching was followed in teaching grammar. First of all, the teacher provided examples, explained them, asked students to read the examples and made students do the exercises.

) Pair work, role play, games and reading dialogues techniques were found being used in teaching language functions. Students were more involved in reading dialogues in pair in front of the class which was given in the textbook that serve as a language functions but were not encouraged to practice on their own to speak without the help of textbook. Students were just assigned the roles of A and B or other two roles and were asked to practise the dialogues from the textbook.

4.2 Discussion

The collected data have been discussed and analyzed under two sub-headings. They are as follows:

4.2.1 Holistic Analysis

The main purpose of this study was to find out the techniques used in teaching English at grade five. I observed forty classes of a teacher teaching English. Three classes of teaching listening were observed and text reading and dictation techniques were used in teaching listening. The 'text' reading technique was not used appropriately. The teacher read the text and explained it instead of making students listen the text and comprehend the meaning or find the specific details to do the exercise on their own. It was more like teaching reading text rather than listening text. Eight classes of teaching speaking were observed. Dialogue reading, role play, guessing games were the techniques used in teaching speaking. Speaking activities in which students were involved in, focused more on articulatory practice i.e. students just read the dialogues from the book. They were not encouraged to speak on their own like describing persons, places, expressing their wants etc. However, guessing games technique was effective to some extent. All students were involved in the game which made them to speak at least something when they had to guess the different actions, objects, places.

Eight classes of teaching reading were observed and found that reading aloud, explanation, question answer and translation were used to teach the reading text. Reading texts were translated and explained by the teacher and students were the passive listeners though she asked the questions to the students to draw their attention during her teaching. Students were assigned to read the text after she completed her lecture. Students were totally dependent on the teacher for reading text. Five classes of teaching writing were observed. Controlled writing, guided writing and parallel writing were used to teach writing. The teacher provided an example of written text on the board, explained how to make sentences with the help of given clue and asked students to write similar texts. Students' work was examined and corrected by the teacher herself.

Eight classes of teaching vocabulary were observed. Synonyms, antonyms, definitions, explanation, dictation, modeling and translation were the techniques used in teaching vocabulary. Vocabulary based on reading text was taught through translation, 'board to copy' technique i.e. teachers wrote the meaning of the words in Nepali on the board and the students copied it on their exercise book and then memorized it. And vocabulary from other text was taught through synonyms, antonyms, explanation as well as translation. Three classes of pronunciation teaching were observed and modeling and drill were the techniques used in teaching pronunciation. First of all, the teacher provided a model and students repeated after her in choral and sometimes individually. So, choral and individual repetition drills were used to teach pronunciation.

Two classes of grammar teaching were observed. The teacher followed inductive way of teaching grammar. She first provided examples on the board, explained it, made students read the example, and asked the students to do the exercises. Three classes of teaching language function were observed. Pair work, role play, guessing games and dialogue reading techniques were used to teach language functions. Students were involved in reading dialogues in pair to make them practice language functions. They were also involved in playing different guessing games.

4.2.2 Item-wise Analysis

In this section, the data have been analyzed and interpreted in skills-wise and aspects-wise in the following way.

4.2.2.1 Techniques Used in Teaching Listening Skill

The teacher taught listening that on the 4th, 20th and 39th day. She did not use audio-recorded materials, cassettes and cassette player to teach listening skill. On the first day of teaching listening skill, the way she taught was quite unexpected for me as she taught the listening text as a reading text but not as a listening text. It was easier for the teacher and the students to do the exercises based on listening text by looking at the listening text which was given at the back pages of the book. She turned the pages at the back of the book where listening text was given and the students too. Then, she explained and translated the text into Nepali and the students passively listened to her. After she completed explanation, they started doing exercises.

T: Ok, now let's do exercise. Complete the sentences. see I no, Goma is going to

SS: (looking at the text) Pokhara

T: Ok, 2 no Kunti is going to ...

SS: Janakpur

T: Yes that's right.

Not all the students answered when she asked the question. Only four or five students answered the questions and they also answered it by looking at the text. The other students did not have any role to do the exercise and they just went on writing on their books with their pens or pencils after they listened to their friends or the teacher.

There was no encouragement on the part of the students to do the exercises on their own. Though she did not directly tell the answers and ask the students to answer the first, there was no participation of all the students which caused the backward students remain backward. Had she let all the students to do the exercise on their own, at least all the students would have thought of attempting to do it. She herself also wrote the answer of the comprehension questions on the board without letting the students to do first. It seems as if, she just wanted to complete the exercises rather than developing skills on the part of learners. It can be inferred that she is afraid of students committing mistakes in writing answers and perhaps feeling bored of checking the students' answer books and had correcting which may take long time but if she writes the answer and students copy it, she can just tick right on the students copy and does not need to go through all the writings of the students.

The way that she followed while teaching listening was quite boring and ineffective. She did not use the techniques like 'Listen and do' activities i.e. instructions, moving about, drawing, listening for information and cassettes player. But I could not suggest her in the fear that she may feel humiliation and may avoid me in the classroom. I thought she may teach the listening text differently in her next class. But in the second time of teaching listening, she repeated the same thing that she had done in her first class. There was no variation in her teaching. The real intent of teaching listening could not be found in her teaching.

So, after class I thought of suggesting her the way of teaching listening, as up to that time, he was habituated to see me in the classroom and had no hesitation to listen to me. I suggested her to teach in a different way. I asked her to do some preparation at home like reading the text and thinking of some questions related to the text. She could ask some questions to motivate the students and ask the students to read the exercise. I told her that she could read the text for 3 times at normal speed: first time: make students listen the text, second time: make students do the exercise and third time: let students check their answer

but do not allow the students to see the text, just make them pay attention to listen to the teacher. She taught in the same way as per my suggestion in her third listening class but the students were confused and when asked to do the exercises, they did it by looking at the text as they were habituated to do it. I told her that students may take time to change the way of learning listening skill but she should always put an effort to bring changes in the way of teaching and learning activities. Because of this scenario, even in SLC examination, listening test is not paid serious attention and taken it as a formality due to which students lack listening skills and face problems in getting meaning when encountered with different listening situations in their real life.

4.2.2.2 Techniques Used in Teaching Speaking Skills

The teacher taught speaking skill on 4th, 6th, 15th, 19th, 21st, 27th, 31st and 37th day. Speaking skill was taught being based on chant, games, read and act given in the textbook. Chants are especially for recitation which help students to develop pronunciation, stress, tone and intonation. Students enjoy reciting chants with their hands clapping which bring fun and laughter in the classroom. Though chants may not have important role to play in developing students competence in speaking skill like being able to express their ideas, feelings freely, it provides an opportunity to the students to recite them which can help to develop the speaking skill to some extent.

She provided an opportunity to the students to recite the chant through modeling. First of all, she recited a line and then students recited the line following her. She and the students tried their best to recite the chants with tone and intonation. She used both group work and individualization technique to teach the chants. She made a student recite the chants and other students to follow him/her and 3-4 students were also asked to recite the chant individually one after another. She also taught some difficult words, its spelling and meaning. She explained the meaning of the words and also gave equivalent

meaning in Nepali. She taught speaking skill through games. She engaged her students in groups in playing different games. While playing games, the students were unknowingly practicing the language functions like talking about future, describing people etc. The teacher's role was that of a facilitator. She first provided a model and then involved students in playing games.

While teaching through game, first of all, she divided the students into five different groups on the basis of their seat arrangements. Then she asked the students to guess what she was going to do.

T: (acted as if she is dozzing off)

Group A: You are going to sleep.

T: Yes, right. (Then, she asked a student from group A to go in front of the class and act of doing something. The student took out a book from his bag and turned on the pages of the book).

Group C: You are going to read.

Similarly, she conducted other games like describing other people . She, first of all, provided the description like:

T: I am thinking of a person, his hair is wavy, he has large eyes and his nose is long.

Is: Is he Ramu?

T: No.

Ss: Is he Dev ?

T: Yes

Then, she asked a student, who guessed the correct answer, to provide the description of a student and rest of the students had to guess the person who he or she is. In this way, she tried to involve every students in playing games.

She also introduced the activity like 'Read and Act' to develop their speaking skill. She used role play technique in this activity. She provided a model along with a student by playing the role of A and B given in the book. Then, she asked two students randomly to go in front of the class. She assigned role A and B to each of the students and asked them to read and act the dialogues given the book. She involved all the students in role play. When students found difficulty in reading, she facilitated.

Students' reading was poor. Their reading was plain. There was no tone, intonation and pause in their reading. Most of the students were found to be nervous of uttering the dialogues even by looking at the book besides some students. It was unwise to expect them to have simple conversation on their own.

4.2.2.3 Techniques Used in Teaching Reading Skill

The teacher taught reading skill on 9th, 10th, 24th, 25th, 26th, and 35th day. While teaching reading skill, she taught story and biographies of the scientists. She taught reading text following the traditional way i.e. teacher centered methods. Before teaching reading text, she taught vocabulary in her previous classes in isolation rather than putting them into context. She started her class by writing topics on the board and told the students that they were going to read about them. She also asked the students to look at the picture given in the text book and asked them what the picture is about, which helped her to motivate the students towards learning. Then, she asked a student to read the first paragraph aloud and other students to listen carefully. When the student found difficulties or made mistakes in pronunciation, she helped to make correction. As the student finished reading a paragraph, she started translating the text into Nepali sentence by sentence. She read a sentence and translated it into Nepali and accordingly translated the whole paragraph. Similarly, she made other students to read other paragraphs aloud one after another and after students finished reading, she translated the text into Nepali.

While translating the text, she did not have good eye contact with the students because her attention was much more on thinking about the equivalent meaning of the text in Nepali. However, she asked confirmation questions regularly one after another, sometimes in English and sometimes in Nepali, to check whether students are getting her or not and to draw the students' attention as well. Sometimes, during her explanation, she also asked some questions to the students individually, who were found to be making noise. After she finished teaching, she asked students to read the text. Students read the text aloud in which their concentration was concerned more with pronunciation and articulatory practice than with comprehension and the inner thought. Actually, the students did not use their brain to get meaning from the text but their reading was just for the reading without comprehension. Though we can not expect the student of this level to get the meaning of each and every words or to make the sense of whole text, we can make the students search for specific details to do the exercise like matching items, fill in the blanks which can gradually develop the students habit to read for understanding. The interesting thing was that she did not let the students do the specific type of exercises like matching, filling the blanks on their own but she dictated though she first asked students to tell the answer and if they could not she told the answer. When students were asked to tell the answer, only 3-4 students could reply and other remained passive and their task was to write the answers on their book. After she dictated all the answers, then she asked the students to write it on their exercise copy as a homework. And another fact is that, she wrote all the answers of the comprehension type of questions on the board and students copied it. There was no chance of testing students comprehension ability and no way of developing students reading skill as listed in the objective of the course.

She did not use the techniques like Look and say, whole sentence reading, extensive reading and no encouragement for silent reading. The way she taught reading skill was based on 'Spoon-fed' technique. She taught reading only as a

classroom activity using the single course book. She did not show that learners will have to read on their own not only during the examination but also any new reading materials in course of their daily lives outside the school setting. This is why, learners rarely try reading comprehension questions in the examination at the beginning. They keep it until every other question is answered and ultimately they try their hard in discovering sentences as answers for the asked questions. They did not have confidence to answer the questions asked from the passage on their own. The existing practices of teaching reading did not lead the learners towards being an independent reader but it led towards being a dependent reader.

4.2.2.4 Techniques Used in Teaching Writing Skill

The teacher taught writing skill on 2nd, 14th, 16th, 32nd, and 40th day. Writing skill is a productive skill. So, teaching writing is to involve the students in writing activities whether they are controlled, guided or free writing. She taught writing skill to the students using controlled and guided writing activities. The controlled writing in which students were involved were as follows:

- i. Copying
- ii. Fill in the blanks.
- iii. Matching items
- iv. True or false
- v. Combining sentences

She made the students write one page hand writing everyday which was copying from the book. Copying helped the students to make their writing neat and clean and to improve their writing see good looking and eligible. It also helps to make students familiar with the mechanics of writing system, e.g. comma, colon, semicolon, full stop etc., spelling and grammar. Though, fill in the blanks, matching items, true or false were based on comprehension exercises, it also helped to develop writing skill.

She also engaged the students in guided writing activities. Such guided writing were:

- i) Parallel writing and
- ii) Developing a skeleton into a paragraph

Before asking the students to write, she asked them to read the model writing given in the textbook and she also wrote it on the board and explained how to make sentences similar to the given text. The piece of writing served as a basis for the students which guided them to produce their own work with the help of given clue. Students were asked to write about their plans, describing person, places etc. The writing exercise given in the textbook was related to language functions which the students practiced earlier in their previous classes. So, the writing exercises also provided an opportunity to the students to do further practice of language functions through writing.

She checked all the students written text one by one. She herself corrected the students' mistakes when found in the written text. She just made the students do the writing exercise given in the text book. She did not go beyond the textbook and assign the writing exercises that she could do herself. She did not make the students engage in delayed copying and dictation. That is why, students got few exposure in writing i.e. they had to develop the written text in limited numbers. Though they were involved in writing controlled type of activities, such activities had minor role to play in developing an independent writers.

4.2.2.5 Techniques Used in Teaching Vocabulary

The teacher taught vocabulary on 7th, 8th, 12th, 22nd, 23rd, 28th, 30th, and 38th day. The teacher dealt the vocabulary items on other days also when students found difficult words. She taught vocabulary items using techniques like synonym, antonym, definition, explanation, word-webs and mostly translation but did not use realia, pictures, gestures and discovery techniques. She mainly taught the vocabulary items from the reading passages. She followed the traditional way of teaching vocabulary i.e. before teaching reading text, she herself selected the

new and difficult words that she supposed to be for the students, and wrote the equivalent meaning of the words in Nepali on the board. She asked the students to write the meanings on their exercise book and students copied it. She did not encourage students to read the text and guess or discover the meaning of new words from the context. Rather, she just handed over them the words' meanings in isolation. She did not teach all the aspects of vocabulary viz. word meaning, word formation, word use and word grammar. She just focused on the meaning, spelling and pronunciation and neglected the grammar and use aspect. She did not pay her attention towards the idea that just being able to know the meanings of the words in isolation but not being able to use the words in sentences make no sense at all. Students should also be taught about the proper use of the words to make communication more meaningful.

After she listed the word meanings on the board, and students copied it, she asked students to memorize them as classwork or homework. Then, she asked all the meanings of the listed words to every students one by one.

T: Ok, tell the meaning of instrument with spelling.

S: I-N-S-T-R-U-M-E-N-T /instrument/mane upakaran (N)

T: Disease

S: D-I-S-E-A-S-E, Kitanu, rog (N)

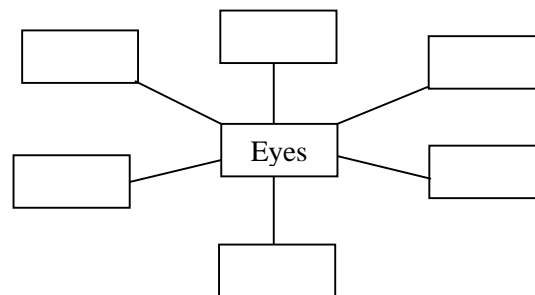
T: Inventor

*S: I-N-V-E-N-T-O-R, aabiskarak (N)
(N stands for Nepali)*

It could be observed that students were trying their best to recall the meanings of the words that they had memorized. While telling the spelling, they used to repeat the half spelling again and again until they told the complete/correct spelling and she encouraged them to go further if they were in right direction and nodded her head if they told wrong spelling and meaning. When she was

busy in asking a student, other students were found to be quite busy in reading the meanings. It seems as if students task was just to be able to tell the spelling, pronunciation and meaning of the words when asked by the teacher on that day, no matter whether they can remember the next day or days to come. Their learning was totally based on rote learning which may not be long lasting. She made students sit if they could tell all the meanings and if not, students had to read by standing.

Besides teaching vocabulary from the reading text, she also taught vocabulary from other texts when she found new words or students asked her. She first asked the students if they know. If students could not answer, she provided synonyms and antonyms or definition, explanation as per her convenience i.e. if she could used such techniques. When she found the words difficult to provide with synonyms, antonyms, definition, she translated into Nepali and also made the students note down such words in their exercise book. She also involved students in completing word-webs like:



She taught word formation to the students like adding -ly to the adjectives to make adverbs and adding '-er' and '-est' to form comparative and superlative respectively through inductive way. She first provided examples to the students and asked them to do the exercise accordingly.

4.2.2.6 Techniques used in teaching pronunciation

The teacher taught pronunciation on 1st, 16th, and 32nd day. Though pronunciation is one of the aspects of vocabulary, it has been separately dealt in the course with focus on some special sounds because students are found to be weak in pronunciation due to the irregularities in the sounds symbols

relationship of English language. She taught pronunciation through modeling. She first provided the model and asked the students to repeat after her for 3-4 times.

T: Enough

Si: Enough

T: Attraction

Ss: Attraction

T: What class are you in ?

Ss; What class are you in ?

She made use of choral drill as well as individualization technique. She asked some students, who were weak in pronunciation, to pronounce the words after her individually. When the students were pronouncing the words, their attention was much more on to listen the teacher and repeat after her. They did not pay attention to the spelling of the words and its pronunciation due to which the students couldn't observe the sound-symbol relationship. She pronounced the word and the students repeated after her blindly. Therefore, it is doubtful that whether the students were able to pronounce the same words when encountered later. She could have written the words on the board and pronounced it by pointing towards the each syllable of the words one after another. So, the students could see how the each syllables of the words were pronounced and could have better learning.

She also taught spelling and meaning of the words while teaching pronunciation. She taught spelling through modeling similar to pronunciation.

T: E-D-U-C-A-T-I-O-N

Ss: E-D-U-C-A-T-I-O-N

T: L-O-C-A-T-I-O-N

Ss: L-O-C-A-T-I-O-N

As the focus was on pronunciation, she told the meanings of the words continuously, one after another in Nepali. Students could not catch up and note it down on their exercise book. So, they just kept on listening to the teachers.

While teaching pronunciation, she did not use the techniques like minimal pairs and related activities, pronunciation and spelling activities and taping students English.

4.2.2.7 Techniques Used in Teaching Grammar

The teacher taught grammar on 13th, and 29th day. She taught grammar following inductive way of teaching. On the first day of grammar teaching, she taught making sentences about future action. First of all, she wrote the example on the board which was given in the textbook.

e.g. *pokhara / mother / two days / hotel*

I'm going to Pokhara

I'll go there with my mother

I'll stay there for two days

I'll stay there in a hotel.

She then explained each of the sentences one by one.

T: Ok, Pokhara. For Pokhara - I'm going to Pokhara.

Mother- I'll go there with my mother, with my mother, yes ?

Two days - I'll stay there for two days and hotel - I'll stay there in a hotel, yes ?

Then, she asked the students to read the example and asked if they could write similarly. Students answered they could do. She asked two students, one after another to do the exercise given in the textbook on the board. The student

wrote similar sentences on the board looking at the example. Then, she asked each student to make a sentence orally. When students found difficulty, she helped them. She assigned the exercise as a writing homework. In her second day of grammar teaching it was about writing sentences describing person with the help of given clues. She taught this grammar item in the same way as she taught in her previous grammar lesson.

Grammar exercises have been designed in accordance with the language functions in each unit. She did not pay her attention towards this fact and just taught to write the sentences. She did not draw students' attention to relate the grammar exercises with the language functions that they had dealt with in their previous classes. The grammar was in built with the structure of language functions and students were expected to internalize grammar rules naturally while practicing language functions

4.2.2.8 Techniques Used in Teaching Language Functions

The teacher taught language function on 3rd, 10th and 36th day. We know that the basic purpose of learning a language is to acquire communicative competence which enable language users to communicate with other speakers. A language user should know the different language functions to take part in communication. The present course of grade five has also been designed following functional approach which consists of different language functions.

She taught language functions through role play and dialogue reading techniques. Dialogue has been given in the textbook, so she made use of that dialogues to make students practice having conversation with each other. First of all, she asked a student to go in front of the class and she and the student performed the dialogue by looking at the book. Then, she asked two-two students randomly, one after another to go in front of the class, assigned them the role of A and B to each student and asked them to read the dialogues from the book. She provided opportunity to every students to read the dialogue and spent the whole period by making students read the dialogues.

e.g. (i) *talking about future.*

Student A: What are you going to do ?

Student B: I'm going to play badminton.

Student A: What will you do tomorrow ?

Student B: I'll visit my friend and play games.

(ii) *Describing people*

Student A: What is she like ?

Student b: She is old and thin.

She is wearing a sari, choli and earrings.

She exchanged the roles and provided students both opportunities to ask and answer. Students just read the dialogues. After having lots of practice of reading dialogues, she did not make students practice language functions on their own. Students were not involved in having free practice i.e. using their own language without looking book. She did not use the techniques like conversation, strip story, pair work, group work and describing person, places and experiences. By only reading the dialogues, students may not be able to use the language functions in the communication. She just taught the book but not the language function. Language function is the first lesson to start with in every unit of the textbook and the other consecutive lessons were designed accordingly in such a way that they provide opportunity to the students to practice language functions more. The lessons were interrelated to each other but she did not link the lessons while teaching. So, students could not be expected to be a good speaker being able to use the language functions in the day to day communication.

CHAPTER-FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter consists of the summary of the study. This also consists of conclusions and implications which are drawn on the basis of discussion and interpretation of the data.

5.1 Summary

This research entitled "Techniques Used in Teaching English at Grade Five: A Case Study" was an attempt to bring out the clear picture of existing classroom practices i.e. techniques used in teaching English at grade five.

This thesis consisted of five chapters and other many sub-chapters. The first chapter dealt with the general background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, significance and delimitations of the study, and operational definition of the key terms. As we know that, primary level is the basic foundation of education, it is important to see how the teaching learning activities have been going on. The purpose of this study was to find out the techniques used in teaching English at grade five.

The second chapter consisted of review of theoretical literature; Importance of the English language, history of English language teaching in Nepal, teaching English to young learners, recent provision of ELT at the primary level, techniques for teaching English at the primary level, review of different related empirical literature. This chapter also dealt with the implication of the review for the study and conceptual framework.

Similarly, the third chapter was about the methodology used in the process of this study. It dealt with the design of the study, sources of data, population of the study, sampling procedure and data collection tools and procedures. This study was a case study in which a school and the teacher teaching at grade five

was selected following non random purposive sampling procedure. The data was collected through class observation and the collected data was analyzed descriptively.

Likewise, the fourth chapter consisted of results and discussion, the analysis and interpretation of collected data. The data have been analyzed through holistic and item-wise approach. In the same way, the fifth chapter presents the summary, conclusions and implications (Policy level, practice level and further research) of the study on the basis of the analysis and interpretation of data.

5.2 Conclusion

After analyzing and interpreting the data, it was found out that though there is gradual progression towards using student centered techniques, still the classroom is dominated by the teacher centered techniques. It was found that teachers slavishly followed the textbook. The teacher took textbook as an ultimate teaching material and did not search for and make use of other materials like teachers' guide, cassettes, cassette player and other resource materials. Perhaps, this is the reason that teachers find difficulty in conducting the teaching learning activities when books are unavailable. Teachers are never found to go beyond the textbook and use their creativity.

Teachers were found to be using student centered techniques but it could be observed that they lacked practical knowledge in using them appropriately. Students were heavily depended upon the teachers. Students were not headed towards being an independent learner but a dependent learner. So that, parents are found to be saying that their children engage in reading during the school is open and when there is vacation, they hardly read at home. This reality also depicts how the trends of teaching learning activity have affected the learners' learning habit.

It is a bitter reality that teachers were not found to be serious about their teaching profession. Teachers within a school did not have the feeling of co-

operation. They did not try to learn from each other. As a result, the teachers performance was not found to be satisfactory. The findings of this study can be concluded in the following points:

-) Listening skill was taught following 'text-reading' technique. However, it was not used appropriately. So that, it was more like teaching reading text rather than listening text. The teaching was not favorable for the students to develop listening skill.
-) Dialogues, role play, language games were the techniques used in teaching speaking skill. Such techniques were used in a controlled type of activities. Students were not stepped into simple, free speaking activities that lead them towards developing a habit of speaking English.
-) Explanation, reading aloud, lecture, question-answer and translation techniques were found being used in teaching reading. Classroom was mostly dominated by the teacher and students role was to listen to the teacher's lecture. It was found that the students had developed the concept that they cannot or need not read the text until the teacher teaches.
-) Controlled, guided and parallel writing techniques were found being used in teaching writing. Students were involved in less number of writing activities. The teacher, herself didn't design any writing exercises and assign the students to write. Students' work was examined and corrected by the teacher.
-) Synonyms, antonyms, definition, explanation, modeling and mostly translation were the techniques used in teaching vocabulary. All the aspects of vocabulary were not dealt with but meaning aspect was given more emphasis along with spelling and pronunciation.
-) Modeling, choral and individual repetition drill were found to be used in teaching pronunciation. Pronunciation practice was done without paying

attention to the phonemes and graphemes relationship. Students' just followed the teachers' lips to pronounce the words.

-) Inductive way of teaching was followed in teaching grammar. First or all, the teacher provided examples, explained them, asked students to read the examples and made students do the exercises.
-) Pair work, role play, games and reading dialogues techniques were found being used in teaching language functions. Students were more involved in reading dialogues given in the textbook that serves as a language functions but were not encouraged to practice on their own to speak without the help of textbook.

5.3 Implication

In the light of summary and conclusions obtained from the analysis and interpretation of the collected data, following implications can be pinpointed:

5.3.1 Policy Level

-) Tape recorder, cassettes and cassette player should be made available in all the schools for teaching listening skill. Teachers' guide should be provided to the teacher when listening text is available rather than giving the listening text in the textbook.
-) Teachers should be provided trainings on the ways of engaging students in different speaking activities like games, discussion debates role play etc.
-) Well-facilitated library should be established in the schools so that students can develop their reading habit which lead them towards being an independent reader.
-) More writing exercises should be included in the textbook.

-) Teachers should be provided trainings on the ways of dealing with pronunciation and vocabulary.
-) The provision of teaching listening and speaking skill should be well implemented.
-) Workshop, seminars, teacher induction program, refreshment training should be conducted to update the teachers in their profession.
-) Strict supervision programme should be implemented to make the teachers transfer the knowledge and skills they gain in the training in their classroom.

5.3.2 Practice Level

It is always important to implement the policy or put the theory into practice. Unless the policy or theory is exercised in the practice, it becomes meaningless. So, following implications of this study can be drawn:

-) Teachers should read the text and make students listen to the teacher instead of looking at the textbook while teaching listening skill.
-) Teachers should engage students more in speaking activities like discussion, debates, games, role play etc and encourage students to use classroom language.
-) Teachers should make students read the text and try to comprehend the message on their own rather than translating the whole text.
-) Teachers should engage students in simple free writing activities like writing letters, short paragraphs etc.
-) Teachers should focus on the relationship between phonemes and graphemes while teaching pronunciation.

-) Teachers should encourage students to guess the meanings of the words from the context while teaching vocabulary.
-) Teachers should teach grammar and language functions interconnectedly as grammar is inbuilt in the structure of language functions.
-) Teachers should engage students in free speaking activities like role play, discussion, debates etc. in which they get an opportunity to practice different language function.
-) They should develop positive attitude towards teaching profession. They should take it as a profession, not only as a job.
-) They should get well-prepared before entering the classroom.
-) They should develop co-operation among them, so that they can learn from each other by sharing their knowledge, skills and ideas.

5.3.3 Further Research

No research can be final and complete in itself. Any research is carried out with certain purpose. As the time goes on changing, the teaching learning phenomenon also goes on changing. So, the door of research, to search again and again, is always open. As this is a case study, the findings of this study may not be applicable all the time in every cases as the cases may vary from one situation to another, one place to another. Further researches can be carried out to explore more on techniques used in teaching English as this study has been limited to grade five teaching English. This work can serve as a reference tool, for those who want to carry out further researches on this area.

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Appendix i
Observation Checklist

Teacher's Name:

Date:.....

Qualification:

Time:.....

Name of School:

Period:

Class:.....

No. of Students:.....

Topic:.....

Teaching Language Skills

S.N.	Techniques	Yes	No	Remarks
1	Teaching Listening			
	a) 'Listen and do' activities			
	i) Instructions			
	ii) Moving about			
	iii) Mime stories			
	iv) Drawing			
	b) Listening for Information			
	i) Listen for the mistake			
	ii) Putting things in order			
	iii) Filling in missing information			
	c) 'Listen and repeat' activities			
	i) Rhymes			
	ii) Songs			
	iii) Exercises			
2	Teaching Speaking			
	i) Presenting new language orally			
	ii) Controlled practice			
	iii) Guided Practice			
	iv) Dialogues and Role Play			
	v) Pair work			

3	Teaching Reading			
	i) Phonic			
	ii) Look and Say			
	iii) Whole Sentence Reading			
	iv) Reading Aloud			
	v) Silent Reading			
4	Teaching Writing			
	a) Controlled Writing Activities			
	i) Straight Copying			
	ii) Delayed Copying			
	iii) Dictation			
	b) Guided writing activities			
	i) Fill in Exercises			
	ii) Dictation			
	c) Free Writing Exercises			
Teaching Language Aspects				
1	Vocabulary			
	i) Realia			
	ii) Pictures			
	iii) Synonym and Antonym			
	iv) Mime, actions and gestures			
	v) Translation			
2	Teaching Pronunciation			
	i) Drilling			
	ii) Minimal pairs and related activities			
	iii) Pronunciation and spelling activities			
	iv) Taping students English			
	v) Listening Activities			
	vi) Reading Activities			

3	Teaching Language Functions			
	i) Pair interview			
	ii) Guessing games			
	iii) Role play			
	iv) Strip story			
	v) Describing experiences			
	vi) Drama			
	vii) Pair work			
	viii) Group work			
	ix) Dialogues			
	x) Conversation			