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YAM NARAYAN GIRI



PERCEPTIONS OF TEACHERS AND STUDENTS ON LECTURE TECHNIQUE

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LECTURE TECHNIQUE**

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

Submitted by

Yam Narayan Giri

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

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2010**

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DECLARATION

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

.....

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Date: 2066/12/18

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Yam Narayan Giri** has prepared this thesis entitled **Perceptions of Teachers and Students on Lecture Technique** under my guidance and supervision.

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DEDICATION

Dedicated to
my parents, gurus and all those
who have contributed directly or indirectly to bring me
where I am

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This research work would not have come to this form without cooperation, support and encouragement of a number of individuals.

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schools of Nawalparasi who provided me with their students and teachers as respondents for my research. I can not forget the contribution of my **parents, family members** and **all the friends** for their kind support and best wishes during my study and while carrying out this research. They are the people who have always worked as the back-bone of my progress.

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Yam Narayan Giri

ABSTRACT

The study tried to explore the perceptions of teachers and students on the use of lecture technique in teaching English at higher secondary level. To carry out the research, ten teachers, fifty students of higher secondary level (all together sixty respondents) were selected through simple random sampling procedure for the purpose of data collection. Questionnaires having thirty-two closed-ended questions and eight open-ended questions were used to collect the data. The findings of the study suggested that lecture technique, although it is neglected in the field of English language teaching is still popular in Nepal to teach the English language as a foreign language. It is also found that lecture technique can be made interactive teachers like to teach and students like to be taught using this. Both teachers and students perceive it as an easy, effective and appropriate technique.

This thesis consists of four chapters: the first chapter consists of general background, importance of English language teaching, language teaching techniques, lecture technique, historical overview of lecture, definition, components of lecture, lecture notes, presentation of interactive lecture and characteristics of the lecture technique, review of related literature, objectives of the study, and significance of the study. The second chapter is about the methodology. It consists of sources of data, population of the study, tools for data collection, process of data collection and limitations of the study. Similarly, the third chapter is about the analysis and interpretation. It consists of the perception of the teachers on lecture technique and perception of students on lecture technique. And fourth chapter is about findings and recommendations. References and appendices are listed at the end of the report.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	=	Percentage
e.g.	=	Exempli Gratia
ELT	=	English Language Teaching
etc.	=	Etcetera and other similar things
IT	=	Information Technology
MOE	=	Ministry of Education
MT	=	Mother Tongue
p.	=	Page
No.	=	Number
www	=	World Wide Web
S.N.	=	Serial Number

CHAPTER ONE

INTRODUCTION

1.1 General Background

We can hardly imagine the world without language. Language is the prior means of communication and is the unique possession of human beings, which is most conveniently used and which bounded human being to a bond. It is the medium of expressing general facts along with complex thoughts, feelings, emotions and experiences of daily life. Language is the most effective means of human communication. It is common to only human beings. It is the most unique gift that sets them distinct from the rest of other living beings, i.e. animals. Over the past century or more, language has come to be studied exclusively, and different points of view have arisen from which it can be observed. According to Widdowson (1988,p.5) “language is a system of arbitrary vocal symbols which permits all people in a given culture; or other people who have learned the system of the culture , to communicate or to interact”. So, language is a system in which we can communicate the ideas and share the experiences gained during the life. Language is used as a vehicle to transmit ideas from person to person and generation-to-generation helping the society to march forward. The supreme importance of language is in its use as a tool- a vehicle of expression, a means through which interaction between human beings takes place.

People in the world speak a number of languages. It has been estimated that some sixty percent of today’s world population is multilingual (Richards and Rodgers, 1995, p.1). Both from temporary and historical perspective, bilingualism or multilingualism are the norms rather than exception. It is fair, then, to say that throughout history, foreign language learning, mainly the English language has always been an important practical concern. It is one

among many languages spoken all over the world. It is an official language or a joint official language in about fifty other countries. English is also used as a second language, though without official status, in countries like Bangladesh, Malaysia, Bhutan and so on. To some extent, English is used extensively as a foreign language for international communication. The coverage of the English language has been increasing rapidly at present. We know that English is much used as the second language in former British colonies such as India and Nigeria. Not only this, the countries like Nepal, Bhutan and Bangladesh use English as a second language where it is used in a variety of functions; in foreign affairs, in broadcasting, in the press, in IT, in researches, and broadly in education and many more.

Among the various languages spoken in the world, English occupies the principal roles for international communication though there are some other international languages such as French, Russian, and Arabic and so on. English is accepted as a lingua-franca all over the world. It has become the gateway to the world body of knowledge in every field. Its popularity and emergence can be guessed from the fact that more than half of the world books have been published in English and the power houses of the world such as the USA and the UK use English as their mother tongue- (MT). To conclude, we can say that teaching English has been the cry of the day as there is no other language, easy to learn for us internationally accepted as lingua-franca.

Language teaching came into its own as a profession in the last century. Central to these phenomena was the emergence of the concept of “methods of language teaching”. The concept of method in language teaching is the notion of a systematic set of teaching which is a powerful one and the quest for better methods was a preoccupation of teachers and applied linguists throughout the 20th century. Howatt (1984) overviews documents for the history of changes of practice in language teaching throughout history which bring their chronology up through the direct method in the 20th century, one of the most lasting legacies of the direct method has been the notion of “method” itself.

The lecture in its many forms is most commonly used technique for transferring information in formal education. There are, however, serious questions regarding the effectiveness of the traditional lecture technique. Arredondo et al. (1994) point out that although it is taken as the dead technique, it is very popular and useful for large classroom teaching. In Nepal, the lecture method is used extensively in academic practices.

1.1.1 Importance of the English Language Teaching in Nepal

English is the most dominant language in the present day world because more than 60 countries of the world use it as an official language. It is mostly practiced as a lingua-franca of the world. It can be said that the English language itself is a part of human life which is being taught and learnt as a foreign language in many countries like Nepal.

English language teaching came as a profession in the twentieth century. In the context of Nepal, the English language was introduced formally in school level education system with the establishment of Darbar High School in 1854 A.D. after Junga Bahadur Rana returned Nepal from Europe. However, it was not introduced in the higher education until 1981 A.D. when Tri-Chandra college was established. Introduction of ELT in Nepalese education started only in 1971 A.D. with the implementation of National Education System Plan (NESP) and it started in 1971 when FOE of T.U. initiated B. Ed. in English education.

Now, we can see almost half of the number of schools as English medium schools. Nepalese people have always given higher importance to the teaching and learning of English. The reason behind this is that it is a tool helping the students to grow and grab different opportunities available within and beyond the boarder area. One of the most important roles of English in Nepal is that it has become the voice of human rights and democracy and helps people to fight for these causes. This is one language which the educated mass, intellectuals, freedom fighters and human right activities can hold their dialogue with the rest of the world.

The English language is regarded as the cry of the day in the context of Nepal which is the language of educated civilization. Now a days, the English language has been introduced at grade one since 2060 B.S. and it is being taught as a compulsory subject up to bachelor level. To secure property of our own nation, we should establish diplomatic relations with many other nations. Without the English language, this is impossible. So, English has a great importance in the field of diplomacy too.

It has been much more popular in the field of teaching and learning as well as other sectors such as business, travel, mass-media and political parties and so on. So, the English language is very essential for the developing countries like Nepal. It is a passport through which we can visit the world. The people who know English can enjoy the advantages of the world's citizen. In conclusion, if there lives a man with the thirst of knowledge, he should not be deprived of the English language.

1.1.2 Language Teaching Approach, Method and Technique

Teaching of any subject includes knowledge of the same subject and knowledge of education pedagogy. On the basis of knowledge from these different subjects, we design methods of teaching and we apply the methods into classroom in the form of techniques. In language teaching, we also bring together the knowledge from linguistics, psychology, and educational pedagogy. Then we prepare methods of language teaching. These methods are applied into language classroom as in the form of different techniques.

The methods and techniques for teaching and learning are not constant for all items. On the other hand, the fundamental assumptions of language and language teaching have also been changing from time to time. Richards et al. (2001,p.1) explain the change in language teaching as follows:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary

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

Language teaching includes teaching of language aspects. According to Stern (1983, p.130), there are five aspects of language viz. speech sounds, words, sentences, meaning and text. Language teaching methodology has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is and how language is learnt or, more specially, theories of second language acquisition. Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, and role of teachers, learners and material. Within methodology distinction is often made between methods and approaches in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent the language teaching philosophies that can be interpreted and applied in a variety of continuum of entities ranking from highly prescribed methods to loosely described approaches. According to Oxford Advanced Learners Dictionary (2005), “The technique is a particular way of doing something especially one in which we have to learn special skill or the skill which is about to do something practical” (p.1576).

Approach, method and technique are most frequently used terms in the field of language teaching and learning. Different approaches, methods, and techniques are used in language teaching according to the time and demand. Anthony (1963, p. 63) defines these three in the following ways.

An approach is set of co- relative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, method is procedural. Within one approach there can be many methods... A technique is implementational- that which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

Techniques must be in consistent with a method, and therefore in harmony with an approach as well. (cited in Richards and Rodgers, 2001 p. 19)

Certain techniques are associated with particular methods and derived from particular principles. Most techniques can be adapted to any teaching style and situation. The teacher can use more than one technique within a single class and same subject matter depending on the classroom situation and his teaching skill and knowledge of subject matter.

To be specific, an approach is theoretical assumptions and beliefs about the nature of language learning and the applicability of both to pedagogical settings. Method is generalized set of classroom specifications for accomplishing linguistic objectives. A technique is any of a wide variety of exercises, activities used in the language class room for realization of lesson objectives.

1.1.3 Language Teaching Techniques

What a language teacher does in the classroom to develop learners' communicative competences is his technique. It means concrete manifestation of method in actual classroom to expose and help the learners to develop their communicative competence. Anthony (1963, p. 63) defines technique,

A technique is implementational- that which actually takes place in the classroom . It is a particular trick, stratagem or contrivances used to accomplish an immediate objective.

Technique must be consistent with a method and therefore in harmony with an approach as well. (cited in Richards and Rodgers, 2001, p. 19)

To teach all aspects and skills of language in all situations, no single technique is adequate. It depends on the nature of the course, setting and situation of the classroom and level, need and interest of the students. Therefore, to teach language items well, the teacher should choose the appropriate techniques depending on the objectives, learners, courses and environment. A single technique which is appropriate to teach one item in one classroom situation may not be fit to teach another language item in the same or different situation. It means there are several techniques to teach language. These techniques are categorized under two broad headings; learner- centered techniques and teacher- centered techniques.

1.1.3.1 Learner-centered Techniques

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

- Individual work
- Group work

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

1.1.3.2 Teacher-centered Techniques

The techniques in which a teacher becomes the central authority and plays a dominant role are teacher centered techniques. Student's interest and activities are given less importance than the subject matter and educational requirement. Teachers emphasize the product than process. So, it is more logical than psychological. Some of the teacher-centered techniques are as follows.

- Lecture
- Explanation
- Illustration
- Demonstration

The concern of this study is lecture technique in teaching the English language at higher secondary school and teacher's and students' perception on this technique. So, the researcher likes to confine him with in lecture technique.

1.1.4 Lecture Technique in Teaching Language

A lecture is an oral presentation intended to present information or using this technique a teacher teaches people about a particular subject in a university or college. Lectures are used to convey critical information, history, background,

theories and equations. A politician's speech, a minister's speech or even a businessman's sale presentation may be similar in the form of lecture. The lecturer stands at the front of the room and delivers his speech on a topic. Though lecture technique is much criticized as a pedagogical technique, universities have not yet found practical alternative teaching technique for the large majority of their courses. Critics point out that lecturing is mainly a one way method of communication that does not involve significant audience participation. Therefore, lecturing in the language classroom is often contrasted to active learning. Lectures delivered by talented speakers can be highly stimulating; at the very least, lecture has survived in academic field as a quick, cheap and efficient way of introducing large numbers of students to a particular field of the study.

Lecture has significant role outside the classroom as well. Academic and scientific awards routinely include a lecture as a part of the honor, and academic conferences often centered on keynotes.

1.1.5 Historical Overview of Lecture Technique

The public lecture has a long history in the science as well as in teaching. The word noun 'lecture' dates back the 14th century, meaning "action of reading, that which is read" from the Latin lectures. Its subsequent meaning as "A discourse on given subject before an audience for a purpose of instruction", is from the 16th century. The verb 'to lecture' is attested from 1590. The noun "lecture" must grammatically be the object of the verb 'to read'.

Even in the twentieth century, the lecture notes taken by students prepared by a scholar for a lecture have sometimes achieved wide circulation. Many lectures were and still are accustomed to simply reading their own notes from the reading and delivering desk for exactly that purpose. Nevertheless, modern lectures generally incorporate additional activities e.g. writing on a chalk board, exercises, classes, questions and discussions.

In a lecture technique, the teacher plays a dominant role. Lecture, explanation, illustrations, demonstration etc. are used in lecture technique. These techniques emphasize on the product rather than process. The teacher is the authority in the class room. Most of the activities are prepared and presented by the teacher. The brief description of this technique is as follows:

1.1.6 Definition of Lecture Technique

Lecture technique refers to the procedure involved in the clarification or explanation of some major idea before the students in the classroom. These techniques lay emphasis on the presentation of content. According to Lee “The lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on the some particular topic or problem” (as cited in Aggrawal, 1996, p. 23). Similarly, Vella (1992) defines the lecture as the formal presentation of content by the educator (as subject matter expert) for the subsequent learning and recall in examinations by students. Ruyle (1995) describes the lecture simply as an oral presentation of instructional material.

1.1.7 Components of Lecture Technique

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

1.1.7.1 Introduction

The purpose of introduction of a lecture is to capture the interest and attention of the students. It can also serve to make students aware of the instructor’s expectation and encourage a positive learning climate. A good introduction is

critical to the success of a lecture. So, the introductory part of the lecture is very important and should be prepared well. To prepare effective introduction of a lecture, Sullivan and Wircenski (1996) suggest the following guidelines for an effective introduction of lecture technique.

-) Review lecture objective
-) Ask a theoretical question
-) Ask for a show of hands in response to a general question
-) Ask a series of questions related to the lecture topic
-) Use an interesting or famous quotation
-) Relate the topic to previously covered content.
-) Use a case study or problem solving activities.
-) Use a videotape or other media
-) Show an appropriate cartoon with the overhead or slide projector
-) Make a provocative statement to encourage discussions
-) Give demonstration
-) Use of game or role play
-) Relate the topic to future work experiences
-) Share a personal experiences
-) Relate the topic to a real life expectation

(Wircenski, 1996 as cited in Sullivan 1996, p.5)

1.1.7.2 Body

The instructor can then make a smooth transition in to the body of the lecture after once the attention of the students has been captured with an interesting introduction. The body of the lecture contains the core of the information to be transferred to the students. Beitz (1994) recommends that the instructor should

use brain storming, discussion, problem solving activities, case studies and games to make the lecture more interactive.

1.1.7.3 Summary

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

- Ask the questions to the students. This gives students an opportunity to clarify their understanding of the topic.
- Ask questions to the students. Several questions which focus on the main points of the content may be used to summarize the content of the lecture.

1.1.8 Importance of Lecture Notes

Many lecturers make the mistake of thinking that they know their content well enough to deliver a lecture without notes to guide them. This is very difficult for most instructors and usually results in an unsatisfactory experience for both the instructor and the student. Instead, the instructor should be prepared with lecture notes to serve as a script or set of clues to follow during the lecture. Lecturer notes, key words, phrases, and other reminders (e. g., audiovisual clues, questions, examples, notes, and activities) are organized into outline format. If a text rather than an outline form is used, the lecture may begin through the text and the students will become bored.

The lecture in its many forms is the most commonly used technique for transferring information in education. According to Swanson and Torraco (1995), the lecture was established formally century ago as a teaching process that began with literal reading of important passages from the text by the master, followed by the master's interpretation of the text .Students are expected to sit, listen and take notes.

The importance of lecture notes can be summarized in the following ways:

1. Lecture notes help the teacher to stay on the topic and prevent getting lost.
2. It helps to cover the main points without forgetting anything.
3. The teacher can glance at a specific point and quickly return attention to the students.
4. He can focus on delivery instead of worrying about what point to make the next.
5. The teacher becomes confident in the classroom.
6. It saves the time of teacher and students to meet the objective of the topic.
7. Authentic text or information can be exposed in a systematic way.
8. The teacher can use the same note to summarize the text of previous class.

1.1.9 Presentation of Interactive Lecture

Teaching is an art and a challenging job. Not only the adequate knowledge of subject matter is sufficient for teaching effectively but also skill of presentation is required. While delivering a lecture in the language classroom, the teacher should consider the level of the students, nature of the topic, objective, physical environment of the classroom and interest of the learners.

An effective lecture can be one of the most exciting and rewarding aspects of an educator's responsibilities. The teacher who is able to maintain participant's interest with an exciting and dynamic delivery using a variety of instructional activities is more likely to be successful in helping students develop their communicative competence and meet the learning objectives. The teacher should be prepared to make the class interactive. He should involve students by asking and checking them. The skilled lecturer uses a variety of techniques to involve students. Maintain interest and avoid a repetitive lecturing style. A number of activities can be used to make a lecture more interactive and effective.

1.1.9.1 Guidelines for the Preparation and Delivery of Interactive Lecture

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

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

13. Provided positive feedback when students ask questions, answer questions and make comments.
14. Use students' name as often as possible.
15. Display a positive use of humor (e.g. humorous transparencies or slides, and topics related stories).
16. Use blackboard properly.
17. Make smooth transitions between parts of the lecture. Transition should be highlighted in the lecture. The transition should be highlighted in the lecture and might include the following points.
 - i. A brief overview the next topic.
 - ii. A review of the agenda between topics.
 - iii. A change of media.
 - iv. An interim summary before a new topic.
 - v. An activity (a case study or problem solving activity).
18. Close the lecture with a brief and powerful summary.
19. Follow written exercises.

1.1.10 Characteristics of the Lecture Technique

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

The lecture technique is a pedagogical technique. A lecture is an oral presentation intended to present information or teaching people about a particular subject, for example by a university or college teacher. Lectures are

used to convey critical informational, history, background, theories and equations.

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

1.1.10.1 Strengths of Lecture Technique

Lecture is the oldest technique and ever famous in foreign language teaching.

The strengths of this technique are listed below:

- a. It is economical and a large number of students can be taught in a time.
- b. It saves time and covers the syllabus in a limited time.
- c. It is very effective giving factual information and relating some of the thrilling anecdotes. The life stories of great adventures, experimenters, investigators and thinkers can become very interesting and valuable talks by the teacher.
- d. Lecturing makes the work of teacher very simple.
- e. A good lecture not only stimulates the students but also lingers long in their imagination. It motives students to become good orators.
- f. It provides better scope for clarification and for laying stress on significant subject or points.
- g. It brings personal contact and touch to impress or influence the pupils
- h. It provides flexibility when a teacher stays in a close and intimate contact with his/her pupils.
- i. It gives students training in listening and taking notes rapidly.

- j. It provides opportunities of correlating events and subjects.
- k. It enables the linkages of previous knowledge with the new one.

1.1.10.2 Weaknesses of Lecture Technique

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

- a. There is a very little scope for pupils' activities.
- b. It does not take into consideration to individual differences.
- c. Learning is against the principle of learning by doing.
- d. It is a spoon feeding techniques by which the teachers discourage the students' power of reasoning.
- e. Speed of lecture may be too fast for the learners to grasp the lines of thought.
- f. The lecturer is likely to cover more content without realizing that little learning takes places.
- g. The lecture may become monotonous to the students because very few teachers can draw the interest of the students up to end.
- h. An average student may not be able to fix up his/her attention to a lecture of forty –five minutes.
- I. It is difficult to assess whether the students understood or not.

1.2 Review of Related Literature

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

comparative study and so on. These works includes the study of proficiency, attitude, and effectiveness and so on.

Many articles, reports and books have been written on the area of language teaching techniques. Many researches on techniques have been carried out by different researchers under the Department of English Education which are partially related to this study. Most of them are experimental and survey research on student- centered techniques which are given in the following way:

Panta (2004) conducted a research entitled “A Study on the Effectiveness of the Discovery Technique in Teaching Subject Verb Agreement in Grade Nine”. The objective of his study was to find out the effectiveness of discovery techniques in teaching subject verb agreement. The finding of the study showed that the student taught through discovery techniques did relatively better in comparison to those taught through explanation.

Similarly, **Regmi (2004)** carried out a research entitled the “Effectiveness of Group work Technique in Teaching English Tense”. The objective of his study was to find out the effectiveness of group work technique in teaching English tense. It was found that the students who were taught using group work progressed relatively better than the students who were taught using explanation.

Bhandari (2005) carried out a research entitled “The Effectiveness of Group Work and Pair work Techniques in Teaching Communicative Functions of English”. It was his comparative study of two techniques in teaching communicative functions of English. The study concluded that the pair work technique was found relatively more effective than group work techniques for teaching communicative functions of English in general.

Like wise, **Oli (2005)** conducted a research entitle “Effectiveness of Task - based Technique for Teaching Simple Present Tense”. The objective of study was to find out the effectiveness of task based techniques in teaching simple

present tense. It was found that it is more effective than grammar translation method in teaching simple present tense.

Distinctively, **Adhikari (2005)** carried out a study on “The Effectiveness of strip story in Developing Writing Skills”. He found that the group of students taught using strip story techniques performed better than the group of students taught with usual classroom technique. Hence, this research concluded that strip- story techniques has significant role in developing writing skills.

Although a number of attempts have been made to find out the effectiveness of student centered techniques (i.e. group work, pair work, strip story and task based techniques and so on), none of the study deals with the lecture technique. So, this study aims to study lecture technique in teaching English at higher secondary level from teachers’ and students’ perspective even though it is neglected in the field of ELT.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. To find out the perceptions of learners and teachers on the use of lecture technique in teaching English at higher secondary level.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

This study is related to lecture technique and perceptions of learners and teachers on it. The findings of study will be fruitful to those persons who will be directly or indirectly involved in teaching and learning process at higher secondary level especially for English subject. The finding will be equally useful for the curriculum designers, policy makers, instructors, language teachers, text book writers as well as the person who wants to know something about lecture technique and the perception of teachers and learners on it.

The perception of students and teachers on lecture technique is concerned with lecture technique for language classroom. The concern of this study is lecture techniques used by the English teachers in teaching the English language. The teacher himself or herself can create his/her own techniques to teach language in a classroom. Learning is more important than teaching. Teaching should reflect the students' needs and interest. Teaching techniques play the vital role in teaching English.

CHAPTER TWO

METHODOLOGY

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

2.1 Sources of Data

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

2.1.1 Primary Sources of Data

This research is based on the data collected from the primary sources. The English teachers teaching at higher secondary level and students learning at the same level in Nawalparasi district were the primary sources of data for this study. The data from them was collected using questionnaire.

2.1.2 Secondary Sources of Data

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

2.2 Population of the Study

Higher secondary level English teachers and students of Nawalparasi district were the population of this study.

2.3 Sampling Procedure

The sample of the study was sixty people comprising of ten teachers and fifty students teaching and learning at higher secondary level in Nawalparasi district. The selection of the population as a sample was done on the basis of simple random sampling design.

2.4 Tools for Data Collection

Questionnaire was a research tool for data collection. Two sets of questionnaire were used to collect the required data from the teachers teaching at higher secondary level and students learning at the same level. The questions in the both sets of questionnaire were related to their perceptions and attitude on lecture technique. Both closed-ended and open-ended questions were included in both sets of questionnaire. I included 24 questions in the questionnaire for teachers and 16 questions in the questionnaire for students.

2.5 Process of Data Collection

The primary sources of the data of this research were the teachers teaching at higher secondary level and students learning at the same level in Nawalparasi district. The data was collected by administering the questionnaires. For this the following steps were adopted:

- a) At first, the researcher went to the selected schools and talked to the concerned authority and explained them the purpose and process of research. The researcher also asked them to grant permission to consult their English language teachers and students.
- b) After getting permission from the concerned authority, the researcher built rapport with the concerned teachers and students and explained them about the purpose of my study.
- c) Then, he requested them to help him by responding to the questionnaire.
- d) After requesting, the researcher distributed the questionnaire.

- e) The researcher collected the questionnaire and thanked the teachers, students and authority.

2.6 Limitations of the Study

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

1. The research work was limited to the teachers' and students' perceptions on lecture technique.
2. The study was limited to five higher secondary schools located in Nawalparasi district.
3. It was limited to class eleven and twelve students.
4. It was limited to the teachers teaching at higher secondary level.
5. The study was limited to the selected 10 English teachers teaching at higher secondary level and 50 students from the same level.
6. It was limited to survey questionnaire only as a tool to elicit the data.
7. It was limited to classroom situation.
8. The questionnaires were limited to lecture technique and perceptions of learners and teachers on it.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from the primary sources. The main objectives of this study were to find out the perceptions of teachers and students on the use of lecture technique in teaching English at higher secondary level in Nepal and to find out how and why they use it instead of learner-centered techniques even though it is highly criticized in the field of ELT.

The data collected from the informants was based on the different sets of questionnaires prepared for teachers and students including both open-ended and closed-ended in each set which has been already mentioned as a research tool. The perceptions of teachers teaching at higher secondary level and students from the same level on lecture technique in teaching and learning English have been presented and described in this chapter.

I used more closed-ended than open –ended questions in both questionnaires which were separated as set A and set B. Closed-ended questions were multiple choice type. Distracters were competitive or similar and equally important in each question. And 10 questions out of 32 in both questionnaires asked were to be answered on a 4 –points scale, i.e. strongly agree, agree, disagree and strongly disagree. The percentage is the main basis for data analysis. While analyzing the data, total number of responses for each questions and items have been counted and tabulated. Then total numbers of responses have been changed into percentage. The calculation has been done separately to the responses of questionnaires for teacher and students.

Open – ended questions in each set of questionnaire were asked to take the subjective responses from the informants. For these, the researcher has described the accumulated response from the teachers and students. The

responses to each open-ended questions have been collected, listed and described separately. There were 4 open – ended questions for teachers and 4 for students so, there were 8 questions. The researcher has have analyzed the responses to both questionnaires separately one after another under the different headings.

3.1 Perceptions of Teachers on Lecture Technique

To find out the perceptions of teachers on lecture technique in teaching English at higher secondary level, the researcher has collected the responses of 10 teachers teaching at higher secondary level in Nawalparasi district to 20 closed - ended questions and 4 open-ended. I have analyzed the responses by using both statistical as well as descriptive tools. The statements, tabulations and interpretation of each questions is given one by one as follows:

3.1.1 Purpose of the Use of Lecture Technique in the Language Classroom

There are different techniques used by English teachers to teach their students. No technique is complete and perfect in teaching a whole course or all classes. The teacher can use many techniques within a single class on the basis of his skills, demand of the course and situation. To find out the purpose for which they use lecture, they were asked to respond the incomplete statement with complements as alternative “I use lecture technique in the language classroom”. The responses obtained are presented below.

Table No. 1

Purpose of the Use of Lecture Technique in the Language Classroom

Items	No. of respondents	Percentage
Motivate the students	1	10%
Introduce the topic	2	20%
Summarize the topic	1	10%
All of the above	6	60%

The above table shows that 10% teachers use lecture technique to motivate their students instead of teaching language aspects and skills. Similarly, 20% teachers use it to introduce the topic to be taught in the classroom. Likewise, 10% teachers use it to summarize the topic. And 60% teachers use it to introduce and summarize the topic and motivate the students. Above responses show the importance of lecture technique to motivate the students, introduce the topic and summarize the topic in teaching English at this level.

3.1.2 Cause of the Selection of Lecture Technique

Selection of a particular technique among many techniques is a very difficult task. The technique which is appropriate in one situation may not be fit in another situation. The selection of an appropriate technique depends on the level of the students, nature of the course and knowledge and skill of the teachers. To find out the cause of the selection of lecture, teachers were asked to respond to the question “Why do you choose the lecture technique?” The responses obtained from the respondents are presented below.

Table No. 2

Teachers' Responses to the Cause of Selection of Lecture Technique

Items	No. of respondents	Percentage
Because it is very easy to use	6	60%
Because it does not need teaching materials	1	10%
Because it is an appropriate technique for this level	3	30%
Because it does not need preparation	0	0%

The above table shows that 60% teachers choose the lecture technique to teach their students in the English language classroom due to their perception on it as a very easy technique to use in the classroom. Similarly, 10% teachers think that it does not need teaching materials so they use it. Likewise, 30% teachers use it because they think that it is an appropriate technique for this level. None of the teachers take it as a technique which does not need preparation.

3.1.3 Lecture is a Very Useful Technique to Teach at Higher Secondary Level

All the techniques are equally important and useful to teach language in their own place. The technique which is very useful to teach English at primary level may not be useful to teach language at secondary, higher secondary and campus levels. The usefulness of a technique depends on the level, interest and knowledge of the students and environment of the classroom. To find out the attitudes of the teachers towards the usefulness of lecture technique to teach at higher secondary level, they were asked to respond to the statement "Lecture is a very useful technique to teach at higher secondary level". The responses obtained from the respondents are presented below.

Table No. 3

Lecture is a Very Useful Technique to Teach at Higher Secondary Level

Items	No. of respondents	Percentage
Strongly agree	0	0%
Agree	7	70%
Disagree	3	30%
Strongly disagree	0	0%

The above table shows that no one strongly agreed to the statement that the lecture is a very useful technique to teach at higher secondary level, 70% of them agreed to the statement, 30% of them disagreed. So, we can conclude that the lecture technique is useful for this level because the students can understand and internalize the lecture of a teacher which is shown in the table.

3.1.4 A Neglected Technique is Highly Practiced to Teach English Language

Most of the linguists, psychologists and researchers claim that lecture technique is an old, dead and unproductive technique in the field of ELT. This is the era of communicative language teaching and student-centered techniques. The courses taught in the universities in different levels, teacher trainings, seminars and workshops concerned with ELT give high priority to student-centered techniques and criticize teacher-centered techniques. But in reality, in the context of Nepal, the teachers prefer to use it. Here, the researcher tries to find out attitude of teachers towards the claim that lecture a highly practiced technique to teach the English language in the classroom. For this claim, the teachers were asked to respond to the statement “Although lecture technique is neglected in the field of ELT, it is highly practiced to teach English language”. The responses obtained from the respondents are presented below.

Table No. 4

A Neglected Technique is Highly Practiced to Teach English Language

Items	No. of respondents	Percentage
Strongly Agree	3	30%
Agree	5	50%
Disagree	2	20%
Strongly disagree	0	0%

The responses in the above table shows that 30% of the total respondents strongly agreed to the claim that lecture is a highly practiced technique to teach English in Nepal, 50% of them agreed, 20% of the total respondents disagreed and no respondent strongly disagreed. From the responses obtained shown in the above table, we can conclude that lecture technique is not a dead technique but a highly practiced technique because majority of the teachers have supported the statement.

3.1.5 The Best Technique to Clarify the Concept in the Large Classroom

Teaching is an art in which a teacher uses different techniques differently. No technique is superior to others in general. But each technique may have superior role in teaching specific content, skill and aspect of language. And the effectiveness of the technique determines the number of the students and environment of the classroom. To find out whether the teachers think lecture technique is the best technique to clarify the concept of abstract content in a large classroom or not, they were asked to respond to the statement “In the large classroom, there is no alternative technique to lecture technique to clarify the concept”. The responses obtained from the respondents are presented in the following table.

Table No. 5
Lecture is the Best Technique to Clarify the Concept in the Large
Classroom

Items	No. of Respondents	Percentage
Strongly agree	3	30%
Agree	5	50%
Disagree	1	10%
Strongly disagree	1	10%

The responses of the teachers in the above table shows that 30% out of total respondents strongly agreed to the statement they were asked and 50% of them supported that lecture is the best technique in the large classroom to clarify the concept of abstract ideas but 10% disagreed and 10% strongly disagreed to the statement. From the above result, we can conclude that lecture is only the best technique to teach clarify the concept in the large language classroom.

3.1.6 Physical Facilities of the Classroom Demand the Lecture Technique

Technique is the key to open the gate to the way to achieve the goal of teaching and learning. The selection of the appropriate technique is important. It is determined by several factors. Among these factors physical facilities of the classroom is one. Generally, the physical facilities of the classroom are poor in the higher secondary schools in Nepal. Due to their poor economic status, they are compelled to teach large number of students in a single classroom. To find out why the teachers use this technique, they were asked to respond to the statement “Physical facilities of the classroom demand the lecture technique to be practiced in the language classroom”. The responses obtained from the respondents are given in the following table.

Table No. 6

Physical Facilities of the Classroom Demand the Lecture Technique

Items	No. of Respondents	Percentage
Strongly agree	0	0%
Agree	6	60%
Disagree	4	40%
Strongly disagree	0	0%

The above table shows that none of the respondents strongly agreed and strongly disagreed to the statement which intended to express that the cause of the selection of lecture technique was the demand of physical facilities. It means either they have other reason which forces them to use it or they use it without any reason. Out of total respondents, 60% agreed and 40% disagreed to the statement. Here, we can conclude that majority of teachers use it due to the demand of physical facilities of their classroom.

3.1.7 Lecture is the Best Technique to Complete the Course in Time

Lecture is a teaching procedure involved in the clarification and explanation of some major ideas before the students in the classroom. Ryle (1995) defines the lecture as an oral presentation of instructional materials. On the one hand, oral presentation of subject matter is easier and faster than to conduct the student centered activities for teaching the subject matter. On the other hand, formal classroom teaching and instructional materials are based on the curriculum designed by the concerned authority which should be taught within an academic year. Here, the researcher wants to find out whether the teachers choose lecture technique to complete the course in pre-declared time or there is different reason behind the selection of this technique. So, the teachers were asked to respond to the statement “Lecture is the best technique to complete the course in time. So, I use it”. The responses obtained from the teachers are shown in the following table.

Table No. 7

Lecture is the Best Technique to Complete the Course in Time

Items	No. of Respondents	Percentage
Strongly agree	0	0%
Agree	6	60%
Disagree	3	30%
Strongly disagree	1	10%

The above table shows that none of the respondents strongly agreed, 60% of total respondents agreed, 30% of them disagreed and 10% of them strongly disagreed the statement asked. The majority of teachers preferred the lecture technique as an easy technique to complete the course in the given time. They did not find other alternative techniques to complete the course in an academic year. The teachers who are against the statement either they have seen alternative techniques to lecture technique to complete the course in time or they do not practice it in the classroom teaching. On the basis of obtained data, we can conclude that lecture technique is the best technique to complete the course within the given time.

3.1.8 Lecture Technique to Teach Language Skills

The main goal of language teaching is to develop the learners' communicative competence. To develop the learners' communicative competence, the teacher should teach and students should learn all language skills i.e. listening, speaking, reading and writing skills well. For teaching different skills, different techniques can be used depending upon situation, topic and knowledge and skills of the teacher. To find out which skills do the teachers prefer to teach by using lecture technique, the teachers were asked to respond to the incomplete statement with complementary alternatives "Lecture is a very useful technique to teach Skills." The responses obtained from the teachers are shown in the following table.

Table No. 8

Lecture Technique to Teach Language Skills

Items	No. of Respondents	Percentage
Listening and speaking	5	50%
Listening and reading	0	0%
Speaking and writing	4	40%
All of the above	1	10%

The above table shows that 50% of the total respondents preferred to teach listening and speaking skills by using lecture technique, 40% of them preferred to teach speaking and writing, none of the respondents preferred to teach reading skill using this technique and 10% of them preferred to teach all skills using this technique. The majority of teachers teach listening and speaking skills by using lecture technique. On the basis of above result, we can conclude that lecture technique is useful to teach all language skills.

3.1.9 Frequency of the Use of Lecture Technique in the Language Classroom

Repetition of the same technique to teach language in the same or different class and subject matter is common. The repetition of same technique depends on the similarity of content and classroom situation and skill and knowledge of teacher to use different techniques. To find out how often the teachers use lecture technique in teaching English at higher secondary level, the teachers were asked to respond the question “How often do you use lecture technique in the language classroom?” The responses obtained from the teachers are shown in the following table.

Table No.9

Frequency of the Use of Lecture Technique in the Language Classroom

Items	No. of Respondents	Percentage
Always	1	10%
Frequently	3	30%
When the topic demands	6	60%
Rarely	0	0%

The above table shows that 10% of the total respondents opined that they always use lecture technique to teach their students, 30% of them frequently use it and 60% of them use it when the topic demands. The majority of the respondents responded that they use lecture technique in the classroom when they realize its requirement. It means they use it to clarify the abstract idea and explain the content. On the basis of above result, we can conclude that teachers use lecture technique depending upon the nature of course or content.

3.1.10 Teaching Literature Using Lecture Technique

To develop the learners' communicative competence, the curriculum is designed including different varieties of text, which help to expose them with the practical use of language in a specific situation. Literature is one of them in which poems, stories, drama etc. are included. For teaching these varieties, teachers can use multi media and videos and involve the students in activities. Most of the schools can not use these devices due to their poor economic status and involving students in activities make them unable to complete course in time. So, oral presentation of these contents seems appropriate. To find out the attitude of students towards lecture technique in teaching poems, stories and reading comprehension, they were asked to respond to the statement "You teach poems, stories and reading comprehension using lecture technique". The responses obtained from the teachers are shown in the following table.

Table No. 10

Teaching Literature Using Lecture Technique

Items	No. of Respondents	Percentage
Strongly agree	3	30%
Agree	5	50%
Disagree	1	10%
Strongly disagree	1	10%

The above table shows that 30% of total respondents strongly agreed, 50% of them agreed, 10% of them disagreed and 10% of them strongly disagreed to the statement. The teachers who supported the statement given respond to them use lecture technique to teach poems, stories and reading comprehension and they think that it is only the best technique to teach these contents where modern devices are not available. Those who were against the statement may have seen alternative techniques or not familiar with the techniques because they were from humanity background.

3.1.11 We Can Make Our Classroom Lecture Interactive

Language is a mean of communication. The objectives of language teaching are to enable the learners to communicate with native speakers of the target language and solve the practical problems of language to get and deliver the information. Language learning should be based on interaction and practice without which learning practical language skills will be impossible. It is the cry of the present day world of language teaching and learning. Although lecture is a teacher-centered technique, we can make it interactive and effective using humor, questions and involving students in simple activities in-between the delivery of the lecture. To find out the attitudes of teachers towards the possibility interactive lecture, they were asked to respond to the statement “To make the lecture interactive we can use questions, humor and teaching aids and

encourage the students to ask questions.” The responses obtained from the teachers are shown in the following table.

Table No. 11

We Can Make Our Classroom Lecture Interactive

Items	No. of Respondents	Percentage
Strongly agree	3	30%
Agree	7	70%
Disagree	0	0%
Strongly disagree	0	0%

The above table shows that 30% of total respondents strongly agreed, 70% showed agreement and none of them was against the statement they were asked. The total respondents supported the statement that they can make their lecture interactive and effective. On the basis of obtained data, here, we can conclude that they do not perceive and use lecture as traditional way of passive learning and active teaching technique but they make it effective and interactive by using humor, questions and teaching aids within it.

3.1.12 Lecture Trains Learners in Listening and Taking Notes

While delivering a lecture, the teacher speaks too much on the topic. It is an opportunity for learners to be exposed with target language. If the teacher does not speak the target language, the students will not be exposed with it. It is also believed that teachers speak correctly and appropriately in the delivery of his lecture which trains the ears of the learners to grasp information. And the students take notes rapidly. To find out the attitudes of teachers towards the claim that lecture gives training in listening and taking note rapidly, they were asked to respond to the statement “To make the lecture interactive we can use questions, humor and teaching aids and encourage the students to ask questions.” The responses obtained from the teachers are shown in the following table.

Table No. 12

Lecture Trains Learners in Listening and Taking Notes

Items	No. of Respondents	Percentage
Strongly agree	4	40%
Agree	6	60%
Disagree	0	0%
Strongly disagree	0	0%

The above table shows that 40% of total respondents strongly agreed, 60% of them agreed and none of the teachers /respondents showed disagreement to the statement. The majority of the teachers / respondents believed that development of listening and note taking skills of learners are possible if the teachers use lecture technique in the classroom to teach his students. On the basis of data obtained, we can conclude that lecture technique can be used to train the learners in listening and taking notes rapidly.

3.1.13 Use of Questions In-between the Delivery of Lecture

Asking questions means intended to get information from others. When the questions are asked, communication and interaction take place. To make the lecture interactive, effective, communicative and flexible, questions can be used to be responded by the students in-between the delivery of a lecture. Question involves the students in active learning and students can get chance to share the ideas with teachers and friends. To find out whether teachers use questions or not in-between the delivery of their lecture in the language classroom, they were asked to respond to question. “Do you use questions topic?” The responses obtained from them are shown in the following table.

Table No. 13

Use of Questions In-between the Deliveries of Lecture

Items	No. of Respondents	Percentage
Yes, I use it frequently	5	50%
Yes, Sometimes, I use it	1	10%
Yes, I use it when the situation demands	4	40%
No, I never use it	0	0%

The above table shows that 50% of total respondents use questions frequently, 10% of them, sometimes, use questions, 40% of them use it when the situations demand and none of the respondents deliver their lecture with out using question in- between the lectures. Most of the respondents always use questions with out having the any specific situation which won't be fruitful because it may create feeling of irritation on students and almost half numbers respondents use it appropriately because they use it when the situation demands. On the basis of obtained data we can conclude that all the teachers make their lecture interactive and involve their students in learning activities.

3.1.14 Purpose of the Use of Questions In-between the Delivery of Lecture

Without having any goal, nobody does work. Each tasks and activities has purpose behind them. In the classroom teaching, teachers deliver lecture and ask questions to their students having many purposes. They ask questions for different purposes. Some of them may ask only to motivate the students, some of them may ask to get the ideas from them and some of them many ask for the purpose of checking their students' understanding. To find out the purpose of the use of questions in-between the delivery of lecture, the teachers were asked to respond to a question. The responses obtained from them are presented in the following table.

Table No. 14

Purpose of the Use of Questions In-between the Delivery of Lecture

Items	No. of Respondents	Percentage
To make the students active	1	1%
To check their understanding	3	3%
To get idea from them	0	0%
All of the above	60	60%

The above table shows that 10% of total respondents ask questions to make the students active, 30% of them ask the questions in-between the delivery of a lecture to check their students' understanding and 60% of them ask questions to activate students in learning, check their understanding and get the idea from the students.

3.1.15 Selection of Vocabulary

Word is the heart of language without which we can not imagine the language.

Selection of words in a text determines the level of difficulty of the text.

Similarly, selection of words determines the level of difficulty to understand the lecture. So, selection of words in the delivery of lecture should be based on the level and background of the learners. If too difficult words are used to deliver the lecture, students may not understand the course and if they use very simple, we can not imagine the progress of the learners. To find out what type of vocabulary the teachers use, they were asked to respond to the question "What type of vocabulary do you use while delivering the lecture in the classroom?" The responses obtained from them are presented in the following table.

Table No. 15
Selection of Vocabulary

Items	No. of Respondents	Percentage
Standard and difficult	1	10%
Familiar with students	3	30%
Very simple	2	20%
According to the level of students	40	40%

The above table shows that 10% of total respondents use the standard and difficult vocabulary, 30% of them use the familiar vocabulary to their students, 20% of them use very simple and 40% of them use the vocabulary according to the level of students while delivering the lecture in the English language classroom. On the basis of above mentioned data, we can conclude that most of the teachers use the vocabulary according to the level of the students.

3.1.16 Non-verbal Presentations Help Lecture to be Effective

Only speaking and asking questions on a topic do not make the lecture effective and impressive but along with the lecture, non-verbal presentations are required according to the content, situation and interest of the learners. To find out the attitudes of teachers towards the effectiveness of non-verbal presentations along with the delivery of lecture, the teachers were asked to respond to the statement “Non verbal presentations such as eye contact, facial expression, gesture and good posture help lecture to be effective.” The responses obtained from them are presented in the following table.

Table No. 16

Non-verbal Presentations Help Lecture to be Effective

Items	No. of Respondents	Percentage
Strongly agree	4	40%
Agree	6	60%
Disagree	0	0%
Strongly disagree	0	0%

The above table shows that 40% of total respondents strongly agreed and 60% of them showed the agreement. But none of the respondents showed disagreement to the statement. From the responses obtained, what we can conclude that facial expression with the delivery of lecture make the teaching effective and purposeful.

3.1.17 Teachers Plan and Prepare Lecture Notes

With out planning and preparation, we can not imagine the intended out come. Planning makes the work easier and purposeful. To find out the extent to which the teachers prepare their lecture notes, they were asked to respond to the statement “I plan and prepare lecture notes”. The responses obtained from them are presented in the following table.

Table No. 17

Teachers Plan and Prepare Lecture Notes

Items	No. of Respondents	Percentage
Always	7	70%
Rarely	0	0%
Frequently	2	20%
Never	1	10%

The above table shows that 70% of total respondents always plan and prepare the lecture notes, 20% of them plan and prepare the lecture note frequently and 10% of them never plan and prepare lecture notes to deliver their lecture. Those who never plan and prepare lecture notes may not deliver effective and purposeful lecture. On the basis of obtained data, we can conclude that most of the teachers deliver effective lecture with the help of planned and prepared lecture notes.

3.1.18 Importance of Lecture Notes

Lecture notes prepared by teachers are important for both teachers and students. It helps teachers to makes their lecture effective and purposeful and students to get the gist and take notes from the lecture of the teachers for their self study. If saves the time of teachers and students. To find out the attitudes of teachers towards the importance of lecture notes, they were asked to respond the statement “Lecture notes are important for teachers and students.” The responses obtained from them are presented in the following table.

Table No. 18
Importance of Lecture Notes

Items	No. of Respondents	Percentage
Strongly agree	3	30%
Agree	6	60%
Disagree	1	10%
Strongly disagree	0	0%

The above table shows that 30% of total respondents strongly agreed, 60% of them showed the agreement they were asked to respond. On the basis of obtained data, we can conclude that lecture notes are very important for both teachers and learners.

3.1.19 Skills Used to Deliver Lecture

Different kinds of skills can be used to deliver the lecture. Teacher can use verbal presentation, non-verbal presentation, summarizing and visual presentation skills along with the delivery of lecture. To find out which skills the teachers use to deliver their lecture, they were asked to respond the question “What kind of skill do you use to deliver lecture? The responses obtained from them are presented in the following table.

Table No.19
Skills Used to Deliver Lecture

Items	No. of Respondents	Percentage
Verbal presentation skills	5	50%
Summarizing	1	10%
Non-verbal presentation skills	0	0%
All of the above	4	40%

The above table shows that 50% of total respondents use verbal presentation skills, 10% of them use summarizing and 40% of them use non-verbal skills in addition to above mentioned skills. On the basis of responses obtained what we can conclude that the teachers use verbal presentation, non-verbal and summarizing skills to deliver their lecture.

3.1.20 Satisfaction of Teachers from Teaching and Learning Activities Based on Lecture Technique

The achievement of teaching learning activities determines the level of satisfaction on activities based on a particular technique. To find out the satisfactory level of teachers on the teaching and learning activities based on lecture technique, the teachers were asked to respond to the question “Are you satisfied with the teaching learning activities which are based on lecture

technique?” The responses obtained from them are presented in the following table.

Table No. 20

Satisfaction of Teachers from Teaching and Learning Activities Based on Lecture Technique

Items	No. of Respondents	Percentage
Highly satisfied	0	0%
Satisfied	5	50%
Less satisfied	5	50%
Not satisfied	0	0%

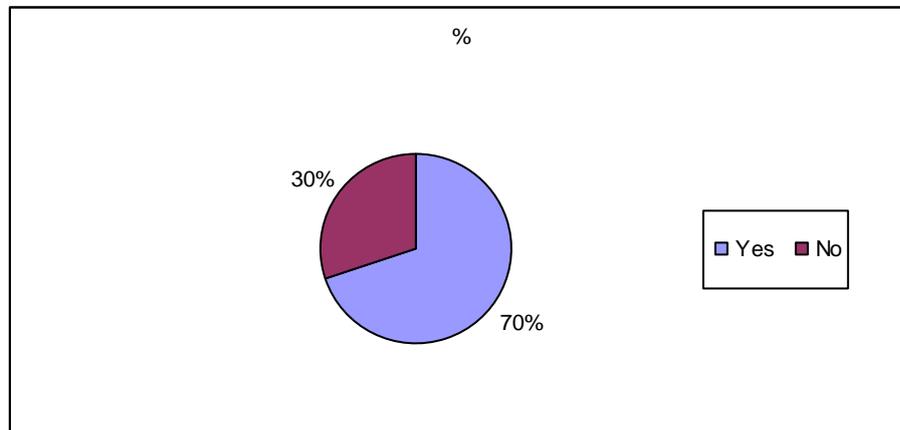
The above table shows that 50% of total respondents satisfied with the teaching learning activities based on lecture technique where as 50% of them are less satisfied. The teachers who are less satisfied with the out come of the teaching and learning activities based on lecture technique think that other student-centered techniques or interactive/modified lecture should be used be to get satisfaction from the teaching and learning. so, we can conclude that not pure lecture technique but integrated techniques should be used to get full satisfaction from teaching

3.1.21 Lecture Technique is Effective and Suitable for This Level

The respondents were provided an opportunity to put their views about the effectiveness and suitability of lecture technique to teach English at higher secondary level. They were also provided chance to clarify their thought for both positive and negative. To find out whether the teachers think a lecture technique suitable for higher secondary level or not, they were asked to respond to the question “Do you think lecture is a suitable and effective technique for this level?” The responses obtained are presented in the following figure.

Figure No. 1

Lecture Technique is Effective and Suitable for This Level



Seventy percent of total respondents think that it is an effective and suitable technique for this level. The teachers who were in favor of lecture technique were asked the question, “How can you say the technique is effective and suitable for this level?” to clarify the reason. The responses obtained from them are presented below.

-) The students of this level can grasp the ideas from the lecture of their teacher.
-) The level of understanding of the students at this level is high.
-) They have already enhanced the capacity of understanding at this level.
-) The contents like poems, stories, novels and reading comprehension require this technique to be practiced.
-) They can understand and take the notes from the lecture of their teachers for their personal study.
-) They can listen the lecture very carefully and internalize the learnt knowledge.
-) They are very curious to learn.
-) The students can be exposed with language by using this technique.
-) They have already learnt their responsibility.

) It makes easier to complete the course in time.

From the above mentioned responses, what we can conclude is that lecture technique is appropriate in this level to teach poems, novels, stories and other abstract texts better than using another technique because the level of understanding of the students at this level is supposed to be high. It is also appropriate for curious students and to complete the course in time.

3.1.22 Alternative Techniques to Lecture Technique

The respondents who did not agree the lecture as an effective and suitable technique to teach English at higher secondary level were provided an opportunity to give the alternative technique/s to it to teach literary text in a large classroom and complete the course in time. To obtain the suggestion for appropriate technique from them, they were asked to respond to the question “what will be the alternative technique to teach in large classroom and complete the course in time instead of lecture technique?” The responses obtained from them are listed below.

-) Question- answer technique
-) Discussion
-) Role play
-) Dramatization
-) Integrative technique

The above responses were given by only 30% respondents. The responses tell that the teachers have theoretical knowledge of techniques but they are poor to deal with the specific problems because student-centered techniques may not always be fit to teach all type of contents, skills in all classroom situation, by all teachers, different sizes of courses and all the time.

3.1.23 Advantages of Lecture Technique

The respondents were requested to mention the important advantages of a lecture technique. On the basis of their perception on lecture technique, they have mentioned the following advantages of it to teach English at higher secondary level.

-) It saves time and money.
-) It develops listening and speaking skills of the learners.
-) It is easy to hold and conduct.
-) It helps to motivate the students.
-) The teachers can control the large classroom by using it.
-) It encourages the students to write note on the given subject matter.
-) It is useful to teach poems, stories and novels.
-) It does not require teaching materials.
-) It helps to complete the course in time.
-) It helps the teachers to deal the text in a comprehensive way.
-) With the help of it, the teacher can give his/her views and ideas on the topic.

The above mentioned points are the major advantages as per the perception of teachers. On the basis of the obtained data, what we can conclude is that lecture is an important technique which should be used at this level as per the demand of the classroom situation, topic, course to be completed and interest and understanding level of the learners.

3.1.24 We can Make Lecture Effective and Interactive

The teachers were asked to find out whether they can make their lecture interactive and effective or not. If they can do, they have to give the procedure and activities involved for this purpose. To find out their attitude toward the possibility of interactive lecture and procedure involved to it, they were asked

to respond the question “Can we make lecture interactive and effective technique to teach the English language in the classroom?” The responses obtained from them are presented below.

All the respondents responded that there is possibility of interactive lecture. They conduct the following activities in-between the lecture.

-) The teachers do preparation for lecture.
-) Students are allowed to practice.
-) They encourage the students to ask question.
-) They use question-answer activities in-between the lecture.
-) Transformation of the traditional way of lecturing to interactive way makes it interactive.
-) Active participation of the students in learning activities providing simple task.

On the basis of above mentioned responses, we can conclude that there is the possibility of interactive lecture and it encourages the students to involve in active learning activities.

3.2 Perception of Students on Lecture Technique

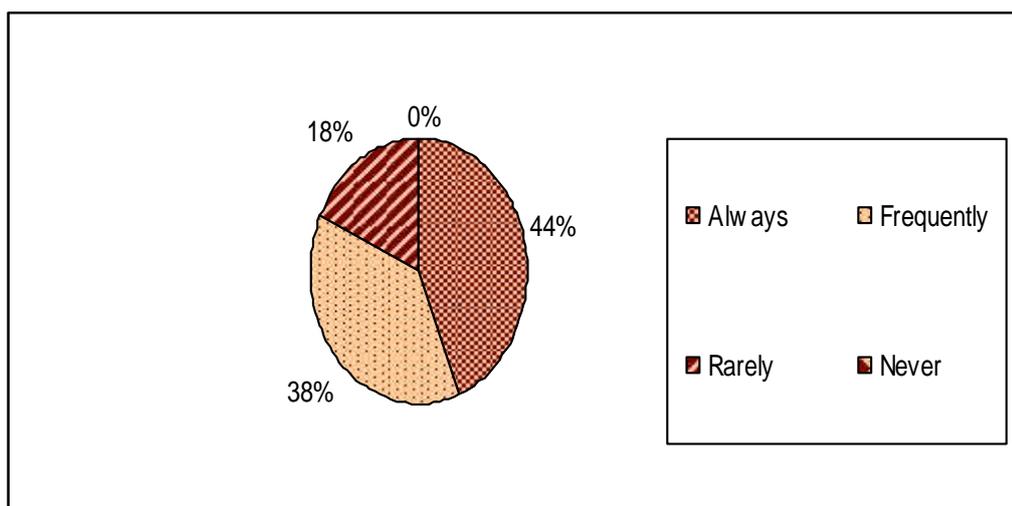
The main goal of teaching learning activities is to develop the students' communicative competence. So students are the central characters of these acts. It is not important how the teachers use what technique to teach his students but the extent of learning of the students through the use of a particular technique is important. The selection of technique by the teachers may not be appropriate to the students. To find out the perceptions of students on lecture technique, the students were asked to respond to 12 closed-ended and 4 open-ended questions. The responses obtained from them to each question are analyzed and interpreted below.

3.2.1 Frequency of the Use of Lecture Technique

The teachers can repeat the same technique to teach his/her students but the level of frequency of different technique may be different. To find out the extent to which their teachers repeat lecture technique in their classroom, students were asked to respond to the question “How often does your English teacher deliver lecture in your classroom.” The responses obtained from them are presented below.

Figure No. 2

Frequency of the Use of Lecture Technique



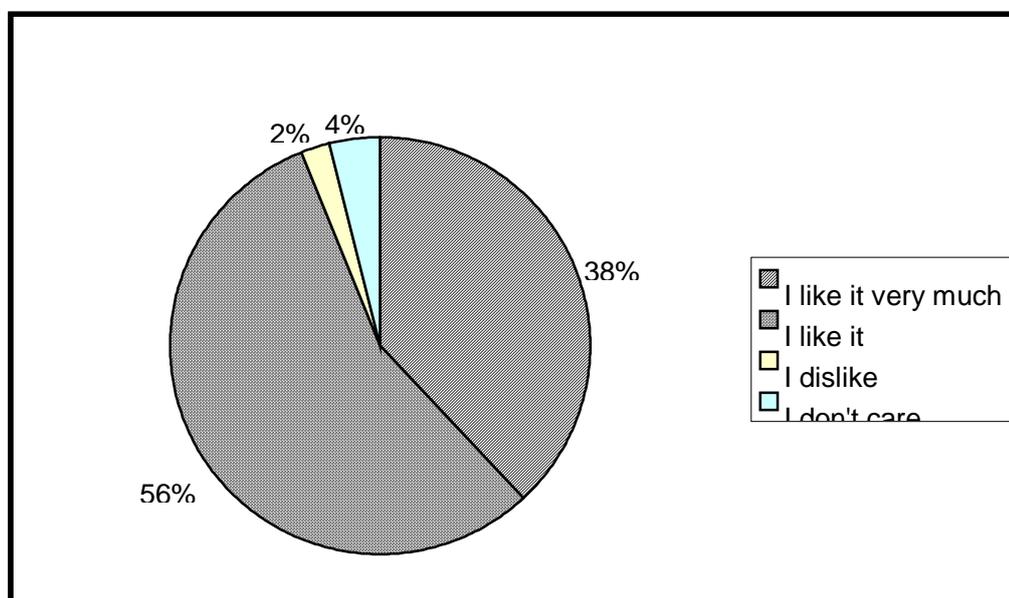
The above figure shows that the teachers of 44% respondents always use the lecture technique in of their classroom, the teachers of 38% respondents use frequently and the teachers of 18% respondents rarely use lecture technique in their classroom. On the basis of the data obtained, we can conclude that frequency of the use of lecture technique in the English language classroom is high.

3.2.2 Attitude of Students Towards Lecture Technique

To find out attitude of students towards lecture technique practiced in the language classroom, they were asked a question “Do you like way of giving lecture on a topic in a classroom?” The responses obtained from them are presented in the following figure.

Figure No. 3

Attitude of Students Towards Lecture Technique



The above figure shows that 38% of the table respondents like lecture technique very much, 56% of them like, 2% of them dislike and 4% ignore. The respondents who ignore it are not sure about it. On the basis of above data, we can conclude that lecture technique is popular among the students and they like to be taught through this technique.

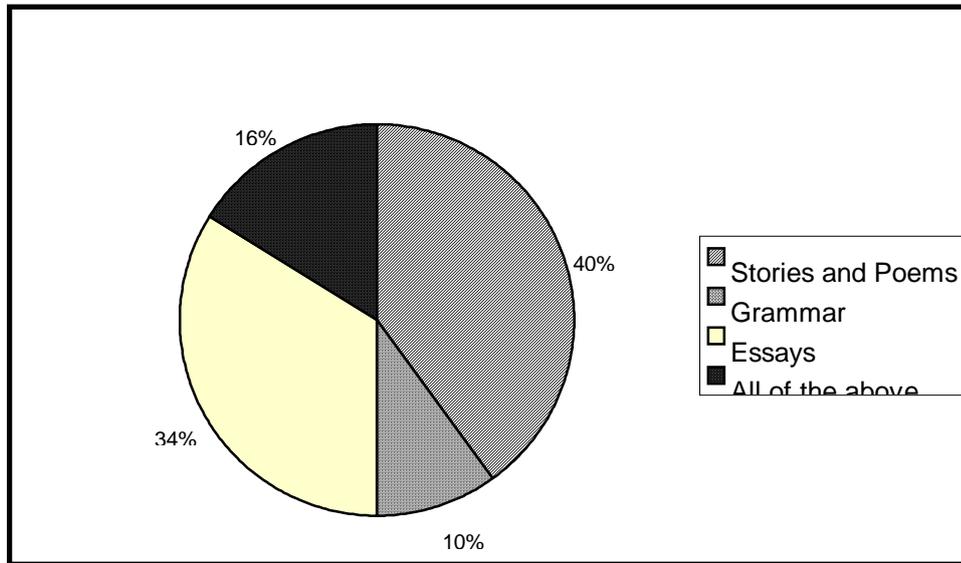
3.2.3 Items to be Taught Through Lecture Technique

To find out the preference of students to the language items to be taught through lecture technique, the students were asked to respond to the question

“Which of the following do you prefer to be taught using this technique?” The responses obtained from them are presented in the following figure.

Figure No. 4

Items to be Taught Through Lecture Technique



The above figure shows that 40% of students preferred stories and poems to be taught through this technique, 10% of them preferred grammar, 34% preferred essays and 16% of them preferred to all of the above to be taught through lecture technique. On the basis obtained data, we can conclude that students prefer to stories, poem and essay to be taught through lecture technique.

3.2.4 Use of Visual Aids, Jokes and Humor In-between the Lecture.

To find out the feeling of students to the use of visual aids, jokes and humor in-between the delivery of lecture, they were asked to respond to the question “What do you feel when your teacher use visual aids, humor and cracks jokes in-between the lecture?” The responses obtained from then are presented in the following table

Table No. 21

Use of Visual Aids, Jokes and Humor In-between the Lecture

Items	No. of Respondents	Percentage
I feel very happy	38	76%
I feel distracted	6	12%
I feel unhappy	5	10%
I feel sleepy	1	2%

The above table shows that 76% of total respondent feel very happy, 12% of them feel distracted 10% of them feel unhappy and 2% of them feel sleepy when the teachers use visual aids, humor and jokes in-between the lecture make the class lively.

3.2.5 Language Course Taught Through Lecture Technique

To find out the level of understanding of the students taught the language course through lecture technique, students were asked to respond to the question “could you understand the language course clearly taught through lecture are presented in the following table.

Table NO. 22

Language Course Taught Through Lecture Technique

Items	No. of Respondents	Percentage
I understand clearly	13	26%
I understand	28	56%
I hardly understand	6	12%
I don't understand	3	6%

The above table shows that 26% of total students understand clearly, 56% of them understand 12% of them hardly understand and 6% of them do not understand the language course taught through lecture technique. On the basis

of obtained data, we came to the conclusion that lecture is an effective language teaching method to teach the students at this level.

3.2.6 The Fluency of the Lecturer while Delivering the Lecture

To find out how fluently do the teachers speak while delivering the lecture in the classroom to deliver their lecture, the students were asked to respond to the question “How fast does your English teacher speak while delivering the lecture?” The responses obtained from them are presented in the following table.

Table No. 23

The Fluency of the Lecturer while Delivering the Lecture

Items	No. of Respondents	Percentage
Very fast	1	2%
Fast	8	16%
Normally	38	76%
Very slowly	3	6%

The above table shows that 2% of total respondents felt that their teachers speak very fast, 16% of them felt fast, 76% felt normally and 6% felt very slowly speaking while delivering the lecture. On the basis of result obtained, we can say that most of the teachers speak according to the level of students which is supposed to be the best.

3.2.7 Use of Questions and Gesture Make Class Interesting

To identify the effectiveness of questions, humor and gesture to create the interest of the learners in learning activities, the students were asked to respond to the statement “Use of questions, humor and gesture makes English language class interesting. The responses obtained from them are presented in the following table.

Table No. 24

Use of Questions and Gesture Make Class Interesting

Items	No. of Respondents	Percentage
Strongly agree	25	50%
Agree	20	40%
Disagree	2	4%
Strongly disagree	3	6%

The above table shows that 50% of total respondents strongly disagreed, 40% agreed, 4% disagreed and 6% respondents strongly disagreed to the statement they were asked to respond. On the basis of above obtained data, we can conclude that use of questions, humor and gesture while delivering the lecture create interest of learners in learning activities.

3.2.8 Involving Students in Learning Activities

To find out whether the teachers involve their students in learning activities by asking questions or not, they were asked to respond to the question “Does your English teacher involve you in learning activities by asking questions?” In response to this questions 45% teachers involve them and 55 said that they were not involved in activities by asking questions, it was also tried to find out that the students who were involved like or don’t like that. To obtain the attitudinal response from students, they were asked to respond to the question “Do you like it.” The responses obtained from them are presented in the following table.

Table No. 25

Involving Students in Learning Activities

Items	No. of Respondents	Percentage
I like it very much	21	47%
I like it	20	44%
I don’t like it	1	2%
I don’t care	3	7%

Only 45 students responded this question. Out of them 47% students like very much 44% like, 2% don't like and 7% of them don't care the impact of involving them in learning activities by asking students liked to be involve in active learning. So the students should be asked question in between the delivery of lecture.

3.2.9 Students Prefer Lecture Technique

To obtain the information way the students like lecture to be practiced in their classroom, they were asked to respond to the incomplete statement with complementary alternatives “You like lecture technique” The responses obtained from them are presented in the following table.

Table No. 26
Students Prefer Lecture Technique

Items	No. of Respondents	Percentage
It helps to get vast knowledge easily	29	58%
It spoon feeds us	3	6%
I feel hesitation to work in pair and group	7	14%
Other techniques are not appropriate to teach in this large classroom	11	22%

The above table shows that 58% respondents like lecture technique because it helps them to get vast knowledge easily,6% of them like it because it spoon feeds them, 14% of them feel hesitation to work in pair and group so they like it and 22% of them like it due to the lack of other appropriate techniques to teach in the large class room. The large numbers of students like it to be exposed with vast knowledge easily.

3.2.10 Students Can Improve their Language Listening the Lecture

To identify whether the students can improve their language by listening the lecture of the teachers or not they were asked to respond the statement “I like lecture technique to be used in teaching English because we can improve our language by listening the lecture of teacher”. This is clearly shown in the following table.

Table No. 27

Students Can Improve their Language Listening the Lecture

Items	No. of Respondents	Percentage
Strongly agree	21	42%
Agree	26	52%
Disagree	3	6%
Strongly disagree	0	0%

The above table shows that 42% of total respondents strongly agreed, 52% of them agreed and only 6% of them disagreed to the statement. On the basis of the data obtained which is shown in the above table, we can conclude that lecture of the teachers is very good expose for the students who are learning English as a second or foreign language.

3.2.11 Usefulness of Lecture Notes

To find out why the students like lecture notes for what purpose they are useful to the students, students were asked to respond to the question “Does your English teacher use lecture notes? If yes, it is useful to.....”. The responses obtained from them are presented in the following table.

Table No. 28

The Usefulness of Lecture Notes

Items	No. of Respondents	Percentage
Record for personal study	21	42%
Copy for cheating in the examination	2	4%
Get the idea clearly	22	44%
Get the gist easily	5	10%

The table shows that 42% use lecture notes for their personal study, 4% of them use it for cheating purpose, 44% of them get the idea clearly from the lecture notes and 10% of them gist of the lecture easily by reading the notes. From the obtained data, we came to the conclusion that lecture notes are very useful for the students to get the idea clearly and record for personal study.

3.2.12 Skills to be Taught Using Lecture Technique

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

Table No. 29

Skills to be Taught Using Lecture Technique

Items	No. of Respondents	Percentage
Listening	5	10%
Speaking	24	48%
Reading	8	16%
Writing	13	26%

The above table shows that 10% of total respondents prefer to listening, 48% of them prefer to speaking, 16% of them prefer to reading and 26% of them prefer to writing skills to be taught using lecture technique. On the basis of data, we can conclude that students prefer to be taught speaking and writing skills using lecture technique but some of them liked listening and reading. Thus, it is useful to teach all language skills.

3.2.13 Students Like Lecture Technique

To find out whether they like lecture technique to be practiced in the classroom to teach English language or not, they were asked to respond to the question “Do you like lecture technique to be used in your English language class?” They responded that they love it to be practiced in there classroom to teach English language. Nobody was against it. Then they were asked to mention the reason why they love it. The responses obtained from them are as follows:

-) It helps to get vast knowledge easily.
-) The course gets completed in time.
-) Teacher helps them exposing with language through his lecture.
-) Students can be exposed with new words in the delivery of lecture.
-) Teachers can provide guidelines for further improvement.
-) They can understand the course taught through this technique.
-) It trains the students to use English language in context
-) It develops listening and writing skills.
-) It provides extra knowledge about the topic.

On the basis of above mentioned reasons given by the students, the researcher came to the conclusion that students can get many advantages form the use of lecture technique in teaching English in the classroom .

3.2.14 Alternative Technique to Lecture Technique

To find out attitude of students towards lecture technique, they were asked a question. They responded that all of them have positive attitude on this technique. They were also asked to suggest the alternative technique to lecture but all of them did not find better technique than lecture. It proves that they liked it very much. The teaching learning activities based on lecture is good even though it is neglected in the field of ELT.

3.2.15 Advantages of Lecture Technique

To find out the advantages of lecture technique perceived by the students, they were asked to mention its advantages. Most of the mentioned advantages were kept under the reasons the provided in favor of it. Some unique advantages they perceived are as follows:

-) Teachers expose with language while delivery his lecture on a topic in the classroom.
-) It helps to broaden the mind of students.
-) It helps weaker students be stronger in their study.
-) Class becomes silent
-) Course is completed in time.
-) It improves listening, speaking and writing skills.
-) It helps to get the gist easily
-) It provides extra knowledge to the students if the teacher is well prepared.
-) It is very good to get the idea on the topic from the teacher within a short period of time.
-) It saves time and money

On the basis of above mentioned advantages provided by students, we came to know that lecture is not only easy and useful technique but also students may get advantages from the use of it while teaching the language at this level.

3.2.16 Suggestions for Teachers to Make Their Lecture Meaningful

The students were asked to provide suggestions to the English teachers for the further improvements for their teachers' lecture although they were doing well.

The suggestions given to the teachers by them are as follows:

-) Teachers should ask the questions to the students to involve them in teaching learning activities.
-) Teachers should speak normally according to the level of the students.
-) The teachers should use other activities in between the delivery of their lecture.
-) They should not ask difficult questions during their lecture.
-) They should follow the principle of learning i.e. simple to complex.
-) They should relate the topic with day to day activities.
-) They should encourage the students to ask questions and share their ideas on the topic
-) English should be the medium of instruction
-) Presentation should be orderly.
-) They should behave the students friendly.
-) Voice of the teachers should be clear and reachable.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

The major findings of the study are as follows:

1. Although different teachers perceive lecture technique differently, what is commonly found that it is an easy technique to conduct in the classroom and to complete the course with in an academic year easily.
2. The teachers perceive lecture as an appropriate technique for this level. According to the number of teachers, it is an important and appropriate technique because the students of this level have capacity to understand the lecture delivered by teachers and internalize the learnt knowledge. They are curious to learn so only lecture of the teacher can satisfy their hunger for knowledge.
3. It is found that the literary components which have been included in the higher secondary level English curriculum and large number of the students demand lecture technique to be practiced. Moreover poor physical facilities in Nepalese school and less skillful trained and untrained teachers demand the lecture technique to be practiced in the English language classroom at higher secondary level.
4. It is found that all the teachers use lecture technique to motivate the students, summarize and introduce the topic.

5. It is found that most of the teachers prefer to teach poems, stories, reading comprehension and reading and writing skills because they think that lecture is an appropriate technique to teach these language items and skills.
6. It is found that most of the teachers ask questions to involve their students in teaching learning activities.
7. Although lecture is a teacher-centered technique, we can involve many student-centered activities to make it communicative and interactive, increase the amount of students' participation involving them in learning activities providing them some simple tasks along with the delivery of lecture.
8. The teachers have not perceived it as the traditional lecture method but they perceive it as an interactive and modified technique according to the demand of the present day world.
9. It is found that some teachers have good theoretical knowledge about the techniques but due to the lack of skills, practical knowledge about the interactive lecture and passive habit, they do not practice and be prepared for interactive lectures to deliver in the classroom. And they always use question in-between their lecture without considering situation, interest of the learners and demand of the topics.
10. Students perceive it as the best technique to be exposed with the target language and get vast knowledge without doing hard exercise.
11. It is also found that some of the teachers are not friendly with their students. They think that they are the authority of the classroom and the students are only obedient passive listeners.
11. The students perceive it as a good, easy, familiar and prestigious technique. According to them, it is only a technique through which they

can get simplified and comprehensive exposure to their target language, get a chance to improve their language, learn to deliver their lecture on the topic and get the central idea easily.

13. It is proved that use of questions, humor, facial expression; body movements, jokes etc make the lecture effective and interactive which can create the interest of the learners towards their study.

14. Students can enjoy in their class by listening to the lecture of their teacher on the topics. If teachers make it interactive and effective and come with full preparation and planning taking notes to deliver the lecture, the classroom lecture becomes meaningful.

15. It is found that both teachers and students like the lecture technique because the teachers can put their own views through it, complete the course in time, do not need much preparation, easily conduct it in the large classroom and save money to buy materials and students can be exposed with new words, get the idea of teachers on the topics, get the gist easily and get chance to improve their language listening lecture of the teachers.

16. Although lecture technique is criticized as a passive, out dated, traditional and unproductive technique, it is found that it is popular among the teachers and students and it is still practiced technique in the context of Nepal in teaching English.

4.2 Recommendations

The following recommendations are made for the pedagogical implications on the basis of findings obtained through the analysis and interpretation of the data:

1. Teachers training should be conducted creating real life situation and the trainee teachers should be provided chances to deal with all types of contents, skills and aspects of the English language in the classroom.
2. It should be given emphasis as the other techniques taught at university level in detail giving priority.
3. The teachers should use student-centered activities along with delivery of his lecture in the classroom to make it effective and interactive.
4. Lecture is an effective technique to teach literary texts but how it can be made more effective should be explored by the researcher and the teachers should be encouraged providing the practical knowledge to apply the technique required by the text and classroom.
5. Theoretical foundation of it should be made stronger producing systematic principles and procedures to teach a particular skill, item and aspect of language.
6. The teachers should be trained focusing on lecture technique along with the other techniques giving equal values integrating other techniques to make it an interactive and effective.
7. This is the era of communicative and interactive language teaching so that the teachers should not use this technique in the traditional way. It should be made interactive and effective.
8. Lecture is a widely practiced technique to teach English at higher education till now but it is neglected in the ELT field. English as the second language in Nepal as well as other foreign countries has been taught through lecture technique making negative criticism without considering its practical value in this field. Anything without considering their values and importance in practical area should not be neglected and new one should not be applied without testing it in the real field. Thus,

lecture technique should not be neglected although it has some weaknesses because it has a great importance along with its drawbacks but it should be improved or modified according to the demand of the present day and researches should be carried out on it.

9. The teachers should plan their lecture and prepare lecture notes so that they will not get lost from the objectives of classroom teaching.
10. The teachers should speak at the normal speed without feeling hesitation in a clear voice, welcome and encourage the students' participation so that their classes become meaningful.

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APPENDIX- I

(Questionnaire for Teachers)

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled “**Perceptions of Teachers and Students on Lecture Technique**” under the guidance of **Dr. Jai Raj Awasthi**, Professor, Department of English Education, T.U., Kritipur. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Name:	Qualification:
Name of the institution:	Experience:
Address:	

SET ‘A’

Put a tick() on the box next to the alternative that best indicates your response.

1. I use lecture technique in the language classroom to.....
 - a) Motivate the students
 - b) Introduce the topic
 - c) summarize the topic
 - d) all of the above
2. Why do you choose lecture technique?
 - a) because it is very easy to use.
 - b) because it does not need teaching materials.

b) Rarely

d) Never

18. Lecture notes are important for teachers and students.

a) Strongly agree

c) Disagree

b) Agree

d) Strongly disagree

19. What kind of skill do you use to deliver lecture?

a) Verbal presentation skill

c) Non verbal presentation skill

c) Summarizing skill

d) All of the above

20. Are you satisfied with the teaching learning activities which are based on lecture technique?

a) Highly satisfied

c) Less satisfied

b) Satisfied

d) Not satisfied

SET-“B”

1. Do you think lecture is a suitable and effective technique for this level?

Yes or No

If yes, how can you say the technique is effective and suitable for this level?

.....
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.....

1 If no, what will be the alternative technique to teach in large classroom and complete the course in time instead of lecture technique?

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2 Mention the important advantages of lecture technique.

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4. Can we make lecture interactive and effective technique to teach the English language in the classroom?

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Thank you for your participation.

Yam Narayan Giri
Department of English Education, T.U.
E-mail- yamnarayan_giri@yahoo.com
Mobile No. 9841760913

- a) I understand clearly
- b) I understand
- c) I hardly understand
- d) I don't understand

6. How fast does your English teacher speak while delivering the lecture?

- a) Very fast
- b) Fast
- c) Normally
- d) Very slowly

7. Use of questions, humor and gesture makes English language class interesting.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

8. Does your English teacher involve you in learning activities by asking questions?

Yes or No

If he does so, do you like it?

- a) I like it very much
- b) I like it
- c) I don't like it
- d) I don't care

9. You like lecture technique.....

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

10. I like lecture technique to be used in teaching English because we can improve our language by listening the lecture of teacher.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

11. Does your English teacher use lecture notes? If yes, it is useful to.....

- a) record for personal study
- c) get the idea clearly

- b) copy for cheating in examination
- d) get the gist easily

12. Which skill do you prefer to be taught using lecture technique?

- a) Listening skill
- c) Reading skill
- b) Speaking skill
- d) Writing skill

SET-“B”

1. Do you like lecture technique to be used in your English language class?

Yes or No

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

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

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3. Mention the advantages of lecture technique.

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4. Give the suggestions to your English teachers to make his lecture effective and interesting.

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Thank you for your participation.

Yam Narayan Giri
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Mobile No. 9841760913



गुणवत्तरीय शिक्षा माग्यो प्रतिबद्धता

फोन नं. ०७८-२७५०४८

श्री भीमसेन आदर्श उच्च माध्यमिक विद्यालय Shree Bhimsen Adarsha Higher Secondary School

देवचुली-६, रामवास, नवलपरासी
(Devchuli-6, Rambas Nawalparasi)

स्था : २०२६ (ई.स. २०२६)

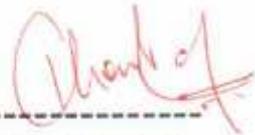
प.स. (L.No.) ०६६/०६७

च.न. (Ref. No.) ७०

मिति (Date) ५th Magh-2066

विषय (Subject) : TO WHOM IT MAY CONCERN

This is to certify that Mr. Yam Narayan Giri, an inhabitant of Bulingtar-5, Nawalparasi, took a class successfully in Grade -11 among 60 students on the 5th Magh 2066. He took the responses to the questionnaires related to Lecture technique from students and teachers teaching at higher Secondary level that would be supportive for his dissertation of Master Level. Moreover, we have been pleased to provide all necessary information and details expected by him.



PRINCIPAL

APPENDIX- 'A' III

(Questionnaire for Teachers)

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "Perceptions of Teachers and Students on Lecture Technique" under the guidance of Dr. Jai Raj Awasthi, Professor, Department of English Education, T.U., Krittipur. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Name: Shree Laxmi Sharma	Qualification: M.Ed
Name of the institution: Vishwa Jyoti H.S.S.	Experience: 3 years
Address: Pragatinagar-3, NP	

SET 'A'

Put a tick(✓) on the box next to the alternative that best indicates your response.

- I use lecture technique in the language classroom to.....
 - Motivate the students
 - Introduce the topic
 - summarize the topic
 - all of the above
- Why do you choose lecture technique?

2. Why do you choose lecture technique?
- a) because it is very easy to use.
 - b) because it does not need teaching materials.
 - c) because it is an appropriate technique for this level.
 - d) Because it does not need preparation.
3. Lecture is a very useful technique to teach English at higher secondary level.
- a) Strongly agree
 - c) Disagree
 - b) Agree
 - d) Strongly disagree
4. Although lecture technique is neglected in the field of ELT, it is highly practiced to teach English language.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
5. In the large classroom, there is no alternative technique to lecture technique to clarify the concept.
- a) Strongly agree
 - c) Disagree
 - b) Agree
 - d) Strongly disagree
6. Physical facilities of the classroom demand the lecture technique to be practiced in the language classroom.
- a) Strongly agree
 - c) Disagree
 - b) Agree
 - d) Strongly disagree
7. Lecture is the best technique to complete the course in time. So, I use it.
- a) Strongly agree
 - b) Agree
 - c) Disagree
 - d) Strongly disagree
8. Lecture is a very useful technique to teach Skills
- a) listening and speaking
 - c) speaking and writing
 - b) listening and reading
 - d) all of above

2. If no, what will be the alternative technique to teach in large classroom and complete the course in time instead of lecture technique?

..... Student centered teaching can be applied
..... to replace lecture method. role play,
..... dramatization, discussion
.....
.....

3. Mention the important advantages of lecture technique.

..... → It is required to give the idea
..... of teacher.
..... → It is important to deal the text
..... thoroughly in comprehensive way
..... → It is important to make students
..... respectful and obedient to teachers

4. can we make lecture interactive and effective technique to teach the English language in the classroom?

..... → We can but we need to
..... transform the traditional way of lecturing,
..... → We need to include some interactive
..... program under the control of teacher.
..... → We can use discussion interestingly,
..... can create fun in discussion to motivate students
..... etc

Thank you for your participation.

Yam Narayan Giri

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Mobile No. 9841760913

2. Why do you choose lecture technique?

- a) because it is very easy to use.
- b) because it does not need teaching materials.
- c) because it is an appropriate technique for this level.
- d) Because it does not need preparation.

3. Lecture is a very useful technique to teach English at higher secondary level.

- a) Strongly agree
- c) Disagree
- b) Agree
- d) Strongly disagree

4. Although lecture technique is neglected in the field of ELT, it is highly practiced to teach English language.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

5. In the large classroom, there is no alternative technique to lecture technique to clarify the concept.

- a) Strongly agree
- c) Disagree
- b) Agree
- d) Strongly disagree

6. Physical facilities of the classroom demand the lecture technique to be practiced in the language classroom.

- a) Strongly agree
- c) Disagree
- b) Agree
- d) Strongly disagree

7. Lecture is the best technique to complete the course in time. So, I use it.

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

8. Lecture is a very useful technique to teach Skills

- a) listening and speaking
- c) speaking and writing
- b) listening and reading
- d) all of above

APPENDIX- 'A' III

(Questionnaire for Teachers)

Dear Sir/Madam,

This questionnaire is a research tool for gathering information for my research entitled "Perceptions of Teachers and Students on Lecture Technique" under the guidance of Dr. Jai Raj Awasthi, Professor, Department of English Education, T.U., Kriptipur. The correct information provided by you will be of great help for completing my research. The information you have provided will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Name: Shree Ram Sharma	Qualification: M.Ed
Name of the institution: Vishwa Jyoti H.S.S.	Experience: 3 years
Address: Pragatinagar-3, NP	

SET 'A'

Put a tick(✓) on the box next to the alternative that best indicates your response.

- I use lecture technique in the language classroom to.....
 - Motivate the students
 - Introduce the topic
 - summarize the topic
 - all of the above
- Why do you choose lecture technique?

2. If no, what will be the alternative technique to teach in large classroom and complete the course in time instead of lecture technique?

Student centered teaching can be applied to replace lecture method — role play, dramatization, discussion

3. Mention the important advantages of lecture technique.

→ it is required to give the idea of teacher
→ it is important to deal the text thoroughly in comprehensive way
→ it is important to make students respectful and obedient to teachers.

4. can we make lecture interactive and effective technique to teach the English language in the classroom?

→ We can but we need to transfer the traditional way of lecturing
→ We need to include some interactive program under the control of teacher
→ We can use discussion interestingly, can create fun in discussion to motivate students etc

Thank you for your participation.

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