

CHAPTER ONE

INTRODUCTION

This study is about 'Techniques Used in Teaching English in Rural Area'. It consists of general background, importance of English language, review of the related literature, objectives and significance of the study.

1.1 General Background

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

Fundamentally, language is a means of human communication. Crystal (1992) defines language as "the systematic conventional use of sound, signs or written symbols in the human society for communication and self expression."(p. 211) Therefore, it is not only essential but also inevitable for a human being to get mastery over a language to survive in the society. Wardhaugh (1998, p. 1) also defines "A language is what the members of particular society speak." Therefore, various linguists have defined language variously. No single definition is there. However, they have come to the same conclusion that language is a human phenomenon especially meant for communicative purpose, which has its own system and is produced voluntarily through vocal apparatus. It is the most widely used means of communication among the human beings. Similarly, Crystal (2003) says:

The everyday use of the term involves several different mass noun and count noun senses (as language in general vs. a language in particular), which linguistics is careful to distinguish. At its most specific level, it may refer to the concrete act of speaking, writing or singing (p.255)

When there are regularities or consistencies in the rules and regulation of all languages, no rules and regulations are complete in themselves. There are innumerable exceptional cases and no language can be an exception to this universal fact.

1.1.1 Importance of the English Language

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

Most of the Nepalese people must depend upon English to learn many things happening in the world, for most of the books are written in English and almost all the news agencies use the English language to communicate their messages. People get information about worldly current affairs by means of the English language. Thus, English is one way or the other functions as a contact language or lingua franca. (p. 163)

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

communication and gateway to the world body of knowledge” (as cited in Bhattarai, 2002, P. 2).

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

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

1.1.2 English Language Teaching in Nepal

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

In Nepal, systematically teaching English was started only after the implementation of National Education System Plan (NESP) in 2028 B.S. Now, in Nepal, every child obligates to learn English from the entry point of School.

The purpose of learning English may vary from person to person. Some people may learn English just to be able to communicate while the others for gaining pleasure or to communicate with the foreigners and so on. Teaching methods and techniques are also changed in course of time. Nowadays, grammar translation method, direct method, communicative language teaching are practiced in Nepal.

1.1.3 Methods of Teaching English

Teaching methods are the application of theoretical findings and positions. They may be thought of as theories in practice. Method means a particular way of doing something. According to Anthony (1963, as cited in Richards and Rodgers, 2001), "...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 and method is procedural" (p.19).

No work can be successfully done if we do not apply any method. A method is necessary in every field, it is equally important in the field of the English language teaching. Harmer (2008, P.62) defines method as "a practical realization of an approach." Since approach is theoretical in nature, a method is a way of applying that theory in real life situation. Various methods can be used for English Language Teaching. However, only four methods are given here.

- i) Grammar Translation Method
- ii) Direct Method
- iii) Audio Lingual Method
- iv) Communicative Method

i) Grammar Translation Method

Grammar Translation Method (henceforth GT Method) is a traditional method in language teaching and learning. GT Method started from late nineteenth and early twentieth centuries. This method is also known as classical method. This GT Method was first used to teach the classical languages, i.e. Latin and Greek. In GT method, the students were given explanation of individual points of grammar and then they were given sentences which exemplified these points. The target language sentences should be translated into the learners' first language. In this regard, Larsen-Freeman (2010) says:

One of the questions based on this excerpt asks them. Have you ever thought about running away from home? After one –half, the teacher, speaking in Spanish, asks the students to stop and check their work.

Actually, this method is the combination of grammar and translation (p. 12).

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

ii) Direct Method

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

The direct method has one very basic rule: No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to

be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (p.24).

Direct method was appeared with a new school of thinking that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned.

Harmer (2010) says, "Translation was abandoned in favour of the teacher and the students speaking together, relating the grammatical forms they were studying to object and picture, etc in order to establish their meaning" (p. 63).

Target language should be used in the classroom. This direct method was also received as well method when the goal of instruction became learning how to use a foreign language to communicate. Actually, this method conveys the meaning of the forms in the target language through demonstration, visual aids, etc but not through learners' native language. Similarly, Jespersen (1904, p.8) says, "Explanation gives more information than translating a language."

iii) Audio-lingual Method

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

such drills possible.” In audio-lingual approach, four skills are taught separately and dialogue is highly used in teaching. In addition, it emphasizes on certain techniques such as mimicry, memorization, drilling, etc.

iv) Communicative Method

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

Wilkins (1976, as cited in Harmer, 2010, p. 121) says, "Communication required that students performed certain functions as well, such as promising, inviting, and declining invitation with in a social context." This communicative method emphasizes on fluency rather than accuracy; use of authentic language, and communication in the target language. Communicative approach believes error is tolerated and meaning is more important than form.

1.1.4 Techniques of Teaching English

Teaching is transmission of knowledge from teachers to students or creating conditions in which, some students learn from themselves. Anthony (1903, pp. 63-67, as cited in Richards and Rodgers, 2001, p. 19) says:

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

Technique is implementation of a particular trick for an immediate objective. Technique makes the classroom democratic, which creates a teaching learning environment and motivates the learners. There are two types of teaching learning techniques: teacher centered and student centered technique.

1.1.4.1 Teacher-centered Techniques

Teacher-centered techniques play the dominant role in teaching learning activities in context of Nepal. Teacher is the authority in the classroom. This approach is more logical than psychological and emphasizes the product rather than process. The teacher-centered techniques are as follows:

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

i) Lecture

Lecture is a teacher-centered technique. According to Lee (1964, as cited in Agrawal 1996, p. 134) "The lecture is a pedagogical method where by the teachers formally delivers a carefully planned expository address on some practical topic or problem. "The lecture technique refers to the teaching procedure involved in the clarification or explanation to the students of some master idea.

ii) Explanation

Explanation is explicit description or definition of concept or process. According to Paton (as cited in Sharma and Phyak, 2008, p. 112), "Explanation forms a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of their techniques as well as narration and description." The main objective of explanation is to enable the learners to take an intelligent interest in the lesson. Explanation is done to develop insight and understand. Allen and Valette (1997, p. 4) say, "A variety of techniques in the

classroom might be more effective than the very fluent teacher." Explanation is explicit description of concepts. It can be in the form of acting, defining, using sentences, stating synonyms, telling original, etc. For the successful explanation teacher uses demonstration and illustration with the aid of charts, models and so on where necessary.

iii) Illustration

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

iv) Demonstration

Demonstration implies the presentation of pre- arranged series of events or equipment to a group of student for their observation accompanied by exploratory remarks. Demonstration depends upon needs, ideas, materials, procedures, and techniques. Similarly, Allen and Vallette (1997) say, "Teacher aptitude is particularly crucial in the case of ESL students when students from another culture and /or linguistic groups. An American school, their integration

is definitely enhanced if teachers demonstrate a supportive and understanding attitude.” (p. 5)

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

1.1.4.2 Student-centered Teaching and Learning

Students centered teaching falls under the humanistic teaching methodology, in which students are encouraged to make use of their own lives and feelings in the classroom. Richards et al. (1999, p. 359) provide the following points that are included by the student centered teaching.

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

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

- i. Individual Work
- ii. Pair Work
- iii. Group Work
- iv. Project Work
- v. Role Play
- vi. Discovery
- vi. Dramatization

i) Individual Work

Individual work is a general classroom technique of language teaching. In this technique, all the learners are not compelled to do the same thing at the same time in the same work. Learners are given freedom to choose how and what they learn at any particular time. There is learner autonomy and responsibility for learning. Richards et al. (1999, p.147) mention following points:

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

ii) Pair Work

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

iii) Group Work

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

iv) Project Work

Project work is a co-operative language learning technique, which centers around the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students. According to Richards et al. (1985):

The project work is an activity, which centered on the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes place outside classroom (p.295).

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

v) Role Play

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

vi) Discovery Technique

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

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

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

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

vii) Dramatization

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

1.1.5 Teaching English in Rural Areas

The students of rural areas are very much affected by this present ELT system in Nepal. There is a great difference between the performance of urban and rural students. Urban areas' students somehow manage to learn and use English in the context. Patel (n.d.) writes about the urban and rural area learners as:

They are third generation learner having spot and cooperation from parents and environment. But rural students are first generation who takes English as a foster language and thought of life not survivable.

However they might be able to write as requirement of exam but speaking remains out of their range. They learn without knowing what they are learning.

Most of the students of rural areas find it difficult to understand the present literary books. Present teaching method is based on teacher-centered technique. The typical method of teaching is limited within teacher teaching and explaining its simple meaning. The teaching is rarely students centered and most students neither they have chance to do themselves nor they actively participate. English is only taught as an academic subject. In urban high schools, teachers somehow follow the learner-centered techniques. Rural areas' teachers rarely follow the learner-centered techniques which limit the quality of teaching English. Some teachers teach in traditional way because of their qualification. They misunderstand and misuse new materials and methods. Methods should match the levels of students. Teachers who have low qualification teaching in higher level neglect to encourage the students to learn English. They only emphasize on memorization and grammar rules. It is because, either they do not know methods or they cannot implement it. The students are not actively participate in language use. Gnyawali et al (2004) say:

In small rural schools, it is common for a single teacher to be responsible for a broad discipline in its entirety and therefore required to teach multiple subjects, regardless of certification. Finding teacher candidates that are highly qualified in each subject to be taught is and will continue to be a challenge in rural schools. Rural teachers are teaching out of their field of license (p. 34).

The pronunciation, listening and speaking proficiency of teachers are very poor in rural areas. They cannot calmly organize classroom phenomenon. Students are not necessarily guided for self-learning ability. Their result is unsatisfactory. Students are not getting the textbooks on time. They cannot use the teaching aids properly. Even if they do it, they cannot do it properly due to low qualification and negligence. The students do not get the chance to read newspaper, listen to the English songs, and watch English programmes.

1.1.6 Factors Affecting Using English in Rural Areas

Teaching English is different in rural area schools than those of urban areas. Parents of secondary school students in rural areas do not understand the importance of learning a foreign language. The economic condition of rural parents is generally not well- off. Some parents are unable to meet the need of their children in foreign language leaning, i.e. they cannot buy the learning materials. Some learners of rural areas are beyond the control of the parents and have varying degrees of deficiencies that affect their learning of English language. The reason behind it is that the lack of communicative classes and lack of trained teachers and so on. It remains only a matter of formality in school areas. Teachers cannot guide the students properly since they are not well trained and well equipped with teaching aids and students are compelled to rely on self-learning techniques, which makes them poor in performance. Psychologically the rural area students are poor due to the poor environment of learning English.

There are many things, which affect teaching English in rural areas. London (2011) gives some factors affecting English language learning and teaching, they are school resources, class size, quality of teachers and school attendance.

- a) School Resources: School funding is a major determinant of the quality of English language teaching and learning.
- b) Class Size: Overcrowded classrooms constitute another factor that adversely affects the quality of English language instruction.
- c) Quality of Teachers: It is natural that bad teachers are ill equipped to provide high quality English teaching.
- d) School Attendance: Schoolchildren cannot afford to go to school because of poverty.

Likewise, Lynch (n.d.) suggests some critical problems in English language teaching. They are some how related to that of London. The given problems are listed here:

- i) Lack of learners motivation

- ii) Insufficient time, resources and materials
- iii) Over-crowded English classes

When we conclude the above-mentioned scholars' view, we come to say that our classroom teaching is not out of problems. Some vivid classroom problems in rural school areas teaching and learning English are lack of trained teacher and classroom management.

A) Lack of Trained Teachers

Teaching is one of the creative and challenging jobs in the education field. Teacher education is a vital element in preparing teachers for effective classroom performance. In order to provide meaning and effective teaching in the classroom, a good/trained teacher can play dynamic role towards proper direction. Hada (2010, p. 148) says, "Training refers to the process of behavior shaping. Because it makes the teacher perfect in classroom teaching. Training for teacher is comprising and indispensable for the development of competence because today's age is a competitive."

Teaching is a professional activity that requires special knowledge acquired through training and experience. Training improves performance, reduces supervisory burden and job related accident. It is very popular way of transforming technological changes and ensuring job satisfaction, which is not found using by rural areas teachers teaching.

B) Classroom Management

Classroom management includes several issues like furniture arrangement to discipline management to classroom analysis. A well, managed classroom will certainly be more productive than usual. In the English language classes this issue is more crucial as language teaching is heavily based on process more than content.

Management is defined by Gnyawali et al. (2004, p. 326) as “working with and thought others to accomplish the organizations goals. The major reform agenda of the period, ‘effective schools’ was focused on the organization level.”

Classroom management is shifting from the organizational level to the learners. How we present students in the classroom is shaped primarily by what we believed about how students are learned and how to behave. Routines and rules need to function effectively in all classrooms. Classroom management is great problem in rural areas' schools because more than hundred students are compelled to stay in a single classroom.

C) Curriculum Design

Curriculum has been designed based on urban areas. Whatever students write in their annual exam is the assessment of their whole year learning. Only classroom teaching enhance students listening ability as the maximum time is spent in lecturing and students remain almost zero in speaking, i.e. they remain passive.

Moreover, Patel (n.d.) mentions the following five factors which make the learning of ELT more diverse in rural area.

i) Rural students are deprived of technology.

Rural students are deprived of technology as enjoyed by urban students. Lack of technology, books and other things become an obstacle in their learning process. Students of urban school take entertainment with computer, tape recorders and so on. However, rural teachers enjoy with chalk and black board and if some schools manage the technology, they are unfamiliar with those technologies.

ii) They have only used chalk and blackboards at the name of audio-visual instrument.

Rural teachers can teach more effectively and creatively no doubt but they are compelled to use chalk and blackboard as an audio-visual instrument with large

class of hundred students. Government has started to train the teachers for developing communicative skills but all these efforts have been fruitless up to now.

iii) Rural students do not get the opportunity to interact.

Rural area students do not get opportunity to interact with peer groups. All the other subjects are taught in their mother tongue. Therefore, like the other subjects, students take English as a subject not a language. The problem begins from the primary level not only in secondary level. The teacher has to use mother tongue to make them understand.

iv) The rural students can be influenced by mother tongue.

Mother tongue influence can also be seen because the students were not begun proper pronunciation drill from the primary level. For example school /Isku:l/ instead of /sku:l/, book as /buk/ instead of /bu:k/ and so on. It is impossible to correct these influence.

1.2 Review of the Related Literature

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

Shrestha (1995) conducted a research entitled "A comparative study of proficiency in English grammar between the students of the urban and rural schools in Kathmandu valley". Her objective was to find out the proficiency status of the Kathmandu valley and urban schools of the Kathmandu valley. And she found the urban students could follow the instructions of the questions on their own whereas the rural students had to the given repeated orientation in Nepali or Newari language and they have a very limited knowledge in tense, structural formation, possessive pronouns and forms of be verbs.

Regmi (2004) carried out a research entitled " 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 are taught using group work progressed relatively better than the students who were taught using explanation.

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

Bhandari (2005) carried out a research entitled "The Effectiveness of Group work and Pairwork Techniques in Teaching Communicative Function 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 more effective than group work technique for teaching communicative function n general.

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

Rawal (2008) carried out a research entitled "Techniques of Teaching Vocabulary Used by Public and Private school Teachers: A Comparative Study." He found that about 50 per cent public teachers used translation techniques and less used pictures, definitions and contextual presentation and definition. In addition, 50 per cent private school teachers used contextual explanation to teach vocabulary. They similarly used pictures, synonyms and somehow translations also.

Gautam (2010) carried out a research entitled "Teachers Perspective on Applicability of Student-centered Teaching." His objective was to examine the applicability of student-centered teaching techniques form secondary level teachers perspective. He found that involving students in classroom activity

while teaching English is a good way of teaching but large class size affects to the implementation of student centered teaching in the classroom.

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

All the aforementioned studies show the different aspects of teaching English. None of them is related to the teaching techniques in rural areas. In this way, my research work is different from the ones reviewed above.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To explore the techniques used to teach English in rural area.
- ii) To list pedagogical implications.

1.4 Significance of the Study

Teaching English seems to be important aspect for learning language in Secondary level classes. Teaching English means dealing with teaching techniques. This research has explored the techniques used in rural area schools. Therefore, this research will be useful while prescribing and designing teaching materials and syllabus for secondary level classes. This research will equally be significant to those who write textbooks and study child characteristics.

CHAPTER TWO

METHODOLOGY

In order to accomplish the objectives of this study, I adopted the following methodology:

2.1 Sources of Data

The researcher used both the primary and secondary sources of data. Thus, this study was based on the following source of information.

2.1.1 Primary Sources of Data

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

2.1.2 Secondary Sources of Data

For the facilitation of the study, I consulted Jespersen (1904), Cross (1992), Crystal (1992), Dhungana (2003), Bhandari (2005), Harmer (2008), Gautam (2010), Giri (2010), Larsen-Freeman (2010), theses, articles, websites which were related to the study.

2.2 Population of the Study

The population of this study were the secondary level teachers who are teaching in Pyuthan district.

2.3 Sampling Procedure

The researcher used purposive nonrandom sampling for the selection of schools and the teachers. He selected ten teachers from ten secondary schools of Pyuthan district and observed five classes of each.

2.4 Tools for Data Collection

An observation form was developed for observation. The observation form (see Appendix I) contained the information related to the techniques used by teachers.

2.5 Process of Data Collection

To collect the data from primary sources, the researcher visited the school head teachers to create rapport with them. He then contacted to the related teachers and kept better relation with them. Then he observed five classes of each teacher and filled up the observation form.

2.6 Limitations of the Study

The study had the following limitations:

- i) The researcher was based on only the ways the teachers teach in the classroom.
- ii) Only ten government-aided schools of Pyuthan district were selected.
- iii) Only the secondary level classes were observed for data collection.
- iv) Only fifty classes of ten teachers (five from each school) were observed.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter mainly concerned with the analysis and interpretation of carefully collected data from primary sources to fulfill the given objectives. As stated in methodology, the researcher used the classroom observation tool. The main objective of this study was to find out the techniques used by English teachers in rural area schools. The data were analyzed to make the study more objective and clear. The data had been grouped under two headings and seven subheadings and they are analyzed separately.

3.1 Holistic Analysis of Teaching Language Items

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

Table No. 1

Techniques Used in Different Language Items

Categories	Techniques	Frequency	Percentage
Teacher Centered	Explanation	12	24
	Illustration	1	2
Student Centered	Role play	4	8
Others	Text Reading	2	4
	Use of Tape Recorder	1	2
	Dictation	3	6
	Dialogue	2	4
	Guessing	15	30

Categories	Techniques	Frequency	Percentage
Others	Drill	3	6
	Translation	9	18
	Reading Aloud	8	16
	Summarizing	8	16
	Question Answering	14	28
	Control	3	6
	Guided	8	16
	Free	2	4
	Description	3	6
	Deductive	5	10
	Pattern practice	5	10
	Inductive	1	2
	Synonym/Antonym	4	8

The above table clearly shows that the number of techniques used by English teachers while teaching. Twelve teachers (i.e. 24%) used explanation technique for reading and one (i.e. 16.66%) used illustration technique for teaching grammar. Similarly, four teachers (i.e. 8%) used role play technique for teaching speaking and two (i.e. 4%) used text reading for listening. Likewise, one teacher (i.e. 2%) used tape recorder and three (i.e. 6%) used dictation for teaching listening. Two teachers (i.e. 4%) used dialogue and on the other hand, fifteen (i.e. 30%) used guessing technique. Similarly, three teachers (i.e. 6%) used drill and nine (i.e. 18%) used translation for teaching reading and vocabulary. In the same way, eight teachers (i.e. 16%) used reading aloud and question answer technique. Three teachers (i.e. 6%) used control technique, eight (i.e. 16%) used guided technique and two (i.e. 4%) used free technique while teaching writing. Three teachers (i.e. 6%) used description and five (i.e.

10%) used deductive technique while teaching grammar. Finally, five teachers (i.e. 10%) used pattern practice, one teacher used inductive technique in grammar and four (i.e. 8%) used synonym and antonym in teaching vocabulary.

3.2 Techniques Used in Teaching Different Skills

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

3.2.1 Techniques Used in Teaching Listening

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

Table No. 2

Techniques Used in Teaching Listening Activities

Language Item	Technique	Frequency	Percentage
Listening	Text Reading	2	33.33%
	Use of tape recorder	1	16.66%
	Dictation	3	83.33%

Listening skill is acquired through exposure but not through teaching. It involves the construction of message on the basis of what has been spoken and what they listened to or they have already known about the topic. The above table states that numbers of classes have been conducted in listening activities. It is observed that two teachers (i.e. 33.33%) used text-reading technique. Similarly, one teacher (i.e. 16.66%) used tape-recorder in teaching listening

skill. Lastly, three teachers (i.e. 83.33%) used dictation technique. Finally, this analysis shows that among these three techniques dictation technique is mostly used in teaching listening activities in schools of rural area.

3.2.2 Techniques Used in Teaching Speaking

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

Table No. 3

Techniques Used in Teaching Speaking Activities

Language Item	Technique	Frequency	Percentage
Speaking	Role play	4	66.67
	Dialogue	2	33.33
	Guessing	2	33.33
	Drill	3	50
	Translation	5	83.33

Speaking is the ability to express speakers' ideas, feelings and emotions fluently in a language. It is difficult for language learners because effective oral communication requires to use language appropriately in social interaction. The above table clearly states that the techniques used by the teachers while teaching speaking activities. I observed the six teachers’ speaking classes and

techniques used by them while teaching speaking. Among them four teachers (i.e. 66.66%) used role play technique, two (i.e. 33.33%) used dialogue. Likewise, two teachers (i.e. 33.33%) used guessing. Similarly, three teachers (i.e. 50%) used drill and finally, five (i.e. 83.33%) used translation technique. Thus, the above data states that majority of the teachers were used role play technique in teaching speaking in schools of rural area.

3.2.3 Techniques Used in Teaching Reading

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

Table No. 4

Techniques used in Teaching Reading Activities

Language Item	Techniques	Frequency	Percentage
Reading	Explanation	12	70
	Reading aloud	8	50
	Guessing	13	81.25
	Summarizing	8	50
	Question answer	14	87.5

The table above reveals that twelve teachers (i.e. 70%) used explanation technique while teaching reading. Likewise, eight teachers (i.e. 50%) used the reading aloud technique. Similarly, thirteen teachers (i.e. 82.25%) used guessing technique. In the same way, eight teachers (i.e. 50%) used

summarizing technique. Finally, fourteen teachers (i.e. 87.5%) used question answer technique. Thus, the above data states that majority of the teachers used question answer technique in teaching English in rural area schools.

3.2.4 Techniques Used in Teaching Writing

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

Table No. 5
Techniques Used in Teaching Writing Activities

Language Item	Technique	Frequency	Percentage
Writing	Control	3	25
	Guided	8	66.66
	Free	2	16.66
	Descriptive	3	25

The table above clearly states that the number of classes the teacher devoted in writing activities. Three teachers (i.e. 25%) used controlled technique. Similarly, eight teachers (i.e. 66.66%) used guided writing, three (i.e. 16.66%) used free writing and three (i.e. 25%) used descriptive technique in teaching writing. Thus, the above data states that majority of the teachers used guided writing while teaching writing activities.

3.2.5 Techniques Used in Teaching Grammatical Items

Grammar is connections of words and word groups in an acceptable structure. It is defined as how words are combined to form acceptable units of meaning within a language. Grammar is central to the teaching and learning language. The researcher observed six classes of teaching grammatical items. The teachers used deductive, pattern practice, illustration and inductive techniques. The following table clearly shows the techniques used by the teachers while teaching grammatical items.

Table No. 6

Use of Techniques in Teaching Grammatical Items

Language Item	Technique	Frequency	Percentage
Grammatical Items	Deductive	5	83.33
	Pattern Practice	5	83.33
	Illustration	1	16.66
	Inductive	1	16.66

The above table states the number of classes conducted for teaching grammatical items. It is observed that five teachers (i.e. 83.33%) used deductive technique. Similarly, five teachers (i.e. 83.33%) used pattern practice and one (i.e. 16.66%) used illustration technique and one (i.e. 16.66%) used inductive in teaching grammatical items. Thus, in conclusion, the majority of the teachers used deductive and pattern practice technique for teaching grammatical activities in schools of rural area than illustration and other techniques.

3.2.6 Techniques Used in Teaching Vocabulary Items

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

Table No. 7

Techniques Used in Teaching Vocabulary

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

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

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

1. The teachers of rural areas used explanation, illustration, role play, text reading, dictation, dialogue, guessing, drill, translation, reading aloud, summarizing, question answer, controlled, guided, , free, descriptive , pattern practice, inductive and synonym and antonym techniques while teaching English.
2. Text reading, tape recorder and dictation techniques were found being used in teaching listening. While observing listening classes it was found that 33.33% teachers used textbook reading and 83.33% used dictation technique.
3. Role play, dialogue, guessing, drill and translation techniques were found being used in teaching speaking. While teaching speaking, it was found that 66.66% teachers used role-play technique. Similarly, 33.33% teacher used dialogue and guessing teaching. Likewise, 50% teachers used drill and 83.33% teachers used translation technique.
4. Explanation, reading aloud, guessing, summarizing and question answer techniques were found being used in teaching reading. It was found that 70% teachers used explanation technique for teaching reading skill. Similarly, fifty per cent teachers used reading aloud and summarizing technique. Likewise, 81.5% teachers used guessing technique and 87.5% teachers used question answer technique.
5. Controlled, guided, free and descriptive techniques were found being used in teaching writing. Guided writing was used by 66.66% teachers and 25% teachers used controlled and 2% used free techniques.

6. Deductive, pattern practice, illustration and inductive techniques were found being used in teaching grammatical items. Deductive technique and pattern practice were found being used by 83.33% teachers and illustration and inductive technique were used by 16.66% teachers.
7. Synonyms, antonyms and translation techniques were found being used in teaching vocabulary items.

4.2 Recommendations

1. The teacher of rural area schools are found using more teacher centered techniques than learner-centered ones. They are suggested to use learner-centered techniques while teaching.
2. The teacher of rural areas are suggested to use cassette players or tape recorders to enhance the listening skill rather than using text reading and dictation techniques.
3. Listening should be taught using cassette players or tape recorders rather than text reading and dictation techniques.
4. Since majority of classes were found using guessing technique in teaching speaking and reading classes. It should be decreased by using other learner-centered techniques.
5. The teacher of rural areas are suggested to use contextualization and demonstration techniques to enhance the reading skill of the students rather than explanation technique.
6. While observing the speaking classes only role play technique was found being used by the teachers. It will better to use other techniques like pair work, group work and so on.
7. Majority of the teachers were found using guided writing technique, so to develop the writing capability of the students, teachers should encourage to use free writing technique.

8. Majority of classes were not found using demonstration technique, so they are suggested to use this technique to make the classes more effective and interactive.
9. Since 83.33% classes were taught by using deductive and pattern practice in grammar, these techniques should be reduced by using other techniques like inductive technique and contextualization technique.
10. Vocabularies were taught using synonyms, antonyms, and translation only. It is strongly recommended to use other technique like contextualization and realia or teaching materials.

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Appendix I

Classroom Observation Form

Teacher's Name:

Date:

Language Item:

Time:

Name of the School:

Period:

S.N	Lecture Centered Techniques	Yes	No	Remarks
1	Lecture			
2	Explanation			
3	Illustration			
4	Demonstration			
Learner Centered Techniques				
5	Individualization			
6	Pair Work			
7	Group Work			
8	Role Play			
9	Project Work			
10	Discovery Technique			
11	Drama			
12	Strip Story			

Other Techniques		Yes	No	Remark
14	drilling			
15	repetition			
17	verbal illustration			
18	narration			
19	description			
21	Translation			
22	using rhymes			
23	Games			
24	question answer			
25	communicative exercises			
26	use of gestures			
27	Oral exercises			
28	using public/private pairs			
29	using authentic materials			