

# CHAPTER ONE

## INTRODUCTION

### 1. General Background

Language is a voluntary vocal system of human communication. According to Wardhaugh (1998, p. 1) "Language is what the member of particular society speak." This definition shows that languages express human personality.

According to Jespersen (1904, p. 4) "Language is not an end itself it is a way of connection between souls, means of communication". Language is a means of communication through which people share their ideas, feeling, thoughts and emotions. Every people does not know every language so people need to learn other languages which are useful for them.

English is a global language. It has broader values in the world. It is a language of the UNO and global communication and it is a lingua franca also. So, English has great importance in this modern world.

Teaching is a very challenging profession. Only a few people can teach successfully because teachers need many qualities for successful teaching.

Teaching profession is an art and teacher is an artist. Only standing in front of the classroom and delivering the lecture what he/she knows about the content and subject matter is not sufficient to be a professional teacher. To be a successful teacher he/she should have professional, personal and social qualities.

English language teaching is not a simple task, teachers have to face many difficulties. Teachers should have the knowledge of modern instructional technology. During the past time many English language teaching strategies have been developed. This is the period of the 21<sup>st</sup> century of scientific era. In the field of language teaching there have been many instructional technologies developed. Therefore, a good deal of concern for making teaching more

scientific. There is a substantial body of information about the strategies used in teaching.

While tackling with English language teaching difficulties every teacher has to face many problems. Teachers should have broader and extensive knowledge of teaching strategies. If the language teacher does not know about teaching strategies there is no successful and effective teaching.

There are many issues in English language teaching. According to Nicholls and Maidment (1988) providing equal opportunity to the learners in the ESL classroom, cultural and linguistic diversity, content and appropriate teaching methods, language policy and practice, making use of students' linguistic resources, using mother tongue in the classroom, assessment system, implementation of teacher training and largest classroom size are the main problems and issues for the ESL teacher.

Thus, ESL teacher has to face with these issues which generally occur in teaching. Pokhrel (2007, p. 98) has given about how should teacher behave in the classroom.

- ) Have patients, if someone has question, do not be rude when he/she is trying to understand you.
- ) Make sure that you have full understanding of the content and subject matter.
- ) Students need homework but do not give so much.
- ) Be willing to work with your students.
- ) It is quite unprofessional to come in class dressed like a 16 years old girl/boy.
- ) Create variety of techniques.
- ) Give eye to eye contact.
- ) Change your teaching style because students feel boring.

According to Singh and Rana (2004, p. 3)

As a selector of instructional strategies the effective teacher will plan to influence directly or indirectly the learning process by varying his behaviour, tailor the subject matter to meet the needed interest of each individual; arrange a variety of media including books, lecture note, homework, visual aids programme, discussion (p.3).

Effective teacher is the one who maximizes the achievement of students and who acts in accordance with an explicit set of principles that has order and coherence in particular instructional context. For effective teaching, so many condition, situation and environment play very important role, one strategy or approach or method or technique for one target group in a certain time can be impressive and effective but not in another group and time. For effective teaching it can be determined from teachers' behaviours, learners' behaviours, classroom interaction and result of learning. The strategies used in teaching process are necessary part of scientific teaching. Without any plan in the teaching process no teacher can be effective in his delivery. Consequently classroom teaching strategies have become one of the important part of the world's education to maintain quality education and to bring change in educational system.

Strategies are those specific presentation which include all activities done in the classroom. There is an old proverb which states "give a man a fish and he eats for a day, teach him how to catch fish and he eats for a life time", Rubin Wenden (1987, p. 50). This proverb is very close to the term 'strategy'. As strategy refers to how to do something. "Strategies are the tools for active self directed involvement needed for developing second language communicative ability", O' Malley and Chamot (1990, p. 30).

Thus, for effective and successful language teaching teachers should follow specific strategies which enhance and promote the communicative abilities of the students. Therefore, the focus of this study is on classroom teaching strategies. This study analyzes the classroom activities in terms of use of curricular materials in the classroom teaching processes and assessment practices at higher secondary level English classroom.

### **1.1 Approaches Methods and Techniques**

Approach, method and technique, are most frequently used terms in the field of language teaching. An attempt to clarify the difference between approach, method and technique, Anthony (1963, pp. 63-67 as cited in Richards and Rodgers, 2001, pp. 19-20) identified three levels of conceptualization and organization of them.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught, Anthony (1963 as cited in Richards and Rodgers, 2001, p. 19). Similarly, method as,

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, a method is procedural. Within one approach, there can be many methods, (ibid).

And, technique is defined as,

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

approach as well. Anthony (1963 as cited in Richards and Rodgers., 2001, p. 19).

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skill to be taught, the content to be taught and the order in which the content will be presented; technique is the level at which classroom procedures are described, Richards and Rodgers (2001, p. 19).

According to Orlich et al. (2010, p. 4) "method is some orderly doing way of something. Techniques signify a series of steps that one takes to employ and general model in the classroom."

### **1.1.1 Strategy and Style**

Strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized 'battle plan' that might vary from movement to movement, day to day, year to year. Strategies vary intra-individuality each of us has whole host of possible way to solve. Strategies are those specific 'attacks' that we make on a given problem. They are movement by movement technique that we employ to solve problem, Brown (1994, p. 103). "Strategies are thoughtful planning to do something", Orlich et al. (2010, p. 4). Strategy is defined as something a teacher arranges that is designed to establish interaction between the teacher, the students and the subject matter or any combination of these three dimensions", Singh and Rana (2004, p. 3).

A similar term to above terms is style also. A style is also defined by Brown (1994, p. 103) as

Style is a term that refers to consistent and rather enduring tendencies or, preferences with an individual. Styles are those general characteristics of intellectual functioning (and personality type, as well) that especially pertain to you as an individual that differentiate you from someone else. For example, you might be more visually oriented, more tolerant of ambiguity or more reflective than someone else-these would be style that characterize a general pattern in your thinking or feeling.

Thus, styles are individual differences in doing some task which differentiate one individual from other.

From the above discussion of approach, method, technique, strategy and style, it can be concluded that, an approach is assumption or belief about language teaching and learning. A method is procedural and sequential plan for systematic and scientific presentation of teaching item. Techniques are overall activities carried out in classroom to achieve specified objectives. Strategy is a goal oriented plan which vary from context to context, time to time and person to person. Likewise, style refers to personal way of presenting some teaching items that way makes him different from someone else. Whatever term is used, all refer to something similar, which is a process of delivering subject matter in the classroom for certain achievements.

### **1.1.2 Learning Strategies and Teaching Strategies**

For effective and successful teaching and learning, strategies play a vital role. Learners use different learning strategies to solve particular problem. Teaching and learning strategies are important for educational development. They are described as follows:

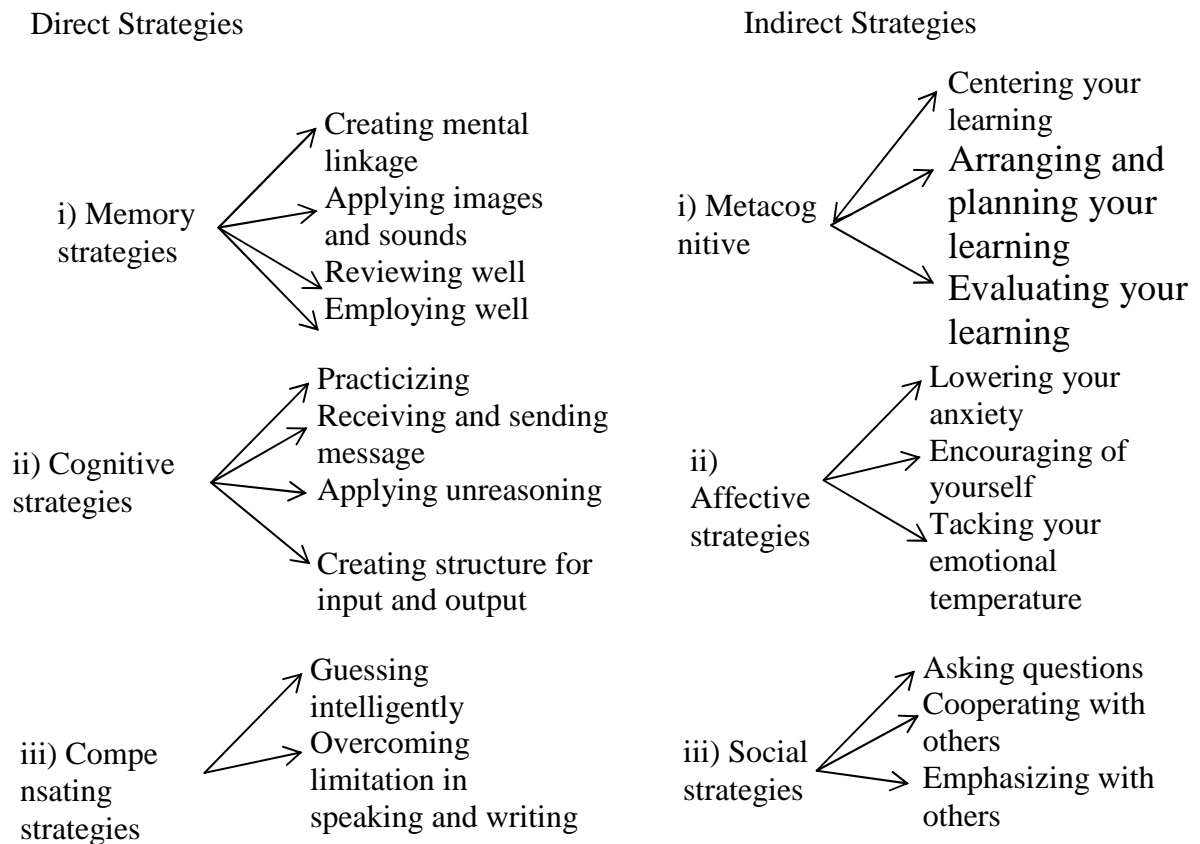
### **1.1.2.1 Learning Strategies**

Strategies are those specific 'attack' that we make on a given problem by thoughtful planning. They are the movement by movement technique that we employ to solve specific problem. Students use variety of learning strategies in different contexts. Strategies help students to become more aware of their own learning style. Learning strategies are the processes that underlie performance on thinking task, Nisbet and Shucksmith (1986, p. 9). "Language learning strategies as the special thought or behaviour that individual use to help them comprehend learn or retain new information", O'Malley and Chamot (1990, p. 11). Rubin (1975, p. 43) provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge", (cited in Griffiths, 2004). Rubin, also focuses on technique used by learners to get information.

Thus, learning strategies are particular action or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective, more purposive and more transferable to a new situation. Strategy is an extremely powerful learning tool. Learning strategies vary from person to person, situation to situation and content to content. Selection of a strategy depends on individual choices.

Oxford (2003) makes the distinction between learning style and strategies. According to Oxford, the former refers to "general approaches to learning a language and the later to the specific behaviour or thought learner use to enhance their language learning" (p. 1). O'Malley and Chamot (1990) put a three part strategies taxonomy based on their researches. They are meta-cognitive, cognitive and social/affective strategies. Oxford (2003) has summed up all the learning strategies under the following diagram.

**Figure No. 1**



(Adapted from Oxford, 2003)

Hedge (2000) has given four types of learning strategies used by good language learner. They are described in the following section so as to include all the above.

### **I) Cognitive Strategies**

These strategies enable the learner to manipulate the language material, in direct way. For example, through reasoning, analysis and note taking, summarizing, synthesizing, outlining or recognizing information to develop. Stronger schemas (Knowledge structure) practising in naturalistic settings and practicing the structure sound formally, Oxford (2003).

### **II) Metacognitive Strategies**



Meta means above or beyond, metacognitive means beyond the cognitive. These strategies are used for managing the learning processes. According to Hedge (2000, pp. 7-8) involve in planning for learning, thinking about learning and how to make it effective, self monitoring during learning and evaluation of how successful learning takes place after working on language on some ways. When the learners preview the next unit of written work or review the note they have made during class then they are using metacognitive strategies. Planning, direct attention, selective attention, self management, self monitoring and self evaluation are the metacognitive strategies.

### **III) Socio affective Strategies**

Oxford (1990) has used affective and social strategies separately. To Oxford, affective strategies are concerned with the learners' emotional requirements such as confidence; while social strategies lead to increased interaction with the target language. These strategies, in fact, provide learner with opportunities for practice, for example, initiating conversation with native speakers using other people as informants about the language collaboration of task, listening to radio or watching TV program in the language or spending extra time in the language laboratory. Thus, these strategies connect the affective factor of learners to the outside world.

### **IV) Communication Strategies**

Sometime it is included under learner strategies. All the skill and action used to communicate in language learning fall under this category. When learners use gestures, mimes, synonyms, paraphrases and cognate words from their first language; they are using communicative strategies, Hedge (2000, pp. 78-79). These strategies add special value when learners involve in communication. So, these are the strategies to promote communication with other when the learner need to compensate inadequate means. They give opportunity to continue communication rather than abandon it, as a result, input of language process increased by the learners' cognitive strategies.

### 1.1.2.2 Teaching Strategies

A teacher can start his job in any way which he prefers but the most crucial thing is that the way must be student centered. What activities the teacher does to present his subject matter in the classroom all come under strategies. It is the teacher's ability to what extent he can engage students in variety of activities and enable them to be more creative, imiginative and communicative in the language classroom. We can say that teaching strategies are tools, steps, techniques or activities to make language learner active and self directed in communicative activities. Strategies are those activities that a teacher conducts in the classroom systematically or in organized way.

According to Singh and Rana (2004, p. 3) teaching strategies are usually formulated in an attempt to move a student from point A to point B on a continuum. For example,

Figure No. 2

Strategies

A \_\_\_\_\_ B

(Adapted from Singh and Rana, 2004)

In the above diagram, the students are at the point A. It means students are unknown to the subject matter, they are in initial position in the classroom. The teacher should start the subject matter employing different teaching strategies so as to understand the whole subject matter by students easily. After that, the students arrive at the point B it means, there is successful teaching and learning of language or subject matter.

Singh and Rana (2004) have given some guidelines to teaching strategies as follows:

- ) Teaching strategies should develop individual's 'predisposition'.
- ) Teaching strategies should be 'Structured' so that learner can grasp the information provided readily.

- ) Teaching strategies should be 'sequenced' in the most effective manner.
- ) Teaching strategies should be designed with consequence' of proper perspective of reward and punishment.

Thus, predisposition, structure, sequence and consequence are the major four features of teaching strategies.

Singh and Rana (2004) have given the following types of method of teaching strategies.

- i) Lecture
- ii) Case analysis and case history
- iii) Demonstration
- iv) Project and research reports
- v) Field trip
- vi) Media and education technology
- vii) Laboratory

Similarly, Martin (2007) has given the more prominent teaching strategies as follows:

- i. Lecture
- ii. Case method
- iii. Discussion
- iv. Co-operative learning
- v. Active learning
- vi. Integrating technology
- vii. Distance learning

## **I) Lecture**

According to Lee (quoted in Aggrawal, 1996, p. 35) "The lecture is a pedagogical method where by the teacher formally delivers a carefully planned expository address on some particular topic or problem". For many years, lecture method was most widely used instructional strategy in college classroom. The usefulness of other teaching strategies are being widely examined today, the lecture still remains an important way to communicate information. The advantages of lecture are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecture minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

Following recommendations can help to make the lecture approach more effective.

- ) Fit the lecture to the audience.
- ) Focus your topic-remember you can not cover everything in one lecture.
- ) Organize your topic for clarity.
- ) Select appropriate example or illustration.
- ) Present more than one side of an issue and be sensitive to other perspective.
- ) Repeat point when necessary.
- ) Be aware of your audience-notice their feedback.
- ) Be enthusiastic you do not have to be an entertainer but you should be excited by your topic.

### **a) Strengths**

- ) It is economical, large number of students can be taught at a time.

- ) Saves time and covers syllabus in a limited time.
- ) Very effective in giving factual information and in relating some of the thrilling anecdotes.
- ) Makes the work of the teacher very simple.
- ) A good lecture not only stimulates the students but also lingers long in their imagination, motivates students to become good orators.
- ) Provides better scope for clarification and for laying stress on significant ideas.
- ) Brings a personal contact and touch to impress and influence the pupils.
- ) Provides flexibility.
- ) Develops good audience habit.
- ) Provides opportunity of correcting events and subjects.
- ) Enables the linkage of previous knowledge with the new one.

#### **b) Limitations**

- ) There is a very little scope for pupil's activity.
- ) It does not take into consideration individual differences.
- ) It is against the principle of learning by doing.
- ) It spoon feeds the students without developing their power of reasoning.
- ) Speed of lecture may be too fast.
- ) Lecture is likely to cover more content without realizing that little learning takes place.
- ) Lecture may become monotonous to the students, very few teachers can keep the interest of the students up to the end.
- ) An average student may not be able to fix up his/her attention.

## **II) Active learning**

Active learning is a learning environment that allows students to talk and listen, read, write and reflect as they approach course content through problem solving exercises, informal small group, simulation, case study, role playing and other activities all of which require student to apply what they are learning. Many study show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspective. Teaching strategies should be carefully matched to the teaching objectives of particular lesson.

## **III) Integrating Technology**

Today, educators realize that computer literacy is an important part of student's education. Technology is a part of human life in this modern world. So that, in teaching strategies also technology plays crucial role. OHP, multimedia projector, computer assisted language learning and language laboratory. are the modern technology in the field of language teaching which play crucial role to teach effectively and scientifically.

## **IV) Distance Learning**

Distance learning is a form of teaching and learning in which the teacher and learner are not in the same place at the same time. Distance learning is also a kind of teaching strategy. People can learn what they want by distance without direct contact.

Other strategies given by Martin (2007) are described later with other strategies.

According to Good (1979) teacher's strategies are the vital part of effective teaching. He has given the following types of teaching strategies.

- i) Classroom management
- ii) Structuring
- iii) Tasks
- iv) Grouping

### **i) Classroom management**

According to Good (1979, p. 85), managerial skills on the part of the teacher are essential component of good teaching. Learners develop communicative competence in a language by conversing in socially and pedagogically structured situation, so the classroom should be well managed for academic purpose. For effective teaching learning activities, teacher should manage classroom physically and psychologically. The physical environment means the benches of the classroom should be managed as per the number of students and for teaching procedures for desired content. In well managed classroom discipline problems are few and learners are actively engaged in learning task and activities. Thus, classroom management is the intergal part of teaching learning environment.

### **II) Structuring**

Teaching item should be well structured to the level of students. The teacher should deliver the teaching item logically and psychologically to the student. If the teaching item is not structured appropriately to the level of student there is no success of teaching. So that, it is needed to structure teaching item well in advance.

### **III) Grouping**

The students should be grouped for their active participation in teaching learning situation. Group of students should be formed on the basis of their abilities, common characteristics and diversities. It means the grouping of students should be based on the basis of specific criteria. Language learning takes place in group effectively, so that, students should be grouped wisely as

per the situation. An effective teacher understands how different kind of grouping can impede to promote learning.

#### **IV) Tasks**

Tasks are the work that the students perform for learning in the classroom to achieve particular objectives. The task should be given according to the level of the students. The teacher has to make decision about the different kinds of tasks, learning strategies and teaching materials. The teacher should monitor on given task and provide feedback on how well it has have been completed. Tasks develop creativity and critical thinking power of students at a given time. Tasks are given for long and short term period .

Similarly, Killen (2006) has given nine teaching strategies which are described as follows.

- i) Direct Instructions as a Teaching Strategy
- ii) Small Group Work as a Teaching Strategy
- iii) Discussion as a Teaching Strategy
- iv) Problem Solving as a Teaching Strategy
- v) Student Research as a Teaching Strategy
- vi) Case Study as a Teaching Strategy
- vii) Student Writing as Teaching Strategy
- viii) Cooperative Learning as a Teaching Strategy
- ix) Role Play as a Teaching Strategy

#### **i) Direct Instruction as a Teaching Strategy**

The term direct instruction is also called explicit instruction which usually refers to whole class expository teaching technique (Sometime less flatteringly called 'Chalk and Talk'). Common form of direct instruction include lecture and demonstration. They are the teacher centered approaches in which the teacher delivers academic content in a highly structured format, directing the activities



of learners and maintaining a focus on academic achievement, Killen (2006, p. 101).

Killen (2006) has given the following features of direct strategy.

- ) Teacher controls the time for various instructional strategies.
- ) The learning outcome are clear to the students.
- ) There is an emphasis on academic achievement.
- ) The teacher organizes and controls the sequencing of lesson activities.
- ) Feedback to students is academically oriented.
- ) The teacher carefully monitors student activities and learning.

Direct instruction (DI) is also called a lecture which is old fashioned strategy of teaching so it is often criticized. According to the Rosenshine, (1986), Ross and Kyle (1987); Rosenshine (1995) (as cited in Killen, 2006). There are mainly two reasons why many teachers still use direct instruction as teaching strategy. Some teachers use direct instruction because it gives them maximum control over what, when and how students learn and this is intuitively attractive to many teacher because it has strong research support. Another reason for using DI is that, in some circumstances, it is simply the most appropriate strategy to use. For example, when students are being introduced to a new area of study it may be useful to develop their basic knowledge and skill through DI technique before giving them a more active role in knowledge seeking through strategies such as problem solving and or cooperation. Brookfield (1998 as cited in Killen, 2006) suggests, time when ideas need to be laid out for students so that, their inter connections are obvious before student can discuss or reflect critically on those ideas. In such situation, DI is quite appropriate.

DI should be wisely and thoughtfully used for successful application as a instructional strategy. The application of this strategy depends primarily on the teacher's effort. Positive classroom climate is maintained and students enjoy learning. DI emphasizes 'teaching on small steps', providing for student

practice after each step, guiding students during initial practices and providing all students with a high level of successful practice; Rosenshine (1987, p. 34 as cited in Killen, 2006, p. 106).

According to Killen (2006, p. 108), to teach clearly by using this strategy, it is important to do the following:

- ) Plan well in advance.
- ) Make sure that you have a deep understanding of subject matter.
- ) Prepare a written plan for every lesson.
- ) Make sure that, student understand what outcome they are supposed to be achieving.
- ) Write carefully worded key lesson, use them to guide students' thinking.
- ) Make sure that, you have clear definition and explanation for all key concept.
- ) Include appropriate example.
- ) Be conscious of your vocabulary, define all new Jargon and do not make vague expression.
- ) Reflect on every lesson.
- ) Make deliberate connection between lesson and key points.

Similarly, Killen (2006, p. 110) has given the teachers role in the classroom as follows:

- ) Helping students to achieve specific outcomes.
- ) Providing opportunity to learn by presenting relevant information.
- ) Asking questions to prompt thinking.
- ) Encouraging to think independently.
- ) Encouraging and rewarding students' effort.

## **ii) Small Group Work as a Teaching Strategy**

Group work means to perform a task within a group. The question is that what is group, the group occurs when you ask two or more students to work together.

All approaches to group work have a distinguishing feature that students work together without direct intervention by the teacher, for at least some of the time. This does not mean that students are left to their own devices to learn whatever they like (Killen, 2006, p. 159). The teacher's role is to manage the learning environment and students can interact productively under the teacher's supervision. Group work develops a deep understanding of subject matter.

The reason for using group work is that, it offers greater opportunity for students to learn than would be possible in whole class teaching. The achievement depends on the students' collaboration. General strategies for group work are:

- ) Plan for each step of group work.
- ) Carefully explain to your class how the group will operate and how students will be graded.
- ) Give students the skill they need to succeed in group.
- ) Create group task that requires interdependence.
- ) Make the group work relevant.
- ) Create assignment that fit the students' skill and ability.
- ) Assign group task that allow for a fair division of labor.

## **A. Types of Group Work**

The different types of group work are described as follows:

### **a) The Combining Arrangement**

It is an ideal arrangement for group work because it ensures interest and participation of students. Each learner in a group has unique piece of information. There is equality and mutual dependency between the members. The goals are negotiation input, mastering content and fluency.

### **b) Cooperating Arrangement**

This is the most common kind of group work. All learners have equal access to the same information and to each other's view of it. The members of the group sit in horse shoe. Homogeneous group is best in terms of students' performance. Goals are new learning item and developing fluency.

### **c) Superior-Inferior Arrangement**

This is similar to traditional classroom teaching. In this type, one or more learners have all information that other group need to complete. There is in equal social relationship between the learners. Knowers deserve superior and seekers deserve inferior position.

### **d) Individual Arrangement**

Each learner has the same information but has to perform different part of it. Members sit facing to each other in a circle. Social relationship is equal but focus on individual performance.

## **B. Creating Groups**

Harmer (2007, pp. 168-171) has given the following principle for the creation of group

### **a) Friendship**

To make sure that we put friends with friends than with other whom they find unpleasant, we have to make an observation in classroom but it may not be accurate. We can ask them to get into group with whom they want to work. A more informed way of grouping students is a sociogram.

### **b) Streaming**

We can create group or pair on the basis of students' ability. We can group brilliant, average and poor students. We can mix the students having different ability. It is helpful for weaker students because they can get help from brilliant ones.

### **c) Chance**

It demands little pre-planning, it is the easiest way of grouping students. We can make a group of people sitting next or near to each other. A way of organizing pair work is the 'wheels scenario', Scrivener (2005, p. 89 as cited in Harmer, 2007, p. 170). Half of the students stand in a circle facing outwards and other half of the students stand in an outer circle facing inwards.

### **d) Changing Groups**

Groups may change according to requirement of activities. Making group is not permanent for all the time, so it is changeable. We can group the students in any way we feel comfortable, convenient and suitable to the nature of the activity.

### **e) Task**

Sometimes the task may determine who works with whom. Groups are formed on the basis of task of the group member. If the task is about people who are interested in particular leisure activities (Sport, music etc.) that might determine the 'make up' of the group.

### **f) Gender and Status**

We have to remember that in some context man and women working together may not be appropriate. Thus, groups are formed on the basis of gender and status of the member.

## **C. Procedures for Group Work**

Harmer (2007, pp. 171-173) has mentioned the following procedures for group work:

### **a) Before**

To raise interest in students to work in group first they need clear instruction about what they are going to do. The instruction may be followed by demonstration and illustration to make it clear.

### **b) During**

While students are working in group we could stand at a place, observe how they are doing the activity, who are stuck or disengaged. We can also move around the class we can help, correct students and engage in their discussion for a short time.

### **c) After**

When groups stop working together we need to organize feedback session. We want to let them discuss what occurred during the group work session and where necessary, add our own assessment and make correction.

#### **i. Advantages**

- ) It dramatically increases the amount of talking.
- ) The personal relationship are usually less problematic.
- ) It encourages broader skill of cooperation.
- ) It promotes learner's autonomy.

#### **ii. Disadvantages**

- ) It is likely to be noisy.
- ) All the students do not enjoy to participate.
- ) Some students may be passive in group.
- ) Take longer time to organize.

### **iii) Discussion as a Teaching Strategy**

Discussion plays vital role in classroom activity. "Discussion is an orderly process of face to face group interaction in which people exchange ideas", Killen (2006, p. 126). Discussion can be used in a whole class or in small groups. It is a versatile tool of teaching learning strategy which is applied to any subject matter at any level. The purpose of discussion might be to solve a problem, answer a question, enhance the learners' knowledge and understanding or to reach a decision.

When the whole class involves in discussion Bridges (1990 as cited in Killen, 2006, p. 126) suggests that, in order for an exchange of idea to be called an academic discussion it should satisfy five logical condition; people must talk, listen and respond to one another, they must be collectively putting forward more than one point of view, and they must have intention of developing their knowledge and understanding the issues.

It is also a complement of other student centered technique in whole class instruction. Discussion can be considered as an art of co-operative thinking aloud and exchanging ideas and learners are expected to share their thought in group. Discussions differ in their purpose, structure, the pattern of interaction and level of learner, Kindsvatter, Wilen and Ishler, (1990 as cited in Killen, 2006). However, all discussions have some common features. All forms of discussion involve a high level of verbal interaction so their success depends very much on language skill of learners.

The teacher's role is to facilitate discussion and learners spent majority of time in talking. Question answer session are not discussion. Questions are used to help learner gain new knowledge. Questions are important but answering questions from the teacher or other students should not only be form of involvement. Thus, answer question should be organized in the whole group. Discussion develops objective, informed and reflective thinkers. Thus, discussion develops three kinds of thinkers such as objective, informed and

reflective. Gall and Gall (1990 as cited in Killen, 2006, p. 129) opine that discussion is an effective method of facilitating five types of learning outcome; general subject matter mastery, problem solving ability, moral development, attitude change and development of communication skill.

The strengths and limitations of discussion as a strategy are as follows:

**a. Strengths**

- ) It develops students' power of reflective thinking and creative ability.
- ) It provides students to work together, share ideas, reach group consensus.
- ) It increases students' talking time.
- ) It develops ability of analysis, synthesis, evaluation and critical thinking, helping understanding and removing misconception.
- ) It develops sense of ownership over their new knowledge and sense of group identity.
- ) It develops different communication skill.

**b. Limitations**

- ) Students are well prepared about discussion topic, discussion is unlikely to help students.
- ) Group leader can dominate the discussion.
- ) There is waste of time so it is time consuming.
- ) Some students who lack prior knowledge faces problem in discussion.
- ) Sometime lead to the misbehave of students.

**iv) Problem Solving as a Teaching Strategy**

Problem solving is a student centered strategy in which students learn by solving problem on specific content direct and regular encounter with problem influences the students' thinking much more than direct instruction. Mayo, Donnelly, Nash and Schwart (1993, p. 227) define problem solving as, "posing significant, contextualized, real world situation and providing resources,



guidance, and instruction to learners as they develop constant knowledge and problem solving skill" (as cited in Killen, 2006, p. 206). In problem solving, a problem is presented with some new information with example as a result they understand the problem while reaching through problem solving, students often wonder why they are being asked to solve the problem. To solve a particular problem students use different strategies.

Problem solving is a means to some end. The students are required to master some content for which problem solving has become a medium. If the students only solve the problem without taking care of content, there is not any fruitfulness. The emphasis of problem solving is to solve problem by applying existing knowledge and developing new knowledge. The students need to know that they are trying to learn through solving real problem. The goal of problem solving as a strategy is to make able to solve real problem through which they will learn important new item but not solve the problem itself. The focus should be on helping students to develop their understanding of important concept.

Thus, problem solving is a kind of teaching strategy which develops students learning habit. Students learn by doing something. Teacher's role is to facilitate where necessary.

The strengths and limitations of problem solving as a strategy are as follows:

#### **a. Strengths**

- ) It promotes interaction, teamwork and interpersonal skill.
- ) It develops learners' creativity, critical thinking ability to adopt a new learning situation.
- ) It provides great challenge for learners and they can deserve great satisfaction from discovering knowledge by themselves.
- ) It makes learners responsible for shaping and directing their own learning, learning is the result of their own effort.
- ) It develops learners' language skill and ability.

- ) It makes learners resourcefulness, independence, patience, tenacity and self confidence.

## **b. Limitations**

- ) It requires much time and careful preparation.
- ) Weaker and less confident students are dominated by confident and capable students when working in group.
- ) Students are learning independently, so they may not discover all the thing that you like.
- ) The students who depends on teacher may feel uncomfortable with the self directed learning.
- ) Unless the students understand why they are attempting to solve particular problem they may not learn what you want them to learn.

## **v) Student Research as a Teaching Strategy**

The term 'research' has been derived from the old French word 'rechercher' which means to investigate thoroughly. Research is a chronological process of investigation of something carefully to findout something based on observable data. Howard and Sharp (1985, p.3) define research as "Seeking through methodological processes to add to one's own body of knowledge and hopefully, to that of other, by the discovery of non trival facts and insight" (as cited in Killen, 2006, p. 239). Research is a voyage of discovery. From the definition of research we can analyze that there are two components of research they are; inquiry carried out systematically and purposively and focusing on revealing new knowledge.

Research is a systematized effort to gain the new knowledge. "The systematic and objective analysis and recording of controlled observation that may lead to the development of generalizations, principles or theories resulting in prediction and possibly ultimate control of events", (Best and Kahn, 1993, p. 27). Research is the study of event, problem or phenomenon using systematic

and objective method in order to understand better. Research is a stepwise procedure. First, we have to set objectives and after that there should be systematic plan to answer. Data should be gathered and analyzed to answer the questions. Then, some conclusion derived.

Killen (2006), has given three general approaches to research as a useful way of teaching strategy:

- ) Research based on the findings, interpreting and using information that has been discovered or developed by someone else.
- ) Research based on gathering, interpreting and using information that did not exist before conducting the research.
- ) Research based on some of the experimentation.

From the above discussion, it can be said that research is the process of acquiring new knowledge through experimentation by direct involvement of students in different activity. Using student research as a teaching strategy the question should focus on important issues to which students can relate and understand fully. When the research work is complex and realistic it will successfully help students to learn. The purpose of student research is that to help students learn about the subject matter through research. So that, it is necessary to teach students is necessary how to carry out a research work.

The strengths and limitations of research as a teaching strategy are as follows:

**a. Strengths**

- ) It encourages the students to ask questions, to investigate, to discover and to create answer for themselves.
- ) Student research can be fun and motivating way for students to learn.
- ) It provides meaningful context to develop reading skills, note taking skill, writing skill, oral communication skill, organizational and time management skill.

- ) It encourages students to view new knowledge and they realize that there are still unsolved and unanswered questions.
- ) It develops deeper level of understanding on the subject matter.
- ) It develops scientific way of thinking and discovering.

#### **b. Limitations**

- ) In depth research takes much time.
- ) Students lacking their confidence will not enjoy their strategies.
- ) Students will be unable to achieve skills, gathering and interpreting information and ability to relate research with outcome.
- ) Poor students may be disadvantaged by research because it requires extensive reading materials.
- ) Students having poor writing skill may learn a lot but they have problem in demonstration of their knowledge.
- ) Sometimes because research skill students will be frustrated.
- ) Students try to collect data before setting out the research if they do not have sufficient instructions.

#### **vi) Case Study as a Teaching Strategy**

Here, case study refers to using case study as a teaching strategy. It is also called case study teaching or case study method of teaching or case based pedagogy. According to Killen (2006, p. 275),

Case is a story with a hidden message a narrative that describes an actual or realistic situation in which an individual or group has to make a decision or solve a problem most often the stories are set in the past and focus on real people or real events, but they may also describe factious things.

To quote Nunan (1992, p. 29), "case study is the investigation of single instance in the context in which it occurs". Case study emphasized in an in depth analysis, so it is difficult and complicated task. Case study investigates a

contemporary phenomenon with in a natural environment and involves the detail description and analysis of single instance. It is a way of teaching which includes various features and advantage of discussion, group work, cooperative learning and student research.

According to Killen (2006), there are three components of case study strategy; the case itself, the students' preparation for engaging with discussion of case, and classroom discussion. In this strategy a particular case is provided to the students. Then, they prepare detailed whole class discussion. The students discuss the case individually or in group. The use of the case makes the teaching more participatory, learner centered and sharpens learner's analytical skill and team work

Volpe (2002, p. 4), puts that there are two fundamental principles underpinning the case method. First, the best learned lessons are the ones that students teach themselves through their own struggles, second, many of the most useful kind of understanding and judgment can not be taught but must be learned through practical experience (as cited in Killen, 2006, p. 278). Volpe also emphasizes student centered teaching and learning activities. Students learn and formulate knowledge through rigorous struggle and practical work.

All the relevant information should be set out in clear and logical steps and should describe realistic situation. Cases make students engage to analyze and discuss with purpose to analyze and discuss with purpose of gaining a deeper understanding of the issues involved. Case itself does not analyze the situation but it makes students ready for analysis.

Case study emphasizes the idea that, learners need to engage in active learning experiences in order to challenge and reconstruct their understanding. So that, the pedagogical basis for the case method of teaching is very much constructivist one.

The strengths and limitations of case study as a teaching strategy are as follows:

**a. Strengths**

- ) It offers opportunity to grapple with issues, problems, and puzzles ways that are challenging and productive in a reasonably safe but not entirely risk free environment.
- ) Encourages students to take responsibility for their own learning and to see the benefits.
- ) In case study, students' theoretical understanding enables them to resolve problem and provides credible explanation of real situation.
- ) Provides students with extra dimension for reading and classroom experience, interaction with classmate, analyzing different question and wider perception.
- ) Helps to improve the ability to think analytically with direct encouragement in materials and present their idea and opinion persuasively.
- ) Engage students in active identification of problem, considering perspectives, making choices and justifying their conclusion.

**b. Limitations**

- ) Sometimes students may be frustrated because of incomplete and misleading information in case.
- ) Class discussion of case can be frightening for some students.
- ) It is time consuming to find out the case for teachers.
- ) Case causes tension and alienation because students have to engage in cognitive and emotive activities.

## **vii) Student Writing as a Teaching Strategy**

The main purpose of teaching a language, be it the mother tongue or a foreign language is to develop the four basic skills; listening, speaking, reading and writing. Writing attracts most special importance because 'reading makes a full man, speaking a ready man and writing an exact man'. There is no doubt that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. In simple term, writing is a productive skill which involves manipulating, structuring and communicating. The skills involved in writing are highly complex. Second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on.

Generally, students write for two different reasons: writing to demonstrate learning and writing to learn. Writing to demonstrate learning refers to some task the writer can show how much they have learned for example, writing in an examination. The teacher has to guide students' writing so that it becomes a deliberate attempt by the students to understand, remember, explore and extend the things they are learning and vehicle for improving their learning process.

Writing is a systematic process. Students should write about what they learn in the classroom. Well organization is the main problem for effective writing. Effective writing requires mechanics, coherence and cohesion. Student writing helps them to enhance their writing ability and to demonstrate their knowledge.

Writing requires specific skills. The teachers' role should be as a guide where necessary in writing. Writing develops the students' learning habit. In the classroom, the teacher should involve the students in different writing activities which promote learning capacity of the students. The main techniques are taking note while reading and classroom writing for consolidation, revision, writing for newspaper and journal. The main purpose of all types of writing

should be to help students to learn and understand the subject matter and content they are supposed to learn.

Teaching writing is a very challenging job. Teaching writing requires using different strategies which are appropriate to the level of students and their ability. The teacher should teach according to learner's level.

The strengths and limitations student writing as a teaching are as follows:

**a. Strengths**

- ) Develop students' habit to think and communicate to study and practice all discipline.
- ) Systematic writing develops language skills.
- ) Widely required skill to demonstrate learning.
- ) Students learn to organize isolated piece into meaningful whole.
- ) Helps in active construction of meaning, concepts and develops awareness of ideas etc.
- ) Encourages understanding to express on their own words rather simply to remember.
- ) Students acquire course content better when they write about it.

**b. Limitations**

- ) Learning through writing students need much time to think carefully and to be prepared.
- ) Students may see writing irrelevant.
- ) Students will be reluctant to write because of lack of confidence and competence.

**viii) Cooperative Learning as a Teaching Strategy**

Cooperative learning is the most researched teaching strategy of recent time. The plethora of information about cooperative learning is testimony to its versatility and effectiveness. Cooperation means, working together to achieve



shared goals. So, cooperative learning is an instructional strategy in which learners work together in small group to help one another to achieve common learning goals. "It is based on the believes that learners can achieve more by working collaboratively than by working alone or by passively receiving information from a teacher", (Killen, 2006, p. 181). Writers such as Slavin (1983, 1990, 1995) and Johnson and Johnson (1989, 1994) agree that there are two essential components in all cooperative learning methods, such as, cooperative task and incentive structure, (as cited in Killen, 2006). Thus, co-operation means to help one another in a group which facilitates the learners in that group.

According to Olsen and Kagan (1992, p. 9 as cited in Richards and Rodgers, 2001, p. 192)

Cooperative learning is a group learning activity organized so that leaning dependents on the socially structured exchange of information between learners in group and in which learner held accountable for his / her own learning and is motivated to increase the learning of others.

Thus, cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pair and group work of learners in the classroom. Wong and Wong (1998) states that, "Cooperative learning is not so much learning to cooperate as it is cooperating to learn", (as cited in Killen, 2006, p. 181). Thus, cooperative learning is a modern teaching technology. Cooperative learning means students learn something by cooperation. Then, the question is that what is cooperation. Cooperation means help in group where they can share their ideas and feeling about the content and learning takes place. The group can be usually two to four members is advisable.

### **A. Elements of Cooperative Learning**

The elements of cooperative learning are described as follows:

### **a) Positive Interdependence**

It occurs when group members feel that, what helps one member helps all and what hurts one member hurts all. Members should have positive role to acquire specified goals. Without positive role relationship between the members no objectives will be achieved. So that, members should have positive role in group. Group formation is an important factor in creating positive interdependence. The typical group size should be two to four members.

### **b) Individual Accountability**

Members are responsible in every activities in a group. Every members of the group are accountable to demonstrate their learning.

### **c) On Going Direct Interaction**

Students help one another in group. They must discuss the task, decide how to approach it, exchange ideas and explain things to one another.

### **d) Reflective Learners**

Each group must analyze the outcome it achieves and they should evaluate their achievement.

### **e) Appropriate Interpretational Skills**

Group members should have appropriate skills to cooperate in group with its members.

Applying CL as a teaching strategy any teacher faces many difficulties in forming group and in other different activities. For effective application of CL as teaching strategy teacher should have the knowledge of forming group, functioning in a group, collaborative skills, knowledge of learning principles and group activities.

The strengths and limitations of cooperative learning as a teaching strategy are as follows:

**i. Strengths**

- ) Increases frequency and variety of second language practice through different types of interaction.
- ) Possibility of cognitive development and increases language skills.
- ) Opportunities to integrate language with content based instruction.
- ) Opportunity to include a greater variety of curricular materials to stimulate language.
- ) Freedom for teachers to master new professional skills.
- ) Opportunity for students to act as resource for one another and to play more active role.
- ) It develops social assimilation habit.

**ii. Limitations**

- ) Some students do not want to be assessed on the basis of group performance.
- ) Some students prefer to work alone not cooperatively.
- ) Student may learn less when they are under direct instruction.
- ) It need over and extended period of time.
- ) Self reliant and cooperation are difficult to acquire from a single cooperative learning lesson.

**ix) Role Play as a Teaching Strategy**

Role play is a student centered strategy in which students take role of different people for example, doctor, patient, shopkeeper, consumer, farmer and teacher and use the language that is actually used for that role and situation. Killen (2006, p. 261) defines role play as in its most common form, "role playing is a dramatization in which individual improvises behaviours that illustrate act expected of person involved in defined situation". Similarly, Davis (1993,

p.159) defines, "role playing activities, you present to your students a realistic or hypothetical situation and a cast of character. The students then improvise dialogue and action to fit their view of the situation and the character they are playing" (as cited in Killen, 2006). "Requiring learner to put themselves in someone else's shoe or stay on their own shoe and put themselves in an imaginary situation", Budden (2002 as cited in Killen (2006).

Thus, role play is a classroom activity which gives the students an opportunity to practice the language, the aspects of role behaviour and the actual role they need outside the classroom. The difference between simulation and role play is that, students pretend as in real life in simulation but they pretend as to be something or somebody else which they are not in role play. In other word, all role plays are simulation but not all simulations are role play. Role play is an ideal vehicle for developing fluency and it also offers a focal point in lesson integrating the four skills. It is highly flexible, initiative flexible and imaginative. It helps students to bring outside classroom environment. Thus, role play makes classroom interactive, variety of language function, structures, games can be practiced in the classroom through role play.

The strengths and limitations of role play as a teaching strategy are as follows:

**a. Strengths**

- ) Helps to create learning environment in which students are highly motivated and involved because of realism and relevance
- ) Provides clear focus of learning by emphasizing the application of knowledge.
- ) Provides opportunity to develop range of communication and social interaction.
- ) Helps to understand that there are casual relationship between people's behaviour and outcome.
- ) Develops self confidence and self esteem and self image.

## **b. Limitations**

- ) Can over simplify the situation being investigated so that students overlook some important learning.
- ) Consume large amount of time.
- ) It is not efficient to teach procedural knowledge (Such as solve calculus problems).
- ) It may be failure if the participant do not participate properly and if they become emotionally over involved.
- ) Some students feel hesitation to play role and some students will not be able to play.

## **1.2 Review of the Related Literature**

Teaching strategies are the emerging challenges for the language teacher. There are different strategies in practice to teach English as a second language. In the Nepalese context, the applicability and practice of different teaching strategies in language teaching classroom are the main focal points of research. People use different teaching strategies according to context and situation where needed. Some researches on teaching strategies have been carried out in the department of English education. All of them are related to strategies used to teach different skills and aspects of language at different levels of Nepalese Education System. Some researches are also related to various strategies used to teach different genre of literature i.e. poem, story, novel, drama and essay. Similarly, many researches have been carried out in learning strategies also. But no researches have been carried out on the teaching strategies given by Killen (2006) employed by higher secondary level English teachers. So that, this research is a new one in the department.

Devkota (2004) carried out a research entitled 'A Study on Learning Strategies Used in studying literature". The objective of the study was to findout learning strategies employed in learning literature by the students of B.Ed. third year. The main finding of that research was that students use the strategies

immediately jotting down the unknown words, consulting dictionary, using reference materials and translation in some cases.

Raut (2007) carried out a research entitled 'A study on strategies used in teaching vocabulary : A case of lower secondary. The objective of the study was to find out the teaching strategies that lower secondary level teachers used in teaching vocabulary. The main finding of that research was that many of the teachers were using translation, real objects, picture, synonyms, antonyms, action, analysis and definition as strategies to teach vocabulary.

Wasti (2008) carried out a research entitled 'Teaching strategies at primary level'. The main objectives of her research was to identify most commonly used strategies in teaching at primary level in public and private schools. She used questionnaire and observation checklist as the tools for collecting data. The main finding of her research was that the use of pictures and translation were most preferable teaching strategies at primary level.

Timilisina (2009) carried out a research entitled 'Strategies employed in teaching speaking in public and private schools'. His main objective was to find out strategies employed in teaching speaking by public and private school. He used observation checklist and questionnaire as a tools for data collection. He found that main strategies of teaching speaking were group work, role play, dialogue and discussion.

Chaudhary (2009) conducted a research entitled "Learning strategies used by class toppers". The main objective of research was to findout the learning strategies used by class toppers of higher education to learn English language. She used the questionnaire as a tool of data collection for the research, it was found that meta cognitive (rehearsal) strategies were used by the class toppers of higher education to a great extent.

Khatri (2010) carried out a research entitled "Strategies of Teaching Reading Skill Used by Secondary Level English Teachers". The main objective was to findout the teaching strategies used by secondary level English teachers in

teaching reading skill. He used two types of tools for collecting primary data. They were checklist and questionnaire. The main finding of his research was that in most of the cases teachers used reading and explaining and silent reading strategies at secondary level.

Paudel (2010) carried out a research entitled "Strategies Used by Primary Level English Teachers in Teaching Tense". The main objectives was to find out the strategies used in teaching tense at primary level. The main findings of the study was that, in most of the cases deductive strategy, drill, group work, questionnaire example, oral exercises, problem solving, cooperative learning, illustration were frequently used.

Dhital (2010) carried out a research entitled "Teaching Strategies Employed by Secondary Level English Teachers". The main objectives of the research was to find out the teaching strategies used by secondary level English teachers. Observation checklist and questionnaire were used as the tools for data collection. The main finding was that direct instruction and discussion were most frequent strategies used by the secondary level English teachers.

Similarly, Acharya (2010) carried out a research entitled "Strategies in Teaching Writing Composition". The main objectives of research was to find out strategies adopted by teachers in teaching writing composition. Observation checklist and questionnaire were used as the tools for data collection. The main finding was that all the teachers were found giving oral instructions and helping students in collecting facts and related ideas.

From the review of the literature mentioned above we see that no research has been conducted to study the teaching strategies used at higher secondary level in community based and private schools in the Kathmandu valley. Therefore, this research has been a new study in the department of English education.

### **1.3 Objectives of the Study**

This study had the following objectives:

- (a) To find out the teaching strategies used by the higher secondary level English teachers in ELT classrooms.
- (b) To compare the teaching strategies employed by community based and private school teachers.
- (c) To suggest some pedagogical implications.

### **1.4 Significance of the Study**

Teaching strategies play a vital role in classroom teaching activities. So, research in this area is significant for various personalities directly or indirectly attached with the classroom teaching activities. This study aimed to find out strategies employed by higher secondary level English teachers. So, this research is significant for all English teachers who are teaching English as a second language or foreign language to understand various strategies. Similarly, curriculum designers, textbook writers, ELT material producers will be benefited by this research. Likewise linguists, ELT methodologists, researchers who are interested in this field and other interested persons such as guardians and supervisors can also derive information from this study.



## **CHAPTER TWO**

### **METHODOLOGY**

The following methodology was adopted to carry out the research study.

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to fulfill the objectives of the study.

##### **2.1.1 Primary Sources of Data**

The primary sources of this study were the higher secondary level English teachers of the Kathmandu valley.

##### **2.1.2 Secondary Sources of Data**

Specially, Good (1979), Rubin and Wenden (1987), Nicholls and Maidment (1988), Brown (1994), Cohen (1998), Ur (1998), Hedge (2000), Richards and Rodgers (2001), Griffiths (2004), Singh and Rana (2004), McCafferty et al. (2006), Killen (2006), Martin (2007), Harmer (2007), Orlich et al. (2010) reports, researches, websites related to topic, theses and all the materials, available in the print and electronic media which are related to the topic were used as the secondary sources of data.

#### **2.2 Population of the Study**

The population of this study were the higher secondary level English teachers of the Kathmandu valley.

#### **2.3 Sampling Procedures**

Although the population of this research was all the higher secondary level English teachers, the researcher selected fourteen higher secondary schools. The researcher selected only fourteen teachers from fourteen different higher

secondary schools because it is impossible to include all the population in this type of research. Among the fourteen teachers, seven were from community based schools and seven from private schools of the Kathmandu valley. The researcher selected fourteen schools purposively i.e. non-randomly and one higher secondary level English teacher was chosen from each school judgmentally. Five classes of each teacher was observed. Altogether seventy classes were observed.

## **2.4 Tools for Data Collection**

The researcher used observation checklist as a tool for data collection for the fulfillment of specified objectives. To find out the strategies used by the teacher, he prepared a checklist ranging into different degrees. The observation checklist was based on the strategies given by Killen (2006). The researcher observed seventy classes altogether, five classes of fourteen teachers.

## **2.5 Process of Data Collection**

To collect the primary data for the study the following procedures were applied:

- The researcher studied the various teaching strategies given by Killen, (2006) and other related literature on the topic and developed a detailed classroom observation checklist for required purpose.
- The approved tools of data collection were photocopied with required number.
- Fourteen higher secondary schools were selected judgmentally.
- Sampled schools were visited and requested the authority and subject teacher of those school to permit me to observe the classes for my purpose. Five classes of each teacher were observed and observation checklist was used.

## **2.6 Limitations of the Study**

This study was limited as follows:

- a) This study was limited to the identification of teaching strategies given by Killen (2006).
- b) It was limited to the observation of seventy classes of fourteen teachers; five classes of each teacher of fourteen higher secondary schools of the Kathmandu district.
- c) It was limited with the observation checklist as the tool for data collection.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This section mainly deals with the analysis and interpretation of the data collected from the primary sources to fulfill the required objectives. The main objectives of this study were to find out different strategies used by the teachers in the ELT classroom at higher secondary level and to compare the strategies used by public and private schools' English teachers. The data collected through observation checklist are analyzed and interpreted. The data are analyzed holistically and comparatively. Therefore, this chapter is divided into two sub headings i.e. holistic analysis of teaching strategies and comparative analysis of the strategies used in the ELT classroom at higher secondary level.

The researcher collected the data from fourteen different higher secondary schools of the Kathmandu valley. Out of fourteen, seven were public and seven were private schools. He observed seventy classes with the help of observation checklist. Five classes of each schools were observed. Among the seventy classes, thirty five were public school classes and equal number of classes were of private schools. The systematically collected data are analyzed, interpreted and tabulated in detail descriptively, illustratively and comparatively with the help of different statistical tools viz. per cent and table.

#### **3.1 Holistic Analysis of Class Observation**

The observation checklist based upon five points rank scale ranging from 'excellent' to 'poor' viz. 'excellent', 'good', 'average', 'tolerable' and 'poor' to observe the classroom. The observation was mainly based on the nine strategies which are divided under different style and activities. Comprehensive and detail list of various style and activities was made under each strategy. While observing the ELT classroom, the main focus was whether the teachers used all strategies equally or not and whether they were good in conducting different strategies or not in the higher secondary level English classroom. Similarly,

another focus of the study is that, whether all these nine strategies were equally applicable at Nepalese situation or not, whether the teachers were good in the application of these strategies. The researcher tried to analyze all those nine strategies used in the ELT classroom at H.S.S. level. The individual strategies as obtained from the observation checklist have been analyzed and interpreted under the various headings. Each teaching strategies are analyzed separately as follows:

### 3.1.1 Direct Instruction in the ELT Classroom

The collected data from the observation checklist are tabulated in the following table. Each activities are analyzed with their data as follows:

**Table No. 1**  
**Use of Direct Instruction in the ELT Classroom**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Direct instruction	Teacher's delivery	21	30	35	50	10	14.29	4	5.71	0	0
	Students' participation	7	10	14	20	21	30	21	30	7	10
	Motivation to students	7	10	7	10	28	40	21	30	7	10
	Teacher's role	21	30	35	50	7	10	7	10	0	0
	Clarification to the point	21	30	21	30	14	20	7	10	7	10

The above table shows that 30 per cent teachers were excellent in their delivery, 50 per cent good, 14.29 per cent were average, 5.71 per cent teachers were tolerable and no teacher was found poor in teacher's delivery while using direct instruction.

Similarly, while using direct instruction, students' participation was 10 per cent excellent, 20 per cent were good, 30 per cent were average, 30 per cent were tolerable and 10 per cent were poor in their participation.

Likewise, 10 per cent teachers were excellent in the use of motivation, 10 per cent were good, 40 per cent teachers were average in the use of motivation, 30 per cent teachers were tolerable and 10 per cent teachers were poor.

In the case of teacher's role, 30 per cent were excellent in their role, 50 per cent were good, 10 per cent were average, 10 per cent were tolerable and no teachers were poor in their role.

At last, 30 per cent teachers were excellent to clarify the point, 30 per cent were good, 20 per cent were average, 10 per cent were tolerable and 10 per cent were poor to clarify the point.

### 3.1.2 Small Group Work to Improve Students' Communicative Ability

**Table No. 2**  
**Use of Small Group Work**

Strategy	Teaching style/ activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Small group work	Teacher's role	7	10	14	20	21	30	21	30	7	10
	Teacher's ability to form group	7	10	21	30	35	50	7	10	0	0
	Student's collaboration	28	40	21	30	7	10	7	10	7	10
	Procedures for group work	7	10	28	40	14	20	7	10	14	20

The above table shows that, 10 per cent teacher's role were excellent, 20 per cent teacher's role were good, 30 per cent teachers' role were average, 30 per cent teachers' role were tolerable, 10 per cent teachers were poor.

Ten per cent teachers were excellent to form group; 30 per cent teachers were good, 50 per cent were average; 10 per cent were tolerable and no teachers were found poor to form group for discussion.

Similarly, 40 per cent teachers' classes were excellent collaborative, 30 per cent were good, 10 per cent were average, 10 per cent were tolerable and 10 per cent were poor in their collaboration.

The procedures for group work, 10 per cent were excellent, 40 per cent were good, 20 per cent were average, 10 per cent were tolerable and 20 per cent were poor.

### 3.1.3 Discussion in the ELT Classroom

Under this strategy, different teaching activities were observed being used in the classroom. The findings of the observation is shown in the following table.

**Table No. 3**  
**Discussion in the ELT Classroom**

Strategy	Teaching style/activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Discussion	Students' participation	14	20	25	35.71	14	20	7	10	10	14.29
	Teachers' role	12	17.14	21	30	28	40	7	10	2	2.86

From the above table 20 per cent students' participation were excellent, 35.71 per cent were good, 20 per cent were average, 10 per cent were tolerable, 14.29 per cent were poor.

Similarly, for teachers' role, 17.14 per cent were excellent, 30 per cent were good, 40 per cent were average, 10 per cent were tolerable and 2.86 per cent were poor in their role for discussion.

Likewise, 12.86 per cent were excellent in their achievement, 20 per cent were good, 30 per cent were average, 20 per cent were tolerable and 17.14 per cent classes were poor in required achievement.

### 3.1.4 Problem Solving for Developing Language Skills

Problem solving is a language teaching strategy which can promote language skills. The observation was mainly based on different activities used by the teacher in solving problem. The finding of the problem solving is shown as follows:

**Table No. 4**  
**Use of Problem Solving for Developing Language Skills**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Problem solving	Presentation of problem	14	20	16	22.86	28	40	7	10	5	7.14
	Teacher's role	16	22.86	21	30	23	32.86	3	4.29	7	10
	Student's participation	14	20	14	20	21	30	13	18.57	7	10

The above table shows that, 20 per cent presentation of problem were excellent, 22.86 per cent were good, 40 per cent presentations were average, 10 per cent were tolerable and 7.14 per cent presentation were poor.

Similarly, 22.86 per cent teachers' role were excellent, 30 per cent were good, 32.86 per cent were found average, 4.29 per cent were found tolerable and 10 per cent were found poor in observation.



Likewise, 20 per cent student's participation were excellent, the same per cent i.e. 20 were good, 30 per cent were average and 18.57 per cent were tolerable and 10 per cent were poor .

### **3.1.5 Use of Student Research in the ELT Classroom**

Student research is a modern teaching strategy in the field of language teaching. Research helps to reveal new knowledge. Research is a compulsory part of this modern world. Research can develop students' study habits and critical thinking ability. In our context, research is not in practice at higher secondary level. Although, the researcher tried to study its status at this level. At higher secondary level English classroom, the researcher tried to study different activities in student research.

Student research was not used as a teaching strategy in the ELT classroom at higher secondary level. The researcher observed seventy classes altogether out of seventy classes, thirty five were at private and equal numbers of classes were observed at public schools. But none of the classes was found using student research as a teaching strategy. The student research was not practiced in any of the class as a teaching strategy. Thus, there was no any finding in student research. It was not used as a teaching strategy.

### **3.1.6 Case Study of Related Materials**

Case study is a kind of teaching strategy which can develop the students' language skills. It is a modern teaching strategy. It develops the students' habit to study past things and explore his/her hidden message. Case study has strong educational values in the modern time. So, the researcher tried to study different styles and activities in case study in the ELT classroom at higher secondary level.

Case study was not used as a teaching strategy in the ELT classroom at this level. The researcher observed seventy classes altogether. Out of seventy classes thirty five were at private and equal numbers of classes were observed

at public schools. But none of the classes either in private or public schools was found using case study as a teaching strategy. The case study was not practiced as a teaching strategy in any of the classes at both types of schools. Thus, there was no any finding in case study. It was not used as a teaching strategy at this level.

### 3.1.7 Student Writing for Enhancing Their Writing Ability

Student writing is a one of the teaching strategy which enhances student's writing ability. For student writing the researcher observed fourteen classes out of seventy. Seven classes from public schools and seven from private schools because it was not possible to observe student writing in all the classes. So that the researchers observed only fourteen classes on student writing. The finding of the observation as shown below:

**Table No. 5**  
**Student Writing for Enhancing Their Writing Ability**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Student writing for enhancing their writing ability	Students' involvement	2	14.29	3	21.46	2	14.29	4	28.57	3	21.46
	Student's ability to write	3	21.46	4	28.57	2	14.29	3	21.46	2	14.29
	Teacher's role	2	14.29	4	28.57	4	28.57	2	14.29	2	14.29

From the above table it was found that, for student's involvement 14.29 per cent classes were excellent, 21.46 per cent classes were good, 14.29 per cent classes were average, 28.57 per cent classes were tolerable and 21.46 per cent classes were poor on students involvement.

For student's ability, it was found that, 21.46 per cent classes were excellent, 28.57 per cent classes were good, 14.29 per cent classes were average, 21.46

per cent classes were tolerable and 14.29 per cent classes were poor on student's ability to write.

Likewise, for teachers' role it was found that, 14.29 per cent classes were excellent, 28.57 per cent classes were good, 28.57 per cent classes were average, 14.29 per cent classes were tolerable and 14.29 per cent classes were poor on teachers' role.

### 3.1.8 Cooperative Learning for the Development of Communicative Ability

Cooperative learning (CL) is a one of the modern teaching strategy in the field of language teaching. CL develops students' communicative ability by sharing their ideas and feeling. For CL the researcher observed seventy classes altogether. The finding of CL as shown below.

**Table No. 6**  
**Use of Cooperative Learning**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Cooperative Learning	Teacher's role	7	10	21	30	28	40	7	10	7	10
	Students' participation	7	10	14	20	14	20	14	20	21	30
	Motivation for cooperation	14	20	21	30	21	30	10	14.29	4	5.71
	Interaction and cooperation	10	14.29	25	35.71	10	14.29	12	17.14	13	18.57
	Individual responsibility	15	21.43	21	30	14	20	8	11.43	12	17.14
	Positive interdependent	23	32.86	14	20	21	30	3	4.29	9	12.86

From the above table, for teachers' role, 10 per cent classes were excellent, 30 per cent classes were good, 40 per cent classes were average, 10 per cent classes were tolerable and 10 per cent classes were poor on teachers' role.

For student's participation, 10 per cent classes were excellent, 20 per cent classes were good, 20 per cent classes were average, 20 per cent classes were tolerable and 30 per cent classes were poor.

For motivation for cooperation, it was found that, 20 per cent classes were excellent, 30 per cent classes were good, 30 per cent classes were average, 14.29 per cent classes were tolerable and 5.71 per cent classes were poor.

For interaction and cooperation, 14.29 per cent classes were excellent, 35.71 per cent classes were good, 14.29 per cent classes were average, 17.14 per cent classes were tolerable and 18.57 per cent classes were poor.

For individual responsibility, 21.43 per cent classes were excellent, 30 per cent classes were good, 20 per cent classes were average, 11.43 per cent classes were tolerable and 17.14 per cent classes were poor.

Similarly, for positive interdependence, 32.86 per cent classes were excellent, 20 per cent classes were good, 30 per cent classes were average, 4.29 per cent classes were tolerable and 12.86 per cent classes were poor.

### **3.1.9 Role Play in Different Situation**

Role play is a one of the teaching strategy in which the students act out different roles relationship. For role play, the researcher I observed fourteen classes out of seventy because it was not possible to observe all the classes for role play. So, in the following data the calculation is only limited to the fourteen classes, seven classes were observed in public schools and seven were in private school. The finding of role play as shown below.

**Table No. 7**  
**Role Play in different Situation**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		No. of class	%	No. of class	%	No. of class	%	No. of class	%	No. of class	%
Role play in different situation	Student's involvement	3	21.46	4	28.57	2	14.29	2	14.29	3	21.46
	Teachers' role	4	28.57	2	14.29	3	21.46	3	21.46	2	14.29
	Suitability of role	2	14.29	4	28.57	4	28.57	2	14.29	2	14.29
	Assignment of role	2	14.29	6	42.86	2	14.29	1	7.14	3	21.46

The above table shows that, for students' involvement 21.46 per cent classes were excellent, 28.57 per cent classes were good, 14.29 per cent classes were average, 14.29 per cent classes were tolerable and 21.46 per cent classes were poor.

For teachers' role, 28.57 per cent classes were excellent, 14.29 per cent classes were good, 21.46 per cent classes were average, 21.46 per cent classes were tolerable and 14.29 per cent classes were poor.

For suitability of role, 14.29 per cent classes were excellent, 28.57 per cent classes were good, 28.57 per cent classes were average, 14.29 per cent classes were tolerable and 14.29 per cent classes were poor.

Likewise, for assignment of role, 14.29 per cent classes were excellent, 42.86 per cent classes were good, 14.29 per cent classes were average, 7.14 per cent classes were tolerable and 21.46 per cent classes were poor.

### **3.2 Comparative Analysis of the Strategies Used by Teachers of Public and Private Schools**

In this section, the researcher compared the nine teaching strategies used in the ELT classroom by the teachers of public and private higher secondary schools.

The researcher observed seventy classes altogether, thirty five from public schools and thirty five classes were private schools. Observation checklist was a major tool of data collection. The observation checklist was mainly based on the five points rating scale i.e. 'excellent', 'good', 'average', 'tolerable' and 'poor'. The comparison of the nine teaching strategies observed in public and private higher secondary schools is made as follows. The per cent was calculated out of thirty five classes.

### 3.2.1 Direct Instruction in the ELT Classroom

The following table shows the findings of public and private higher secondary schools.

**Table No. 8**  
**Direct Instruction in the ELT Classroom at Public and Private Schools**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %
Direct instruction in the ELT classroom	Teacher's delivery	40	20	40	60	17.14	11.49	2.86	8.57	0	0
	Student's participation	11.43	8.57	20	20	40	20	20	40	8.57	11.49
	Motivation to students	14.29	5.71	8.57	11.49	51.43	28.57	20	40	5.71	14.29
	Teacher's role	40	20	40	60	14.29	5.71	5.71	14.29	0	0
	Clarification to the point	40	20	20	40	20	20	5.71	14.29	14.29	5.71

In teachers' delivery, 40 per cent classes were excellent in private schools whereas 20 per cent in public schools. Similarly, 40 per cent classes were good in private schools but 60 per cent in public schools. In the same way, 17.14 per cent classes were average in private schools but 11.49 per cent in public schools. Likewise, 2.86 per cent in private schools but 8.57 per cent in public schools. But no teachers were found poor in their delivery in both private and public schools.

For students' participation, 11.43 per cent classes were excellent in private but 8.57 per cent in public schools, 20 per cent classes were good in private whereas the same per cent in public school. Similarly, 40 per cent classes were average in private whereas 20 per cent in public schools, 20 per cent classes were tolerable in private and 40 per cent in public schools. Similarly, 8.57 per cent classes were poor in private and 11.49 per cent in public schools.

For motivation to students, 14.29 per cent classes were excellent in private whereas 5.71 per cent in public schools, 8.57 per cent classes were good in private schools whereas 11.49 per cent in public schools. Similarly, 51.43 per cent classes were average in private whereas 28.57 in public schools, 20 per cent classes were tolerable in private whereas 40 per cent in public schools, 5.71 per cent classes were poor in private and 14.29 per cent in public schools.

For teacher's role, 40 per cent classes were excellent in private whereas 20 per cent in public schools, 40 per cent classes were good in private whereas 40 per cent in public schools, 14.29 per cent classes were average in private whereas 5.71 per cent in public schools, 5.71 per cent classes were tolerable in private but 14.29 per cent in public schools. No per cent was found poor in both private and public schools.

Similarly, clarification to the point, 40 per cent classes were excellent in private whereas 20 per cent in public schools, 20 per cent classes were good in private whereas 40 per cent in public schools. Similarly, 20 per cent classes were average in private whereas the same per cent was in public schools, 5.71 per cent classes were tolerable in private and 14.29 per cent in public schools. Similarly, 14.29 per cent classes were poor in private whereas 5.71 per cent in public schools.

### **3.2.2 Small Group Work to Improve communicative Ability**

The finding is shown below in the following table:

**Table No. 9****Small Group Work to Improve communicative Ability**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %
Small group work	Teachers' role	14.29	5.71	28.57	11.49	31.43	28.57	11.49	48.57	14.29	5.71
	Teacher's ability to form group	11.49	8.57	28.57	31.43	51.43	48.57	8.57	11.49	0	0
	Students' collaboration	60	20	20	40	14.29	5.71	5.71	14.29	0	20
	Procedures for group work	11.49	8.57	45.71	34.29	11.49	28.57	11.49	8.57	20	20

From the above table, for teachers' role, 14.29 per cent classes were excellent in private schools whereas 5.71 per cent in public schools, 28.57 per cent in private schools but 11.49 per cent in public schools. In the same way, 31.43 per cent classes were average in private schools but 28.57 per cent in public schools. Likewise, 11.49 per cent classes were tolerable in private schools whereas 48.57 per cent in private schools. Similarly, 14.29 per cent were poor in private whereas 5.71 per cent in public schools.

For teachers' ability to form group, 11.49 per cent classes were excellent in private schools whereas 8.57 per cent in public schools, 28.57 per cent were good in private whereas 31.43 per cent in public schools, 51.43 per cent were average in private whereas 48.57 per cent in public schools, 8.57 per cent were tolerable in private whereas 11.49 per cent in public schools but no classes were poor in both private and public schools.

For students' collaboration, 60 per cent classes were excellent in private whereas 20 per cent in public schools, 20 per cent classes were good in private whereas 40 per cent in public schools. Similarly, 14.29 per cent classes were average in private whereas 5.71 per cent in public schools, 5.71 per cent in



private whereas 14.29 per cent classes were tolerable in public schools. And no classes were poor in private whereas 20 per cent in public schools.

For procedures of group work, 11.49 per cent classes were excellent in private school whereas 8.57 per cent in public schools, 45.71 per cent good in private whereas 34.29 per cent in public schools, 11.49 per cent average in private whereas 28.57 per cent in public schools, 11.49 per cent tolerable in private whereas, 8.57 per cent in public schools. Similarly, 20 per cent poor in private schools but the same per cent was in public schools i.e. 20 per cent.

### 3.2.3 Discussion in the ELT Classroom

The finding regarding discussion in ELT classroom in public and private schools is shown in the following table

**Table No. 10**  
**Discussion in the ELT Classroom**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %
	Students' participation	25.71	14.29	37.14	34.29	28.57	11.49	2.86	17.14	5.71	22.86
	Teachers' role	17.14	17.14	31.43	28.57	40	40	8.57	11.49	2.86	2.86

From the above table, for students' participation in discussion, 25.71 per cent classes were excellent in private schools whereas 14.29 per cent in public schools. Similarly, 37.14 per cent classes were good in private schools and 34.29 per cent in public schools, 28.57 per cent classes were average in private schools whereas 11.49 per cent in public schools. Similarly, 2.86 per cent classes were tolerable in private schools but 17.14 per cent in public schools, 5.71 per cent were poor in private but 22.86 per cent in public schools.

For teacher's role, 17.43 per cent classes were excellent in private whereas same per cent was in public school i.e. 17.14 per cent, 31.43 per cent were good in private where 28.54 per cent in public schools. Similarly, 40 per cent

classes were average in private schools and the same per cent was in public schools i.e. 40 per cent, 8.57 per cent classes were tolerable in private whereas 11.49 per cent in public schools, 2.86 per cent classes were poor in private schools whereas the same per cent was in public schools.

### 3.2.4 Problem Solving for Developing Language Skills

The findings of problem solving in public and private school is given as follows:

**Table No. 11**  
**Problem Solving for Developing Language Skills**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %
Problem solving for Developing Language Skills	Presentation of problem	22.86	17.14	22.86	22.86	42.86	37.14	8.57	11.49	2.86	11.49
	Teachers' role	25.71	20	31.43	28.57	37.14	28.57	5.71	2.86	0	20
	Students' participation	28.57	11.49	22.86	17.14	28.57	31.43	14.29	25.71	5.71	14.29

From the above table, it was found that for presentation of problem 22.86 per cent classes were excellent in private schools whereas 17.14 per cent in public schools. Similarly, 22.86 per cent classes in private schools but 22.86 per cent in public schools. In the same way, 42.86 per cent classes were average in private schools but 37.14 per cent classes in public schools. Likewise, 8.57 per cent classes were tolerable in private schools but 11.49 per cent in public schools, 2.86 per cent were poor in private but 11.49 per cent in public schools.

For teachers' role, 25.71 per cent classes were excellent in private but 20 per cent in public schools, 31.43 per cent classes were good in private but 28.57 per cent in public schools, 37.14 per cent classes were average in private but 28.57 per cent in public schools, 5.71 per cent classes were tolerable in private and 2.86 per cent in public schools. No per cent was poor in private but 20 per cent in public schools.

For students participation, 28.57 per cent classes were excellent in private whereas 11.49 per cent in public schools, 22.86 per cent classes were good in private school and 17.14 per cent in public schools. Similarly, 28.57 per cent classes in private whereas 31.43 in public schools, 14.29 per cent classes were tolerable in private whereas 25.71 per cent in public schools, 5.71 per cent classes were poor in private and 14.29 per cent in public schools.

### 3.2.5 Use of Student Research in the ELT Classroom

For student research, the researcher tried to compare different activities with in the classroom. But he did not find any such activity performed in both private and public schools.

### 3.2.6 Case Study of Related Materials

Case study as a teaching strategy, the researcher tried to compare the different activities within the ELT classroom. But there was no any findings in both private and public schools. He did not find any of the activity in the classroom.

### 3.2.7 Student Writing for Enhancing their Writing Ability

For student writing, the researcher observed fourteen classes out of seventy. Out of fourteen, seven were private schools and seven were public schools. So that, the calculation calculated on the basis of seven classes.

**Table No. 12**  
**Student Writing for Enhancing their Writing Ability**

Strategy	Teaching style / activities	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %
Student writing	Students' involvement	28.57	0	28.57	14.26	0	28.57	28.57	28.57	14.26	28.57
	Students' ability to write	28.57	14.26	28.57	28.57	14.26	14.26	28.57	14.26	0	28.57
	Teachers' role	14.26	14.26	28.57	28.57	28.57	28.57	14.26	14.26	14.26	14.26

In the above table, for student's' involvement 28.57 per cent were excellent in private schools whereas no per cent excellent in public schools, 28.57 per cent classes were good in private schools and 14.26 per cent in public. No per cent was average in private schools but 28.57 per cent in public schools, 28.57 per cent in private whereas the equal per cent were tolerable in public schools. Similarly, 14.26 per cent were poor in private but 28.57 per cent in public schools.

For students' ability to write, 28.51 per cent were excellent in private schools but 14.26 per cent in public schools, 28.57 per cent classes were good in private whereas the equal per cent in public schools, 14.26 per cent were average in private whereas the equal per cent in public schools. Similarly, 28.57 per cent were tolerable in private but 14.26 per cent in public schools. No per cent was poor in private schools but 28.57 per cent in public schools.

For teachers' role, 14.26 per cent were excellent in private schools whereas the equal per cent in public. There was equal per cent good in both private and public schools i.e. 28.57 per cent. The equal per cent was average in both public and private schools i.e. 28.57 per cent. Similarly, the equal per cent was tolerable in both type of schools and in both the schools the equal per cent was poor i.e. 14.26.

### **3.2.8 Cooperative Learning for the Development of Communicative Ability**

For cooperative learning, the researcher, observed seventy classes. Thirty five from private and thirty-five from public schools. The calculation is based on the thirty five classes.

**Table No. 13****Cooperative Learning for the Development of Communicative Ability**

Strategy	Activities/ style /	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %
Co-operative Learning	Teacher's role	14.29	5.71	20	40	40	34.29	11.49	8.57	8.57	11.49
	Students' participation	14.29	5.71	28.57	11.49	20	20	20	20	17.14	42.86
	Motivation for cooperation	28.57	11.49	28.57	31.43	25.71	34.29	14.29	14.29	5.71	5.71
	Interaction and cooperation	20	8.57	40	31.43	14.29	14.29	14.29	20	11.49	25.71
	Individual responsibility	28.57	14.29	40	20	20	20	2.85	20	8.57	25.71
	Positive interdependence	40	25.71	20	20	22.85	37.14	2.85	5.71	14.29	11.49

In the above table it shows that, for teachers' role 14.29 per cent were excellent in private schools but 5.71 per cent in public schools, 20 per cent were good in private schools but 40 per cent in public, 40 per cent were average in private schools but 34.29 per cent in public schools, 11.49 per cent were tolerable in private but 8.57 per cent in public. Similarly, 8.57 per cent were poor in private whereas 11.49 per cent in public schools.

For students' participation, 14.29 per cent were excellent in private whereas 5.71 per cent in public schools, 28.57 per cent were good in private but 11.49 per cent in public schools, 20 per cent were average in private whereas in public schools it was equal ratio i.e. 20 per cent, 20 per cent were tolerable in private whereas the equal per cent in public schools. Similarly, 17.14 per cent were poor in private and 42.86 per cent in public schools.

For motivation, 28.57 per cent were excellent in private but 11.49 per cent in public schools, 28.57 per cent were good in private but 31.43 per cent in public schools, 25.71 per cent were average in private whereas 34.29 per cent in public schools, 14.29 per cent were tolerable in private schools whereas the

same equal per cent in public schools also. Similarly, 5.71 per cent were poor in private whereas the same equal per cent in public schools.

For interaction and co-operation, 20 per cent were excellent in private schools but 8.57 per cent in public schools, 40 per cent were good in private but 31.43 per cent in public schools, 14.29 per cent were average in private whereas the same equal per cent in public schools, 14.29 per cent were tolerable in private schools but 20 per cent in public schools. Similarly, 11.49 per cent were poor in private but 25.7 per cent in public schools.

For individual responsibility, 28.57 per cent were excellent in private but 14.29 per cent in public schools, 40 per cent were good in private whereas 20 per cent in public schools, 20 per cent were average in private whereas the same equal per cent in public schools, 2.85 per cent were tolerable in private but 20 per cent in public schools. Similarly, 8.57 per cent were poor in private but 25.71 per cent in public schools.

Similarly, for positive interdependence, 40 per cent were excellent in private schools whereas 25.71 per cent in public schools, 20 per cent were good in private whereas as the same per cent in public schools, 22.85 per cent were average in private but 37.14 per cent in public schools, 2.85 per cent in private but 5.71 per cent were tolerable in public schools. Similarly, 14.29 per cent were poor in private schools whereas 11.49 per cent in public schools.

### **3.2.9 Role Play in Different Situation**

For role play, the researcher observed fourteen classes out of seventy. Out of fourteen classes seven were private schools classes and seven were public schools classes. So, the calculation is also only based on seven classes. The comparison is shown in the following table.

**Table No. 14**  
**Role Play in Different Situation**

Strategy	activities/style	Rating									
		Excellent		Good		Average		Tolerable		Poor	
		Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %	Private %	Public %
Role play in different situation	Students' involvement	42.46	0	28.57	28.57	14.26	14.26	0	28.57	14.26	28.57
	Teachers' role	28.57	28.57	14.26	14.26	14.26	28.57	28.57	14.26	14.26	14.26
	Suitability of role	28.57	0	28.57	28.57	28.57	28.57	14.26	14.26	0	28.57
	Assignment of role	28.57	0	42.86	42.86	14.26	14.26	0	14.26	14.26	28.57

The above table shows that, for students' involvement, 42.46 per cent were excellent in private schools whereas no per cent was found excellent in public schools 28.57 per cent were good in private schools whereas the same per cent was good in public schools, 14.26 per cent were average in private whereas the same equal per cent was in public schools. No per cent was found tolerable in private schools but 28.57 per cent was in public schools. Similarly, 14.26 per cent were poor in private schools but 28.57 per cent in public schools.

For teachers' role, 28.57 per cent were excellent in private schools whereas the same equal per cent in public schools, 14.26 per cent were good in private schools whereas the same equal per cent in public schools, 14.26 per cent were average in private but 28.57 per cent in public schools, 28.57 per cent were tolerable in private but 14.26 per cent in public schools. Similarly, 14.26 per cent were poor in private whereas the same equal per cent in public school.

For suitability of role, 28.57 per cent were excellent in private schools whereas no per cent in public schools, 28.57 per cent were good in private schools whereas the same equal per cent in public schools. Similarly, 28.57 per cent were average in private schools whereas the same equal per cent in public schools, 14.26 per cent were found tolerable in private whereas the same equal per cent in public schools. No per cent was found poor in private but 28.57 per cent in public schools.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

On the basis of the rigorous analysis and interpretation of the data, the following findings have been extracted.

##### **4.1.1 Holistic Findings**

1. The seven teaching strategies i.e. direct instruction, small group work, discussion in the classroom, problem solving, student writing, cooperative learning and role play were used in the ELT classrooms. Out of nine teaching strategies student research and case study were not used in the ELT classrooms at higher secondary level.
2. In the use of the direct instruction as a teaching strategy teacher's delivery in 30%, 50%, 15% and 5% class was excellent, good, average and tolerable respectively but no classes were found poor. Students' participation in 10% class was excellent, 10% good, 40% average, 30% tolerable and 10% poor. Motivation to students in 10% class were excellent, 10% were good, 40% were average and 30% tolerable. Teachers' role in 30% class was excellent, 50% good, 10% average but no class was found poor. In clarification to the point 30% class was excellent, 30% good, 20% average, 10% tolerable and 10% were poor.
3. While using small group work, teacher's role in 10% class was excellent, 10% good, 30% average, 30% tolerable and 10% poor. In teacher's ability to form group 10% classes were excellent, 30% classes were good, 10% classes were tolerable and no classes were poor. Students' collaboration in 46% was excellent, 30% good, 10% average and 10% were poor. In procedures for group work, 10% classes was excellent, 40% good and 20% was poor.



4. While using discussion in 20%, 20%, 36%, 10% and 14% classes were excellent, good, average, tolerable and poor respectively. In teacher's role 18%, 30%, 40%, 10% and 2% class was excellent, good, average, tolerable and poor respectively.
5. In the use of problem solving as a teaching strategy presentation of problem 20%, 23%, 40%, 10% and 7% class was excellent, good, average, tolerable and poor respectively. Teachers' role 23%, 30%, 33%, 4% and 10% class was excellent, good, average, tolerable and poor respectively.
6. Student research and case study were not used by higher secondary level English teachers.
7. In the use of student writing as a teaching strategy 15% class was excellent, 22% was good, 50% average and 22% were poor in students involvement. Students' ability to write in 22%, 29%, 14%, 14% and 21% class was excellent, good, average, tolerable and poor respectively.
8. In the use of cooperative learning as a teaching strategy 10%, 30%, 40%, 10%, 10% classes were excellent, good, average, tolerable and poor respectively in teachers' role. Motivation for cooperation in 20% classes was excellent and 5% poor. In interaction and cooperation 15%, 86%, 15%, 17% and 18% classes were excellent, good, average, tolerable and poor respectively. In individual responsibility 22% classes were excellent and 17% classes were poor. In positive interdependent 33%, 20%, 30%, 5% and 12% classes were excellent, good, average, tolerable and poor respectively.
9. While using role play as teaching strategy students' involvement was excellent, good, average, tolerable and poor in 22%, 29%, 14%, 14% and 21% classes respectively. Teachers' role was excellent, good,

average, tolerable and poor in 29%, 15%, 21%, 21% and 14% classes respectively.

#### **4.1.2 Findings Based on Comparison**

Both public and private higher secondary level English teachers used more or less similar types of strategies in teaching. However, they were different in the range of rating. The findings based on the analyzed and interpreted data with the comparison between private and public schools have been extracted as follows:

1. In the use of direct instruction both public and private schools were similar in teachers' delivery, motivation to students, teachers' role and clarification to the point in their ratings. But students' participation was better in private schools than in public ones.
2. While using small group work as a teaching strategy both public and private schools were similar in teacher's role, teachers' ability to form group and procedures for group work. But private schools were better than public schools in students' participation.
3. Both public and private schools were similar in the use of discussion and problem solving. But private schools were better in students' participation than public schools.
4. Students' research and case study were not used in both public and private schools as teaching strategies.
5. In the use of student writing both public and private schools were similar in teachers' role but private schools were better than public schools in students' involvement and students' ability to write.
6. While using co-operative learning both public and private schools were similar in teachers' role and motivation but private schools were better

than public ones in students' participation and interaction and cooperation.

7. Role play had effective role in private schools than in public ones. Private schools were better than public ones in students' involvement, assignment and achievement of roles. But both the types of schools were similar in their teacher's role.

## **4.2 Recommendations**

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

1. It is suggested that teachers should use all the teaching strategies wisely and appropriately and they should use more student-centered strategies than teacher centered ones.
2. All the teaching strategies should be used in an excellent way so that the teaching and learning activities can be promoted easily.
3. All the strategies should be used according to the need of subject matter and level of the students.
4. Procedures of group work should be used appropriately and group should be formed wisely.
5. Strategies like student research and case study should be used in the higher secondary level classrooms. These are the modern strategies which can enhance the students' ability. So that they have greater value.
6. Students' writing should be used as a teaching strategy effectively because it can broaden the students' writing habit.
7. Role play should be used as a teaching strategy effectively because students get better chance to practice in this type of activity

8. Students learn more through sharing their ideas and cooperation so that such chances should be given to the students. Students' should be active in all of the strategies.
9. Collaborative activities should be given to the students in public schools so that students get greater achievement.
10. Individual responsibility should be given to the students of public schools too.
11. Teachers should be dynamic while using the teaching strategies. They should use diversity of strategies in the single classroom.

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Appendix - I  
Consent Letter



त्रिभुवन विश्वविद्यालय  
शिक्षा शास्त्र संकाय  
शिक्षा शास्त्र केन्द्रीय विभाग  
TRIBHUVAN UNIVERSITY  
FACULTY OF EDUCATION  
CENTRAL DEPARTMENT OF EDUCATION  
Department of English Education

पत्र संख्या:-  
Ref.


विश्वविद्यालय क्याम्पस  
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मिति:.....  
Date: 2067/11/09

To Whom It May Concern

This is to certify that Mr. Bala Bahadur Rokaya is a registered M.Ed. student in good standing in this Department. He is currently engaged in carrying out a research entitled "Teaching Strategies Used in the ELT Classroom" a requirement of his degree.

Any assistance extended to him will be highly appreciated.

  
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( Dr. Anjana Bhattarai )

Head

Department of English Education

**Appendix-II**  
**Teacher's Class Observation Form**  
**Teaching Strategies Used in the ELT Classroom at**  
**Higher Secondary Level**

Name of the School:-

Name of the teacher:-

Class:

Period:

Date:

Type of school:

S.N.	Strategies	Rating					
		Excellent	Good	Average	Tolerate	Poor	Remarks
<b>1.</b>	<b>Direct instruction In ELT classroom</b>						
1.1	Teacher's delivery						
1.2	Students' participation						
1.3	Motivation to students						
1.4	Teacher's role						
1.5	Clarification to the point						
<b>2.</b>	<b>Small group work to improve students' communicative ability</b>						
2.1	Teacher's role						
2.2	Teacher's ability to form group						
2.3	Students' collaboration						
2.4	Procedures for group work						
<b>3.</b>	<b>Discussion in ELT classroom</b>						
3.1	Students' participation						
3.2	Teacher's role						
<b>4.</b>	<b>Problem solving for developing language skills</b>						
4.1	Teacher's role						
4.2	Student's participation						
4.3	Presentation of problem						

<b>5.</b>	<b>Use of student research in ELT classroom</b>						
5.1	Clear instruction for research						
5.2	Significance of research						
5.3	Teacher's encouragement						
5.4	Appropriate to the level of students						
5.5	Students' involvement						
<b>6.</b>	<b>Case study of related materials</b>						
6.1	Selection of case						
6.2	Teachers' role						
6.3	Students' participation						
6.4	Discussion of case						
<b>7.</b>	<b>Student writing for enhancing their writing ability</b>						
7.1	Students' involvement						
7.2	Students' ability to write						
7.3	Teacher's role						
<b>8.</b>	<b>Cooperative learning for the development of communicative ability</b>						
8.1	Teacher's role						
8.2	Students' participation						
8.3	Motivation for cooperation						
8.4	Interaction and cooperation						
8.5	Individual responsibility						
8.6	Positive interdependence						
<b>9.</b>	<b>Role play in different situation.</b>						
9.1	Assignment of role						
9.2	Suitability of role						
9.3	Students' involvement						
9.4	Teacher's role						

## **APPENDIX-V**

### **LIST OF THE SCHOOLS THAT WERE OBSERVED**

#### **Public Higher Secondary School**

1. Mangal Higher Secondary School, Kirtipur
2. Shanti Vidyagriha Higher Secondary School, Lainchour
3. Monohar Higher Secondary School Samakhusi
4. Gramin Adarsha Campus, Nepaltar
5. Monohar Sahid Smarak Campus, Gongabu
6. Janasewa Higher Secondary School, Kirtipur
7. Geeta Mata Higher Secondary School, Bijeshwari

#### **Private Higher Secondary School**

1. BST Higher Secondary School, Gongabu.
2. Pasang Lamu Sherpa Higher Secondary School, Samakhusi.
3. S.S. Higher Secondary School, Balaju
4. Navodit College Samakhusi
5. Cambridge International College, Kalanki.
6. Hill Town Higher Secondary, Kirtipur
7. Rhedon Higher Secondary School, Samakhusi