

CHAPTER - ONE

INTRODUCTION

This chapter begins with the general background of the topic. It attempts to show the foundation of the study. It, then, strives to describe the idea about the importance of the English language, techniques of language teaching and individualization in language learning, the focal point of the study. It also strives to delve into the previous studies done in the related field. It also includes with the significance of the study.

1.1 General Background

In a human society, when individuals grow up, they need to teach language. It is assumed that language teaching makes a man perfect. If we talk about language teaching, it denotes to first language, second language or a foreign language. The language teaching is an established profession, but it is no longer an easy option to do. "Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century" (Richards and Rodgers, 2001, p.1). Fortunately, the situation today is dramatically changed. A language teacher today has to be talented, hard working and committed. "It is not enough to know how to present, practice and follow-up a structure and how to use tape recorder and language laboratory. The present wave of communication materials makes new demands on the teachers" (Holden, 1984, p.17). So, total commitment, involvement, a total physical, intellectual and emotional response is necessary for successful language teaching and learning (Brown, 1994, p.2). Sthapit (2000, p.1) states "The objective of teaching a thing is to help the learners in learning it. Teaching, therefore, should be geared to facilitating learning on the part

of the learners. This is true of language teaching as well". Similarly, Stern (1983, p.21) views language teaching as "the activities which are intended to bring about language learning." Stern further mentions that language teaching is more widely interpreted than instructing a language class. It consists of all the activities intended to bring about language learning (ibid. p.21). In case of learning, individuals are different and they have individual strategies to learn language. Some learn language in a fast speed and some others learn it in slow speed. So, Holden (1984, p.17) also asserts "People are different and they learn in different ways and at different speeds. Therefore, teaching after all is about people learning". The task of teaching the young learners is too important and complex to be handled entirely by parents or through the informal structures of earlier eras.

Ur (1996, p.4) says "the concept of teaching is understood as a process that is intrinsically and inseparably bound up with learning." Similarly, Kimble and Garmezy (1963) state teaching is "Showing or helping some one to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (as cited in Brown 1994, p.7).

A teacher has a prominent role in teaching process, Gage (1984) describes the art of teaching as:

An instrumental or practical art not a fine art aimed at creating beauty for its own sake. As an instrumental art, teaching is something that departs from recipes, formulas, or algorithms. It requires improvisation, spontaneity, the handling of hosts of considerations of

form, style, pace, rhythm and appropriateness in ways so complex that even computers must in principle fall behind, just as they cannot achieve what a mother with her five-year old child or what a lover says at any given moment to his or her beloved (as cited in Arends 2001, p.4).

1.1.1 Importance of the English Language

English is one of the six official languages of the UNO and plays a vital role in international Communication. Nearly half of the world's books of science and technology are written in the English. If we look at the media, we can find that over fifty percent of the world's newspaper or radio stations use the English as a medium of communication. The English language has received great importance in the present context. It has become a language of people from different nationalities. It is widely known as lingua-franca. Burchfield (1985) also says that:

English has also become a lingua franca to the point that any literate educated person is in a very real sense deprived if he does not know English. Poverty, famine and disease are instantly recognized as the cruellest and least excusable forms of deprivation. Linguistic deprivation is a less easily noticed condition but one nevertheless of great significance (as cited in Phillipson 1992,p.5).

It is no doubt, that it is, and will remain a vital linguistic tool for many business people, academics, tourists and citizens of the world who wish to communicate easily across nationalities. Kachru (1983, p.3) wrote "one might hazard a linguistic guess here. If the spread of English continues at the current rate, by the 2000 its non-native speakers will out numbers its native speakers" (as cited in Harmer 2001, p.2).

From this saying we can also envision that the English language has occupied prestigious status in this present era. It has become a global language. It is used every where and in every sector, English is the passport to travel the whole world and hence has become an excellent vehicle for transmission of modern civilization for any part of the world. The importance of English in the present day world is being increased and Nepal can not be the exception to it. The spread of the English is as significant in its way as is the modern use of computers. When the amount of information needing to be processed came to increase human capabilities the computer appeared in the scene, transforming the processes of planning and calculation. When the need for global communication came to exceed the limits set by language barriers, the spread of English accelerated transforming exiting patterns of international communication (Ferguson, 1983 as cited in Phillipson, 1992, p.6).

This worldwide spread of the significance of the English language has developed the sense of linguistic imperialism, the usual dominance of one language over other languages in the multi-lingual speech situations. The contemporary world is characterized by English linguistic imperialism. In this connection, Phillipson (1992, p.47) says "English linguistic imperialism is that the dominance of English is asserted and maintained

by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages."

Now, it has created the necessity of teaching and learning of it. Around the world, English language teaching is being common. In many countries, it appears in the school's curriculum. In the case of Nepal, "English was introduced formally in the school level education system about one hundred fifty years ago that is in 1854" (Bhattarai, 2006, p.11). He further added that there is no mention of the English language in the constitution of Nepal and the number of its speakers is as in the latest census 1,037 persons. However, it is found in all the syllabuses from primary to graduate levels (ibid. p.11). Awasthi (2003, p.22) also opines "English entered in the Nepalese education in 1854, when the then prime minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918."

When we think of English language teaching means, it naturally comes four skills and four aspects in our mind. So, teaching the English language means teaching four language skills and four aspects. Listening and speaking are considered as primary skills and reading and writing are secondary skills. Similarly, listening and reading are receptive skill and speaking and writing are productive skills.

"Of all the four skills (Listening, speaking, reading and writing) speaking seems intuitively the most important. People who know a language are referred to as speakers of that language as if speaking included all other kinds of knowing" (Ur 1996, p. 120). Similarly, listening skill is also considered having paramount value in day to day communication. It is believed that if a person can not hear and understand the thing said by a second person, the communication gap will occur between them. Reading and writing, on the other hand, are also not of less focus in English

language teaching. Without being proficient reader and writer one can not express the things coherently and cohesively. So, whatever the belief we have upon these four language skills, they are equally important for genuinely communicating. Similar is the case with language aspects like vocabulary, grammar, pronunciation and function. So, my main concern in this research study will be with all these four language aspects and four language skills in general i.e. English language teaching.

1.1.2 Techniques in English Classrooms

Approach, method and technique are most frequently used terms in the field of language teaching. A technique is a particular trick which a teacher actually implements in the classroom to achieve the immediate objectives of the classroom. To quote Anthony (1963):

A technique is implementational that which actually takes place in classroom. It is a particular trick stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well (as cited in Richards and Rodgers, 2001, p.19).

Thus, a technique is actually applied in classroom while teaching learning activities are going on. The appropriate selection of techniques is determined on the basis of the subject matter, teacher's individual artistry, composition of class, availability of the teaching materials and so on. There are, predominantly, two types of techniques. They are:

a. Teacher-Centered techniques

b. Learner-Centered techniques

a. Teacher-centered Techniques

Teacher-centered techniques are those where teachers' roles are considered the prominent ones. The student's active participation is less focused. The teacher does each and every thing and the students only become passive listeners. According to this type of technique the following ones are the commonly used.

- Lecture
- Explanation
- Illustration
- Demonstration

b. Learner-centered Techniques

This is another type of technique which we implement in our ELT classrooms. It is such technique which emphasizes the student and his or her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority, and educational requirements.

M.Ed. English syllabus has prescribed the following learner-centered techniques.

- Individualization work
- Group work
- Pair works
- Project work
- Strip story
- Drama

- Role play
- Simulation
- Discovery technique

1.1.2.1 Individualization in Language Learning

There are a number of techniques which we use in language teaching for fuller developments of learners are technically known as learner centered techniques. Individualization in language learning is new and less discussed technique in English classes. My research work strives to seek what individualization language learning is, why teachers very rarely, if not, at all use it in English classes. Due to the rapid development of science and technology different sectors of human world have swiftly shifted in a short time. Language pedagogy, due to the plethora of information available electronically makes cognitive demand on language students (Carter and Nunan, 2001, p. 108), has shifted the concept of language teaching to focus from subject matter to individual differences. Materials of various kinds are made available and the learners choose which to work on the organization of these choices may be in the hands of either teacher or learner and learners define it may be on their own or in groups or pairs. Ur (1996) says that individualization in language learning is "a situation where learners are given a measure of freedom to choose how and what they learn any particular time-implying less direct teacher supervision and more learner autonomy and responsibility for learning" (p.233). In this technique, attempts are made to provide for differing learner needs within a class and to place higher proportion of responsibility for learning on the shoulder of the learners (ibid, p.233).

Recent classroom research has shown that students, who spared a substantial portion of their time in small, acquire more language than students whose teachers take a whole class, lock step approach. In short,

controlling all students activity and having every student do the same thing at the same time is, generally speaking, less effective than breaking the class up and maximizing individual participation. Celce- Murcia and Hilles (1988) say that students should provide such opportunity in which they can exercise their mental efforts and search for new things.

According to them about individualization language learning, there are powerful affective reasons for giving students room to struggle on their own, test themselves informally against each other, and develop a sense of community apart from the teacher's control. Teacher, after the planning of presentation of materials and exercises, is to structure related activities that are consistence with the dynamic of the group. In this way, s/he ensures that all students have an opportunity to practice the language, whether the class is large or small, and develop the capacity to monitor their own output. The teacher is there just to help them when needed.

Richards et al. (1999) assert that individualized instruction and individualization in language learning are synonymous and say individualized instruction attempts to give learners more control over what they learn and how they learn it (p.177). Similarly, Dickenson (1987) asserts that individualized instruction, autonomous learning and self directed learning are synonymous terms. He says:

An individualized course, in which each learner is directed to a particular level by the teacher, where the students' learning needs are anticipated, perhaps even determined, by the material, and which is worked on during the appropriate time-tabled hours does not leave much freedom for independent learning by the learner (p.11).

Dickenson (ibid, p.11) further says that, self-instruction and self-directed learning may pose a threat of a particular learning mode taking over the whole of the learning programme and distorting it so that the covert aim becomes the success of self-directed learning rather than the successful learning of the target language. Self-instruction must be judged by success of learners in learning the foreign language. In self-instruction learning the learners should strive towards autonomy in learning. But autonomy is ultimate. It constitutes a kind of nirvana to be achieved through struggle. Learners do not achieve autonomy by being told to, nor by being denied conventional class teaching. In these ways, they are likely only to achieve failure. Autonomy is achieved slowly, through struggling towards it, through careful training and care preparation on the teachers' part as well as on the learner's and the first stage in this process is the liberalization of the classroom to allow the development of learner independence and learner responsibility (ibid. xi)

Chaix and O'Neil (1978) define individualized instruction as a learning process which is adopted to a particular individual taking this individual's characteristics into consideration (as cited in Dickenson 1987, p.11).

Autonomy is the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions" (Dickenson 1987, p.11).

Similarly, Phyak (2007, p.13) says that "learner autonomy simply refers to the ability that learners develop to work independently without being spoon-fed." Though individualized learning is equated with autonomous learning, the latter seems broader than the former. In the latter case the teacher has no role to play in learning, but in the former the teacher facilitates the learning by preparing the materials as the demand of the lesson.

Focusing the terms like individualization, self-access, self directed and learner autonomy, Geddes and Sturbridge (1982) argue "individualization

is an umbrella term which encompasses to such seemingly diverse topics as one to one teaching, home study, individualized instruction, self access facilities, self-directed learning and autonomy" (as cited in Karl, 1994, p. 202).

Moreover, Riley (1988) also opines individualization also encompasses a learner centered approach to language and takes special note of ethno-linguistic aspects of language learning in which the autonomous role of the learner is colored by second language self image and the teacher / learner roles prevalent in his socio-linguistic sphere. Similarly, there are also certain underlying basic assumptions about learning when we talk of individualization. According to Logan (1980, as cited in Karl 1994, p. 202):

- People learn even the same material in different ways.
- People can learn from a variety of sources even if the final goals are the same implying that the instructional materials can vary.
- Direct teaching by a teacher is not essential for learning; it is only one of many possible experiences which mean that a teacher can be a facilitator instead of a preacher.
- A variety of learning activities can take place simultaneously referring to integrative language learning activities.
- People may have variety of goals or objectives for learning a second language-implying that learners learn for different reasons.

These five basic assumptions; different learning styles, a variety of sources, the teacher as facilitator, integrated learning tasks and different learning goals lead towards individualization. Similarly, keeping the

learner as being focal point in individualization technique Altman (1980) talks of three basic tenets which characterize individualized language teaching. They are;

- a syllabus that meets the needs, abilities and interests of each learner
- personalized goals, means and expectations for learners and
- teaching methods tailored to the needs of the learners

Gautam and Nath (2005, p.147) also list some of the characteristics of individualization. They are;

- learners are given a measure of freedom to choose how and what they learn any particular time (implying less direct teacher supervision and more learner autonomy and responsibility for learning).
- individual projects.
- there is some attempts to adopt or select tasks and materials to suit the individual.
- attempt is made to provide for differing learner need within a class and to place higher proportion of responsibility for learning on the shoulders of the learners themselves.
- make responsible for their own learning.

Richards, Platt and Platt (1999, p.177) also give some of the tenets in which individualized learning is based on. They are;

- objectives are based on the needs of individual learners.
- allowances are made in the design of a curriculum for individual differences in what students wish to learn, how they learn and the rate at which they learn.

Individualization technique, in principle, is humanistic. It stresses to individual student's personal feelings, attitudes and opinions if it is used in a principled way. It, of course, would foster each student's academic career, but, in itself this technique is not an easy task to do. In a large class, due to the disruptive nature of students the application of this technique is of far away. Harmer (1991) says that "the most effective activities can be made almost useless if the teacher does not organize them properly and disruptive behaviour can spoil the best classes if it is not checked" (as cited in Shrestha, 2010, p.10). The teacher should be more active, better prepared. Moreover, the teacher has to play different roles as facilitator, resource person, guide, and so on.

Sarwar (1994, p. 203) provides some guidelines to implement individualization technique in the form of four "Rs". They are;

- **Reeducation:** This means reconstructing the role of the teacher as facilitator and the learner as the active agent in the process of learning.
- **Responsibility:** This implies that the learner takes charge of his own learning. It also implies the teacher's responsibility to set up clearly stated tasks that can be monitored by learners on their own and ensure the availability of self learning materials for learners.
- **Relevance:** As most of the materials and exercises designed to the learners should be relevant. Also relevance means finding contexts of learning that are meaningful for our learners.
- **Rapport:** A large class is a management challenge for any teachers. It is only through the proper rapport that an atmosphere is conducive to learning can be built up. Also, humanizing a large class is perhaps the only way to motivate learning.

The following types of activities can be suitable to apply in the classroom of individualization learning.

Voluntary learning: This activity is one suitable activity which can be used while using individualization language learning. For this, the teacher should collect the students' ideas and design the tasks to suit to their desires. Occasionally, the teacher should instruct to the students that the primary goal of learning is fluency and appropriacy than accuracy.

Background questionnaire: This is such activity which can be used to learn about student background, attitudes and perceived needs as well as their proficiency level. These students' related factors help to have great deal of understanding about them.

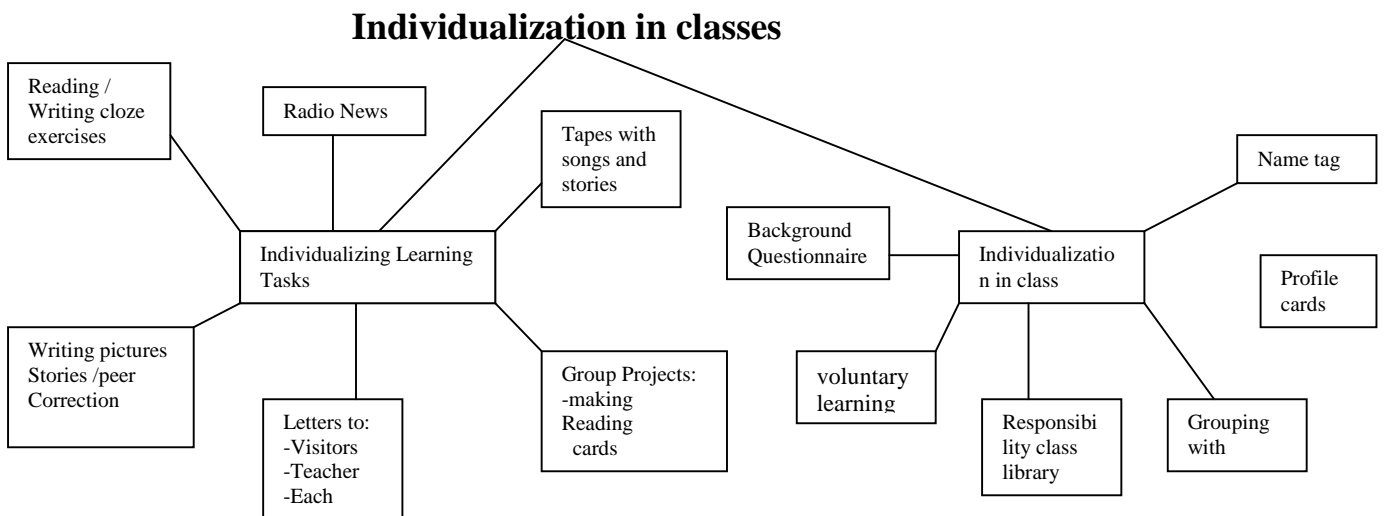
Grouping: This is another activity which can be useful in individualization classroom. They can work in group they collaborate, interact and negotiate for comprehensible inputs which gradually lead towards fuller development of individual students.

Library consult: Very often learners will not have library access. They can not have English books, magazines, newspapers, books about national and international personalities. If such books are made available, then students can develop their habits of visiting and consulting library. This is one of the useful ways of enhancing individualization in language learning.

Radio news: Students should be provided a chance to listen to local radio news which provides exposure to real world listening for the learners. It also helps them improve their general knowledge. Moreover, the learners could work at their own pace, without peer and classroom pressure. It becomes self monitored learning tasks in which they can gauge their own progress.

Projects: Particularly, students can change themselves as independent learners when they attempt to struggle in natural setting environment. Projects are those longer pieces of works in which almost all the activities are carried out outside the classroom. Students do field visit and collect necessary information. They report their findings of project work in the class. It helps learners learn the things independently outside the classroom situation.

Self-learning tasks: According to this activity, teacher should be very alert to the fact that while selecting and sequencing tasks. The selected and sequenced tasks should be purposeful on the basis of the individual learners' needs and interests. If tasks and activities are designed in such a way, it will achieve their own goals. All the above concept of individualization can be summarized by the following figure:



Source: [Sarwar 1990, as cited in Karl 1994, p.208]

1.1.3 Learner-centered Approach

In the traditional approach to language teaching, most class time used to spend with lecturing and students watching and listening to the teacher. The students work individually on assignments and co-operation is discouraged. Students centered approach shifts the focus of activity from the teacher to the learner in which students solve the problems, answer questions, formulate questions of their own, discuss, explain, debate or brainstorm during class. The sole aim of this approach is to maximize language learning on the part of learners. Gautam and Nath (2005) opine that learner-centered approaches to language teaching and to the language curriculum are aimed at those strategies and procedures which maximize language learning.

This approach is newly introduced in the domain of language teaching and learning for the sake of enhancing opportunities on the part of learners. All the classroom activities are guided by the motive that language learning should as far as possible shape in accordance with the needs of individual learners. It places the learners at the heart of teaching-learning activities. A learner centered approach does not, however, make the teacher invisible. On the contrary, the teacher often has to be more active, to be better prepared and to work harder than in teacher centered approach (ibid. p.147). Focusing on the pivotal role of learner in learner-centered approach to language learning, Bhandari (2003) says:

The learner-centered teaching stands upon the assumptions that it is impossible to teach learners every thing in class, so all class activities can be carried out using information on that the learners themselves bring in the class and the activities are performed on that wealth

of experience that may be the grammar exercise, exam preparation, games or translation (p.7).

It is already mentioned that this approach to language teaching and learning is new, has humanistic values. It aims at all round development of students. Many of the techniques developed to communicative language teaching methodology lend themselves to learner centered approach. This approach has close relation with the techniques like co-operative learning, problem-based instruction and classroom discussion (Arends 2001, p.25) which is also based on constructivist model.

Constructivist model in language teaching stresses that students construct meanings in their own rather than receive knowledge. It asserts that knowledge is created through interactions between teacher and students. It prioritizes active input from student and requires intellectual effort and aids retention. The role of the teacher in student-centered approach can be of different types. A teacher can play different roles as the classroom situations demand. For example, a teacher has to play the role of facilitator, manager, guide, prompter, etc. Similarly, if we deploy it to its best advantage, teacher should be that of guide and mentor encouraging student to take charge of their own learning and helping them to learn at their own pace (Carter and Nunan 2001, p.113). Richards et al. (1999, p.359) say that this approach to language teaching seems to be based on the following assumptions:

- a) Emphasizes active role of students in learning.
- b) Tries to give learners more control over what and how they learn.
- c) Encourages learners to take more responsibility for their own learning.

1.2 Review of the Related Literature

This section provides the information about the research works and other related literatures of my research work. It reflects the fact that what has already done and what is remaining to be done in this domain.

Poudel (1977) has conducted a research study on "A study of problems faced by secondary school teachers in teaching English in Patan District" aimed at findings out problems in teaching. He concluded that effective teaching can not be resulted without effective use of instructional materials. Similarly, Sarwar (1990) has carried out a research on "Adapting individualization technique for large classes" (as cited in Karl 1994, p.201). In his research, he found the four problems faced by teachers of large classes. First, they feel self-conscious, nervous and uncomfortable, it is indeed tiring to be the constant focus of 100⁺ pairs of eyes for three to four periods a day. Second, large classes pose disciplinary and classroom management problems. Third, it is difficult to evaluate the oral or written work of so many learners; teachers of large classes seem to be buried under an endless pile of homework. And last finding was, teachers feel nervous because individual attention cannot be given to each student and very little learning takes place. Likewise, Ur (1996) in her book has written that individualization refers to a situation in which various types of materials will be designed keeping the needs, interests and level in mind and focusing the fuller development of students. But she expressed this is expensive to equip and maintain and therefore not available to most foreign language learners. Similarly, Pande (2004) carried out a research work to find out the "effectiveness of project work technique in developing writing skill." On the whole, it was found that project work technique was effective in developing free-writing. In the same way, Panta (2004) conducted "A practical study to find out the effectiveness of discovery technique in teaching sub + verb + agreement." The finding of this research work was that the students

taught through discovery technique should have better performance in sub + verb + agreement" than the students taught by the explanation technique. Similarly, Adhikari (2005) conducted a research entitled "The effectiveness of strip story in developing writing skill." It was found that both the groups (experimental and control), were benefited but comparatively the group taught by using strip story was found to perform better in all the cases. This research also showed that using strip-story for the purpose of developing writing skill more effective than teaching with usual classroom techniques. Similarly, Subedi (2009) has carried out a research on "Problems in the development of speaking proficiency". He employed questionnaire to the students and teachers to identify the problems. He found that examine centric teaching system having very less marks for speaking skill in exam, less exposure in English, excessive use of mother tongue in English class etc. were the reasons of such problems.

In the Department of English Education at T.U, there has not been any research conducted similar to my research study which examines the opinions of English teachers towards individualization technique and its strengths and weaknesses in English language classrooms. There are many research works carried out about learner-centered techniques, but none of them strived to touch the aspects which my research work attempts to find out. It is because of this fact; my research work is totally different than those researched in the Department of English Education.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a. To find out the activities used under individualization technique.
- b. To identify the opinions of English teachers of secondary schools towards individualization technique.

- c. To identify the strengths and weaknesses of using individualization technique in English language classrooms.
- d. To suggest some pedagogical implications.

1.4 Significance of the Study

My research study is about learner-centered-technique i.e. individualization in language learning. It, in principle, considers learners' feelings and meanings as paramount. It is humanistic in its nature but very rare ELT teachers may be familiar with this technique, the everyday use of this in ELT classes is a matter of distant future. It is because of this fact my study strives to record the opinions of English teachers toward it and strengths and weaknesses of using this technique in ELT classes with reference to ELT classroom situation of Palpa district. The findings of my research work will be beneficial to those who strive for incessant 'self-improvement' approach related to ELT in the context of Nepal. It is equally beneficial to the curriculum designers, text books writers, and to those prospective researchers in the field of ELT.

CHAPTER – TWO

METHODOLOGY

This chapter entails the following methodological procedures. It attempts to present the process how the present research work went ahead to achieve the set objectives.

2.1 Sources of Data

I used both primary and secondary sources for the data.

2.1.1 Primary Sources of Data

As the primary sources of data for my study, I used ten English teachers from Palpa-based ten secondary schools along with their students. They were my sources of first-hand-data where I observed and met them.

2.1.2 Secondary Sources of Data

As secondary sources of data of my study, I consulted many books like Stern (1983), Dickenson (1987), Celce-Murcia and Hilles (1988), Harmer (1991), Phillipson (1992), Brown (1994), Karl (1994), Ur (1996), Arends (2001) and theses, journals, and many other references.

2.2 Population of the Study

For this study purpose, I selected ten government-aided schools. The total populations of my study were ten English teachers and students of grade 10 of each school.

2.3 Sampling Procedure

I selected ten English teachers of ten government-aided secondary schools of Palpa district through purposive sampling procedure. I also observed eight classes of each teacher and altogether eighty classes were observed. At that time, I focused on the activities used by them using individualization technique.

2.4 Tools for Data Collection

In addition to the available data gathered from books, journals and theses, I collected field-based information using two data-gathering tools; observation checklist and questionnaire.

2.5 Procedure for Data Collection

In the first step, I collected information about Palpa-based government-aided secondary schools. Then, I selected ten schools on the basis of my accessibility. In the next step, I visited those selected schools and I introduced myself to the authority there. I also shared my proposal with headmasters and teachers, and asked them for help if I needed. After building rapport, I observed eight classes of each teacher in order to see the activities under individualization technique. I also distributed the questionnaire to each teacher after the completion of their class observation to obtain their opinion about individualization technique.

2.6 Limitations of the Study

The study had the following limitations:

- a) Since this research work was carried out at purposively selected government-aided schools of Palpa district, it might not be generalized in a wide area.
- b) It was limited to 10 secondary level English teachers from different schools and their classes; 8 classes of each teacher.
- c) The study was limited to the individualization technique in English language classrooms only.
- d) The study was limited only to grade 10
- e) This study was confined to the observation checklist and questionnaire as the tools for data collection.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter mainly deals with the analysis and interpretation of the data collected from primary sources to fulfill the set objectives of my study. I used two tools to collect data; observation checklist and questionnaire. Both of these tools were employed to ascertain the strengths and weaknesses of using individualization technique and opinions of English teachers towards it in English language classrooms. The collected data through these tools have been analyzed, tabulated and interpreted toolwise. Firstly, the collected data through observation checklist were analyzed, tabulated and interpreted, and then the information collected through questionnaire has been exploited.

3.1 Holistic Analysis of Observational Data

In this section, I analyzed the whole activities individually. These activities were found in classroom observation of ten English teachers of secondary level. In order to analyze all activities holistically, I set some criteria like this;

- 1) Most effectively used - 100%
- 2) More effectively used - 50% above
- 3) Less effectively used - 25% above
- 4) Least effectively used - 25% below

The analysis of individual activity has been presented in the following table;

Table No. 1

Holistic Analysis of Observational Data

S.N.	Activities used	Classes	
		Yes	No
1	Self-learning tasks	45%	55%
2	Skill of student arrangement	46.25%	53.75%
3	Group projects	39%	61%
4	Individual work	35%	65%
5	Teacher questioning to individual	66.25%	33.75%
6	Student initiation	39%	61%
7	Collaborations (student-student)	31%	69%
8	Varied materials available	47.5%	52.5%
9	Varied tasks available	63%	37%
10	Voluntary learning	47.5%	52.5%

According to the above table, it was found that teacher questioning to individual and varied tasks available activities were more effectively used activities. These were used 66.25% and 63% respectively. Similarly, other activities like collaborations (student-student), was least used, i.e. 31%, individual work was used 35%. The activities like group project and student initiation were used 39%. These were also less effective. Self-learning tasks and skill of student arrangement activities were also not so effectively used, i.e. 45% and 46.25%. And, voluntary learning and varied materials available were also less effectively used activities (i.e. 47.5% under individualization techniques by ten secondary English teachers.

3.2 Interpretation of Observational Information

In order to collect data, I employed observational tool. I prepared a list of activities related to individualization technique to be observed in the classroom. I found the activities which were used in a varied way. The activities were used to a greater or lesser extent. They have been analyzed and interpreted individually.

3.2.1 Self Learning Task

This activity assumes that the teachers showed variation in its use in the classroom. During the eighty periods of classroom observation, ten teachers used it not so effectively. This can be shown in the following table.

Table No. 2
Self Learning Task

Rating	No. of classes	Percentage
Yes	36	45%
No	44	55%
Total	80	100%

It was found that teachers used 'self learning task' activity only 36 times (i.e. 45%). Therefore, this activity did not seem so effectively used under individualization technique.

3.2.2 Skill of Student Arrangement

This is one activity which we can use when we use individualization technique. During my classroom observation of ten teachers, it was found that teachers were not seen more conscious towards this activity. Through the analysis of the data the following table can be presented.

Table No. 3

Skill of Student Arrangement

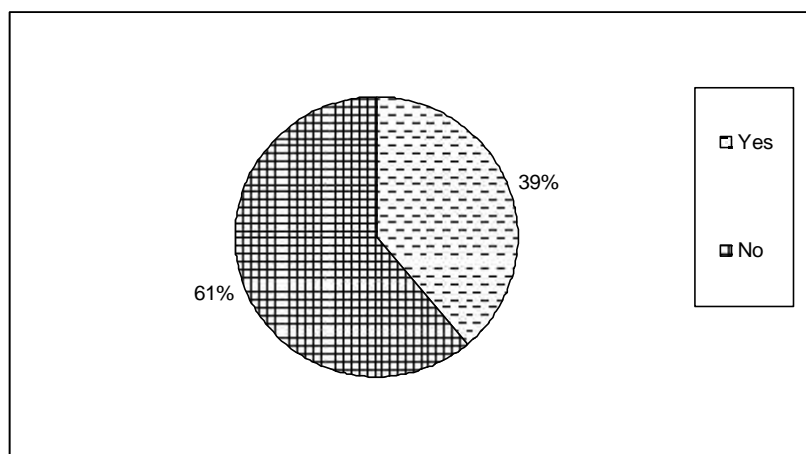
Rating	No. of classes	Percentage
Yes	37	46.25%
No	43	53.76%
Total	80	100%

From this table, it was found that the activity skill of student arrangement was not maintained by the teachers. In my class observation, it was found that this activity was used only 37 times (i.e. 46.25%). This was also not used so effectively.

3.2.3 Group Projects

Group project is another activity to provide the individualization language learning to the students. It can provide maximum participation of individual student in the classroom. During my class observation what was found that most of the teachers were not found to adopt this activity in their classes. Out of my total observed classes, only 39% teachers used it. The data has been presented in the following figure.

Figure No. 1
Group Projects

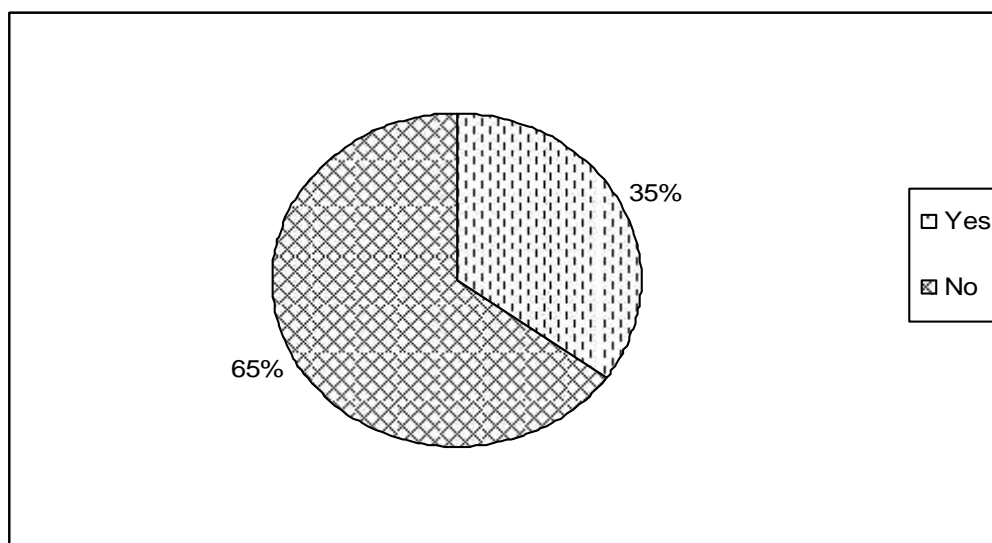


From the figure in page number 26, it was found that the teachers were not interested to use this activity in the classroom. So, English teachers are still not aware with the benefits of this activity to boost up learners' autonomy.

3.2.4 Individual Work

Under student-centered teaching, individual work is most important activity. It focuses on individual student's feelings and meanings. The teacher should be familiar with such activity in the present context of language teaching. However, in my study according to observed data the usefulness can be seen from teachers' perspective. The data has been presented in the figure.

Figure No. 2
Individual work



According to the above mentioned figure, the teachers did not use this activity very often in their classes. Teachers used only 28 times, (i.e. 35%). This was not so effective use of this activity. So, it does not strengthen the use of individualization in language learning in English classroom.

3.2.5 Teacher Questioning to Individual

Teacher can elicit students' views to make them express their feelings and ideas freely in the classroom. For this, teacher's questioning to individual student also seems suitable activity under individualization technique. Teachers very often seemed to adopt this activity in their classes. The data depicts everything which has been presented in the tabular form.

Table No. 4
Teacher Questioning to Individual

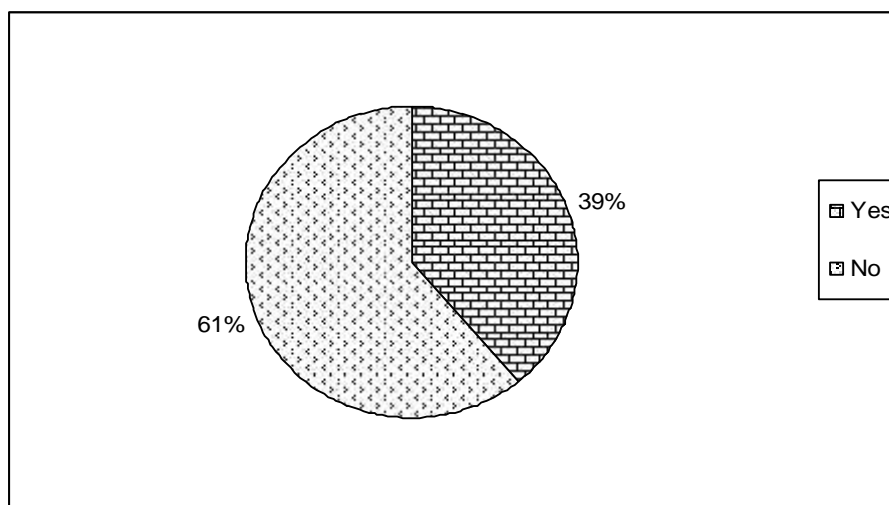
Rating	No. of classes	Percentage
Yes	53	66.25%
No	27	33.75%
Total	80	100%

According to the above mentioned figure, in the majority of the classes (66.25%) the teachers used this activity effectively. So, this activity can strengthen the use of individualization technique.

3.2.6 Student Initiation

This is one of the student-centered activities which can enhance the students' learning. At Present, those who are familiar with the principles of student-centered techniques strive to use it in their classes. In my classroom observation, it was found that this activity was used thirty one times by ten teachers and hence 39%. The data has been presented in the following figure.

Figure No. 3
Student Initiation

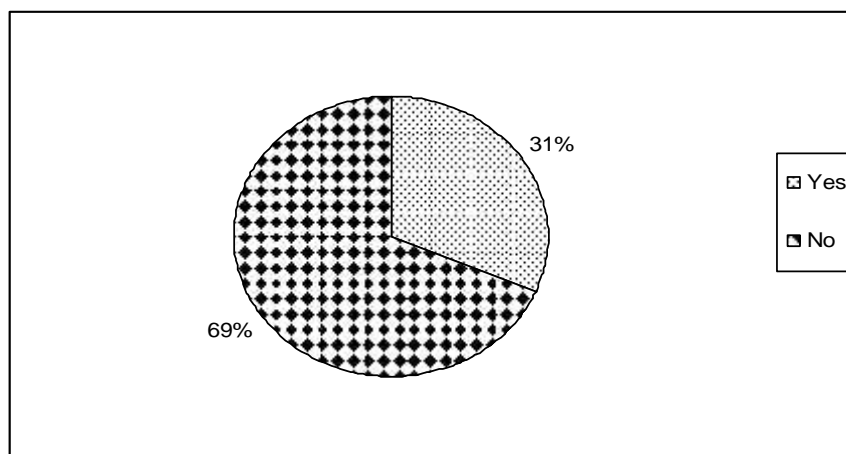


From the above figure, it was found that the student initiation activity was not used effectively by the teachers. They seemed to neglect this activity in their classroom. Only 39% times it was used by the teachers. From this data, it can be inferred that teachers are not aware of the intrinsic value of this activity to foster individualization.

3.2.7 Collaborations (student-student)

In order to enhance the students' learning, collaboration among students is necessary. This activity places more responsibilities on the shoulders of the learners for their own learning. They share their ideas with each other and develop their ability to solve the problems. In my classroom observation, what I found is that teachers did not seem to use this activity effectively. The data which has been presented in the following figure shows this:

Figure No. 4
Collaboration (student-student)



From this table, it was found that very rarely teachers used this activity in their classroom. Out of eighty observed classes this activity was used only twenty four times i.e. 31%.

3.2.8 Varied Materials Available

As we have known that one picture speaks more than 1000 words do. Varied types of materials, of course, have key role in fostering individual learner's learning. But, we have also known that teachers' life generally seems busy life. S/he may not have adequate time for painstaking preparation about materials. However, the teachers should not escape without preparing needed materials which have great impact on student learning. On the basis of my data, majority of the teachers did not use the varied types of materials in their classes. This data has been presented in the following table.

Table No. 5
Varied Materials Available

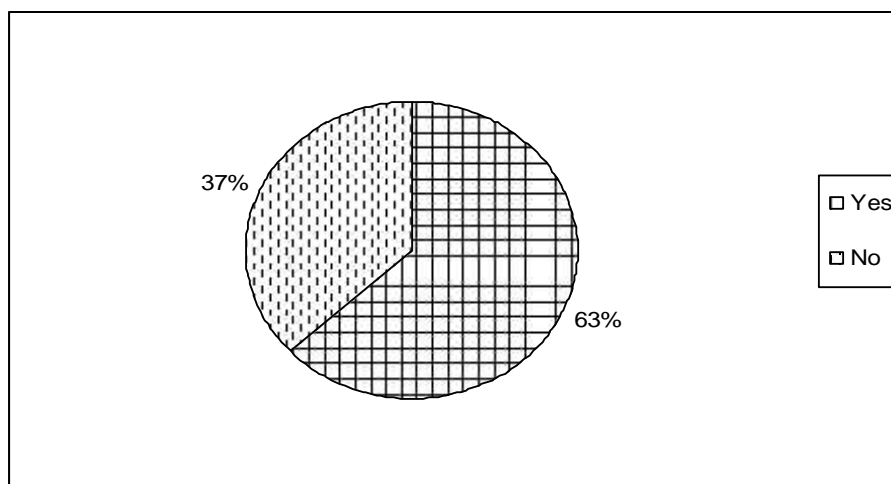
Rating	No. of classes	Percentage
Yes	38	47.5%
No	42	52.5%
Total	80	100%

The table in page number 30, presents the data that in all the classes the teachers did not use the varied materials properly. The teachers used materials only thirty eight times, (i.e. 47.5%) in their classes. This is not the effective use of this activity to enhance individualization technique.

3.2.9 Varied Tasks Available

Task-based teaching is very much humanistic in nature. It expedites learner's learning process. So, varied tasks should be made available, if possible. In individualization language learning, the teachers' main duty is to manage varied types of tasks which can make the learners engage in their problem-solving tasks. According to my classroom observation data, teachers seemed to adopt varied tasks in their classes which is good. The data has been presented in the following figure.

Figures No. 5
Varied Tasks Available



The above figure presents that the teachers were motivated to adopt varied tasks in their classes. They used 63% such tasks in their classes. In comparison to other activities, this activity was effectively used. This activity makes use of individualization technique effective in English classes.

3.2.10 Voluntary Learning

Providing students opportunity to take charge on their own learning is important. Such system of voluntary learning is one of the good strategies used under individualization technique. Teachers should be familiar with this strategy if they are supposed to develop learner's learning. In my classroom observation, teachers seemed not being aware of this strategy. They very rarely used this strategy or activity. The data, which has been presented below in the tabular form, shows about this.

Table No. 6

Voluntary Learning

Rating	No. of classes	Percentage
Yes	38	47.5%
No	42	52.5%
Total	80	100%

This table shows that teachers did not use this activity effectively. Out of total observed classes it was used only 38 times, (i.e. 47.5%). From this data what we can say is that English teachers' attention should be drawn towards it if we use it effectively.

3.3 Holistic Analysis of Data Obtained Through Questionnaire

In this section, I have analyzed the data which I obtained through questionnaire. A set of questionnaire was distributed to the ten English teachers of secondary level from whom I received the information required for my research objectives.

According to the information obtained through questionnaire, it was found that individualization technique is still not so suitable to implement in government-aided schools. Teachers, especially, in remote areas were

unaware of the principles of individualization technique. They reported that classroom management was one of the striking problems, which disrupts the smoothness of the class. In the same way, lack of teaching materials, resource materials, due to limited time prescribed by the government etc. were the problems in the use of individualization technique.

It is because of these weakness (i.e. problems) associated with individualization technique, the strengths of it are questionable. To be more precise, we can not expect much benefits from this technique as these are mentioned in the principles of this technique. However, we can not neglect to the fact that if we were able to use this technique in a principled way, we would find this technique more humanistic, which focuses on the individual student's feelings and meanings.

3.4 Interpretation of Information Obtained Through Questionnaire

In order to collect field based data, I also used questionnaire tool. The main purpose of using this tool was to collect the opinions of English teachers towards individualization technique. In the modern era, due to the advancement of science and technology different kinds of equipments have been developed which can be used effectively in the English Language Teaching (ELT) classes. In order to see to what extent these equipments have influenced the teaching style of ELT teachers in secondary level, I employed this tool. The information obtained through this tool has been analyzed and interpreted by using tables. They have been presented in the following way.

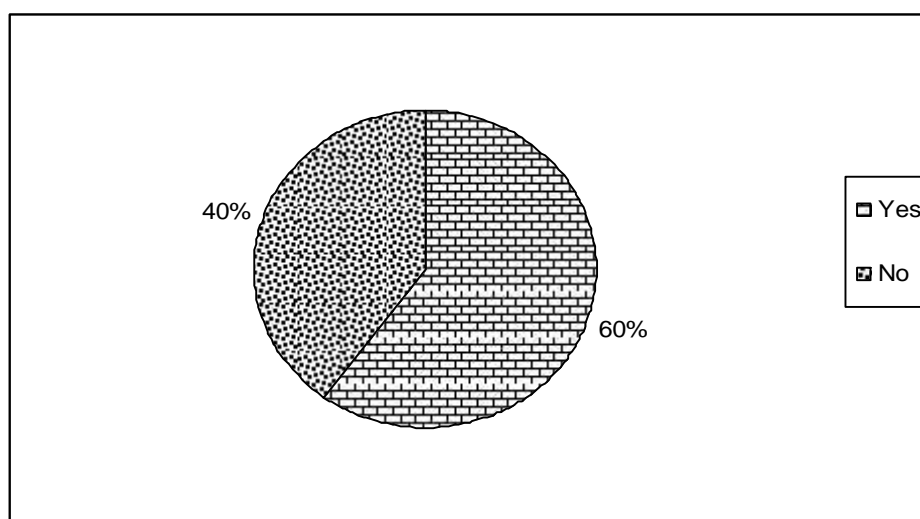
3.4.1. Opinions of Teachers Towards Communicative Language Teaching

Communicative language teaching technique, in principle, seems to be more theoretical in nature. In accordance with this technique teachers need to have painstaking preparation about materials and tasks. Very often, teachers spend busy life and may not prefer to use this technique. In responses to the question "teachers very often feel very difficult to implement communicative language teaching technique. Do you agree?" some teacher agreed with this question and some disagreed. Sixty percent teachers showed their agreement with this question and also gave some reasons in believing it difficult, like;

- Lack of teaching materials
- Lack of training
- Due to limited time
- Classroom management problems

The data has been presented in the following figure.

Figure No. 6
Opinions of Teachers Towards CLT



From the figure in page number 34, it can be seen that the teachers feel difficult to implement CLT in the large classes because of classroom management problems, limited time, lack of teaching materials etc.

3.4.2. Access of Students on Resource Materials

Resource materials have pivotal role to develop the learners into independent learners. They provide fresh perspective on the language being taught. These materials assist them to be competent and confident learners. So, they are useful to use in ELT classes and should be managed in the school. Students should have direct access to them. From ten teachers' views it was found that only 30% resource materials were available to which students have direct access. The data has been presented in the tabular form.

Table No. 7

Access of Students on Resource Materials

Rating	No of teachers	Percentage
Yes	3	30%
No	7	70%
Total	10	100%

From the above table, it was found that students did not have much access to resource materials in their English classes. This clearly says that using individualization technique can not be so effective.

3.4.3. Individualization Technique as Humanistic

Individualization technique, if followed in a principled way, would enhance learner autonomy. It is in favour of learners. It is more humanistic because it cares about individual learner's feelings and

meanings. However, ELT teachers may have varied opinions towards this. Sixty percent teachers agreed that individualization technique is humanistic. The data has been presented in the tabular form depicts about it.

Table No. 8

Individualization Technique as Humanistic

Rating	No of teachers	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

From the above table, it was found that individualization technique was humanistic. The majority of the teachers (60%) agreed with the intrinsic value of this technique but in practice it is still not used widely.

3.4.4. Difficulty to Use Individualization Technique

This technique demands teachers to be better prepared and be more active to use it successfully. Those schools which are in remote areas of the country may not have adequate resource materials to use. Ten teachers in the question, “it becomes difficult to use individualization technique in a large class, do you agree?” responded differently. The majority of the teachers agreed with this question. The data has been presented in the tabular form.

Table No. 9

Difficulty to Use Individualization Technique

Rating	No of teachers	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

According to this table, it was found that individualization technique was perceived as being difficult to use in large classes of government aided schools. Out of ten teachers eight, i.e. 80% agreed with this.

3.4.5. Problems of Using Individualization Technique

Ten different teachers expressed their perceived problems of using individualization technique in ELT classroom. Sufficient resource materials, training, manpower, etc are needed to use this technique effectively. According to them, the main problems of using this technique are;

- Lack of training
- Lack of net- access
- Library problem
- Classroom size
- Time limitation
- Students' evaluation system
- Individual attention problem in large class
- Problem to complete the course on time

From these problems, as given by the teachers, using individualization technique seems to be challenging to the ELT teachers maintaining all these things, especially in remote areas of the country.

3.4.6. Ways of Overcoming Problems

In terms of resources available and problems encountered in course of teaching, ten teachers expressed their views as ways of overcoming problems associated with individualization technique. There were different views and these views were like this;

- Use different materials found in surrounding environment.
- Teacher training should be conducted frequently.
- Library should be enlarged by making the resource books available.
- Task based language learning should be focused.
- Teachers should prepare sufficient materials.
- The number of students should be appropriate in each class.
- Curriculum should be designed keeping the principles of individualization technique in mind.
- School's infrastructure should be maintained appropriately.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter begins with my findings and then it also presents some recommendations as per the findings.

4.1 Findings

On the basis of the detailed analysis of the data obtained from both observation checklist and questionnaire, the following findings have been derived.

1. a) The teachers did not maintain self learning task in their classes. They did this activity 45% of time only which was less effectively used. They did not provide the individual learners tasks as they needed.
- b) Among the activities found in my classroom observation, classroom management was one of the striking problems for the teachers in government-aided school. It was because of the reason that in each government-aided school there were at least 50 students in each class.
- c) Project work activity was used only by 39% of the teachers in their classes. Teachers also reported that in remote areas of the country this activity can not be used effectively.
- d) Individual work was used only by 35% of teachers in their classes. It was less effectively used activity. Teachers did not provide the learners individual types of works in their classes, which are necessary in individualization technique.
- e) Teachers were found habituated to ask questions to the students in their classes. So teachers' questions to students' activity was

used effectively. They used this activity 66.25% times in their classes. This activity was more effectively used one by the teachers.

- f) Teachers, who initiate their classes by their old trend, did not prefer students' initiation activity. This activity was found being used only by 39% of time. This activity was less effectively used.
 - g) Teachers were found being unaware of the importance of collaboration learning. They did not encourage their students to learn in the class collaboratively. They used this student-student collaboration only 31% in their classes. So, this activity was also less effectively used.
 - h) Government-aided schools especially in remote area, were found lacking resource materials like computer, library net-access etc. In the same way, most of the teachers were also found not using materials in their classes.
2. a) One good aspect was found that teachers were interested to use varied tasks in their classes. They used different tasks like problems solving, reading book and giving answers to questions, describing pictures etc. This was used effectively in ELT classes. It also encouraged the students to take part actively in teaching and learning process. This showed the positive impact of individualization technique. Teachers also reported that
- It is humanistic technique.
 - Varied activities in the classroom make the students participate actively.

- It provides a sense of responsibility and accountability to the learners.
- b) From the teachers' opinions towards individualization technique, it was found that this technique is still not so suitable to use in government-aided schools, especially in remote area of the country.
- c) It was found that according to teachers' view, the problems in using individualization are like, lack of training, lack of net-access, library problem, classroom size, time limitation, students' evaluation, individual attention problem and problem to complete the course on time.

4.2 Recommendations

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

1. a) In order to foster learner autonomy, teachers should prepare materials as students can work themselves individually. So, teachers should believe in the slogan that “No pain no gain”.
- b) Nepalese classes are heterogeneous in nature. It will be a challenging task for the teachers to address them. The success of teachers' every effort made in the classroom will be judged in terms of their capacity to manage the classroom. So, they are suggested to maintain the classroom appropriately.
- c) Teachers should involve their students in project type of works which enhance their problem solving capacity. When students engage in the problem solving tasks, this task-based learning leads them towards real communicative situations.

- d) Teachers should have painstaking preparation of everyday lessons if they are to develop their professionalism. So, they should prepare the suitable individual tasks for the learners.
 - e) Teachers should continue the questioning activity to check students' understanding and to inspire them to involve them actively. So, this habit should be continued to use as most effectively.
 - f) Teachers should initiate their classes from the students' side by eliciting their views, opinions etc. If teachers do like this, their habit of expressing problems to the teachers will be fostered.
 - g) Student-student collaboration is one of the effective ways of developing communicative capacity on the part of learners. Collaborative learning brings students to engage in the negotiation of comprehensible meanings. So, teachers should conduct collaborative tasks in their classes which also help the learners to work for others or for him/herself.
 - h) The concerned authorities like government in general and administrator, teachers, and parents in particular should know the value of resource materials like computer, library, television schools infrastructure, etc, and should manage accordingly. From these resource materials we can change our learners as independent ones.
2. a) Though teachers were found using tasks in their classes, they are suggested to select and sequence tasks purposefully. They should be fully aware of the fact that task-based language learning helps learners to achieve different skills and aspects of language simultaneously.

- b) Though this technique has a large number of problems associated with it, if teachers try to use the student-centered activities like simple type of project work, role play, simulation, dramatization, etc. these naturally lead towards learner individualization. So, teachers are suggested to use student-centered activities as they are possible.
- c) In order to overcome the problems associated with using individualization, the concerned people like students, teachers, administrators and predominantly the government should have constant care and supervision of the financial support provided, infrastructure of schools manpower, training, surrounding environment, etc. of school.

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Appendix - I

Class Observation Checklist

Name of the school:

Name of the teacher:

Date:

Period:

Grade:

S. N	Activities	Days															
		1		2		3		4		5		6		7		8	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Self-learning tasks																
2	Skill of student arrangement																
3	Group projects																
4	Individual work																
5	Teacher questioning to individual																
6	Student initiation																
7	Collaborations (Student-student)																
8	Varied materials available																
9	Varied tasks available																
10	Voluntary learning																

Note: If any activities found

.....

Appendix - II

Questionnaire for the teacher

Date:

Dear sir/madam,

This questionnaire is an integral part of my research study entitled "**Use of Individualization technique in English Classrooms**" under the supervision of **Mr. Bhesh Raj Pokhrel**, teaching assistant at the Department of English Education, T.U. Kirtipur. Individualization technique is such a humanistic technique which strives to enhance the learnability on the part of the students. So, your kind co-operation in responding all the questions will be highly valued to find out the strengths and weaknesses associated in this technique. Please, feel free to put your responses required by the questionnaire. I assure you that any information you provide will be treated with strict confidentiality.

Q.N. 1) This is the time of communicative language teaching which stresses on student-centered techniques in language classrooms, but teachers very often feel these techniques difficult to implement. Do you agree with this statement?

Yes No

a) If 'yes' given any four reasons

-
-
-
-

b) If 'No' give any four reasons.

-
-
-
-

Q.N. 2) It is believed that in order to develop the learners into independent learners resources material like library, lab, computer, etc. have key role. Do your students have access on these resources?

Yes No

Q.N. 3) In principle 'individualization technique is humanistic but it is found teachers seem not showing interest in using this technique. Do you support to this statement?

Yes No

Q.N. 4) Generally, in government aided school there will be large numbers of students in each class. It becomes difficult to use individualization technique. Do you agree with this?

Yes No

Q.N. 5) How often do you use individualization technique?

a) always b) sometimes c) never

Q.N.6) The following may be some of the general problems of using individualization technique. Tick against the problems that you are facing.

- library problem
- net access
- classroom size
- large class

- manpower
- lack of training
- lock-step way of teaching
- unwanted/inappropriate behavior of students

Q.N 7) What do you think the problems in using individualization technique in your classroom? List out them.

-
-
-
-
-

Q.N. 8) What do you think the way to use individualization techniques to foster learner autonomy by overcoming the associated problems with it?

Informant

Researcher

Prem Prakash Acharya

Thank you very much for your kind co-operation.