

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 General Background**

In common parlance, language is not an end itself; it is a means of communication. Language teaching simply means a formal way of giving instructions on language adopting certain methodologies. Language learning refers to the process of acquiring proficiency in the use of language. Actually, the English language has been the most widely used language (i.e. formally and informally) in the world today. So far as the history of teaching and learning of the English language in Nepal is concerned, it was introduced formally in the school level education system about one and half century ago. Like in other countries in the world, the importance of English language teaching is increasing day by day in Nepal, too. English is taught as a compulsory subject from grade one to bachelor level. It is taught as a compulsory and optional subject at the college level.

In Nepal, English has a status of a foreign language. There is no particular speech community as such that uses English for day to day communication. The use of English is confined to formal situation only. So, in our context it can obviously be said that English language acquisition mostly depends on the teachers' effective role, interactive subject - matter, students' active participation in learning activities and the appropriate use of teaching techniques in the classroom. However, in our country, there are many challenges which cause failure in developing communicative competence in English language learning. One of the main causes of failure of English language teaching in Nepalese schools and colleges is the use of inappropriate methods and techniques of language teaching. The English language is taught in Nepal mostly through the use of Grammar -Translation (GT) method and teacher centered techniques of teaching. English is taught by translating it into Nepali and by playing more active roles by teachers themselves.

To have efficient and effective manipulation on the good role of a teacher and active participant of learners, making subject - matter more interactive and using appropriate teaching methods and techniques, the teacher has to be theoretically and practically well-qualified and well-trained in teaching methods and techniques. However, due to various factors the use of proper technique sometimes becomes difficult especially in our English classroom. Phyak (2006) in his article "Student Centered Teaching: Practices and Problems" writes the student-centered teaching/learning has just become a slogan but not a practice. According to him, there are many challenges, problems, and difficulties in using the student-centered techniques in the context of Nepal. He makes some measures to apply the student-centered teaching/ learning:

- a. Teaching should be made to broaden the learning experience rather than content.
- b. Teacher should emphasize on activities of the class as a whole but not on its parts.
- c. Teaching should not only be knowledge oriented rather it should be skill-oriented.
- d. Innovation in teaching is necessary rather than vomiting experiences.
- e. Respect learners' knowledge and have knowledge of their socio-cultural background.
- f. Provide a lot of activities for students.
- g. Provide continuous feedback.
- h. Never be an authority, be a facilitator.

In the field of language learning and teaching, a number of approaches, methods and techniques have been introduced. Teachers should select and use the appropriate one on the basis of the subject-matter, level and interest of the students. The proper use of technique gives a fresh impetus to get communicative competence over the English language.

### **1.1.1 Language Teaching Approaches, Methods and Techniques**

The terms 'approach', 'method' and 'technique' are very commonly used in the field of language. These terms might be synonymously used by general people but the language teachers use them to refer to different but hierarchically related terms.

#### **1.1.1.1 Approach**

An approach refers to the theory of language and theory of language learning. Anthony (1963, p. 63-67, cited in Richards and Rodgers, 2001, p. 19) defines approach "... 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 the subject-matter to be taught ..."

Following Anthony, an approach can be defined as the level at which assumptions and beliefs about language and language learning are specified. It is the philosophical level of language teaching. This level includes the theory of language (what language is) and the theory of language learning (how language learning takes place). So, an approach is a philosophical base for a method or methods. Some of the approaches to language teaching are Behaviouristic approach, Nativist approach, Functional approach, Communicative approach, Developmental approach, Natural approach etc.

#### **1.1.1.2 Method**

Method refers to a way of teaching a language which is based on systematic principles and procedure i.e. which is an application of view of how a language is taught and learnt. It is generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be primarily concerned with teachers' and students' roles and behaviours and, secondarily, with such features as linguistic and subject matter, objectives sequencing and materials. According to Anthony (1963, p. 63-67, cited in Richards and Rodgers, 2001, p. 19) "... method is an

overall plan for the orderly presentation of language materials, no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural."

Thus, method is the level at which theory (which is provided by the approach) is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented. Now, we can list the following methods used in language teaching.

- i. The grammar translation method.
- ii. The direct method
- iii. The audio-lingual method
- iv. The communicative method

Among different approaches and methods, communicative method to language teaching is the demand of the day. It is recently developed method to language teaching. Communicative method is fundamentally different from all other earlier methods in that it emphasizes on communication. The main idea under this method is that only the knowledge of structure, vocabulary and function is not sufficient in learning language but the learners must be able to apply this knowledge on communicating message according to the demand of the situation. All the approaches and methods to language teaching are communicative to some extent. But the degree of communicativeness varies in different approaches and methods. Communicative method gives much emphasis to communicative aspect of language.

### **1.1.1.3 Technique**

Technique refers to what actually takes place in a classroom while teaching-learning activities are going on. According to Anthony (1963, p63-7), "A technique is implementation- that which actually takes place in a classroom. It is particular trick, strategy or contrivance used to accomplish an immediate

objective. Techniques must be consistent with a method and therefore in harmony with an approach as well" (cited in Richards and Rodgers 2001, p. 19). So, a technique is any of a wide variety of exercises, activities or devices used in language classroom for realizing lesson objectives. Since a technique is actually applied in the classroom, it is implementational.

Thus, technique is the level at which classroom procedure is described. A technique is in direct contact with the students. Appropriate selection of a technique is determined on the basis of the subject -matter, teachers' individual artistry, composition of the class, availability of the teaching materials and so on. There are various techniques being practised in the field of language teaching. Broadly, they can be categorized as teacher- centered and learner-centered technique.

i. Teacher - centered techniques

- Lecture
- Explanation
- Illustration
- Demonstration
- Elicitation

ii. Learner-centered techniques

- Individual work
- Pair work
- Group work
- Project work
- Strip story
- Role play
- Drama
- Discovery technique

### **1.1.2 Teacher -Centered Techniques**

In teacher-centered techniques a teacher plays the dominant role. S/he is the authority in the classroom. This technique is more logical than psychological. Some of the teacher- centered techniques are described below:

#### **i. Lecture**

Lecture, as a technique, is a kind of pedagogical device in which, the teacher gives lecture on the subject to be taught. According to Lee "The lecture is a pedagogical technique whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem" (cited in Phyak and Sharma 2006, p. 110). It can be used to present the topic, to clarify certain problem, to motivate students, to interpret data, to express and expand personnel anecdotes and to tell story.

#### **ii. Explanation**

Explanation refers to explicit descriptions or definition of some concepts or processes. The teacher explains the new material to be taught and also explain what the students are going to do/perform to learn the new language items. The better we explain the things, the more successful our students will be in learning. The explanation can be done in various forms. It can be in the form of acting, defining, using a sentence, stating synonyms, telling origins, using antonyms etc.

#### **iii. Illustration**

Illustration refers to the use of materials or examples to help make the content interesting, understandable and clear to the students. Illustration illuminates what is presented or taught to the students. There are two types of illustration: verbal and visual. Verbal illustration includes hearing and understanding activities such as story, idioms, moral verses, metaphor dramas, etc. Verbal illustration is useful

at higher level. Visual illustration is also called non-verbal or concrete illustration. This includes charts, models, maps, sketches, graphs. It is useful at lower level.

#### **iv. Demonstration**

Demonstration involves presentation of pre-arranged series of events or equipments to a group of students for their observation accompanied by explanatory remarks. It depends upon needs, ideas, materials procedures and techniques. For the effective use of demonstration, the teacher should plan all the activities relating to demonstration in greater detail and rehears it. S/he should keep all the equipments and materials serially and intact. Teacher can make demonstration more effective by breaking down the demonstration into step by step pattern and by participating students in demonstration wherever possible.

#### **v. Elicitation**

Elicitation is a language teaching technique in which the students are first expected to present their own ideas and suggestions. Normally, the teacher does not explain anything first. Rather, s/he encourages the students to express their own opinion. The students can tell a story or describe a picture or complete an incomplete sentence. In elicitation, the students are called to be involved in the presentation of the materials. It encourages the students to draw on what they have already known partly.

### **1.1.3 Learner-Centered Techniques**

In student-centered teaching/learning, students play a vital role from the very beginning that is from setting goals to teaching learning activities to evaluation system. Learner -centered technique emphasizes the student and his/her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirements. It is more psychological. It emphasizes the process rather than product. The teacher functions as a facilitator

or a guide. The learners learn by doing themselves. Some of the learner - centered techniques are given below.

**i. Individual work**

Individual work is based on the theory to language teaching called individualized instruction. It is opposed to the concept of lock step learning - in which all students learn same thing using same materials. In individual work technique learners are given a measure of freedom to choose how and what they learn at particular time and there is some attempt to adopt or select tasks and materials to suit the individuals. There is less direct supervision and more learner authority and responsibility for learning.

**ii. Pair Work**

The problem in large class is that teacher cannot keep contact with the students individually. In such situation, teacher can use pair work technique; the students work in pair. Pair work is one of the important learner-centered techniques. It is often used in communicative classrooms. It is management task for developing communicative ability. Pair work makes students engage in interaction to each other.

**iii. Group Work**

Group work is also a learner -centered technique of language teaching. It is a learning activity which involves a small group of learners working together. The group may work on a single task or on different parts of a larger task. The teacher should divide the class into different groups on the basis of the students' number, their cognitive and linguistic levels, and teaching items. Anyway the group should not be so small and so big.

Group work is one of the important techniques to develop communicative aspect of language in students. It provides an ample opportunity for learners to get exposure to language. It also provides learners much exposure to a range of

language items and language functions. It allows learners to develop fluency in the use of language features that they have already learned. Group work helps in learning new language items and it also develops proficiency in the use of these items.

#### **iv. Project Work**

One of the most important learner-centered techniques in modern language teaching scenario is the project work. It is one of the important techniques of promoting students' achievement, enlarging students' thinking, develop confidence, engage in task and so on . Project work in language learning involves learners in studying language in explanatory and investigative manner i.e. do investigation, prepare and present the report of investigation. Therefore, project work is a technique through the use of which we can ensure communicative uses of spoken and written language.

The project work is an activity which centers around the completion of a task and usually requires an extended amount of independent work either by an individual student or by a group of students. Much of this work takes place outside the classroom. Anyway, project work helps learner to develop comprehensive knowledge about language. It also encourages learner's autonomy and independence.

#### **v. Strip Story**

Strip story is one of the learner centered techniques of teaching and learning, particularly developed as an activity for reading skill. It is a kind of teaching and learning procedure used to help the teachers and students to make teaching and learning process more communicative. It is an adaptation of scrambled sentence type of exercises. A technique of presenting a story in different sheets of paper is called strip story. These strips are given to an individual group requiring them to organize the strips in a proper sequence so as they reconstruct story allowing to

discuss the materials of the slips. But s/he does not know the whole story and each learner is given one sequence of story and they have to make the whole story by finding out which sentence comes first and which comes second and so on. Thus, each learner has one sentence, one particular piece of information and they have to put the sentence in order. They do this work by asking each other through verbal interaction in the classroom.

#### **vi. Role Play**

Role play technique is also an important technique in which students take the roles of different participants in a situation and act out small scenes using ones own ideas and information on role cards. It is simple and brief technique to organize in the classroom. 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 may need outside classroom.

Role play is highly flexible and can be used successfully at any level of language teaching. It is an ideal vehicle for developing fluency and it also offers a focal point in lessons integrating the four skills. Its main goal is not only to put the learners' knowledge into live practice but also to improve their confidence and self assurance in a very effective way. Role play is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom.

#### **vii. Drama**

It is a technique that involves looking at the world through the eyes of the characters. Drama is such a normal thing that we all engage in it in our daily life. We go on acting in our life no matter how many ups and downs we have to face. Therefore, learning through drama is learning by doing. In this context drama activity can be regarded as one of the techniques based on the principle of the following Chinese proverb:

I hear and I forget

I listen and I remember

I do and I understand

Drama encourages genuine communication and involves real emotions and use of body language. It involves using the imagination to make oneself into another character or classroom into different places. It starts with listening/speaking and can be specified to practise specific language aspects, e.g. grammar, lexical items, language functions etc.

#### **viii. Simulation**

A simulation is one of the techniques used in the language classroom. It is the representation of real - life events created in the language class. The classroom represents the setting where the events are caused to take place. In this technique, the students as the participants are given role to play; but they are not to be as brilliant as the real characters i.e. no dramatic talents are needed to play the role in simulation. The participants are supposed to feel that they are involving in performing task/role in the context similar to real-life situation. The participants are given the role but everyone is responsible for his own decisions and actions. Normally language patterns to use in the conversation are not given.

#### **ix. Discovery Technique**

Discovery technique is an extremely learner-centered technique for teaching language basically for teaching vocabulary and grammar which aims to give students a chance to take charge earlier i.e. before explaining the language by the teacher. Discovery activity invites the students to use their reasoning process. In discovery technique, teacher can give students a listening or reading text or some examples of English sentences and s/he asks them to discover how the language works. Thus, the activities which fall under discovery technique make students active and thoughtful and invite them to use their cognitive powers.

Discovery technique supports inductive approach to language teaching. Discovery technique is a great help to teach vocabulary materials which allow students to activate their previous knowledge and to share what they know. They also provoke a kind of interaction with words which helps them to remember the words and their meanings.

#### **1.1.4 Distinction Between Teacher-Centered Techniques and Learner - Center Techniques**

Generally speaking, teacher-centered and learner -centered techniques are reflected in classroom implementation of teacher-centered and learner-centered techniques. The main distinction between teacher-centered technique and learner-centered technique can be made in the following points:

- a. The teacher is active and learners are passive listeners in teacher-centered technique whereas the teacher is passive and learners are active participants in using language in learner-centered technique.
- b. The teacher's role tends to be that of a controller in teacher-centered technique and tends to be that of a facilitator in learner -centered technique.
- c. Teacher speaks singly throughout the whole class in teacher -centered technique whereas in learner -centered technique, learners are also equally involved in classroom interaction.
- d. Teacher -centered technique is useful for large class whereas learner - centered technique is useful for small class.
- e. Teacher-centered technique is more economical than learner-centered technique.
- f. Teacher-centered technique is safe for the teacher but learner-centered is challenging.
- g. There is no interaction and no exchange of ideas between the teacher and the learners and therefore teacher cannot learn from the learners who have new ideas on the subject in teacher -centered technique. Whereas, there is

sufficient chance of expressing learners' opinion in learner -centered technique.

- h. Teachers cannot know whether the learners understand and the learners can not get feedback in teacher-centered technique but it does not happen so in learner -centered technique.
- i. In teacher-centered technique, learners' feelings and values are neglected whereas in learner-centered technique there is a concern for their feelings and values.
- j. Learners do not practise and produce anything in teacher -centered technique but students also show their creativity in learner -centered technique.
- k. In teacher-centered technique, all teaching and learning activities are closely managed and controlled by teacher whereas in learner - centered technique, learners who take part in setting goal and objectives are the managers of their learning activities.

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

There are some researches related to teaching techniques which were carried out to find out the role of the techniques in teaching learning activities. Samadarshi (1988) carried out research on "A Study of the Expected Behaviours of Trained English Teachers." The main purpose of the study was to examine the classroom behaviours in English language classroom. A checklist was constructed for the field study and to observe English classes of thirty trained English the teachers at the secondary level in Kathmandu district. The teachers were found to be good in command of target language, use of verbal expressions, teaching grammatical items, classroom control, corrections of the students errors, use of homework and teachers were found to be poor in use of English of appropriately outside the classroom, teaching function of language, use of visual aids etc. Similarly, Sharma (2003) conducted research on "Effectiveness of Role Play Technique in Teaching

Communicative Functions" to identify the effectiveness of role play technique in communicative functions. Students who were assigned to play role as parts of classroom teaching technique could do better in communicative function than those who were taught through classroom techniques.

Pant (2004) in his thesis "A Study on the Effectiveness of Discovery Technique in Teaching Subject-verb Agreement in Grade 9" attempted to determine the effectiveness of the discovery technique in teaching subject-verb agreement in English. He took grade 9 students studying at Shree Shivpur Secondary School Rupendehi as sample of research. Discovery technique proved to be one of the motivating and effective technique in the field of English subject verb agreement teaching. Regmi (2004) carried out research "A Study on the Effectiveness of Group Work Technique in the Teaching English Tense". The main objective of the study was to determine the effectiveness of the group work technique in teaching English tense. He determined the finding of the study on the basis of average marks obtained percentage and the difference in the percentage. After the analysis of the data, the researcher reached to the conclusion that the students who were taught using the group work technique progressed relatively better than the students who were taught through the explanation technique in present tense.

Gyawali (2007) in his research "English Teachers' Motivational Techniques" attempted to explore the existing techniques to teachers to create motivation in the English language classroom in the 5th grade. The data were taken from the teachers and students by applying the structured and unstructured interviews. In his study, most of the teachers found teaching English language without warm up activities and materials therefore the students are not interested in English language learning activity. Likewise, Khadka (2007), carried out on "Task-based and form-focused Techniques on Teaching Grammar in order to determine the effectiveness of task-based and form-focused techniques for teaching the simple past tense. The study was conducted in Shree Prabhat Vidya Neketan Secondary

School, Mahendranagar, Kanchanpur and students of class 8th were taken as the sample of the study. From the whole study task-based technique was found to be more effective than form focused technique. Similarly, Jaisi (2008) carried out research on "A study on the Techniques of Teaching Reading at Primary Level". The main objective of the study was to find out the techniques applied by the teachers while teaching reading at primary level. In order to collect data, a set of open -ended questionnaire and a class-observation checklist were used. Thirty teachers teaching English at primary level of different public school of Banke district were selected as a sample of the study by using non-random judgemental sampling procedure. Drill technique was found to be mostly used technique while teaching reading at primary level.

### **1.3 Objectives of the study**

This study had the following objectives:

- i To identify teachers' knowledge of teaching techniques and their applications in English language classrooms.
- ii. To compare the teachers' knowledge of teaching techniques with the actual applications in classrooms and
- iii. To suggest some pedagogical implications.

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

We know that the success of the students often depends on the effective role of a teacher in a classroom. The teacher should be well trained and qualified in their subject - matter. A trained teacher can only induce modern techniques in his/her teaching. However, teacher's adequate knowledge in subject matter may not be sufficient to address the practical problems in an actual classroom situation.

Theoretically, we may know what the technique is; and we also know what teacher-centered and learner-centered techniques are. But the major issue is: 'Is the theoretical knowledge of the techniques properly employed in practical classroom setting?'

No doubt a teacher fundamentally needs enough theoretical knowledge of teaching techniques which is an essential prerequisite for teaching. Teacher should be competent to use his knowledge properly accurately and practically in the classroom. So, this study was conducted to identify the teachers' knowledge of teaching techniques and their applications in the classroom which has been proved important task for all English language teachers. Techniques of teaching and learning should be reflected in curriculum and textbook to implement them in real classroom more successfully, effectively and properly. Thus, it is also useful for curriculum designers, textbook writers, language planners and policy makers. Moreover, it certainly deserves the great importance in the field of ELT in Nepal.

## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with the methodology adopted during the study. The study was carried out as follows.

#### **2.1 Source of Data**

The researcher used and consulted the following sources to achieve the intended objectives.

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

The primary sources of data for this research were the teachers who were teaching English at the secondary level in Kathmandu district.

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

The secondary sources of data for this study were various books such as Lewis and Hill (1992), Crystal (1980), Richards and Rodgers (2001), articles, journals, research reports materials available in the print and electronics media and other thesis submitted in the Department of English Education such as Jaisi (2008), Gyawali (2008), Khadka (2007) etc.

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

The researcher selected the teachers, teaching English at secondary level of different public schools of Kathmandu district as the population of the study.

#### **2.3 Sampling Procedure**

The researcher selected 12 public schools of Kathmandu district using purposive non-random sampling procedure. He selected 12 teachers teaching English at

secondary level in those schools using quota sampling procedure. Seven classes of each teacher were observed, i.e. altogether 84 classes were observed.

#### **2.4 Tools for Data Collection**

The researcher used a class observation checklist to collect the data from the observation of the English classes in order to find out the application of techniques in the classroom by teachers. He used a set of open-ended and closed-ended questionnaire to collect data from the teachers to find out their knowledge on teaching technique.

#### **2.5 Process of Data Collection**

The researcher used the following procedure to collect the data from the primary source.

At first, the researcher prepared research tools. The main research tools were the observation checklist and the questionnaire. Then he went to the field i.e. different public schools of Kathmandu District. He visited the headmasters of those schools and requested them to convince the population (teachers teaching English at secondary level) to participate in his study. The researcher explained the purpose and process of the study to the sampled population and assured the subject of the confidentiality. Then, he fixed the time with sampled population to use research tools.

As the researcher prepared two main tools i.e. observation checklist and questionnaire to collect data from the sampled population, firstly he observed 7 classes of each of the sampled population in the classroom. His observation was only based on the techniques of language teaching applied by teachers while teaching the English language. He sat in the classroom, and observed the teachers' activities and recorded them in the checklist.

Secondly, the researcher distributed the questionnaires to 12 teachers of twelve secondary schools and requested them to write their responses. He made all the teachers clear about the demand of the questionnaire.

Finally, the researcher collected all questionnaires from the sampled population and arranged them with observation checklist.

## **2.6 Limitations of the Study**

This study had the following limitations

- i. This research included only 12 government schools of Kathmandu district.
- ii. This study was limited to 12 secondary level English teachers and their classes.
- iii. Only seven teaching classes of each teacher were observed.
- iv. This study was limited to the observations of the techniques applied by the teachers while teaching English and the teachers' knowledge on teaching techniques.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATIONS OF DATA**

After collecting the required data from the English teachers and class observation forms, the obtained data were analyzed, interpreted and presented using descriptive and statistical tools like table, figure in the form of percentage and so on. So, this chapter is mainly concerned with analysis and interpretation of the collected data.

Analysis and interpretation was done differently into three different headings:

- i. Teacher's knowledge of teaching techniques of language teaching.
- ii. Application of techniques in classroom and
- iii. Comparison between teacher's knowledge of teaching techniques and their applications in actual classroom.

These main three headings include some sub-headings as well. The researcher had selected 12 teachers teaching English at secondary level in different public schools of Kathmandu district. He distributed questionnaires to the teachers and requested them to respond those questionnaires which were used to find out their knowledge of teaching techniques. Similarly, the researcher observed the seven classes of each teacher with observation checklist to find out the techniques actually used by those teachers teaching English in classroom.

### **3.1 Teachers' Knowledge of Teaching Techniques**

The researcher used the questionnaire as a research tool to find out the teachers' knowledge of teaching techniques. To achieve that purpose, the researcher had prepared seven open-ended questions and thirty close-ended questions.

#### **3.1.1 Open-ended Questions**

Seven open-ended questions and teachers' responses on these questions have been presented and analyzed on the next page.

### 3.1.1.1 Question No. 1

The first question was "What are the techniques of language teaching?" For the response to this question, one to sixteen blank spaces were given to the teachers. Some teachers mentioned the name of sixteen techniques and some teachers mentioned only the name of few techniques. The responses of the teacher in this question have been presented and analyzed in the following table:

**Table 1**  
**Teachers' Responses on Item No.1**

Techniques of language teaching	Number of teachers who mentioned the name of techniques	%(Out of 12)
Lecture	8	66.66
Explanation	7	58.33
Illustration	7	58.33
Demonstration	6	50
Elicitation	5	41.66
Individual work	6	50
Pair work	6	50
Group work	7	58.33
Strip story	4	33.33
Role play	9	75
Drama	5	41.66
Simulation	7	58.33
Discovery	6	50
Drill	7	58.33
Project work	3	2.5
Others	10	83.33

This table shows that at least one third of the total teachers were familiar with the project work and strip story as only 3 (i.e.25%) and 4 (i.e.33.33%) teachers mentioned these techniques respectively. Out of twelve teachers 9 (i.e.75%) and 8

(i.e.66.66%) teachers mentioned the name of role play and lecture techniques respectively, which occupied the highest numbers of the teachers.

### 3.1.1.2 Question No. 2

Question No. 2 was "Which technique do you use more frequently?" The responses of the teachers were as follows:

**Table 2**  
**Teachers' Responses on Item No.2**

Techniques of language teaching	Number of teachers who mentioned the name of more frequently used techniques	% (Out of 12)
Lecture	2	16.66
Explanation	1	8.33
Illustration	1	8.33
Demonstration	-	-
Elicitation	1	8.33
Individual work	1	8.33
Pair work	4	33.33
Group work	3	25
Strip story	-	-
Role play	2	16.66
Drama	-	-
Simulation	-	-
Discovery	3	25
Drill	1	8.33
Project work	-	-
Others	3	25

This table shows that only 8.33% teachers mentioned explanation, illustration, elicitation, individual work and drill techniques as the highly frequently used teaching techniques. Similarly, 16.66% teachers mentioned lecture technique as the frequently used technique. Pair work, group work, role play and discovery

techniques were mentioned as the frequently used techniques by 33.33 %, 25 %, 16.66% and 25% teachers respectively.

### 3.1.1.3 Question No 3

Question No. 3 was "Which techniques of teaching are more effective in developing communicative competence in students: teacher - centered or learner - centered?" The responses of the teachers have been presented and analyzed as follows:

**Table 3**  
**Teachers' Responses to Item No. 3**

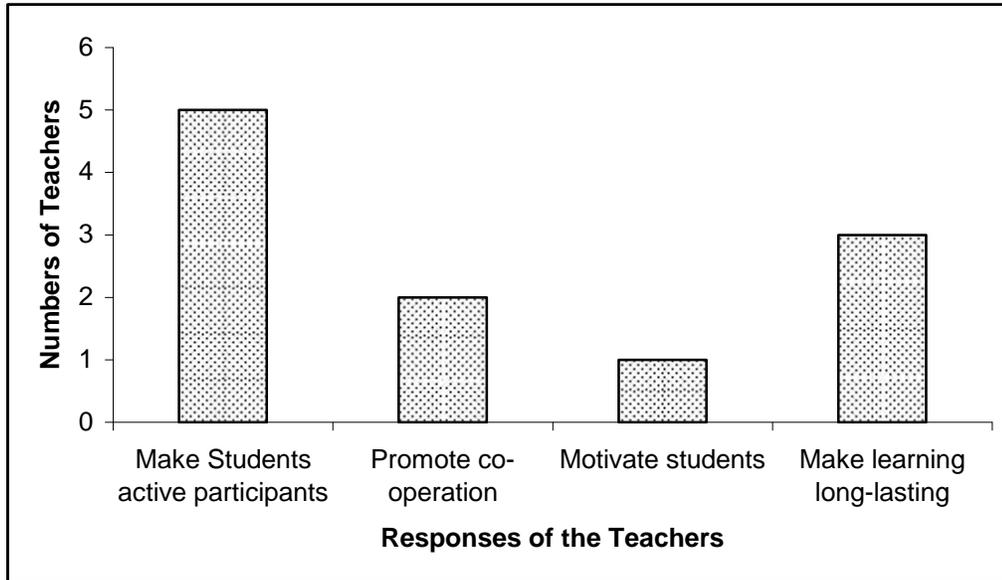
Teacher-centered techniques	%	Learner-centered techniques	%	Total
1	8.33	11	91.66	12

The table shows that 91.66% teachers thought that learner-centered techniques are more effective than teacher-centered techniques in developing communicative competence in students whereas 8.33% teacher said that teacher-centered techniques are more effective than learner-centered techniques. So, it is obvious that majority of teachers had the knowledge about the significance of learner-centered techniques.

### 3.1.1.4 Question No. 4

In question No. 4 the researcher asked the reasons for the response of previous question i.e. "Why are these techniques more effective?" The teacher who was in favor of teacher-centered techniques said that students could understand phonetic sounds and learn language easily. The responses of teachers who were in favour of learner-centered techniques were on the next page.

**Figure 1**  
**Responses of the Teachers who were in Favour of Learner-Centered Techniques**

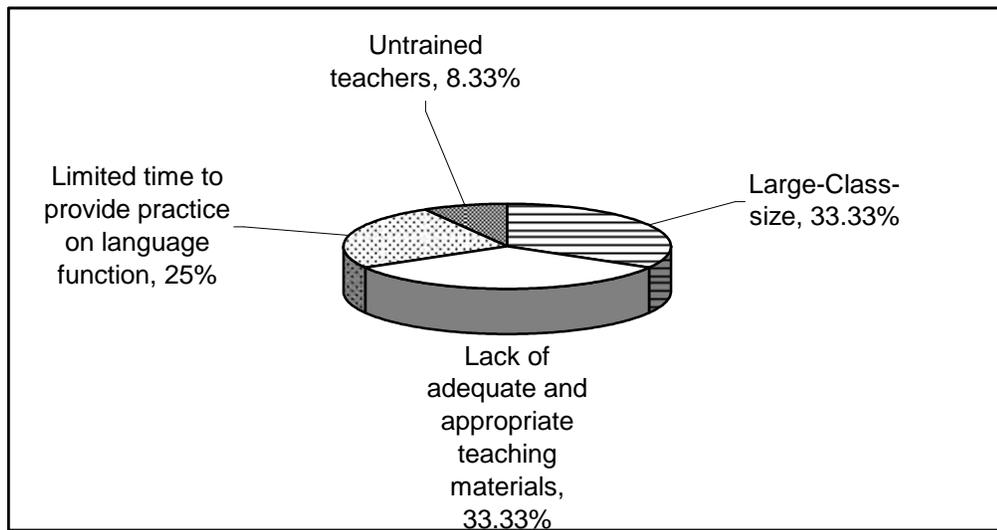


The bar diagram shows that out of eleven, five teachers thought that learner-centered teaching techniques are more effective because these techniques make students active participants in teaching-learning activities. Out of eleven, two teachers said that learner-centered teaching techniques promote co-operation. Among them three teachers said that learner-centered teaching techniques motivate students. And, only one teacher said that learner-centered techniques are more effective to make learning long-lasting.

#### **3.1.1.5 Question No. 5**

Question No. 5 was "If you have found any specific problems in using learner-centered techniques in English language classroom in our context. Please mention." The major problems that the teachers mentioned can be presented and analyzed on the next page.

**Figure 2**  
**Major Problems in Using Learner-Centered Techniques**



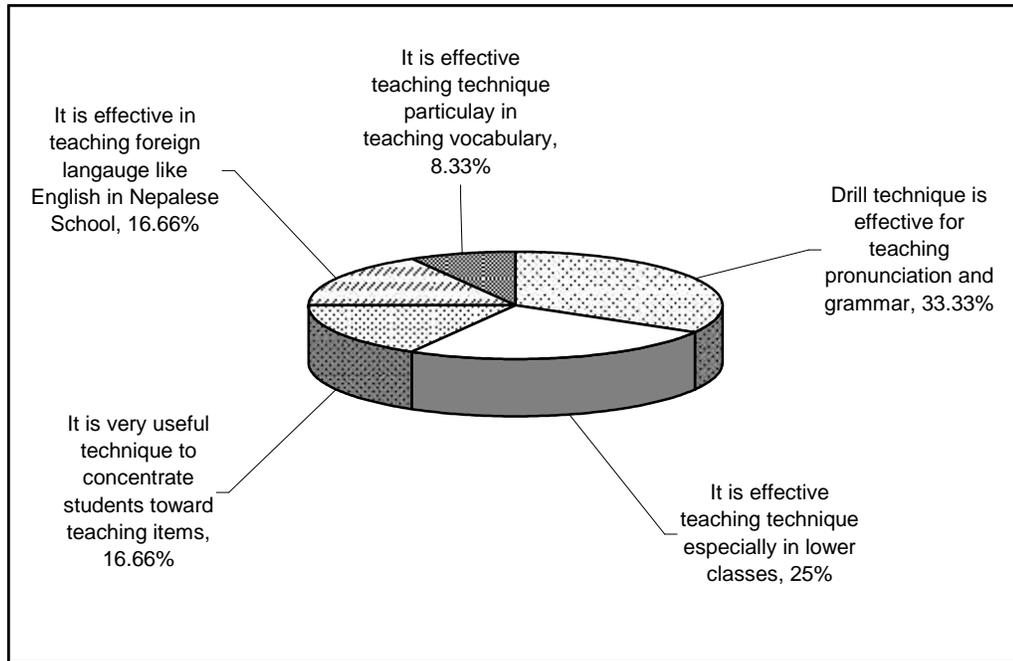
According to this pie chart, 33.33% mentioned large class-size as a problem of using learner-centered techniques. Similarly, lack of adequate and appropriate teaching materials was a major problem according to 33.33% of teachers. Only, 25% teachers i.e. 25% mentioned major problem of using learner-centered techniques was no limited to provide practice on language functions. Only 8.33% mentioned untrained teachers as a major problem in using learner-centered techniques.

### **3.1.1.6 Question No. 6**

"In your opinion how far drill techniques is effective in present context?" All respondents said that drill technique is effective in present context. The responses given by teachers have been presented and analyzed on the next page.

**Figure 3**

**Reasons for the Effectiveness of Drill Technique**



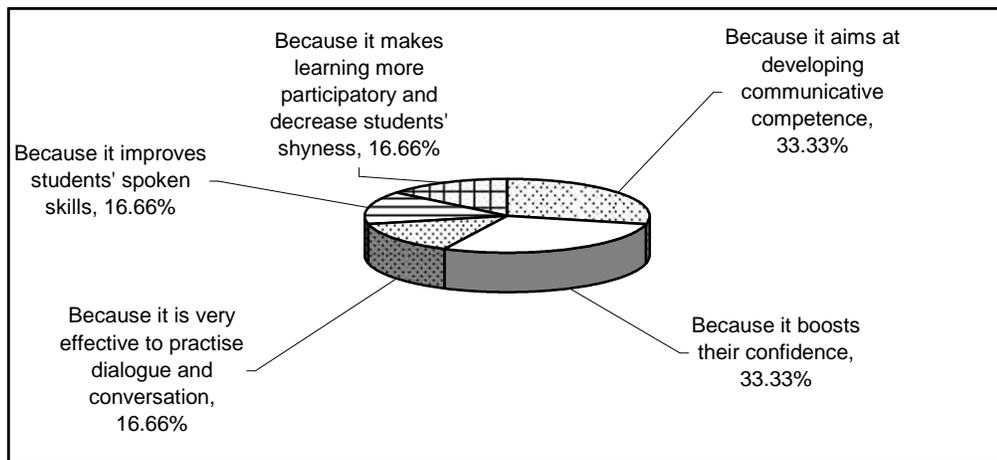
The pie chart shows that 33.33% teachers considered drill technique as an effective technique for teaching pronunciation and grammar. Similarly, 25% teachers thought that drill technique is effective teaching technique especially in lower classes. Likewise, 16.66% considered that drill technique is very useful technique to concentrate students toward teaching item. Only, 16.66%, teachers mentioned drill technique is effective technique in teaching foreign language like English in Nepalese schools. And, 8.33% teacher said that drill technique is effective teaching technique particularly in teaching vocabulary.

**3.1.1.7 Question No. 7**

"Is role play technique necessary for teaching and learning language functions?" All teachers said that role play technique is necessary technique for teaching and learning language functions. And the researcher asked another question 'If yes why?' in order to elicit reasons from them. Those reasons given by the teachers can be presented and analyzed as follows:

**Figure 4**

**Teachers' Reasons for the Necessity of the Role Play Techniques**



This pie chart shows that 33.33% teachers considered the role play technique is necessary for teaching and learning language functions because it aims at developing communicative competence. Similarly, 33.33% teachers said that role play technique is necessary for teaching and learning language functions because it boosts students' confidence. Likewise, 16.66% teachers said that role play technique is necessary for teaching and learning language functions because it is very effective to practice dialogue and conversation. Only, 16.66% teachers considered role play technique is necessary for teaching and learning language functions because it improves students' spoken skills. And, 16.66% teachers said that role play technique makes learning more participatory and decreases students' shyness. So, according to them also role play technique is necessary for teaching and learning language functions.

**3.1.2 Close -Ended Questions**

There were 30 close -ended questions asked to the teachers about the techniques. These questions were asked to them to choose the best option. In each questions the teachers were given four alternatives including one correct answer. The teachers who made the correct option were put on the correct responses column and the incorrect responses made by teachers were put on the incorrect responses column.

### 3.1.2.1 Teachers' Responses in Close-Ended Questions

Teachers' responses in close-ended questions can be presented and analyzed as follows:

**Table 4**  
**Teachers' responses in Close-Ended Questions**

Close-Ended questions	Teachers' responses in close-ended questions				Total number of teachers
	Correct responses		Incorrect responses		
	Number of teachers	%	Number of teachers	%	
1.	10	83.33	2	16.66	12
2.	8	66.66	4	33.33	12
3.	12	100	-	-	12
4.	10	83.33	2	16.66	12
5.	11	91.66	1	8.33	12
6.	9	75	3	25	12
7.	4	33.33	8	66.66	12
8.	9	75	3	25	12
9.	9	75	3	25	12
10.	8	66.66	4	33.33	12
11.	9	75	3	25	12
12.	6	50	6	50	12
13.	8	66.66	4	33.33	12
14.	9	75	3	25	12
15.	12	100	-	-	12
16.	8	66.66	4	33.33	12
17.	8	66.66	4	33.33	12
18.	9	75	3	25	12
19.	10	83.33	2	16.66	12
20.	10	83.33	2	16.66	12
21.	12	100	-	-	12
22.	9	75	3	25	12
23.	11	91.66	1	8.33	12
24.	5	41.66	7	58.33	12
25.	7	58	5	41.66	12
26.	12	100	-	-	12
27.	10	83.33	2	16.66	12
28.	8	66.66	4	33.33	12
29.	9	75	3	25	12
30.	12	100	-	-	12

The table shows that 83.33% teachers made correct responses and 16.66% teachers made incorrect response in question No. 1, which was about the role of the teacher in learner-centered technique. Similarly, question No. 2 and question No. 4 were about lecture technique. Here, 66.66% and 83.33% teachers made best option in question No. 2 and 4 respectively. Likewise question No. 3 was "Which of the following technique is very fruitful to increase participation of students in classroom interaction?" Here, 100% teachers gave correct responses i.e. learner-centered technique.

Question No. 5 was about the short description of explanation technique. In this question, 91.66% teachers gave correct responses and only 8.33% teachers gave incorrect responses. Similarly, question No.6 was about the kind of illustration technique. In this question 75% teachers made correct responses and 25% teachers made incorrect responses. Similarly, 66.66% teachers made incorrect responses in question No. 7 which was about the individual work technique. Likewise, question No. 8 was about the important activity for pair work technique. In this question 75% teachers marked correct responses and 25% teachers marked incorrect responses.

Question No. 9 was about the advantage of group work technique, where 75% teachers were found making correct responses and 25% teachers made incorrect responses. In question No. 10, they were asked about the correct order of stages used in project work technique. In this question, 66.66% teachers made correct responses and 33.33% made incorrect responses. Similarly, question No. 11 was about strip story technique in which 75% teachers made correct responses and 25% teachers made incorrect responses. In question No. 12, 50% teachers made correct responses and 50% teachers made incorrect responses. This question was about the role play technique. Likewise, question No. 13 and 14 were about drama techniques where former one was about the element of drama technique and latter one was about the definition of this technique. Here, 66.66% and 75% teachers

made correct responses respectively in question No 13 and 14. In question No. 15, 100% teachers made correct responses which was about the discovery technique.

Question No. 16 was about the description of the technique itself which showed its distinctive characteristics from methods and approaches. Here, 66.66% teachers made correct responses. In question No. 17, 66.66% teachers made correct responses which was about drill technique. In question No. 18, 75% teachers made correct responses and 25% teachers made incorrect responses which was about elicitation technique. Question No. 19 was about the role of the teachers which is not preferred in modern method and technique of language teaching in which 83.33% teachers made correct responses. In question No. 20, 83.33% teachers made correct response which was about the advantage of group work technique. Similarly, in question No. 21, 26 and in 30, 100% teachers made correct responses and those questions were about role play and simulation, explanation technique and pair work technique respectively. Question No. 22 was also about the pair work technique in which only 75% teachers were correct and 25% teachers made incorrect responses. In question No. 23, 91.66% teachers made correct option and 8.33% teachers were incorrect which was about the lecture technique. Question No. 24 was about the condition for using the strip story as a technique of language teaching, Here, majority of the teacher i.e. 58.33% teachers made incorrect responses whereas only 41.66% teachers made correct responses. Question No. 25 was about the advantage of project work technique in which 58.33% teachers were found making correct responses and 41.33% teachers made incorrect responses. Question No. 27 was about the demonstration technique. It was about the usefulness of demonstration technique where 83.33% teachers made correct responses and only 16.66% teachers made incorrect responses. Similarly, question No. 28 was also about the usefulness of discovery technique where 66.66% teachers made incorrect options. In question No. 29, 75% teachers made correct responses and only 25% teachers made incorrect responses.

It is therefore, obvious that in most of the question, majority of the teachers made correct responses. In question Nos. 3,15,21,26 and in 30, 100% teachers made correct responses which were about the learner-centered technique, discovery technique, role play and simulation technique, explanation technique and pair work technique respectively. On the contrary, only in two questions i.e. question Nos. 7 (66.66%), 24 (58.33%), the majority of teachers made incorrect responses which were about individual work and strip story techniques respectively. As a conclusion, almost all teachers had knowledge of teaching techniques.

### **3.2 Application of Techniques by Teachers in the Classroom**

The researcher observed the seven classes of each 12 teachers. Actual percentage of the techniques applied by the teachers was calculated on the basis of the frequency number of the teachers who used the techniques in their classes. The analysis of the techniques applied by the teachers for teaching English found in first, second, third, fourth, fifth, sixth and seventh observation have been presented and analyzed on the following pages.

#### **3.2.1 Use of Techniques by Teachers: First Observation**

The researcher used observation checklist to observe the teaching classes and while observing teaching classes, the researcher did not pay due attention to the subject-matter. He paid his much attention to the teaching techniques of the teachers in the classroom. Every first class of each twelve teacher was put under the first class observation on the next page.

**Table 5****First Observation: Application of Different Techniques**

Techniques	Highly Used		Sometimes Used		Not Used		Total Number of Teachers
	F.N.	%	F.N.	%	F.N.	%	
Lecture	9	75	2	16.66	1	8.33	12
Explanation	6	50	2	16.66	4	33.33	12
Illustration	7	58.33	2	16.66	3	25	12
Demonstration	-	-	1	8.33	11	91.66	12
Elicitation	3	25	7	58.33	2	16.66	12
Individual Work	2	16.66	2	16.66	8	66.66	12
Pair Work	3	25	6	50	3	25	12
Group Work	2	16.66	6	50	4	33.33	12
Strip Story	-	-	-	-	12	100	12
Role Play	3	25	4	33.33	5	41.66	12
Drama	1	8.33	3	25	8	66.66	12
Simulation	-	-	2	16.66	10	83.33	12
Discovery	3	25	4	33.33	5	41.66	12
Drill	4	33.33	3	28	5	41.66	12
Project work	-	-	-	-	12	100	12
Others	2	16.66	4	33.33	6	50	12

The table shows that 75% teachers were found to use lecture technique highly in classroom. Likewise, 58.33% teachers were found to use illustration technique. Similarly, 50% teachers were found to use elicitation technique. Only 8.33% teachers were found to use drama techniques.

Regarding sometimes used techniques, 58.33% teachers were found to use elicitation technique. Similarly, 50% teachers were found to use pair work and group work technique recurrently. Among them 8.33% teachers sometimes used demonstration technique. On the other hand, strip story and project work techniques were not used by teachers. Similarly, 91.66% teachers did not use demonstration technique.

### 3.2.2 Use of Techniques by the Teachers: Second Observation

Every second class observed by the researcher of each 12 teachers were put on second class observation (on table No. 6). The presentation and analysis of techniques found in second observation have been mentioned as follows:

**Table 6**  
**Second Observation: Application of Different Techniques**

Techniques	Highly Used		Sometimes Used		Not Used		Total Number of Teachers
	F.N.	%	F.N.	%	F.N.	%	
Lecture	8	66.66	3	25	1	8.33	12
Explanation	5	41.66	4	33.33	3	25	12
Illustration	5	41.66	6	50	1	8.33	12
Demonstration	1	8.33	3	25	8	66.66	12
Elicitation	2	16.66	3	25	7	58.33	12
Individual Work	3	25	3	25	6	50	12
Pair Work	4	33.33	5	41.66	3	25	12
Group Work	2	16.66	4	33.33	6	50	12
Strip Story	-	-	-	-	12	100	12
Role Play	4	33.33	3	25	5	41.66	12
Drama	2	16.66	4	33.33	6	50	12
Simulation	-	-	2	16.66	10	83.33	12
Discovery	2	16.66	4	33.33	6	50	12
Drill	5	41.66	5	41.66	2	16.66	12
Project work	-	-	1	8.33	11	91.66	12
Others	3	25	4	33.33	5	41.66	12

The table shows that 66.66% teachers highly used lecture technique in teaching English. Likewise, 41.66% teachers mostly used explanation and illustration techniques. The least number i.e. 8.33% teacher highly used demonstration technique.

Regarding the sometimes used techniques 50% teachers were found to use illustration technique. Likewise, 41.66% teachers often used explanation and illustration respectively. Similarly, 8.33% teachers used project work technique in

the English classroom. During the observation no one used strip story, 91.66% teachers did not use project work technique. Similarly, 83.33%, 66.66 %, 58.33 %, 16.66% and 8.33% teachers did not use simulation, demonstration, elicitation, lecture and illustration technique respectively.

### 3.2.3 Use of Techniques by the Teachers: Third Observation

The techniques applied by teachers found in third observation have been presented and analyzed as follows:

**Table 7**  
**Third Observation: Application of Different Techniques**

Techniques	Highly Used		Sometimes Used		Not Used		Total Number of Teachers
	F.N.	%	F.N.	%	F.N.	%	
Lecture	7	58.33	3	25	2	16.66	12
Explanation	6	50	3	25	3	25	12
Illustration	4	33.33	6	50	2	16.66	12
Demonstration	-	-	2	16.66	10	83.33	12
Elicitation	-	-	3	25	9	75	12
Individual Work	2	16.66	2	16.66	8	6.66	12
Pair Work	3	25	4	33.33	5	41.66	12
Group Work	3	25	2	16.66	7	58.33	12
Strip Story	-	-	-	-	12	100	12
Role Play	3	25	5	41.66	4	33.33	12
Drama	1	8.33	3	25	8	66.66	12
Simulation	1	8.33	2	16.66	8	66.66	12
Discovery	2	16.66	3	25	7	58	12
Drill	3	25	5	41.66	4	33.33	12
Project work	1	8.33	-	-	11	91.66	12
Others	-	-	3	25	9	75	12

The table shows that 58.33% teachers highly used lecture technique. Likewise, 50% teachers used explanation technique, and 8.33% teachers used drama technique. And, 8.33% teacher used project work technique in the classroom.

The table shows that 50% teachers sometimes used illustration technique. Similarly, 41.66% teachers used role play and drill technique, whereas none used strip story technique. Likewise, 91.66% teachers did not use project work, 83.33% teachers did not use demonstration and elicitation techniques respectively.

### 3.2.4 Use of Techniques by the Teachers: Fourth Observation

Observation of fourth class of each twelve teachers have been presented and analyzed as follows:

**Table 8**  
**Fourth Observation: Application of Different Techniques**

Techniques	Highly Used		Sometimes Used		Not Used		Total Number of Teachers
	F.N	%	F.N	%	F.N	%	
Lecture	8	66.66	2	16.66	2	16.66	12
Explanation	6	50	3	25	3	25	12
Illustration	5	41.66	5	41.66	2	16.66	12
Demonstration	-	-	2	16.66	10	83.33	12
Elicitation	-	-	1	8.33	11	91.66	12
Individual Work	1	8.33	4	33.33	7	58.33	12
Pair Work	3	25	5	41.66	4	33.33	12
Group Work	2	16.66	5	41.66	7	58.33	12
Strip Story	-	-	-	-	12	100	12
Role Play	-	-	2	16.66	10	83.33	12
Drama	1	8.33	3	25	8	66.66	12
Simulation	-	-	1	8.33	11	91.66	12
Discovery	-	-	6	50	6	50	12
Drill	3	25	5	41.66	4	33.33	12
Project work	-	-	-	-	12	100	12
Others	1	8.33	3	25	8	66.66	12

The table shows that 66.66% teachers highly used lecture technique in English classroom. Likewise, only 8.33% teacher highly used individual work, group work, drama, simulation and other techniques respectively in fourth observation. Regarding sometimes used techniques, 50% teachers used discovery technique. Likewise, 8.33% teacher sometime used elicitation technique. On the other hand, project work and strip story were not used by the teachers in classroom. Among them, 97.6% teachers did not use elicitation technique.

### 3.2.5 Use of Techniques by the Teachers: Fifth Observation

The technique applied by teachers found in fifth observation have been presented and analyzed as follows:

**Table 9**  
**Fifth Observation: Application of Different Techniques**

Techniques	Highly Used		Sometimes Used		Not Used		Total Number of Teachers
	F.N.	%	F.N.	%	F.N.	%	
Lecture	7	58.33	4	33.33	1	8.33	12
Explanation	5	41.66	4	33.33	3	25	12
Illustration	6	50	5	41.66	1	8.33	12
Demonstration	1	8.33	3	25	8	66.66	12
Elicitation	-	-	3	25	9	75	12
Individual Work	-	-	2	16.66	10	83.33	12
Pair Work	3	25	4	33.33	5	41.66	12
Group Work	4	33.33	3	25	5	41.66	12
Strip Story	-	-	-	-	12	100	12
Role Play	2	16.66	4	33.33	6	50	12
Drama	-	-	2	16.66	10	83.33	12
Simulation	-	-	-	-	12	100	12
Discovery	1	8.33	2	16.66	9	75	12
Drill	4	33.33	5	41.66	3	25	12
Project work	-	-	-	-	12	100	12
Others	2	16.66	3	25	7	58.33	12

The table shows that 58.33% teachers highly used lecture technique. Similarly, 50% used illustration technique, 41% teachers used explanation technique, 8.3% teachers used demonstration, individual work and discovery techniques.

On the other hand, 41.66% teachers sometimes used illustration, role play and drill in fifth observation. Regarding lecture and explanation techniques, each were used by 33.33% of teachers whereas simulation, strip story and project work techniques were not used by the teachers.

### 3.2.6 Use of Techniques by the Teachers: Sixth Observation

The techniques used by teachers in sixth observation have been presented and analyzed as follows:

**Table 10**  
**Sixth Observation: Application of Different Techniques**

Techniques	Highly Used		Sometimes Used		Not Used		Total Number of Teachers
	F.N.	%	F.N.	%	F.N.	%	
Lecture	8	66.66	3	25	1	8.33	12
Explanation	6	50	4	33.33	2	16.66	12
Illustration	7	58.33	4	33.33	1	8.33	12
Demonstration	1	8.33	1	8.33	10	83.33	12
Elicitation	-	-	3	25	9	75	12
Individual Work	-	-	2	16.66	10	83.33	12
Pair Work	3	25	5	41.66	4	33.33	12
Group Work	2	16.66	4	33.33	6	50	12
Strip Story	-	-	-	-	12	100	12
Role Play	1	8.33	3	25	8	66.66	12
Drama	-	-	2	16.66	10	83.33	12
Simulation	-	-	-	-	12	100	12
Discovery	1	8.33	3	25	8	66.66	12
Drill	2	16.66	4	33.33	6	50	12
Project work	-	-	-	-	12	100	12
Others	2	16.66	6	50	4	33.33	12

The table shows that 66.66% teachers highly used lecture technique, 58.33% used illustration technique, 50% used explanation technique. Simulation, discovery and demonstration techniques were used by 8.33% of teachers.

Regarding the sometimes used techniques, 50% teachers used other techniques, 41.66% used pair work technique, 8.33% used demonstration technique. On the other hand, none of the teachers used elicitation, project work and strip story technique.

### 3.2.7 Use of Techniques by the Teachers: Seventh Observation

The techniques applied by teachers in seventh observation have been presented and analyzed as below:

**Table 11**  
**Seventh Observation: Application of Different Techniques**

Techniques	Highly Used		Sometimes Used		Not Used		Total Number of Teachers
	F.N	%	F.N	%	F.N	%	
Lecture	7	58.33	4	33.33	1	8.33	12
Explanation	5	41.66	5	41.66	2	16.66	12
Illustration	6	50	3	25	3	25	12
Demonstration	-	-	1	8.33	11	91.66	12
Elicitation	1	8.33	2	16.66	9	75	12
Individual Work	2	16.66	4	33.33	6	50	12
Pair Work	3	25	5	41.66	4	33.33	12
Group Work	3	25	4	33.33	7	58.33	12
Strip Story	1	8.33	-	-	11	91.66	12
Role Play	2	16.66	2	16.66	8	66.66	12
Drama	-	-	-	-	12	100	12
Simulation	-	-	-	-	12	100	12
Discovery	2	16.66	4	33.33	6	50	12
Drill	3	25	3	25	6	50	12
Project work	-	-	-	-	12	100	12
Others	3	25	4	33.33	5	41.66	12

The above table shows that 58.33% teachers highly used lecture technique, 41.66% used explanation and 50% used illustration technique in the classroom. Here, 8.33% teachers used strip story technique in the classroom.

Regarding sometimes used techniques, 41.66% teachers used explanation and pair work. Only, 8.33% teachers sometimes used demonstration, strip story and drama. No teacher used simulation and project work techniques. And, 91.66% teachers did not use simulation and project work techniques.

### 3.2.8 Average Percentage of the Highly Used Techniques in the Classroom

Average percentage of mostly used techniques by teachers from first to seventh observation can be presented and analyzed as follows:

**Table 12**  
**Average Percentage of Highly used techniques of Teaching Language**

Techniques	Highly used techniques in observation							Average Percentage
	1st	2nd	3rd	4th	5th	6th	7th	
Lecturer	75	66.66	58.33	66.66	58.33	66.66	58.33	64.28
Explanation	50	41.66	50	50	41.66	50	41.66	46.42
Illustration	58.33	41.66	33.33	41.66	50	58.33	50	47.61
Demonstration	-	8.33	-	-	8.33	8.33	-	3.57
Elicitation	25	16.66	-	-	-	-	8.33	7.14
Individual Work	16.66	25	16.66	8.33	-	-	16.66	11.90
Pair Work	25	33.33	25	25	25	25	25	26.19
Group Work	16.66	16.66	25	16.66	33.33	16.66	25	21.42
Strip Story	-	-	-	-	-	-	8.33	1.19
Role Play	25	33.33	25	-	16.66	8.33	16.66	17.85
Drama	8.33	16.66	8.33	8.33	-	-	-	5.95
Simulation	-	-	16.66	-	-	-	-	2.38
Discovery	25	16.66	16.66	-	8.33	8.33	16.66	13.09
Drill	33.33	41.66	25	25	33.33	16.66	25	20.56
Project work	-	-	8.33	-	-	-	-	1.19
Others	16.66	25	-	8.33	16.66	16.66	25	15.47

The table shows that in average (from seven classes observation), 64.28% teachers were found to use lecture technique highly in classroom. Similarly, 47.61 %, 46.42% and 26.19% teachers used illustration, explanation and pair work techniques respectively. The least numbers of the teachers i.e. only 1.19% used strip story technique. Likewise, only 1.19% teacher used project work technique.

### 3.3 Comparison Between Teachers' Knowledge of Teaching Techniques and their Actual Applications in the Classroom

The comparison between the techniques mentioned by teachers in questionnaire and actual application of techniques found out through observation in observation checklist have been presented and analyzed as follows:

**Table 13**  
**Comparison Between Teachers' Knowledge of Teaching Techniques and their Applications**

Techniques	Percentage of Teachers who mentioned the techniques in questionnaire	Average Percentage of mostly used teaching techniques in English classroom
Lecture	66.66	64.28
Explanation	58.33	46.42
Illustration	58.33	47.61
Demonstration	50	3.57
Elicitation	41.66	7.14
Individual Work	50	11.90
Pair Work	50	26.19
Group Work	58.33	21.42
Strip Story	33.33	1.19
Role Play	75	17.85
Drama	41.66	5.95
Simulation	58.33	2.39
Discovery	50	13.09
Drill	58.33	20.56
Project work	25	1.19
Others	83.33	15.47

The table shows that there is no direct interrelationship between the techniques mentioned by teachers in questionnaire which shows their knowledge of techniques and the techniques used by the teachers found out through observation, which shows the application of the techniques by the teachers in actual classroom. This table shows that there is interrelationship between teachers' knowledge and the actual application only in case of lecture technique. Here, 66.66% teachers mentioned the lecture technique in questionnaire and 64.28% teachers highly used

this technique in classroom. Likewise, 58.33% and 58.33% teachers mentioned explanation and illustration techniques respectively. Moreover, 46.42% and 47.61% teachers used explanation and illustration respectively in English classroom at secondary level.

The above table shows that 33.33% teachers mentioned strip story technique in questionnaire whereas only 1.19% teachers used this technique in English classroom. Similarly, only 1.19% teacher used project work technique but this technique was mentioned by 25% of teachers. From the above table, it is obvious that the application of techniques especially learner-centered techniques was very poor in comparison to the teachers' knowledge of those techniques.

## **CHAPTER FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the major findings of the study. On the basis of the presentation and analysis of collected data, findings have been drawn and presented in this chapter. This chapter also included some recommendations and pedagogical implications which are suggested on the basis of the findings.

#### **4.1 Findings**

On the basis of the analysis and interpretation of the collected data, the following findings have been listed.

- I. Knowledge of teachers in teaching techniques.
  - a. Out of twelve teachers, nine teachers i.e. 75% mentioned the name of the role play technique as a technique of language teaching. This was the highest percentage of all whereas only two teachers i.e. 16.66% mentioned the name of project work technique, which was the least percentage .
  - b. It was found that 91.66% teachers thought that learner-centered technique is effective to develop good communicative competence in students. Only one teacher, i.e. 8.33% supported teacher-centered techniques as a more effective technique to develop communicative competence in learners.
  - c. It was found that 100% teachers agreed with the role play technique as a necessary technique for teaching and learning language functions.
  - d. From close ended questions it was found that in thirty questions majority of the teachers gave correct responses almost in all questions. Only in question No. 7 (66.66%) and 24 (58.33%), majority of the teachers made incorrect responses which were about individual work and strip story techniques respectively. Thus, as a whole it was found that the teachers had knowledge of teaching techniques.
  - e. It was found that the teachers had knowledge about the teaching techniques.

- II. Actual applications of teaching techniques in classroom.
- a. The percentage of teachers who used lecture technique in the first class observation was 75 percent. Similarly, 66.66%, 58.33 %, 66.66 %, 58.33 %, 66.66% and 58.33% teachers were found to use the lecture technique respectively in the second to sixth classes.
  - b. It was found that lecture technique was highly used technique while teaching English in Classroom as 64.28% teachers (in average) highly used this technique in the classroom which was the highest percentage of all.
  - c. Besides lecture technique, 46.42% teachers highly used explanation, 47.61% teachers used illustration, 26.19% teachers used pair work, 20.56% teachers used drill technique.
  - d. It was found that techniques like strip story and project work techniques were rarely used by teachers in the classroom. Only 1.19% teachers were found to use these techniques.
- III. Comparison between teachers' knowledge of teaching techniques and their actual applications.
- a. It was found that there was relationship between the teachers' knowledge and the application only in case of lecture technique because 66.66% mentioned lecture technique and it was also used by 64.28% (in average) of teachers.
  - b. Regarding other techniques especially learner-centered techniques, there was no direct relationship between teachers' knowledge of teaching techniques and their applications in actual classrooms. In comparison to their al knowledge in teaching techniques, the application of those techniques in classroom was very poor.
  - c. It was found that all the selected teachers had knowledge of almost in all the techniques but all the techniques were not effectively applied by those teachers in actual classroom.

## 4.2 Recommendations

The researcher attempted to find out the teachers' knowledge of the teaching techniques and their applications in the classroom. He found out that the teachers had knowledge but in comparison to their knowledge they did not use all the techniques equally in the classroom. The teachers mostly used lecture technique which is a teacher-centered technique and other teacher-centered techniques like explanation illustration as well. Whereas, other learner-centered techniques were rarely used by teachers. So, the researcher would like to recommend the following suggestions for the pedagogical implications:

1. Although almost all the teachers had knowledge of teaching techniques, some teachers are required to update and refresh their knowledge of teaching techniques in order to use the knowledge of the techniques properly in practical classroom setting.
2. The teachers should emphasize on learner-centered techniques rather than teacher-centered techniques. Moreover, the teachers should give up their strong passion only for the use of lecture technique which cannot be as much effective as the other learner-centered techniques in developing good communication skills.
4. It is better to use different teaching techniques like role play, dramatization, group work, pair work, projects work, etc. in teaching-learning activities. These techniques make learning more effective, memorable, participatory and build up students' confidence.
5. If the students are involved in the activities like group work, pair work, project work, they would like to help each other. These techniques can promote social unity. So, teacher should focus on these techniques.
6. In our context the teachers have to handle very large classes without supportive physical facilities. So the size of the classroom has to be made smaller.

7. The use of discovery technique can be highly motivating and extremely beneficial for the understanding of English grammar. Therefore, this kind of technique should be given more emphasis in teaching-learning activities especially in grammatical items.
9. Ministry of Education, District Education Office and other concerning authorities should arrange the training programs to English teachers of secondary level for the successful application of learner-centered techniques.

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**APPENDIX A**  
**CLASS OBSERVATION CHECKLIST**

Teacher's Name :

Name of School :

Class :

Date:

Subject :

Period :

Teaching item :

Section:

<b>Techniques</b>	<b>Highly Used</b>	<b>Sometimes Used</b>	<b>Not Used</b>	<b>Remarks</b>
Lecture				
Explanation				
Illustration				
Demonstration				
Elicitation				
Individual Work				
Pair Work				
Group Work				
Strip Story				
Role Play				
Drama				
Simulation				
Discovery				
Drill				
Project work				
Others				

### APPENDIX C

S.N	Teachers Name	Name of Schools
1.	Mrs. Sabala Sigdya	Gyanodaya Secondary School, Bafal, Kathmandu
2.	Mr. Kanchha Kaji Banet	Jana Prabhat Secondary School, Kalanki, Kathmandu
3.	Mr. Hari Narayan Shrestha	Shree Neel Barahi Secondary School, Kalimati, Kathmandu
4.	Mr. Ram Chandra Subedi	Shree Nava Yug Secondary School, Jawahal, Kathmandu
5.	Mrs. Praphulla Kamal Tamrakar	Bal Sewa Secondary School, Jhose, Kathmandu
6.	Mr. Shekhar Singh Dongol	Jana Sewa Higher Secondary School, Panga, Kathmandu
7.	Mr. Yubh Raj Neupane	Vaishnavi Secondary School, Kirtipur, Kathmandu
8.	Mr. Bholanath Ghimire	Kuleswor Secondary School, Kuleswor Kathmandu
9.	Mr. Khem Nath Sitaula	Adhinath Secondary School, Chovar, Kathmandu
10.	Mr. Niroj Rijal	Shree Bal Kumari Secodnary School, Bhathkepati, Kathmandu
11.	Mr. Sudarshan Khattel	Bhaktha Vidhyashram Secondary School, Naya Bazar, Kathmandu
12.	Mr. Bishnu Prasad Rupakheti	Narayanjan Secondary School, Machchhegoun,s Kathmandu

