

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

Language is a means of communication through which we share our ideas, feelings, thoughts and emotions. It is a pure gift of nature to human beings. No other creatures use language except human beings. So, it is species specific. Many languages have their own writing systems whereas some are deprived of them. According to Bloomfield (1933, p.21) "Writing is not language but merely a way of recording language by means of visible marks." In fact, the uniqueness of human beings lies in the way s\he communicates through language .It is language that makes him/her different from other animals.

There are various modes of communication viz. aural, visual, olfactory, tactile and gustatory. Language has been defined as the voluntary vocal system of human communication. "Language is a purely human and non-instinctive method of communicating ideas , emotions and desires by means of a system of voluntarily produced symbols " (Sapir, 1978, p.8).According to Jespersen 1904 ,p. 23.) "Language is not an end itself, just as little as railway tracks, it is a way of connection between souls, a means of communication, language is the best means of communication; it bridges the physical chasm between individual. Language is a vehicle of power by which we control, create, preserve and change all human achievements such as social institutions and activities to technological innovation and development. It is the language that has made community aspirations and community possible by presenting our culture, history and identity.

In this way, language is especially human property. It is an integral part of human beings. It connects the soul and communication. Today, science and technology has dramatically changed the world. Language is the spine of modern science and technology. Language is not only a means of communication but also a medium to change the world.

### **1.1.1 Importance of English**

The English language is the most popular and widely used language in the world .It is taught as a second or foreign language in different countries. Language teaching started as a profession in the twentieth century. It was characterized by frequent changes, innovations and the development of sometimes comparing language teaching ideologies. (Richards and Rodgers, 2001, p.63).English has played a vital role in the field of education, business, science and technology and engineering.

English is serving as an important vehicle for the transmission of civilization and culture from the western world to the eastern and vice versa. It is one of the most dominant international languages in the countries of the world. It is a prestigious and a standard language of the world .It is spoken as a mother tongue in the countries like America, Britain, Canada, Australia etc. It serves the function of lingua franca in the world .Most of the significant works of any discipline of the world are found in English .It has the largest body of vocabulary and the richest body of literature.

English is not only a principal language for international communication but also a gate way to the world body of knowledge "English is widely used as a second language and as a foreign language throughout the world. The number of speakers who have acquired English as a second language with

native fluency is estimated to be between 350 and 400 billion " (Baugh, et al. 2002, p. 7).

We have derived a great benefit by learning the English language through which we have shared western civilization. The western countries are much advanced in the knowledge of science, technology, medicine, economics and others. Because of such significance of the English language the present curriculums are changed into communicative and functional.

There is no alternative to English, a language of global importance, of library, diplomacy, business, education and importance and the promotion of human rights and the establishment of democracy. Even national development-administration and governance are stagnant unless we interpret the achievements made in it, which is largely the interpretation or understanding of English in our language.

### **1.1.2 English Language Teaching Situation in Nepal**

The Development of English Education in Nepal is closely associated with the rise of Prime Minister Junga Bahadur Rana. After his visit to England, he established Durbar High School in 1854 A.D. It was the first school to teach English in Nepal. Since then English has been inducted in the curriculums right from grade four up to master's level. Now, it has been revised to fulfil the communicative needs of the learners.

English teaching situation is built upon different historical facts, and the way nation responds to them. Though Nepal had never been politically under the British colony, it psychologically shared with the Indian experience, of being colonized through the English language. For years English has occupied a prominent place in the Nepalese syllabus and for years it stood for the teaching and learning of it through literary genres, the methods being unquestionably

grammar, translation and direct. Since the beginning, English was taught from primary to the graduate level courses as a compulsory subject, and it still remains so.

The number of private schools is increasing day by day as English medium ones. The numbers of public and private schools in different levels are shown in the following table (CBS,2003).

**Table No.1: The Number of Public and Private Schools**

S.N.	Level	Public	Private
1	Pre-primary	1692	2340
2	Primary	24746	21886
3	Lower-Secondary	7436	5664
4	Secondary	4547	3258
<b>Total</b>		38421	33148

The main aim of private schools is to improve the English language as most of the courses are taught in English in these schools in Nepal. The above table shows that private schools are increasing day by day due to the attraction of the people towards the English medium in teaching.

There are some non-governmental organizations helping to develop English language. They are Nepal English Language Teachers' Association,(NELTA) Linguistic Society of Nepal (LSN),Literary Association of Nepal (LAN). Their role is to make the English language accessible to the people of different parts of the country.

### **1.1.3. Language Teaching Techniques**

According to Oxford dictionary (2005, p.1576) ," The technique is a particular way of doing something especially one in which we have to learn special skills or the skill which is able to do something practical."

Approach, method and technique are the most frequently used terms in the field of language teaching and learning. Different approaches, methods, and techniques are used in language teaching according to the time and demand. Anthony (1963, pp.63-69, cited in Richards and Rodgers, 2001 p.134) defines these three terms in the following ways:

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

Certain techniques are associated with particular methods and derived from particular principles; most techniques can be adapted to any teaching style and situation. It is not so much the technique itself as the way a teacher works with

it that makes the difference. We will observe the techniques the teacher is using and his or her behavior (Larsen-Freeman, 1986, p 2.).

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

The concern of this study is a comparative study on language teaching techniques used by the English teachers in public and private schools. There are different techniques to teach language skills and aspects. The teacher himself\ herself can create his\her own techniques to teach language in a classroom. Learning is more important than teaching. Teaching should reflect the students' needs and interest. Teaching techniques play the vital role in language learning (Lewis and Hall, 1992,p.22).

### **1.1.3.1 Teacher-Centered Techniques**

In teacher- centered techniques, the teacher plays a dominant role. Lecture, explanation, illustration, demonstration etc. are teacher-centered techniques. These techniques emphasize on the product rather than process. Teacher is the authority in the classroom. Most of the activities are prepared and presented by the teacher. The brief description of these techniques is as follows:

#### **i) Lecture**

This technique refers to the teaching procedure involved in the clarification or explanation to the students of some major idea. This technique lays emphasis on the presentation of the content.

According to Lee (quoted in Aggarwal, 1996 p.23), 'The lecture is a pedagogical method whereby the teacher formally delivered a carefully planned expository address on some particular topic or problem.' It can be used to clarify matters to review significant details of the lesson to expand contents and motivate the students.

In this technique, the teacher is more active and students are passive but s\he uses question answer to keep them attentive in the class.

## **ii) Explanation**

Explanation is an explicit description or definition of concepts or process, which is greatly influenced by the factors like continuity, fluency, and simplicity. According to Panton (quoted in Aggarwal, 1996 p.28), 'Explanation forms a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of other techniques as well as narration and description.' The main objective of this technique is to enable the learners take an intelligent interest in the lesson, grasp the purpose of what is being done and develop to their insight and understanding of how to do it.

Explanation can be in the form of acting, definition, using sentences and stating synonyms, etc. For a successful explanation the teacher has to :

- i. Use simple language to eliminate confusion thinking the level of the students.
- ii. Make use of demonstration and illustration with the aid of charts, models, where necessary.
- iii. Use techniques like narration and description.
- iv. Ask questions to check students' understanding.
- v. Have completed knowledge of the subject matter.
- vi. Keep in mind some definite aims so as to give definitions to the lesson.
- vii. Write essential points on the blackboard.

In fact, a good explanation should be correct, consistent, simple, competent, general, productive and memorable etc.

### **iii) Illustration**

Illustration refers to the use of materials or examples to help make the content interesting, clear and understandable to children. Illustration illuminates what is prepared or taught to children. Generally, illustrations are of two types:

- i. **Verbal:** This type of illustration includes hearing and understanding activities such as dramas, stories, moral verbs, metaphors, idioms etc. It is useful to higher level classes.
- ii. **Visual:** Visual illustration is also called non-verbal or concrete illustration. This includes maps, charts, graphs, models, sketches etc. It is useful at lower level class.

### **iv) Demonstration**

Demonstration implies the presentation of pre-arranged series of events or equipment to a group of students for their observation accompanied by explanatory remarks. Demonstration depends upon needs, ideas, techniques, procedures and materials.

#### **Guidelines for demonstration**

- a) Plan all the activities relating to demonstration in great detail.
- b) Ensure that all the equipments, illustrations and other relevant materials are procured in time and keep them ready before demonstration begins.
- c) Break it down in suitable steps to understand easily.
- d) Proceed with the demonstration slowly so that all the students may grasp the details.



- e) Wherever possible, involve students in demonstration.
- f) Give suitable verbal explanation for highlighting the interest of the students.
- g) Encourage students to analyze, record and tabulate the results of their observation.
- h) Make an assignment based on the demonstration.

Demonstration attracts the students' attention. It provides the real life situation to the students. It establishes the relationship between theory and classroom practice. It fosters creative thinking in groups and individuals. It relates skills and their application. It enables the students to acquire knowledge in the first hand form.

### **1.1.3.2 Learner-Centered Techniques**

Learner-centered techniques emphasize on the learner and his or her individual characteristics as central in conducting instruction instead of focusing on the subject matter, external authority and educational requirements. It is more psychological rather than logical. It is product oriented. The teacher functions as a facilitator or guide and the learners learn by doing. Individual work, group work, project work, role play, discovery techniques and strip story are some learner-centered techniques in language teaching. Songs and rhymes, games, self- evaluation, gesture, oral exercise, communicative exercises, imaginary context body movements and drills are also included under the learner-centered techniques. The brief description of some learner-centered techniques is as follows:

### **i) Individual work**

Individual work is opposed to the concept of whole-class teaching-lock step learning in which all the students learn same thing using the same materials. They do not get a chance to explore their own ideas and potentialities. It is well known that all the students do not learn in the same way. Some prefer oral explanation, while others choose written ones. Certain students enjoy finding out information for themselves; others prefer being spoon-fed. Richards et al. (1999 , p. 147 ) mentions:

- a. Objectives are based on the needs of the individual learners.
- b. 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.

In this technique, the teacher can provide different supplementary books, cassettes, tapes and so on .The teacher can also provide project work to the students.In fact,individual learning fosters learners' autonomy.

### **ii) Pair work**

Pair work is one of the important learner-centered techniques which is often used in a communicative classroom. It is a management task for developing communicative ability (Cross,1992 p .43).It makes students engage in interaction to each other. During the pair work, the teacher has two roles; a monitor and a resource person. If we divide our students into pairs for just five minutes, each student will get more talking time during those five minutes than during the rest of the lesson (Byrne, 1987 p.31).

The following things need to be taken consideration while conducting pair works:

- i. First, the teacher has to explain the reasons for using pair work to the students. Pair work time is not to be used for chatting.
- ii. When students finish the set tasks they can change the role and do the tasks again.
- iii. A lot of opportunity is given for talking.
- iv. They can ask for help, if they need it.
- v. There will be a check on their participation afterwards.
- vi. If there are three students, one works as a monitor.

According to Cross (1992 p. 53), the steps to be used in pair work are as follows:

- i. **Preparation:** Prepare carefully, by means of presentation and practice, so that everyone is confident in using the language.
- ii. **Teacher student model:** Select one student and take one part yourself and go through the whole task. Ensure them all what they have to do.
- iii. **Public pairs:** Select two students sitting well apart; this makes them speak loudly enough for all to hear .Get them to repeat the task, as a second model.
- iv. **Timing:** Tell the class how long the activity will last, typically only two or three minutes.
- v. **Private pairs:** Tell every one to begin .While it is going on; go around the classroom to monitor and assist. There should be little need to interfere, if the preparation has been through.
- vi. **Public check:** If you see that most of the class has completed the task stop the activity. Choose one pair at random to stand and do the task again, publicly. Choose the second and third pair to do the same.

### **iii) Group Work**

Group work is useful for teaching students in an interactive way. For a successful group work a teacher has to follow some strategies which are given below:

- i. Plan for each stage of group work: Think about how you will organize students into groups, help groups negotiate among themselves, provide feedback to the group and evaluate the product of group work.
- ii. Carefully explain to your class how the group will operate and how student will be graded. Every group needs a way of getting started, a way of knowing when its task is done and some guidance about the participation of members.
- iii. Give students the skills they need to succeed in group work .Many students have never worked in the collaborative learning groups and many need practice in such skills as active as tolerant listening, helping one another in mastering content, giving and receiving constructive criticism, and managing disagreements.
- iv. Create group tasks that require interdependence.
- v. Make the group work relevant .Students must perceive the group tasks as integral to the course objective not just busy work.
- vi. Create assignments that fit the students' skills and abilities.
- vii. Assign group tasks that allow for a fire division of labor.

#### **a. Creating group works**

One of the practical problems of group work is how to put students into groups. If learners do not enjoy with their partners or group working with, group works become worthless.

Harmer (2001,p.120-123) gives four principles that we can follow to make such a decision.

**a. Friendship:** We can ask the students to get into groups with whom they want to work. The most suitable way is to use sociogram. For this, the teacher ask students to write in order, that they like most on one side of paper, they should list the students they do not like on the other.

**b. Streaming:** We can create a group on the basis of students' ability. We can group as a group of brilliant, average and poor students. We can mix the students having different ability. We can also stream students on the basis of their participation in the classroom activities.

**c. Chance:** Since it demands little pre-planning, it is the easiest way to group students. We can make a group of people sitting next or near to each other.

**d. Changing groups:** Groups may change according to the requirement of activities. Making groups does not mean that they always have to work with same group. They can work with the students from other groups. The important thing we have to know is that the activity assigned to groups should be conducted smoothly and in way to fulfill objectives of the activities.

**b. Procedure of group work**

After creating group work, we should conduct activities in group. For this, we should follow different activities in the classroom. This includes initiation, monitoring, facilitation, giving feedback, prompting and so on. We can divide whole procedure into three different stages.

**i) Before:** To raise interest in student into work in group first they need clear instruction about what they are going to do. The instruction may be followed by demonstration, illustration, examples, etc. to make it clear. We also have to tell them to finish the activity within a given time. We can repeat the

instructions and even translate them into students' mother tongue to ascertain whether they have understood or not.

**ii) During:** while students are working in pairs or groups, we could stand at a place, observe how they are doing the activity, who are stuck or disengaged, etc. We can also move around the class, help, correct students and engage them in their discussion for a short time. We can act as a prompter, resource, tutor and facilitator. We can also give attention to the individuals if we feel it is necessary but our suggestion should encourage the students.

**iii) After:** When pairs and groups stop working together we need to organize feedback session. We want to let them discuss what occurs during the group work session and where necessary, add our own assessments and make corrections (Harmer, 2001,p.124).We can give them a chance to make a presentation .It will provide them constructive feedback and work as a reflection of their work.

#### **iv) Project work**

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 classroom (Richards et al.1985, p.295).

Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often there is a gap between the language the students are taught and the language they in fact require. It is this gap the project work can help to bridge (Fried-Booth, 1986 p.23).

Project work fosters learns responsibility and independence, improves motivation and contribute to a feeling of co-operation and warmth in the class (Ur, 1996, p. 232).

It is one of the most important student-centered techniques in modern language teaching. The project work provides one solution to the problem of autonomy of making the learner responsible for his/her own learning. It emphasizes on group-centered experience. It is co-operative rather than complete. This technique encourages imagination, creativity, self-discipline, responsibilities, collaboration, research and study skills.

There are different stages of project work given by different researchers.

Whatever the opinions on the stages of project work are; the students generally go through the following four stages:

**a. Setting goals:** At this stage students in collaboration with their friends and teacher, determine the goal of project work. The goals depend upon the nature of the project work. If the project is longer the goals should be long term and if it is shorter the goals should be short term.

**b Planning:** The students plan with the help of their teacher and friends to conduct the project. It involves selecting population, areas, discussion on the contents and scope of the project, duration, materials needed, and developing tools.

**c Collecting information:** At this stage, the students go to the field to collect information related to their project. For this they take interview, observe the activity, read the related literature, listen to others, discuss and display the information collected.

**d Reporting:** At this final stage, the students present their findings or conclusions of the project. They can do it organizing a seminar\ workshop or in

the classroom. The teacher or other students provide feedback with constructive comments on his presentation.

#### **v) Discovery Technique**

Discovery technique is the technique where students are given the examples of language and told to find out how they work to discover the grammar rules rather than be told them (Harmer, 1989, p.29). Discovery technique aims to give students a chance to take charge earlier. The idea is simple: give students a listening or reading text or some examples of English sentences and then ask them to discover how the language works. The activities which fall under discovery technique make students active and thoughtful and invite them to use their cognitive power.

This technique is of great help to teach vocabulary materials which allow students to be active with their previous knowledge and to share what they know. At more conscious level, students can be asked to look at some sentences and say how the meaning is expressed and what the differences are between sentences. We are also ensuring that our approach is more student-centered: it is not just the teacher telling the students what the grammar is: they are actually discovering information for themselves.

According to Richards et al. (1985, p.297), discovery technique is based on the following principles:

- i. Learners develop processes associated with the discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.
- ii. Teacher uses the teaching style which supports the processes of discovery and inquiry.
- iii. Textbooks are not the sole sources of learning.
- iv. Conclusions are considered tentative and not final.



- v. Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supporting role.
- vi. Preview, matching technique, text study and problem solving are the four major activities included in a discovery technique.

## **vi) Drama**

Drama is doing .Drama is being. Drama is normal thing. It is something that we all engage in daily life when faced with a difficult situation. It encourages genuine communication and involves real emotion and use of body language. It involves using the imagination to make oneself into another character or the classroom into different places. It starts with listening/ speaking and can be specified to practice specific language aspects, e.g. grammar, lexical items, functions, etc. It brings outside world into the classroom. Drama consists of six elements-situations, problem, solution: surface reality and background, emotions, planning: underlying reality/foundation.

### **a Drama for language teaching**

Drama is not like communicative language teaching, a new theory of language teaching, but rather a technique which can be used to develop certain language skills. It can be used for:

- ) **Teaching the course book:** Most language teaching course books already use, or attempt to use, drama techniques to some extent. They contain dialogue, simulation, role plays, games and songs. Learners enjoy doing these activities in groups or pairs.
- ) **Teaching the four language skills:** Drama has a role to play in the acquisition of correct pronunciation, intonation, rhythm and other prosodic features. We can learn a lot from considering the ways in which actors prepare their voices for the stage. Vocal warm-ups,

chanting, choral speaking, and singing are only a few of the techniques that could help learners to improve pronunciation and prosody. Students practice a number of reading and writing exercises based on the drama.

) **Teaching spoken communication:** Obviously, the use of drama makes students speak a lot. Drama can generate a need to speak by focusing on the attention of the learners on creating a drama, dialogue or role-play, or solving a problem. It makes students produce genuine communication.

) **The drama project:** The drama project really makes students competent in the second language. After long rehearsal and repetition they can develop autonomy in learning a second language.

There is a Chinese proverb: " I here and I forget, I listen and I remember, I do and I understand." Drama is learning by doing technique.

### **vii) Strip Story**

This is a modified version of scrambled sentences technique. In this technique, a whole story is cut into different parts or small pieces, sometimes represented through pictures (Picture story). Then, the students are asked to unscramble the strips (pieces of sentences) to make a whole story. This technique makes students communicate a lot to complete the story. The interaction among students is important. So it is an important communicative language teaching technique. It involves a lot of discussions and interactions among students.

#### **a. Procedure**

- a. Select a story.
- b. Cut the story into strips (strips may be written sentences or pictures) and numbers of sentences should be equal to the number of students.

- c. We either can distribute these sentences randomly or we put strips in a box and ask students to draw one sentence each.
- d. Each student memorizes the sentence.
- e. The teacher collects the strips.
- f. Students move around and ask questions until they reconstruct a whole story.
- g. The teacher facilitates, whenever necessary.

The most notable point that the teacher must remember while selecting the story is whether it is suitable and relevant to the level of students or not. It would be better if the story was interesting and if it could be related to students' practical life, society and culture.

#### **1.1.4 The Role of Teacher and Learner-Centered Techniques**

In the teacher-centered techniques the teacher plays an active role. The teacher presents the lesson actively where the role of students is passive in language learning. On the other hand, in student-centered techniques, students play the active role in language learning classroom. The role of a teacher is as a facilitator or a guide. Students learn by doing themselves. This technique focuses on student's need, interest and activities.

### 1.1.5 Comparison between the Techniques

The two techniques are compared as below:

**Table No.2 : Comparison Between the Techniques**

<b>Teacher- centered Techniques</b>	<b>Learner-centered Techniques</b>
Teacher plays active role.	Student plays a active role in learning.
It emphasizes on product.	It emphasizes on process.
It is more logical than psychological.	It is more psychological than logical.
Teacher is the authority in the classroom.	Students learn by doing themselves.
The teacher presents the contents.	Student prepares tasks and presents before his\her peers.

In teacher- centered technique, there is a very little scope of pupil's activity. Explanation and demonstration play a vital role. But in learner-centered techniques students themselves prepare tasks and present the content. Discovery, project work and individual works make the learners laborious, dutiful and active in learning.

The learner centered techniques are more live and useful rather than teacher-centered techniques.

### 1.1.6 Difference between Techniques and Materials

Technique is an activity that a teacher does in the classroom. Diffent teachers may adopt different techniques to teach different subject matters. It is said that a successful teacher implements a number of techniques to teach his/ her subject matter on the basis of situation, need, interest and the levels of the learners. Therefore, a sigle method brings a varietiy of techniques. It is a particular trick, or contrivance used to accomplish in immediate objective.

On the other hand, teaching materials are the things that the teacher brought into the classroom, like wall charts, slides, films, etc. Something extra which help the teacher to do his/her job better. 'Audio visual materials' 'Audio visual media' 'Audio visual aids' or 'language teaching aids and materials' all these terms, broadly speaking, means the same thing and have been used interchangeably.

Corder (1973) defines the teaching materials:

Everything belonging to or brought into the classroom, animate or inanimate, is a potential visual aid-teacher, boys, girls, pets, plants, clothes, furniture, material objects; everything that anyone is seen to do any movement s\he makes, any action s\he performs- laughing, crying, smiling, working, acting, misbehaving, attending or not attending-all are potential visual aids; the whole classroom and its contexts are instantaneously converted into potential visual aids.(cited in Byrne, 1980, p.43)

Heaton (1979, p.34) ' The teacher, students, blackboards, textbook and classroom as five basic visual aids.'

Generally, teaching technique is classroom activity whereas the teaching material is the means to achieve the objectives of this activity. Similarly, techniques are related with the approaches and methods. On the other hand, teaching methods are related with objects like tape recorder, maps, pictures, etc. In fact, the technique is more psychological whereas teaching material is moer visual oriented. A teacher might function as the model of teaching materials but might not be the technique himself/herself.

However, there is differences between techniques and materials but both of them play vital role in English language teaching. Techniques become blind without the use of materials and materials becomes useless without applying the effective techniques on the basis of learner's need, level and interest. Both techniques and materials make the English language teaching more effective, purposeful and reflect good relationship between teachers and learners. Therefore, a good teacher always applies the best techniques with appropriate metetials to make his/her job fruitful, satisfactory and effective.

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

Various attempts for comparing methods in terms of their effectiveness have been made. Regarding the techniques, only fifteen studies have been carried out in our department of English Education, TU Kirtipiur.

Adhikari (1986) carried out a research to find out the difference in written correction between trained and untrained, experienced and inexperienced teachers and across above group. He concluded that same error was treated in different ways .The difference among the groups emerged mainly because of the technique used not the type. Similarly, Pokhrel (1999) carried out a comparative study on "Teaching communicative function inductively and deductively". Finding of this research was that inductive method was relatively more effective than deductive one in teaching communicative function.

Similarly, Karki (1999), Sitaula(2000), Ghimire (2000) carried out the practical works to find out the effectiveness of inductive and deductive method in teaching subject verb agreement, passivization and question tags respectively. In these works the inductive method was found more effective than the deductive one. Ghimire (2001) did his M.Ed. research on "A Comparative Study on the Effectiveness of The Grammar Translation Method and

Communicative Approach in Lower Secondary School of Lamjung District It was found that communicative approach was more effective than grammar translation method.

Kandel (2004) conducted a research entitled "Dictation as a Tool in Improving Writing Skills: A Practical Study" and found that students taught through the dictation did relatively better in comparison to those taught through usual techniques. Similarly, Pandey (2004) carried out a research work to find out the "Effectiveness of project work technique in developing writing skill". The finding showed that the use of project work technique in classroom teaching was found slightly more effective than conventional teaching. Panta (2004) carried a research entitled 'The effectiveness of discovery technique in subject verb agreement :A practical study'. The finding showed that the students taught through the discovery technique showed the better performance in subject-verb agreement than the student taught through explanation technique.

Regmi (2004) conducted a research to find out the effectiveness of group work technique in teaching tenses. The finding showed that the group work technique was relatively more effective and successful than explanation technique for teaching tenses. Similarly, Adhikari (2005) conducted a research to find out the effectiveness of strip story in developing writing skills. The finding showed that the experimental group performed better than their counterparts who were taught in usual classroom techniques. Similarly, Bhandari (2005) carried out a research to compare the effectiveness of the two techniques-pair work and group work in teaching communicative function of English. The study concluded that the pair work technique was found relatively more effective than group work for teaching communicative functions of English in general.

The present study is different, as no study has been done yet on 'Teaching Techniques Used by English Teachers'. It is a comparative study on the use of techniques by the English teachers of public and private schools. Thus, it is a new venture in itself.

### **1.3 Hypothesis**

The researcher set with the following hypothesis of this study:

The teachers of private school use more student-centered techniques rather than their public school counterparts.

### **1.4 Objectives**

The objectives of the study were as follows:

1. To find out the techniques used by teachers in English classroom,
2. To compare the teaching techniques used by the teachers in public and private schools,
3. To list some recommendations for pedagogical implications.

### **1.5 Significance of the Study**

The study will be significant to all the English language teachers in general. However, it will be useful to the teachers, students, researchers and educationists as well as curriculum designers. It will be a useful reference to other researchers to collect information about teaching techniques and their uses in language class. It will be a guideline for language teachers. The students will take advantage of selecting the techniques for the study. The research will be significant to curriculum designers to select and include techniques in the ELT curriculum. The findings and recommendations of this study will be helpful to the real classroom teaching.



## **CHAPTER - TWO**

### **METHODOLOGY**

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

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

This study included both primary and secondary sources of data.

##### **2.1.1. Primary Source of Data**

The research was mainly based on the primary data. The primary sources of data were English teachers teaching in Lalitpur district at secondary level. The data were collected from class observation and interview of the English language teachers. The researcher himself was involved in collecting data for the study in all selected schools.

##### **2.1.2 Secondary Source of Data**

Various textbooks, journals, reports and articles that were related and helpful to the proposed study were reviewed for the facilitation of the study. Some of them were Corder (1973), Larsen-Freeman (1983), Richards and Rodgers (1986), Byrne (1987) Cross (1992), Nunan (1992), Kumar, (1996), Ur. (1996),.

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

The population of the study was the teachers of secondary schools of Lalitpur district.

#### **2.3 The Sampling Procedure**

The researcher visited the District Education Office of Lalitpur district and collected the names of all the public and private schools. Then, he used stratified random sampling procedure to select five private and five public schools for the study. Two teachers were selected from each school for class observation. Four classes of each teacher were observed. In total 80 classes were observed.

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

The researcher used the class observation form and interview schedule as the data collection tools for the study (See Appendices I and II)

## **2.5 Process of Data Collection**

- a. First of all, the researcher visited the District Education Office, Lalitpur and collected the names of public and private schools.
- b. He selected the five public and same number of private schools using stratified random sampling procedure.
- c. He visited the selected schools and established rapport with them and explained the purpose of study. Then, he took permission from the head teachers and subject teacher to observe the English language classes.
- d. He filled in forms observing the class of the teachers and recorded the teaching techniques used by them while teaching in the classroom.
- e. He observed four language classes of each teacher as well as took their interview.

## **2.6 Limitations of the Study**

As this is the first research in this particular field for the specific purpose, the researcher carried it out taking the following limitations and considerations to make the study precise and systematic.

This study had the following limitations:

1. The population of this study was limited to secondary schools (five public and same number of private schools) of Lalitpur district.
2. Two teachers were taken from each school and their four classes of each school were observed.
3. This study was based on only in the English language classroom.
4. Only listed techniques were studied under the research.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION

This chapter incorporates the analysis and interpretation of the collected data. For this study, data were collected by using two tools, viz. observation and interview. The researcher mainly used descriptive approach to analyze and interpret the collected data. Besides, statistical tools like percentage are also used to analyze the data. The data are presented analytically by using Para-orthographic text such as tables. The data are analyzed under the following sub- headings:

1. Analysis of Data Obtained from Class Observation
2. Analysis of Data Obtained from Interview.

#### 3.1 Analysis of Data Obtained from Class Observation

The section deals with the analysis and interpretation of the data collected through class observation of the teachers while teaching in secondary school. I used class observation form with the list of techniques (See Appendix I). The observation forms values and their frequencies were counted and changed into numerical values. The numerical values were converted into percentage and presented in the table. Likewise, the techniques used by teachers are analyzed and interpreted descriptively and presented summarizing them in paragraph and points.

**Table No. 3 : Holistic Teaching Techniques**

SN	Techniques	Schools		Difference	Schools		Total
		Public	Percent		Private	Percent	
1	TCT	68	42.5	35	34	21.25	102
2	LCT	29	8.05	34	60	16.66	90
3	OT	35	10.93	13	47	14.68	82

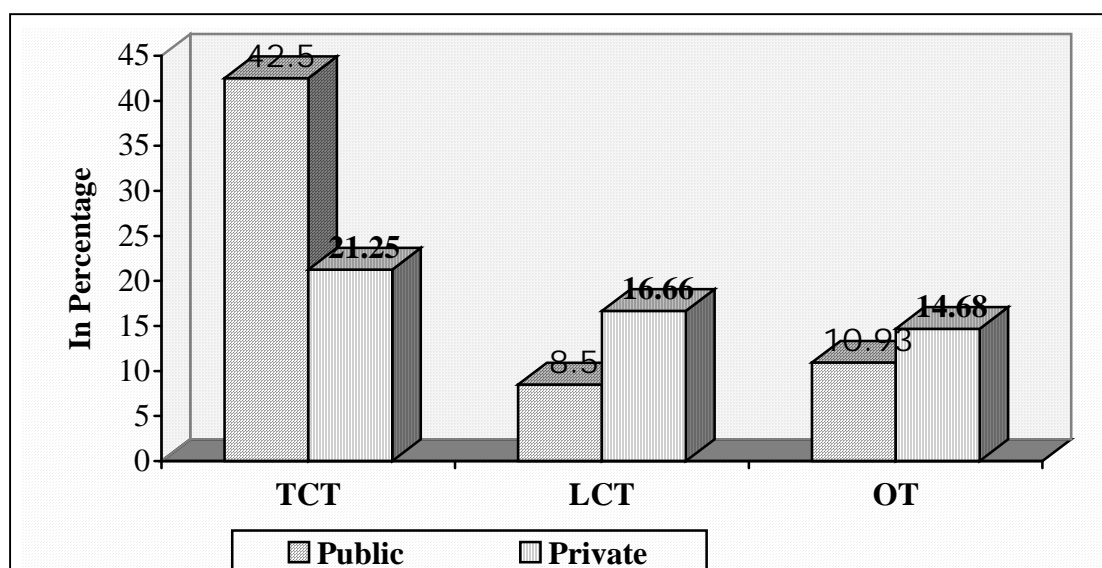
The above table shows that 42.5% teachers of public schools used teacher-centered techniques in total. Contrary to this, it was found that 8.5% teachers of public schools used learner-centered techniques and they used 10.93% of other techniques as a whole.

On the other hand, 21.25% teachers of private schools were found to use teacher-centered techniques. Whereas, it was found that 16.66% teachers of private schools were found to use learner-centered techniques. Likewise, the teachers of private school used 14.68% other technique as a whole (as mentioned in figure no. 1).

### 3.1.1 Holistic Analysis

Technique is a particular trick, or contrivance used to accomplish an immediate objective. It is a classroom activity in language teaching. While analyzing the collected data, I found that different techniques were used by language teachers which can be presented in the following figure.

**Figure No.1: Holistic Comparison of Teaching Techniques**



TCT: Teacher-centered technique

LCT: Lerner-centered technique

OT: Other techniques

The above figure shows the holistic comparison of language teaching techniques used by the teachers. It shows that 42.5% teachers of public and 21.25% of private schools used teacher-centered techniques. It proves that the teachers of public schools used greater number of teacher-centered techniques in comparison to private school (See Appendices III and V).

On the other hand, 16.66% teachers of private schools and 8.05% of public schools used learner-centered techniques. It was found that the teachers of private schools used the greater number learner-centered techniques in comparison to public schools.

Similarly, it was found that some other techniques were also used by teachers at the time of class observation. Apart from the listed ones some other techniques were used by (See Appendix I), 14.68% teachers of private and 10.93% of public schools. Most of the others techniques were learner-centered rather than teacher-centered. So, it clearly proves that the greater number of private school teachers used other techniques in comparison to the teachers of public schools.

### 3.1.2 The Teacher-centered Techniques

**Table No. 4: The Teacher-centered Techniques**

S.N	Teacher-centered Techniques	Public	Percent	Difference	Private	Percent	Total
1	Lecture	22	55	14	8	20	30
2	Explanation	17	42.5	8	9	22.5	26
3	Illustration	15	37.5	7	9	22.5	24
4	Demonstration	14	35	6	8	20	22
Total		68	42.5	35	34	21.25	102

The above table shows the lecture technique was used by 55% teachers of public and 20% of private schools. It proves that greater number of teachers of public schools used lecture technique in comparison to the teachers of private school.

Similarly, explanation was used by 42.5% public and 22.5% of private school teachers. It was found that more teachers of public schools used explanation in comparison to private ones.

Likewise, 37.5% teachers of public and 22.5% of private schools used the illustration technique. It shows that more teachers of public schools used this technique in comparison to private ones.

Demonstration is another teacher-centered technique .In this study, 35% teachers of public and 20% of private schools used this technique.

In total, 42.5% teachers of public and 21.5% of private school used teacher-centered technique .It has been found that the teachers of public schools used more teacher-centered technique in comparison to private schools.

### 3.1.3. The Learner-centered Techniques

**Table No. 5: The Learner-centered Techniques**

S.N	Learner-centered techniques	Public	Percent	Difference	Private	Percent	Total
1	Individual working	4	10	7	11	27.5	15
2	Pair work	3	7.5	6	9	22.5	12
3	Group work	6	15	6	12	30	18
4	Project work	3	7.5	7	10	25	13
5	Role play	2	5	2	4	10	6
6	Discovery technique	3	7.5	3	6	15	9
7	Drama	3	7.5	0	3	7.5	6
8	Simulation	3	7.5	1	4	10	7
9	Strip story	2	5	2	4	10	6
	Total	29	8.05	34	60	16.66	90

The above table shows that individual work was used by 10% teachers of public and 27.5% of private schools. Similarly, pair works were used by 7.5% teachers of public and 22.5% of private schools. It shows that the teachers of private schools used the greater number of individual work and pair work in comparison to the teachers of public schools. Whereas group works were used by 15% teachers of public and 30% of private schools. It proves that the teachers of private schools used more group work technique rather than the public ones.

Similarly, project works were used by 7.5% teachers of public and 25% of private schools. It shows that the greater number of private schools used this technique in comparison to public schools. Role play is another learner-centered technique which was used by 5% teachers of public and 10% of private schools. Similarly, discovery technique used by 7.5% of teachers of public and 15% of private schools. But it was found that some techniques were equally used by both types of schools such as drama technique was used 7.5% teachers of public and private schools. Simulations were used by 10% teachers of private and 7.5% of public schools. It shows that private schools teachers used more simulation technique than the teachers of public school. Similarly, strip story was used by 10% teachers of private and 5% of public school. It also shows that private schools teachers used more strip story technique in comparison to the public ones.

As a whole, 8.05% public and 16.66% teachers of private schools used learner-centered techniques. Thus, it has been found that the greater number of private schools used learner-centered technique in comparison to the public schools.

### 3.1.4 The Other Techniques

The researcher listed some other techniques which were learner-centered in nature. Some of those techniques were frequently used by the teachers in language teaching. Larsan-Freeman (1983), Byrne (1987), Ur. (1996), Corder (1973) mention the following techniques that the teacher often use in the English classroom. During the class observation, the researcher recorded them the other techniques used by the teachers which as shown in the table that follows:

**Table No. 6: The other techniques**

S.N	Other techniques	Public	Percent	Difference	Private	Percent	Total
1	Song and rhymes	3	7.5	1	4	10	7
2	Games	4	10	0	4	10	8
3	Drills	8	20	0	8	20	16
4	Question answer	7	17.5	1	8	20	15
5	Oral exercise	3	7.5	1	4	10	7
6	Personal questions	3	7.5	5	8	20	11
7	Communicative exercise	3	7.5	5	8	20	11
8	Gesture and body movement	3	7.5	0	3	7.5	6
Total		35	10.93	13	47	14.68	82

The above table shows that songs and rhymes were used by 7.5% teachers of public and 10% of private schools. It shows that the greater number of private schools used songs and rhymes rather than public schools. Similarly, games were used by 10% teachers of public and 10% of private schools. Drills were used by 20% teachers of both types of schools. But question answers technique was used by 17.5% teachers of public and 20% of private schools. It



shows that the greater number of private school teachers used questions answer technique in comparison to in public school.

Oral exercises were used by 7.5% teachers of public and 10% of private schools Personal question was used by 20% teachers of private and 7.5% of public schools. Similarly, communicative exercises were used by 7.5% teachers of public and 20% of private schools. Gesture and body movement were used by 7.5% teachers of both types of schools as a whole.

From the above table, it is proved that private school teachers used the greater number of other techniques in comparison to public school teachers.

### 3.2 Analysis of Data Obtained From Interview

Twenty teachers used interviewed for obtaining the required information from the structured. Ten teachers were from public schools and the same number was taken from private school. The interview focused on as to what techniques the teacher used to teach language skills, aspects and genres. The responses of teachers were presented and analyzed in this section. The techniques were listed and frequencies counted below in the table.

**Table No.7: Teachers' Responses on Teaching Listening**

S.N.	Skill	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
1.	Listening	Use of tape recorder	8	80	1	9	90	17
		Pictures story	3	30	3	6	60	9
		Text reading	7	70	1	6	60	13
		Dictation	3	30	1	4	40	7
Total			21	52.5	6	25	62.5	46

The above table shows that 80% teachers of public and 90% of private schools used cassette player while teaching listening. It is found that private schools used more tape recording techniques than public ones. Most of the public school teachers used tape recorders than other techniques. Similarly, picture story was used by 30% teachers of public and 60% of private schools.

On the other hand, texts reading were used by 70% teachers of public and 60% of private schools. It shows that the greater number of private school teachers used text reading techniques than the teachers of public school. Similarly, dictation was used by 30% teachers of public and 40% of private ones. The greater numbers of private school teachers used dictation than the teachers of public schools.

From the above table, it has been found that private school teachers used the greater number of learner-centered techniques, such as pictures, tape records, and dictation in comparison to public school teachers. The public schools used more teacher-centered techniques, like text reading while teaching listening.

These above mentioned techniques were learner-centered except text reading. In totality, 52.5% teachers of public and 62.5% of private schools used learner-centered techniques while teaching listening. It is found that private schools used more learner-centered techniques rather than public schools.

Above mentioned, the tape recorder is means for teaching listening not a technique.

**Table No. 8: The Teachers' Responses on Teaching Speaking**

S.N.	Skill	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
2.	Speaking	Pictures story	4	40	1	5	50	9
		Dialogue	3	30	0	3	30	6
		Simulation	1	10	1	1	10	2
		Games	2	20	1	3	30	5
		Story telling	2	20	0	2	20	4
Total			12	24	2	14	35	26

The above table shows that 40% public and 50% private schools used picture stories to teach speaking. It clearly indicates that the private schools used more picture story techniques in comparison to public schools. Thirty percent teachers of both schools used dialogue technique. Similarly, 30% teachers of both private and public schools used simulation technique. But games were used by 20% public and 30% private schools. It means private school teachers used more games technique than public school. Twenty percent teachers of both schools used story telling techniques while teaching speaking.

From the above table we found that the greater number of teacher's of private schools used learner centered technique [like picture story, dialogue, games] in comparison to public schools whereas, simulation and story telling techniques were equally used by both school teachers.

In totality, 24% teachers of public and 35 % of private schools used the above listed (learner-centered) techniques .It proves that private schools used more learner-centered techniques than public schools.

**Table No 9: The Teachers' Responses on Teaching Reading**

S.N.	Skill	Techniques	Public		Difference	Private		Total	Remarks
			Frequencies	Percent		Frequencies	Percent		
3.	Reading	Text(seen unseen	6	60	1	5	50	11	
		Newspaper	2	20	3	5	50	7	
		Authentic text	4	40	2	6	60	10	
		Non-authentic	3	30	2	4	40	7	
		Articles	2	20	1	3	30	5	
		Pictures	1	10	2	3	30	4	
		Rhymes	1	10	1	2	20	3	
Total			19	27.14	12	28	40	47	

The above table shows that seen and unseen text reading was used by 60% teachers of public and only 50% of private school to teach reading skill. Similarly, newspapers were used by 20% teachers of public and 50% of private schools. It clearly indicates that the greater number of private schools used newspaper reading techniques in comparison to public school.

Authentic texts like newspaper reports, articles from periodicals, messages of condolence or advertisements were used by 40% teachers of public and 60% of private school teacher. On the other hand, non-authentic texts such as produced for the classroom purposes only were used by 30% public and 40% private school teachers. An important point noted here is that the greater number of private school used authentic and non-authentic texts in comparison to public school. Similarly, articles were used by 20% teachers of public and 30% of private schools. Similarly, rhymes were used by 10% teachers of public and 20% of private schools.

It was found that the above listed techniques were learner-centered techniques. In total, 27.14% teachers of public and 40% of private schools used these techniques while teaching reading .The greater number of private schools teachers used learner-centered techniques in comparison to public school.

**Table No 10: The Teachers’ Responses on Teaching Writing**

	Skill	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
4.	Writing	Controlled	5	50	1	4	40	9
		Guided	3	30	1	4	40	7
		Free	4	40	1	5	50	9
		Pictures	2	20	2	4	40	6
Total			14	35	5	17	42.5	31

Fifty percent of public and 40% of private school teachers used controlled writing. It was found that public school teachers used more controlled writing than private one. On the other hand, 30% teachers from public and 40% of from private schools used guided writing. It shows that the greater number of private teachers used guided writing in comparison to public schools teachers.

Similarly, 40% public schools teachers used free writing against their private schools counterparts i.e. 50% of them used same technique. It proves that private school teachers focused on free writing whereas teachers of public schools gave less priority to this technique.

At last, 20% teachers of public schools used picture technique against 40% of their private schools counterparts who used this technique. It shows that the greater number of private school teachers used picture technique in comparison to public schools.

In total, public school teachers used 35% above listed techniques whereas 42.5% teachers of private schools used those techniques. Now it has been found out that private schools used more learner-centered techniques rather than public one.

**Table No. 11: The Teachers' Responses on Teaching Vocabulary**

S.N	Aspect	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
1.	Vocabulary	Antonym/Synonyms	4	40	1	3	30	7
		Relia	2	20	1	4	40	6
		Context	2		1	3	30	5
		Translation	3	30	1	2	20	5
Total			11	27.5	4	12	30	23

Teaching technique plays a vital role to teach language aspects. Forty percent teachers of public and 30% of private schools used antonyms and synonyms while teaching vocabulary items. The teachers of public schools used more antonyms and synonyms than the teachers of private ones.

Realias were used by 20% teachers of public and 40% of private schools. It shows that the greater number of private schools used real objects than public schools.

To teach new vocabularies, 20% of public and 30% of private school teachers used contextual or situational meaning techniques. Similarly, 30% teachers of public and 20% private schools used translation technique. It shows that the greater number of public schools used translation compare to their private school counterparts.

**Table No. 12: The Teachers' Responses on Teaching Grammar**

S.N.	Aspect	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
2.	Grammar	Inductive	4	40	2	6	60	10
		Deductive	6	60	2	4	40	10
		Pattern practice	3	30	2	5	50	8
		Illustration	1	10	0	0	0	1
Total			14	35	6	15	37.5	29

The above table shows that 40% of public and 60% of private school teachers used inductive method to teach grammar. But 60% public and 40% private school teachers used deductive method. It has been found that private school teachers used more inductive technique in comparison to these public school counterparts. Similarly, 30% teachers of public and 50% of private schools used pattern practice. It shows that the greater number of pattern practice technique was used by private school teachers in comparison to the teachers of public schools.

**Table No.13: The Teachers' Responses on Teaching Pronunciation**

S.N.	Aspect	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
3.	Pronunciation	Drill	6	60	2	8	80	14
		Illustration	1	10	0	1	10	2
		Dictionary practice	2	20	0	2	20	4
		Sound practice	3	30	1	4	40	7
Total			12	24	3	15	30	27

The above table represents that drill technique was used by 60% public and 80% private school teachers. Illustration and dictionary practice were equally

used by both types of schools i.e. 10% and 20% respectively. But sound practice was used by 30% teachers of public and 40% of private schools.

It has been found that most of the above listed techniques were learner-centered one except illustration. In total 24% of public and 30% of private schools teachers used above listed techniques for teaching pronunciation. It proves that the greater number of private school teachers used learner-centered techniques in comparison to the teachers of public schools.

**Table No.14: The Teachers' Responses on Teaching Functions**

S.N.	Aspect	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
4	Functions	Dialogue	2	20	1	3	30	6
		Role play	2	20	1	3	30	5
		Pictures	1	10	1	2	10	2
		Question answer	2	20	1	1	10	3
		Guessing games	1	20	1	3	10	3
Total			8	16	5	11	22	19

The researcher asked the question to the language teachers 'how do you teach language function? (See Appendix IV). On the basis of the responses, dialogues, role plays, pictures, question answers and guessing games were used by language teachers while teaching language functions. Whereas the above table shows dialogue was used by 20% public and 30% private school teachers. It shows that private school teachers used more dialogue techniques in comparison to public one. Similarly, role play was used by 20% public and 30% private school teachers. Pictures were used by 10% of teachers of both public and private schools. But question answer technique was used by 20% public and only 10% private school teachers. It shows the greater number of public schools teachers used this technique in comparison to the private



schools. Similarly, guessing games were used by 20% public and 10% private school teachers. It also shows that the greater numbers of guessing games were used by the teachers of public schools rather than private one. In total, 16% teachers of public and 22% of private schools used learner-centered techniques to teach language functions.

**Table No.15: The Teachers' Responses on Teaching Poem**

S.N.	Genre	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
1	Poem	Song and rhymes	2	20	1	3	30	5
		Explanation	3	30	1	2	20	5
		Reading aloud	2	20	1	1	10	4
		Silent reading	3	30	1	1	10	4
		Drill	2	20	1	3	30	5
Total			12	24	5	10	20	22

The above table shows that songs and rhymes were used by 20% teachers of public and 30% of private schools. On the other hand, explanation technique was used by 30% public and only 20% of private school teachers. It proves that public school teachers used more explanation technique than private ones. Reading aloud technique was used by 20% public and 10% private school teachers. Similarly, silent reading was used by 30% teachers of public and 10% of private schools. It was found that the greater number of public school teachers used reading aloud and silent reading in comparison to the teachers of private school. Similarly, drill technique was used by 20% teachers of public and 30% of private schools. It shows that private school teachers used more drill technique than the teachers of public schools while teaching poetry.

In the conclusion, it has been found that the greater number of learner-centered technique was used by private school teachers in comparison to the teachers of public schools.

**Table No.16: The Teachers' Responses on Teaching Stories**

S.N.	Genre	Techniques	Public		Differences	Private		Total
			Frequencies	Percent		Frequencies	Percent	
2.	Stories	Strip story	2	20	1	3	30	5
		Role play	3	30	1	4	40	7
		Event charts	2	20	1	3	30	5
		Pictures	2	20	1	3	30	5
		Lecture	3	30	1	2	20	5
Total			12	24	5	15	30	27

The above table shows that strip story was used by 20% public and 30% of private school teachers. Similarly, role play was used by 30% public and 40% teachers of private schools. It shows that the greater number of private school teachers used strip story and role play techniques in comparison to the teachers of public schools. Similarly, to teach stories, 20% public and 30% private school teachers used event charts technique .Whereas pictures were used by 20% teachers of public and 30% of private schools. It shows that the greater number of private schools used pictures and event charts in comparison to public schools. Lecture technique was used by 30% public and 20% private school teachers. It shows that the greater number of public school teachers used the technique than the teachers of private schools.

**Table No.17: The Teachers' Responses on Teaching Drama**

S.N.	Genre	Techniques	Public		Difference	Private		Total
			Frequencies	Percent		Frequencies	Percent	
3.	Drama	Acting	5	50	1	6	60	11
		Role playing	3	30	1	4	40	7
		Explanation	3	30	1	1	10	4
		Group work	2	20	2	4	40	6
		Pair work	2	20	2	4	40	6
Total			15	30	7	19	38	34

The above table shows that the acting technique was used by 50% public and 60% private school teachers. It clearly shows that more teachers of private schools used this technique rather than public schools. Similarly, role playing was used by 30% teachers of public and 40% of private schools. More teachers of private school used this technique than public ones. But the explanation technique was used by 10% private and 30% public school teachers. The greater number of public schools used explanation in comparison to private schools.

On the other hand, 20% public and 40% private school teachers used group work and pair work technique while teaching drama. It shows that the greater number of group work and pair work techniques were used by the teachers of private schools in comparison to the public ones.

## **CHAPTER - FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter incorporates the major findings of the study based on analysis and interpretation of the data and recommendations for pedagogical implications.

#### **4.1 Findings**

The main objective of this study was to identify and compare the language teaching techniques used by English teachers of private and public schools. In order to fulfill this objective, a study was carried out. On the basis of analysis and interpretation, the following findings have been listed:

##### **4.1.1 Findings from Class Observation**

1. a. The teachers of public school used 42.5% teacher-centered techniques, 8.5% learner-centered techniques and 10.93% other techniques. Similarly, the teachers of private schools used 21.25% teacher-centered techniques, 16.66% learner-centered techniques and 14.68% other techniques.
2. a. In totality, 42.5% public and 21.25% private schools teachers used teacher-centered techniques. It has been found that the greater number of public school teachers used the teacher-centered technique in comparison to private schools.
- b. This study shows that 16.66% private and 8.05% public school teachers used learner-centered techniques as a whole study. It was found that the greater number of private school teachers used learner-centered techniques in comparison to public school.

- c. Fourteen percent private and 10.93% public school teachers used other techniques .It was proved that private school teachers used more other techniques than public ones.

#### **4.1.2 Findings from Interview**

1. a. Tape recorders were used by 80% public and 90% private school teachers while teaching listening. It has been found that both school teachers highly used this techniques but the greater number of private school teachers used it in comparison to public school teachers.
- b. Similarly, 40% public and 50% private school teachers used picture story for teaching listening. Comparatively, the teachers of private school used more picture story technique than the teachers of public ones.
- c. In totality, 52.5% teachers of public and 62.5% private school teachers used learner-centered techniques while teaching listening. Therefore,it has been found that private school teachers used more learner-centered techniques than public school teachers.
- d. Forty percent teachers of public and 50% private schools used picture story techniques while teaching speaking. It has been found that picture techniques were highly used by the private school teachers than public ones.
- e. Sixty percent teachers of public and 50% private school teachers were found to use seen and unseen text reading while teaching reading. Whereas, 40% public and 60% private schools teachers found to be used authentic text reading .
- f. Controlled writings were used by 50% public and 40% private school teachers while teaching writing skill. But 40% private and only 30% public school teachers found to be used guided writing.

- g. To teach vocabulary, 40% public and 30% private school teachers found to use antonyms and synonyms. Similarly, translations techniques were used by 30% public and only 20% private school teachers. It has been found that public school used more antonyms and synonyms and translation techniques in comparison to private school teachers.
- h. Inductive method used by 40% public and 60% private school teachers whereas 60% public and 40% private schools teachers used deductive method while teaching grammar. It has been found that public schools used more deductive method in comparison to private ones. It was also found that private schools used more inductive method in comparison to public ones.
- i. Drill techniques were found to be used 60% public and 80% private school teachers for teaching pronunciation.
- j. For teaching functions, dialogue techniques were used by 20% public and 30% private school teachers. In total, 16% teachers of public and 22% private school teachers used learner-centered techniques to teach functions.
- k. It has been found that songs and rhymes were used by 20% public and 30% private school teachers while teaching poetry. But the explanation techniques used by 30% teachers of public and only 20% private schools.
- l. While teaching stories, strip stories were used by 20% public and 30% private school teachers. Whereas lecture technique was used by 30% public and 20% private school teachers.
- m. While teaching drama, role playing techniques were used by 30% public and 40% private school teachers. Similarly, the teachers used group work, pair work acting and explanation techniques to teach drama.

## 4.2 Recommendations

The pedagogical implications have been recommended on the basis of findings of the study as follows:

1. Public school teachers should use more learner-centered techniques to improve the quality of education.
2. Group and pair work techniques should be emphasized to make teaching and learning process more effective.
3. Effective and appropriate materials, for example, textbooks, practice books, exercise books and listening cassettes are to be supplied and used appropriately.
4. The class size should be small and the number of students should be reduced to use different techniques effectively.
5. Inductive method should be implemented in the classroom while teaching grammar rather than deductive one.
6. Language should be viewed as a means of social interaction. Therefore, the teacher should involve the students in different social activities giving individual work, project work, language functions etc.
7. Real conversations and dialogues as well as various language functions should be presented by simulating the environment in the classroom. So that the learners can develop the concept of grammatical features with the help of conversations, dialogues and language functions.
8. The teachers of both public and private schools should interact, discuss and share their ideas with each other for effective use of various techniques and to increase the quality of teaching learning system.
9. The techniques that the English teachers implement in the classroom should be based on learners' needs, ability, interest and level.

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## APPENDIX- I

### Class observation form:

Date:

Name of the school:

Lesson's topic:

Types of school: Public\Private:

Class:

Number of students:

S.N	List of the techniques	Techniques	Skills, Aspects, Genres	Remarks
1.	<b>Teacher-centered techniques</b> Lecture Explanation Illustration Demonstration			
2.	<b>Learner-centered techniques</b> Individual working Pair work Group work Project work Role play Discovery techniques Drama Simulation Strip story			

S.N.	Some other learner-centered Techniques	Techniques	Skills, Aspects, Genres	Remarks
1	Songs and rhymes			
2	Games			
3	Drills			
4	Questions answer			
5	Oral exercises			
6	Communicative exercise			
7	Personal questions			
8	Gestures and body movements			

**Note :-**

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## APPENDIX - II

### Interview Schedule

1. Could you please tell me how do you teach language skill?

a. Listening

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b. Speaking

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c. Reading.

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d. Writing

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.....  
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2. How do you teach language aspects?

a. Vocabulary

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b. Grammar

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.....

c. Pronunciation

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d. Functions

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3. What techniques are you feel easy to teach genres?

a. Poem

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.....  
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b. Stories

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.....

c. Drama

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**\*Thank you for your kind help and co-operation\***