

CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language, as far we know, is specific to humans. It is the basic capacity that distinguishes humans from all other living beings. Language, therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. Slobin (1974, p. 98) sheds light on the importance of language and writes, “Human culture, social behaviour and thinking could not exist as we know them in the assistance of language.” There are many perspectives on language. No one denies language is a system of signs (symbols, indices, icons) for encoding and decoding information. It is a key tool to exchange the ideas, opinions or views. It establishes social interaction. Wardhaugh (1998, p. 1), relegating language with the society, states, “Language is what the members of particular society speak.” Giving a spotlight on the importance of language Bhattarai (1995, p. 1) states, “Language is the most valuable single possession of human race. Language has enabled men to establish great civilization Man expresses his personality through language.”

The psychologists persist on two extremes on language debate: nurture and nature. A set of linguists who base their assumptions of language on Behaviourist school of psychology make claims that language is nothing but habit formation. According to them, language is learnt through use, through practice. In their view, the more one is exposed to the use of language, the better one learns. Skinner (1957) says, “Behaviourists explain language as a set of habits gradually built up over the years” (as cited in Aitchison, 1989, p. 7) whereas mentalists like Chomsky (1972) view “Language as creative activity of linguistic expression” (as cited in Aitchison, 1989, p. 18). It develops

innately in humans. Everyone has got LAD and what is needed for the language acquisition is the activation of the dormant UG.

Since it has been one of the major study areas for years, a lot has been achieved on nature of human and animal language. A set of various features has marked distinction line between the human language and animal call system. The characteristics featured for human language not all can be found in the call system. Hockett and Altmann (1968) list ten out of sixteen most essential nature of human language, “Use of vocal auditory channel, arbitrariness, semanticity, cultural transmission, spontaneous usage, turn taking, duality, displacement, Structure dependence and creativity” (as cited in Aitchison, 1989, p. 26) and claim that the call system does not deserve them all.

It is justifiably said that man does not live by bread alone, his other necessity is communication. It is broadly the process of exchanging information or messages and human language in speech and writing audio and visual mode respectively. Most of the human communication uses the pattern of sounds to convey the intended information. It enables human with verbal communication. Besides the verbal, non-verbal type communication is the process of sending and receiving wordless messages. Such messages can be communicated through gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles or even architecture, or symbols. Crystal (2003, p. 85) sums up, “Communication refers to the transmission and reception of information (a message) between a source and receiver using signalling system in linguistic context.”

Communication is at the centre of human life since it brings possibilities and prosperity. We become acquainted with foreign culture. The more number of languages we learn and can communicate in the more opportunities we grab by getting into inter-lingual world. Cook (2001, p. 1), in this regard, adds:

Some people are able to do some or all of this in more than one

language. Knowing another language may mean getting a job; a chance to get educated; the ability to take a fuller part in life of one's own country or the opportunity to emigrate to another; an expression of the one's literary and cultural horizons; the expressions of one's political opinions or religious beliefs.

Communication is possible if there is any common language. Two alien languages fail to exchange meaningful messages. Activities in the world today have been so much interactive and inter-related that, regardless of fragments of speech communities, aggregate human civilization has grown up into a global village and there is an urgent need of a link language. English serves it the best.

According to www.wiki.answers.com survey, "More than 400 million of the world population speaks English as their native language and about 750037925 people can communicate in English." It is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international negotiation. Most of the countries have developed teaching and learning of English as a core and optional subject in school and university level.

It is estimated that over 1 billion people are currently learning English worldwide. According to the British Council, "In the year 2000 there were 750 million English as foreign language speakers. In addition, there were 375 million English as Second Language speakers" (esl.about.com). Some countries like India, Pakistan, Nepal, Bangladesh and several African nations have provided favourable environment for the teaching of English. Despite the fact that Chinese language has the largest population of native speakers in the world; the government has opened doors to more number of native speakers of English to teach English and increase number of English speakers in the Republic.

1.1.1 History of ELT Methods

The decline of the Latin Language gave a rise to the English language teaching in the western world. The ELT practices were through-out the English colonies. Early nineteenth century began with innovation in teaching. German school stimulated Grammar Translation Method (GTM) in America for the first time. GTM focused on the memorization of endless list of usable grammar rules and vocabulary attempting to produce perfect translation of the SLT into TLT.

Mid and late nineteenth century was the period of opposition to the GTM and it was the time innovative methods emerged. Then, the spoken language was given much importance; appropriateness and meaningfulness of language in context was sought out. It is called the reform movement in language teaching.

The direct method was the outcome of the reform movement. Natural learning principles paved the way to use the L2 in language teaching practices. Frank (1884), rationalizing use of L2 in ESL classroom, writes, “A language could best be taught by using it actively in classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teacher must encourage direct and spontaneous use of foreign language in the classroom” (as cited in Richards et al., 2001, p. 11). This view revolutionized the language teaching into method era which gave birth to varieties of approaches, methods and teaching techniques. Most of them were introduced in the 20th century. The ELT trends were revised and reforms were brought. Larsen-Freeman (2000, p. 178) sum up the dynamics of methodological change as follow:

- a. Grammar translation
- b. Direct method
- c. Audio-lingual method
- d. Cognitive code approach

- e. Silent way
- f. Desuggestopedia
- g. Community language learning
- h. Comprehension approach: natural approach, the learnables and total physical response
- i. Communicative language teaching
- j. Content-based, task-based and participatory approaches
- k. Learning strategy training, cooperative learning, and multiple intelligences.

Twenty first century ELT is undergoing several changes which have never been experienced in the history before. ELT has achieved more advancement than any other subject teaching has. The English teachers are interested in novel practices. They are willing to contribute anyway for the overall betterment. E-implements, ever expanding horizon of teaching technology and global exchange of teaching techniques have made teaching English world-wide as an activity and a profession. It is hoped that 21st century will multiply ELT practices better than any centuries did.

1.1.2 Why ELT in Nepal?

As a member of living globe, Nepal needs to communicate with other nations and nationalities. In such a case, English is one of the best lingua-francas in such a case. Baraugh (1985) states, “The Asian nations require English to work as national link language (this does not apply to Nepal) an international link language and library usages” (as cited in Bhattarai, 1995 p. 226). English has become an inseparable language for the transmission of globally recognized civilization into the nation and to pave the way for Nepalese into the rest of world. According to Bhattarai (1995, pp. 226, 227) the following are the

rational of English education in Nepal:

- a. English language establishes link with rest of the world.
- b. It is a medium of instruction and promotes technical education.
- c. It is lingua franca to communicate with rest of the world and it maintains international relationship.
- d. It enables our access to the source of knowledge.
- e. It relates Nepalese with English speaking communities.

1.1.3 Aspects of Language Teaching

There are five fundamental aspects of language teaching:

1.1.3.1 Who to Teach?

This aspect identifies the learners and characterizes their nature. It responds to who the learners are. The following questions are helpful to identify and characterize the learners:

- a. Who are the learners learning language: individual or in a group?
- b. If they are learning in a group, is the group homogeneous or heterogeneous?
- c. If the learners are non-native speakers, are the learners acquainted with TL culture?
- d. Are the learners native or non-native speakers of the language being taught?
- e. What are the age and linguistic background of the learners?

1.1.3.2 Why to Teach?

Why aspect is related to the purpose of learning a language. The language is learnt for theoretical purpose (knowing about the language), practical purpose (knowing the language), integrative purpose (integrating with the TL culture),

instrumental purpose (doing something through the target language), general purpose (day-to-day communication), specific purpose (professional or academic purpose) and for communication within a community or across communities. The rationals for teaching language are:

- a. To participate in classroom interactions and to study course materials and other related academic or professional matters
- b. To use language as a medium of expressions in assignments, tests and examinations and medium of communication in real life situation
- c. To read things for pleasure, general information and in-depth knowledge
- d. To appreciate movies, plays, talks, radio and television programmes etc
- e. To keep themselves abreast of what is going on around the world
- f. To participate in international meetings, seminars, conferences etc.

1.1.3.3 What to Teach?

The selection of content depends upon who and why aspects of language teaching. If the learners are too young, content comprises of concrete concepts whereas the content includes abstract reasoning for adolescents. General purpose seeks for content based on communicative activities and integrative purpose needs an ample concentration on TL language culture as a crucial point. Sthapit (2003, p. 6) giving much emphasis on communicative competence says, “Since the objective of learning a language is to develop communicative competence in it, the contents of language teaching should be geared to developing communicative competence in the learners.”

1.1.3.4 When to Teach?

Selection opens the gateway for gradation and sequence of content. It is impossible to teach all the content at once. This is why we have to put the selected material in the most appropriate order. When is decision-making phase: what to be taught first and what later? When the learners are ready to learn, we have to present the lesson on the principle of simple to complex,

(Source: www.ibe.unesco.org)

These two types of skills co-occur. The productive skills are more communicative than receptive skills and receptive skills pave the way for productive skills providing the wide and varied exposure for language learning and developing communicative skills in TL. Therefore, Davies and Pearse (2008, p. 75) opine, “Rather than emphasizing the productive skills at the expense of the receptive skills, it is better to exploit the natural relationship between them.” The absence of one shows void in another and the goal of ELT can not be met in the absence. In this regard Campbell and Kryszewska (2002, p. 45) write, “Integrated skills activities, by definition, aim at improving the learners’ general competence in the target language.” To integrate language skills in ELT we need to organize discussion, planning, research, material collection, evaluation and modification, display and presentation and production of stretches of language.

1.1.4.1 Teaching Listening

Listening is the prior-most skill involved in language learning and teaching. The learners achieve listening by gaining valuable input through the combination of intensive and extensive listening. Both types of listening, according to Harmer (1991, p. 228), “Provide the perfect opportunity to hear voices other than the teachers, enables students to acquire good listening habits.” Fluent speech, it is argued, is a product not of practice in receptive activities. Extensive listening is for pleasure and general language improvements. It takes place outside the classroom, at home, car, bus, street etc. The learners attempt to understand gist of what they hear. Ur (1996, p. 105) states the application of classroom listening in real life situation, “In principle, the objectives of learning comprehension practice in the classroom is that the students should learn to function successfully in real life listening situations.”

Intensive listening according to Harmer (1991, p. 230) is “A popular way of assuming genuine communication is live listening where the teachers and/or

visitors to the class talk to the students.” This type of listening is for inference about the heard discourse. Active listening focuses entirely on what the other person is saying and confirms understanding of both the content of the message and the emotions and feelings underlying the message to ensure that understanding is accurate.

A. Micro Skills Involved in Teaching Listening

Listening micro skills consist of:

- a. Identifying sounds
- b. Segmenting sound into meaningful groups
- c. Understanding the syntactic patterns
- d. Interpreting stress rhythm and intonation
- e. Identifying information/gist.

B. Stages of Teaching Listening

There are three stages of teaching listening. They are:

1. Pre-listening Stage: This is the period during which the learners are prepared to listen. The certain goals are to be achieved at this stage. They are:

- a. The learners are motivated to listen so that they can grow interest and curiosity in listening text.
- b. The listening text is designed in such a way the learners relate non-natural recorded text with that takes place in original environment. This helps learners access their existing knowledge and expectations to enrich comprehension.
- c. The vocabulary and some of the alien contexts which cause difficulty in comprehension are elaborated.

2. While-listening Stage: Learners listen for a reason. This stage requires learners’ attention to develop their understanding of it. Learners, generally, are found to be involved in picking up information and doing activities like

answering the questions, choosing the best answer, deciding true/false, filling in the gap, matching the items and other separate but less time consuming tasks. Time consuming tasks can not be completed because of insufficiency of time and urgency of task accomplishment. National Centre for Educational Development (2063, p. 8) found, “Listening to a foreign language is a very intensive and demanding activity... students should have “breathing” or “thinking” space between listening.”

3. Post-listening Stage: In this stage, learners integrate what they have learnt from the listening text into their existing knowledge. It is reaction stage in which learners react and analyse the language. Reaction involves discussion-agreeing and disagreeing. In analysis of language, they focus on linguistic features of the text. It allows us to move easily from listening to another language skill like speaking or writing. This is important in terms of developing integrated knowledge of language rather than listening skill.

1.1.4.2 Teaching Speaking

Speaking is another basic to the language learning. It paves the way to express oneself in words. Apart from word information, stress variance helps conveying different messages. Harmer, (1991, p. 53) says, “In face-to-face interactions, the speaker can see a whole range of facial expressions, gestures and general body language to help convey message”. Written form comes into existence as a graphic manipulation of utterances. Ballards (as cited in Pahuja n.d., p. 377) states, “We are ever liable to forget that language is first and foremost a spoken thing, not a written thing. Its appeal is to the ear not to the eye.” Speaking is an essential skill needed in our real life situation. The ESL/EFL learners require speaking skill as a means to an end in some cases. Harmer (1991, p. 369) views speaking as a basic skill and on its necessity writes, “The ability to speak fluently presupposes not only a knowledge of language feature but also the ability to process information and language on the spot.”

A. Micro Skills Involved in Teaching Speaking

Listening is, though, a single process, it consists of different sub-skills.

According to Nagaraj (1996, p. 101), the speaking micro skills are to:

- a. Produce meaningful sounds
- b. Produce sounds in meaningful chunks
- c. Produce language in syntactically acceptable pattern forms
- d. Produce language using proper stress, rhythm and intonation
- e. Convey information
- f. Formulate appropriate response.

B. Stages of Teaching Speaking

There are four stages of teaching speaking:

1. Presentation Stage: Teacher presents new language either by demonstrating examples of new structure/rule, clarifying meaning by presenting examples in isolation or by using mime, pictures, context translation or by technique of involvement. In involvement technique, the teacher does not tell the learners that he is going to use a new structure rather slips examples of new language into story, drawing, painting etc in such a way that the learners understand and accept new language item quite naturally.

2. Practice Stage: This is controlled practice stage. The learners follow the presented rule and produce examples of their own using given cues in pair or group. There is interaction between learners or learners and teacher. The teacher perceives the learners' utterances and approves or provides some more explanation in new way or in mother tongue if needed. The correct language is modelled and learners reproduce it.

3. Production Stage: This is the last stage of teaching speaking. Evaluation follows afterwards. Learners work independently in pair or groups with minimum teacher interference. Teacher does not interrupt their performance by correcting each single mistake instead he keeps eye on learners and suggests them in need.

4. Evaluation Stage: At last, teacher evaluates learners' achievement by administering formal tests. Individual learner is to show the skill. Learners speak out what they have internalized or added into their prior knowledge.

1.1.4.3 Teaching Reading

Teaching reading is third in order and a receptive skill in the part of learners, a way of receiving information from decoding graphic symbols. It involves recognition of symbols, establishing link between symbols, sounds and vocalizing them. According to Moyle (1986), "A broader view of teaching reading is that it involves the recognition of the important elements of meaning in their essential relations, including accuracy and thoroughness in comprehension" (as cited in Bhattarai, 1995, p. 103). Reading comprehension differs from general reading. It is extracting information from the given text. Davies and Pearse (2008, p. 91) see reading comprehension different from other types of reading and write, "Reading comprehension in a foreign language is not translation, though translation may occasionally be useful. And it is not reading aloud. Reading comprehension work should normally deal with direct comprehension in silent reading." Before reading, reader assumes that he and writer are using the same code, the writer has a message and the writer wants reader to understand the message.

A. Micro Skills Involved in Teaching Reading

Teaching reading micro skills are to:

- a. Discriminate among the distinctive graphemes

- b. Recognize intended meaning of words
- c. Recognize grammatical word classes (nouns, verb, etc) system (e.g. Tense. Agreement, pluralisation), patterns, rules and elliptical forms
- d. Recognize a particular meaning expressed in different grammatical forms and the rhetorical devices and interpret them
- e. Recognize the communicative functions of written texts
- f. Infer implicit context using background knowledge
- g. Detect culturally specific references and interpret them in appropriate cultural context
- h. Make connections between events, ideas, etc. to deduce causes and effects and new information.

B. Stages of Teaching Reading

1. Pre-reading Stage: A learner-centred ELT class requires a principled way to begin reading. In ELT reading class the learners are introduced the topic. The third is to carry out different activities to arouse curiosity and interest of the lesson. It may be drawing pictures or giving hinted information. As a preparation of next stage, the learners are motivated to read the text.

2. During-reading Stage: The learners practice readability and they step forward to consolidate linguistic competence and other information into existing domain of knowledge and skill. Difficult vocabularies are decided and presented. The learners read, scan and skim the given text. They are motivated to answer simple questions, allocate title for the text or so on. The next thing the learners do is, they read, comprehend text in detail and involve in series of tasks like answering the questions deciding true false matching, ordering, vocabulary exercise etc.

3. Post-reading Stage: The learners consolidate and reflect upon what has been read. This is also known as text-related follow up activity. They are given

various tasks related to the text: characterization, summary writing, analytical thinking, drawing pictures, essay writing for example.

1.1.4.4 Teaching Writing

Writing is the highest level of skill taught in ESL/EFL classroom. Teaching writing incorporates organizing the letter into words, words into sentences, sentences into paragraphs and paragraphs of different ideas into coherent piece of discourse. It provides variety in classroom activities serving as a break from oral work and at the same time, it increases the amount of language contact through written work set out in the class. Teaching writing enables learners to express themselves in graphic symbols. According to White and Arndt (1991, p. 1), “Through writing we are able to share ideas, arouse feelings persuade and convince other people.”

Ability to write well grows out of prior listening, speaking and reading skill. Tickoo (2003, p. 56) believes, “The best preparation for good writing is practice in speaking.” He found speaking and writing different only in the medium; the one uses speech sounds, the other letter of the alphabet. It is commonly seen that the people who speak fluently and intelligibly often fail in well defined piece of writing. Speaking is very often informal whereas writing is extremely formal. In the former, minor inaccuracies are tolerated in case the utterance is appropriate to the context. In real life, writing is purpose driven. Accuracy and appropriateness are equally treated. Tickoo (2003, p. 56) relating the writing skill with grammar writes, “The most difficult part of learning how to write is correct use of grammar. One who knows the rule of grammar should always be able to write well on any topic, for any purpose.” Nevertheless, vocabulary can not be ignored. Fowler (1983, p. 417) writes on the necessity of vocabulary, “A precise and versatile vocabulary is essential to effective communication.” The best use of vocabulary is there in writing skill. The learners must be motivated to write for the sake of learning. Harmer (2008, p. 330) sees writing for learning “Helps students learn language” whereas writing for writing “Builds the students’ writing skill.”

A. Micro Skills Involved in Teaching Writing

The learners are supposed to perform the following micro skills to accomplish the goal of writing:

- a. Produce graphemes and orthographic pattern in English
- b. Produce writing at an effective rate of speed to suit the purpose
- c. Produce an acceptable core of word and use appropriate word order pattern
- d. Use acceptable grammatical systems (e.g. tense, agreement, pluralisation, patterns and rules) and express particular meaning in different grammatical forms
- e. Use cohesive devices in written discourse
- f. Use rhetorical form and convention of function of written discourse
- g. Appropriately accomplish the communicative functions of written texts accordingly to form and purpose
- h. Convey links and conventions between events and communicate such relation to main idea, supporting idea, new information, given information, generalization and exemplification
- i. Distinguish between literal and implied message when writing
- j. Correctly convey culturally specific references in the context of written text.

B. Stages of Teaching Writing

The dichotomy between writing as product or process has led this skill into unbreakable tension. Traditional curriculum practice views writing as product. Product oriented approach focuses on the final text that the writer creates. It involves mainly imitation, copying and transforming models of correct language. Process oriented view prefers a long process undertaken by writer before producing a final draft. It can be constructed as a program of instruction in classroom. Teaching writing incorporates the following stages:

1. Planning: It is pre-writing activity. In this stage learners are encouraged to plan an activity and getting started. Brain storming (choosing topic, identify a reason for writing, develop a topic, work-out a plot, develop an organization for idea), collecting resources (books, journals, newspaper, manuals, brochures, internet etc) for data and gathering ideas (using spider gram can be very useful), making notes (structured or unstructured), organizing notes/planning the idea into framework (rough idea of maintaining coherence, unity, paragraph division, placement of topic and supporting details) come under planning stages of writing.

2. Making an Outline: The organization of ideas is set in certain order and relationship. Outline can be prepared in short phrases, incomplete sentences, diagrams and organizing the mass of ideas into coherence or linear text.

3. Preparing the First Draft: When the writer gathers sufficient ideas and information, the next attempt is preparing the first draft. White and Arndt (1991, p. 99) state, “Drafting activity makes the move from so called pre-writing stages to actually writing stage..... It is transition from writer based writing of the earlier data generating and theme identifying phases to reader-based writing which estimate the final product.” The draft is prepared on the basis of audience; who the readers are and the type of genre (narrative, organization, persuasive). The writers are encouraged to identify the missing and add new information in appropriate way.

4. Revising, Editing and Producing the Final Draft: The first draft is not the final piece of writing. Revision of first draft, not only checks the language errors but it improves the content and organization of ideas. Seow (2002) suggests the following peer responding check-list for revision:

- a. What is the greatest strength of this composition?
- b. What is its greatest weakness?

- c. What is the central idea of this composition?
- d. Which are the ideas that need more elaboration?
- e. Where should more details/examples be added? Why?
- f. What are some of the questions that the writer has not answered?
- g. At which point does this composition fail to hold the readers interest?
- h. Where is the organization confusing?
- i. Where is the writing unclear or vague? (as cited in Sharma and Phyak, 2006, p. 273)

Editing stage is also known as tidying up stage. That is because the learners edit their own or peers work for grammar, spelling, punctuation, diction, sentence structure, appropriateness of supportive material and style of writing so far before submitting for evaluation each time.

At last the final draft is produced. The post-writing activity includes sharing, publishing, reading aloud, transforming text for stage performances, or merely displaying text in various. It is the stage when learners' knowledge at hand and writing activities are integrated.

1.1.5 Teaching Techniques

Techniques are the classroom practices and behaviours observed when the method is used. Brown (2001, p. 129) sees, "Technique as a super-ordinate term to various activities that either teachers or learners perform in the classroom." It includes varieties of instructional patterns, tactics and strategies used by the teachers in classroom teaching and learning activities.

Richards et al. (2009, p. 31) prefer procedure to techniques and see that techniques are the consequences of methods. Richards et al. (2009, p. 31) further saying, "At the level of procedure, we are concerned with how these

tasks are and activities are integrated into lessons and used as the basis for teaching and learning.” The procedure follows PPP pattern. The initiation is the use of teaching activities, the second is teaching activities for practice and third one is related to the act of providing feedback to the learners concerning the forms and utterances they produce. The learners have different styles of learning. Likewise; the teachers have different styles of teaching. Teaching style greatly depends on personality and the knowledge they possess. Some teachers are authoritative while others are facilitators. Hadfield and Hadfield (2007, pp. 6, 7) agree with what is aforementioned and view further its effects on teacher behaviour in ELT classroom:

Teaching style obviously depends on personality- whether you are extrovert or introvert, analytic and logical or intuitive and responsive, down to earth or imaginative, but the teaching role you adopt in the classroom will also depend on your beliefs about teaching and learning.

On the basis of the teacher-learner involvement in teaching-learning activity, teaching techniques are divided into two halves: teacher-centred and learner-centred. In TCTs, learners remain dormant where as in later one; the teacher facilitates learners. These techniques are described below:

1.1.5.1 Teacher-centred Techniques (TCTs)

The teacher presents himself as sole authority in the class. The most of the classroom time is occupied by teachers’ activity. The learners listen to and watch the teacher performing in the classroom. Teacher-centred classes are criticised because the teacher talks a lot. Harmer (2008 p. 38) points out disadvantage of teacher’s talk in the classroom as, “If teacher talks and talks, the students will have less time for other things, too, such as reading and writing.” In another instance Harmer (ibid.) sees teachers talk quite helpful in language acquisition if the learners receive rough-tuned input from the teacher.

Pathak (2003, p. 135) views the teachers become Mr Know-all dictator rather than facilitator and make the teaching teacher-centred and he writes further:

We have reduced teaching to a very monotonous and mundane business.

And in our wise or otherwise wisdom, we think we make great revelations to our students.... This stance of teachers makes the teaching completely teacher-centred and we ignore the potentiality of the learners.

The most prevalent TCTs are lectures, demonstration, illustration, explanation, question-answer, inquiry method. In TCC:

- a. Learners work to achieve curricular objectives in order to become critical thinkers.
- b. Learners complete activities designed by the teacher to achieve academic success.
- c. Learners respond to positive expectations set by the teacher as they progress through activities.
- d. Learners are given extrinsic motivators like grades and rewards which in turn motivate learner to internalize.
- e. Learners' work is evaluated by the teacher.

1.1.5.2 Learner-centred Techniques (LCTs)

Learners take in turns to participate in many classroom activities. Their needs and interests play vital role in selecting teaching items and other classroom activities. The individual characteristics of learners are taken into account. Some learners prefer visual, some aural, the others prefer communicative or analytical mode of learning. The teachers facilitate their classroom with learner-rich environment and try to offer a variety of activities in the classroom to suit all these types of the learners. This is what we see in an LCC. A learner-centred approach helps to develop a “can-do” attitude. LCT is effective,

motivating, enjoyable and a tool to create LCC. In the LCC, learners do not depend on their teacher all the times, waiting for instructions, words of approval, correction, advice, or praise. They do not ignore each other, but look at each other and communicate with each other. Jones (2007, p. 2), in this regard, adds, “They value each other’s contributions; they cooperate, learn from each other, and help each other. When, in difficulty or in doubt, they ask teacher for help or advice but only after they have tried to solve the problem among themselves.” Campbell and Kryszewska (2002, p. 1) agree with Jones (2007) and write, “The main principle in learner based teaching is all class activities can be done using information that learners themselves bring to the class.” The emphasis is on working together, in pairs, in groups, and as a whole class. Teacher helps them to develop their language skills. LCT allows for learners’ creativity and innovation moreover, it enhances learners’ sense of competence and self worth. Brown (2001, pp. 46, 47) summarises LCT as, “Learner-centred instruction focus on or account for learners’ needs styles and goals techniques that give some control to the student (group work or strategy training for e.g.).”

In traditional language teaching context, the teacher is the means and the learners are the end. It is somehow different in learner-centred context; learners are the means and end of the process. Their needs and interests play pivotal role in selecting teaching items and other classroom activities. The teacher creates learner-rich-environment in the classroom. When we apply LCT in ELT classroom, it means we:

- a. Provide appropriate input and use task-based activities
- b. Design activities with a purpose
- c. Encourage collaboration among learners and learners with teachers
- d. Use an integrated approach and address grammar inductively
- e. Adjust feedback/error correction to the situation
- f. Include awareness of cultural aspects of language use
- g. Adapt instruction to learners’ needs and use variety of strategies

- h. Help learners enhance their critical thinking and increase interaction between learners and teacher.

The sole premise of learner-centred techniques is to treat the learners' psychological needs. Harmer (2001, p. 56) agreeing with this view writes, "Learner-centred teaching, that is teaching which makes the learners' needs and experience central to the educational process." In order for learner-centred teaching to work well, teachers must create certain opportunities in which learners:

- a. Have opportunities to set and re-set their own goals,
- b. Set goals, define strategies and identify indicators of success,
- c. Think about their own performance,
- d. Become better at asking questions (of themselves too),
- e. Coordinate "long-range curricular planning" and
- f. Develop personal efficacy.

(www.ncrel.org)

Some of the prevalent techniques are experimental technique, field trip, individuals study, mini-project, survey, discovery technique, problem solving, exploration, group work, pair work, simulation dramatization etc. Madhyamik Siksha Pathyaram (2064, p. 29) suggests demonstration, dramatization, question-answer, guessing the meaning of new word from their context, role-play, simulation, group and pair work and information-gap activities for secondary level ELT.

A. Premises of LCTs

LCT involves connecting with knowledge and learners at the same time. To implement LCTs in acting classroom, attention must be given to the following aspects:

- a. What does the child want to do?
- b. How is the teacher able to accommodate the learners' needs?
- c. What makes the children happy and learnable?
- d. How can we make learners interact and learn?

Weimer, (2002 as cited in www.adelaide.edu.au) outlines the key premises of learner-centred teaching as:

- a. It assumes that students are capable learners.
- b. There is shift to a more egalitarian classroom.
- c. The content is not a collection of isolated facts, but a way for students' achievements.
- d. Learners critically think about the big questions in the field.
- e. Teacher is fellow traveller.
- f. Learners search of knowledge curiously.
- g. Assessment measures are applied not just to assign grades, but as effective tools to promote learning.

B. The Role of Teacher in LCC

In an ELT classroom the role of teacher changes from one activity to another. The expert teacher changes his role and fits to the activity. The following points clarify some of teacher roles:

- a. Teacher facilitates the classroom and makes appropriate for teaching and learning. He is an organiser of classroom activities.
- b. He promotes learners taking part in many activities and he participates in many activities.
- c. Language teacher is a resource, model, tutor and monitor for learners.
- d. A teacher is performer; he performs many activities. He is a participant.
- e. A teacher is teaching aid as he provides comprehensible input using mimes, gestures and he is an evaluator of learners' performance too.

- f. The teacher informs the learners about their improvement and provides encouragement and useful feedback.

C. Role of Learners in LCC

LCT seeks a shift from language teachers to the learners. It is proven fact that children learn more by doing and experiencing rather than by observing. In this model of teaching, they are encouraged to reflect on their own learning, share their insights with their peers, and apply new learning to real-life, authentic experiences. Here are some roles assigned to the learners:

- a. Every learner is independent and free to choose own assignments.
- b. The learners involve in activities and make intelligent guesses.
- c. They communicate and involve in other receptive and productive activities. They collaborate with peer and enhance learning.
- d. There is teacher-learner partnership in learning; both are major stakeholders. Learners are questioners and problem solvers.
- e. They search the knowledge and think for themselves.

1.1.6 Differences Between TCT and LCT

Many teacher and learner-centred teaching techniques are practiced in ELT. They deserve distinct characteristics. They differ in principles, procedures and involvement of teachers and learners. Here, the difference between both the techniques has been reviewed briefly:

Table No. 2
Difference Between TCT and LCT

TCT	LCT
Focus is on teacher	Focus is on learners
Language forms and structures are focused	Language use in typical situations is given much importance
Learners work alone	Learners work in pairs, in groups, or alone depending on the purpose

It is more logical than psychological	It is psychological than logical
Teacher talks and performs; learners listen and watch	Teacher models; learners interact with each other and with teacher
Teacher monitors and corrects every learner's utterance.	Learners interact without constant teacher monitoring
Teacher answers learners' questions about language	Learners answer each other's questions, using teacher as an information resource
Teacher evaluates learning	Learners evaluate their own learning; instructor also evaluates
Classroom is quiet	Classroom is often noisy and busy
In TCC teacher is often busy and learners have leisure	Here, the teacher and learners are quite busy
Pace is determined by the teacher	Learners determine the pace of learning
Learning takes place in terms of listening, reading and independent learning. The output happens to be in the form of speaking and writing most often	Here learners construct knowledge by integrating new information and skill into what they already know. It includes varieties of learning skills and activities generally performed in relation with real life situation
Pedagogy is based on delivery of information	Pedagogy is based on learners' engagement in different activities
Learning skills are previously determined and learners have to go along it	It makes learners develop their own learning skills and progress to the next level of learning

1.1.7 Different Teaching Techniques

Some of the most prevalent ELT techniques have been described in short below. Apart from general introduction, their advantages and disadvantages have also been mentioned.

1.1.7.1 Translation

Translation is one of the oldest and most prevalent techniques used in ELT. It is still widely used in some countries. It maintains the mother tongue of the learner as the reference. Classes are taught in mother tongue with little use of TL. The teachers translate every word, phrase from English into the mother tongue of learners in the best possible manner while teaching the text book. The learners are engaged in memorization of endless number of word meanings, rules, their production and correct use in sentences. Then, learners are required to translate sentences from their mother tongue into English. These translation exercises are based on various items covering the grammar and vocabulary of the TL. The learning takes place the best when structures of TL are compared and contrasted with those of mother tongue. Translation is the easiest way of explaining meanings or words and phrases from one language into another.

Translation technique is mainly oriented to books, learning grammar systems, reading, writing, translation and enhancing grammatical ability rather than growing communicative skills on behalf of learners. Language learning goal is to enable learners to read the foreign language literature; understand, appreciate analyse it. Furthermore, it is to enable learners to translate native language into TL and TL into native language. It trains the learners to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).

A. Advantages

- a. It encourages thinking in native and then on TL. This way it strengthens the understanding of both languages.

- b. The learners can make link between the vocabulary and grammar in language usages.
- c. Translation develops accuracy and clarity of language.
- d. It allows learners to practice variety of styles and registers.
- e. It is time saving task for teachers to translate TL into the native tongue
- f. It deepens the cultural knowledge.
- g. The communication between the teacher and the learner is easier and there is better comprehension since there is no linguistic problem.

B. Disadvantages

- a. It is an unnatural technique of teaching since it ignores LSRW pattern and learning task begins with reading in stead of listening and speaking.
- b. Time is wasted in explaining and illustrating the definitions and meanings of lexical items.
- c. There is mother tongue interference and thus learners can not get mastery over the communicative skill of TL.
- d. Exact translation from one language to another is not always possible.
- e. Learners do not get opportunity to practice TL.
- f. It is not success with less intellectual learners.
- g. Pronunciation is often neglected and thus the learners hardly recognize the native accent.

1.1.7.2 Lecture

The lecture method is primarily used to build upon the learners' existing base of knowledge and introduce new information and concepts to a group of learners. This is the most widely used teaching technique. The teacher, before teaching, prepares the lesson, content to be delivered, supportive details and then presents the lesson in such a way that the learners understand. The teacher repeats the content until the learners understand. In classroom, the large span of time is spent for presentation, little bit for evaluation and negligible for

learners' participatory practice. Since lecture is teacher-centred method, it is one-way, monotonous, directive, and encourages passivity. We can make it interesting by beginning asking some relevant questions; not starting straight away. Thereafter, the teacher will have to make constant efforts to situate the new information in the context of the learner by continuously providing examples and illustrations to relate it to the learners' context.

A. Advantages

- a. Factual material is presented in a direct and logical manner.
- b. It allows the presentation of large amount of facts, information and concepts in a relatively short span of time.
- c. Multiple resource persons, knowledgeable and with different points of view can interact with the learners.
- d. It can be used with illiterates too.
- e. A diverse range of supportive materials can be used to support the content areas, e.g. slides, charts, posters, etc.
- f. A large number of learners can be accommodated at one time.
- g. It is beneficial technique of creating curiosity in learners.
- h. This is useful where the books and other materials are scarcely available.

B. Disadvantages

- a. Proficient oral skills are necessary on behalf of teacher.
- b. The view of the speaker dominates the class.
- c. It does not promote interaction in most cases.
- d. Participants can get carried away by the personality of the speaker instead of focusing on what he is saying.
- e. The pace is teacher controlled.
- f. Learners do not get time to practice; they lay passive. It is against learning by doing.

- g. It is often difficult to evaluate all the learners.
- h. It is not appropriate for all levels.
- i. There is no corrective feedback.
- j. Weaker learners are not benefited particularly.
- k. If the learners are taught using lecture, the other techniques lay ineffective.
- l. The teacher may present more information than learners can intake.

1.1.7.3 Inquiry

Inquiry is seeking for knowledge, information or truth through questioning. It allows teachers to ask questions about topics and makes learners reach to new gaining, new information. Learners are asked about what, why, how and when they want to learn and discover as part of the learning process. It can be used both ways: teacher-centred and learner-centred. In teacher-centred framework, the teacher determines the topic and the learners are asked questions and it is their part to find, or better to say, tell the information. It is rather questioning technique. The learners get less prone to asking questions as they move through their grade levels, they are just expected to listen and repeat the expected answers.

On the other hand, learner-centred inquiry encourages learners to ask questions which are meaningful to them, and which do not necessarily have easy answers. Teacher is encouraged to avoid giving direct answers instead learners strive to answer. In addition, the teacher asks learners questions and facilitate them finding the answer. This involves many different factors for e.g. a different level, focus, framework and context for questions. The teachers need to organize inquiry topic in such a way that the learners can meet their needs of language skills.

A good inquiry enables the learners to increase study and problem solving skills by introducing new questions and issues of daily life and finding answers

of them which eventually increase learners' understanding of the world they work, communicate, and live in. Four things must be considered designing inquiry. First, the meaning of the question must be clear; it should not be deceptive, second, useful knowledge about the field should be structured, third, structured knowledge should be applicable, transferable, and accessible to a vast range of situations and last is the structured knowledge should be easily retrieved so that new information in that particular field could be gained without much effort.

A. Advantages

- a. It develops the problem solving and judgemental skills.
- b. Learners, using an inquiry based learning approach, take responsibility for their learning tasks.
- c. Learners are encouraged to communicate directly.
- d. Learners are actively involved in the planning and preparation phase, and so develop skills in these areas.
- e. Teachers are able to develop cooperation, teamwork, planning, organization and creativity in learners.
- f. Learners have freedom to adopt any way to find the answer.

B. Disadvantages

- a. Teacher needs a lot of time to prepare the questions of learners' interest.
- b. It can be challenging for a teacher to select topic of learners needs.
- c. The questions learners ask may not be relevant to the topic and sometimes they may not be exactly answered.
- d. It is a time consuming task, every single class can not ensure the output.
- e. It generally works best if the whole school is using an inquiry based learning approach.
- f. Average and below learners feel it difficult to find answer of all the questions.

- g. It requires lively curiosity on behalf of learners and all learners may not deserve it.

1.1.7.4 Demonstration

The demonstration technique makes explanations concrete by showing visually what the teacher is saying. The learners strengthen the knowledge by seeing the skill being performed and hearing the explanation at the same time.

Demonstrations provide an opportunity to learn new exploration and visual learning tasks from a different perspectives. A demonstration may be used in the circumstance of proving a fact, as by reasoning or showing evidence.

Teaching follows the principle of whole to part.

Early in a lesson, teachers identify the most important learning outcomes. In teaching a skill, the teacher explains the actions learners are to perform. In addition, he describes the end result of these efforts. The next teacher does is explanation and demonstration. Use of examples and other supportive details is highly imperative. It involves performing necessary actions for the skill being taught. This step can be used both ways: teacher and learner-centred. In learner-centred class, the learners participate and perform the skill. Thereafter, they perform the competence they have acquired in group and individually. There is a learner but, in most of cases, teacher led evaluation and feedback is provided. In TCC, the learners imitate and strengthen the theoretical backup. The core of demonstration is there in imitation and perception.

A. Advantages

- a. The learners cultivate the habit of imitation and learn good behaviours.
- b. A little span of time can demonstrate a lot.
- c. It appeals to more than one senses and learners intake by hearing and sight and therefore it is beneficial for large groups.

- d. Theoretical and practical aspects can be taught easily.
- e. This technique is very beneficial for average and below learners.
- f. Use of demonstration is very effective in teaching instructions and introducing new concepts like use of appliances.

B. Disadvantages

- a. It does not develop the creativity since learners imitate.
- b. It requires plentiful time for preparation and high performance skill on behalf of teachers.
- c. If the teachers' performance is poor, it does not ensure enhanced learning.
- d. It is not suitable for all levels and does not work in all the situations.
- e. All learners can not take part in performance; effectiveness is limited to small group only.
- f. Some learners may hesitate to perform.

1.1.7.5 Illustration

Illustration refers to the presentation of supportive details for the topic. It is helpful teaching basic concepts. Learners are allowed to process, analyze and reflect upon these concepts. Illustrators communicate not only original creations, but also ideas, attitudes, and social customs. It is lecture mode or combination of lecture, audiovisual, discussion, or demonstration modes. To be specific, illustration includes verbal and visual form. Verbal illustration consists of definitions, examples, stories, metaphors analogies, references or content of drama or a fairy tale. The other type is a displayed visualization form presented as a drawing, painting, photograph, map, charts, graphs, modules, sketches or other work of art that is created to elucidate information. Various types of teaching aids, handouts, videos, drills, practice activities etc., used throughout the lesson, provide increased interest and understanding.

1.1.7.6 Explanation

It is explicit description of concepts. The verbal presentation of content arouses interest in the learners. It is simply constructed as telling, lecture, narration, exposition or simple speech followed by arguments and rhetorical questions. Explanation is based on deductive arguments which is helpful developing logical skill like: induction, deduction, comparison, contrast, analysis, synthesis and analogy. Effective explanation includes defining a concept, acting, using supportive details, examples, visual aids, and stories that reveal the core of knowledge. The learners' understanding can be evaluated by asking questions. The language needs to be in accordance with proficiency level of learners.

A. Advantages

- a. It is simple and direct technique to transfer new information.
- b. It delivers large amount of information in short span of time
- c. It is beneficial in large class.
- d. Explanation enhances learners' understanding.
- e. Average and below learners who can not make use of their own knowledge, can be benefited.
- f. Large group can be controlled by a single teacher.
- g. It keeps learners alert to the information being delivered
- h. It enhances listening and note making skill.

B. Disadvantages

- a. Teacher dominates the class and learners remain passive.
- b. Learners may not analyze and synthesize and therefore the information may be either lost or incorrectly understood.
- c. It is not appropriate for all level learners.
- d. Creative learners may find it uninteresting since they can not make use of their previous knowledge.
- e. Teachers may lose control over the learners and the class can be led nowhere.

- f. It does not develop communicative competence.
- g. The theory of language can be taught effectively but teaching language skill is hardly possible.

1.1.7.7 Questioning

Questioning technique allows teacher to ask a series of questions to collect information of what learners have learned and what needs to be taught. In some cases the teacher goes on asking the questions until he finds the correct one. Testing is another application of questioning. The teacher questions learners on what was previously taught in order to identify whether the learners have learned or not. In this sense, questioning can be used for identifying learners' previous knowledge. It is also called Socratic Method of teaching. The questions must be simple, unambiguous, inter-related and relevant to topic and, in addition, must arouse curiosity in the learners.

A. Advantages

- a. Learners grow self study habit and creative thinking.
- b. It motivates learners to study and creates interest in particular subject.
- c. It makes link between previous knowledge and new one.
- d. Answering the questions enhances fluency and power of expression.
- e. Average and below learners can learn from responses made by better learners.
- f. The teacher can control the large class easily.

B. Disadvantages

- a. It can not motivate all the learners.
- b. Only using questioning technique may hamper normal course of teaching.
- c. Questions may not meet learners' need and interest.
- d. It is not applicable for teaching all the skills.
- e. The questions may be very simple or very difficult.

- f. Class is almost silent which is not beneficial for language teaching.

1.1.7.8 Pair Work

Pair work allows many learners, at a single effort, to get more practice.

Learners working in pairs are able to share ideas and help each other. Pair work is so flexible that it can be used in pre, while and sometimes post-task activities too. Teacher presents the task and way the learners work in given time. Then it is time to present the modal pair work activity probably with some of the learners. Harmer (1991, p. 243) defines it as lockstep and says, “Lockstep is the class grouping where all the students are working with the teacher, where all the students are locked into the same rhythm and pace.” Now they work in pairs; ask questions or interact with the help of the clue and gather information, teacher helps them in need. Afterwards, it is time to present the outcome in the class. In pair work, as Harmer (1991, p. 244) sees teacher as an assessor, a promoter or resource. Learners are provided with feedback and encouraged to work individually; for example writing composition, preparing a set of dialogues and so on. Pair work makes it possible for the teacher to devote more time to the learners’ oral production. Less confident learners get the chance to put their knowledge of the new language into practice in a non-threatening environment. Instead of being dependent on the teachers, they learn from each other. Teacher monitors progress, provides help as a resource person and encourages them when and where necessary. Cross (2003, p. 49) concludes the teachers’ role in role play technique saying, “During pair work teacher has two roles. One is to act as monitor, listening to few of the pairs and noting any persistent errors.... The second role is that of resource person, providing help, information and feedback upon request.”

A. Advantages

- a. It provides all learners equal opportunity to speak and perform oral skill.

- b. Pair work promotes cooperation among learners and allows them to learn from each other.
- c. It is easy and quick to organize.
- d. It increases the amount of speaking, develops confidence in communicative skill and helps avoiding the learners' hesitation.
- e. Learners are autonomous. They can decide, in pair, without being told how and what to perform by teacher.

B. Disadvantages

- a. Pair work can fail if it is not set up well.
- b. It is difficult to control the class.
- c. It develops learners' oral production and other skills may stay at bay.
- d. Learners' talk may be void of the topic.
- e. Better learners may dominate the speaking exchange and average and below may get nothing.

1.1.7.9 Group Work/Discussion

Group discussion uses learners' past experiences in a very deliberate manner. In this method the learners are divided into groups and given a real life or relevant subject matter or a question to discuss. This discussion is carried on by the learners on the basis of their own past experiences, attitudes and values, from which they arrive at new knowledge and new insights. (Harmer, 1991, p. 245) sheds light on the importance of the group work and says, "In group work students will be teaching and learning in the group exhibiting a degree of self reliance that simply is not possible when the teacher is acting as a controller." Discussion can not be hypothetical or speculative. It is important to realize that the discussion is not an end in itself rather each small group present its discussions to the large group and on the basis of their presentations, principles is developed. It is a common mistake to have the discussions without

subsequent presentation and summarization. The following are guidelines to carry out group discussion effectively:

- a. First, the teacher instructs the group clearly about the task, specifies time and the form of presentation.
- b. The next is to divide a large into small groups.
- c. Then, the groups are given the task; may be different to each one.
- d. The learners discuss in groups on the matter under given time.
- e. The leader or any learner from the group, then, presents the outcome they have achieved. This continues to other groups.
- f. The teacher adds any relevant points that have been left out.
- g. The learners use the feedback and arrive at a theoretical framework and consolidate knowledge.

A. Advantages

- a. It helps in promoting a sense of belonging in a group.
- b. It allows the learners to be in control in respect of pace, content and focus.
- c. It provides opportunities for the learners to participate and express themselves.
- d. It allows the learners to validate their knowledge and skills.
- e. It allows learners to clarify, reflect and reconfigure their experiences.
- f. It can be empowering since the learners realize their own ability for critical thinking.
- g. It brings wide variety of information, attitudes, opinions, insights and talent.

B. Disadvantages

- a. It is time consuming and requires special skill of facilitation.
- b. If facilitation is poor, the process does not bear any logical conclusion.

- c. There is a possibility that dominant or aggressive members participate in the process and the poor learners lag behind.
- d. It requires more space than a lecture.
- e. Members might not be serious and that affects the product of the discussion.
- f. It is difficult to monitor the progress of many different small groups.
- g. Learners may not be concentrated on the topic.

1.1.7.10 Case Study

Case studies may be descriptive or explanatory. It is one of the learner-centred techniques based on topic which uses theoretical aspect in an applied setting. It is based on an in-depth investigation of a single individual, group or event in which learners identify key factors of an issue. Case studies usually look at a typical project, rather than trying to capture information about all possible cases. The teachers can make use of a large number of audio-visual materials to present the task and facilitate the case study. Further more cues and guiding questions can be used. The learners' experiences, values and feelings form a basis for analyzing others' experiences on particular topic and reach a new height of knowledge gaining. Case studies may be presented in written or verbal forms depending on classroom appropriateness. The following are essential steps for case study:

- a. The first is to prepare task and specify objectives.
- b. The next is to present the problem/task with detail of framework how to prepare and present the study report within given time format.
- c. The learners work individually or they are divided into smaller groups and given the task.
- d. Individual learner is allowed to reflect his past knowledge and experience.
- e. The learners discuss and come to a conclusion.
- f. The outcome is presented in the classroom.

- g. At the end, teacher-led assessing and summary provides feedback and learners consolidate through conclusive discussion.

A. Advantages

- a. It is simple and makes learners participate in learning effectively.
- b. It can be used for cognitive learning.
- c. It allows learners to apply new knowledge and skills.
- d. It costs low and it is culturally appropriate in most part of the society.
- e. It develops analytic and problem solving skills.
- f. It allows for exploration of solutions for complex issues.
- g. It narrows gap between theory and practice by applying the theories in practice.
- h. Learners take part in studies and thus it encourages active learning.
- i. It develops communication, group working and problem solving skills.

B. Disadvantages

- a. It may be difficult to find an appropriate case study for all level learners
- b. The case study may not be able to focus on a specific issue.
- c. Case studies may be subjective. It may consist of writer's perceptions, feelings and ideologies which may lead to distortion of the objective reality.
- d. Insufficient information can lead to inappropriate results.
- e. It is time consuming.
- f. It is very difficult to limit the depth of study.

1.1.7.11 Dramatization

Using drama in ELT results in real communication and involves sharing of ideas, emotions and feelings. Appropriateness, adaptability and opportunity to use language are some strength on behalf of language learning. Learners gain confidence in real communicative language. Learners' fluency increases. It

gives a context for listening and meaningful language production, forcing the learners to use their language resources and, thus, enhances their linguistic abilities. On behalf of dramatisation we can say:

- a. It provides situations for reading and writing. It is very useful in teaching literary texts, analyzing plot, character and style.
- b. It also involves learners more positively and actively in the learning process and breaks the monotony of a conventional English class.
- c. It enables learners internalise what is the most difficult to learn by explanation.

1.1.7.12 Role Play

Role play, in the classroom, involves learners actively in the learning process by enabling them to act as stakeholders. In a role play, the teacher selects a particular event or situation suitable to the teaching item. Learners are given detailed background readings and assigned learners roles as preparation. Harmer (1991, p. 275) views, “Role plays are effective when they are open ended, so that a different people have different views of what the outcome should be, and a consensus has to be reached.” The format of interaction is given on the role cards. It can be used many ways. The first format is a small group enacts a role-play about a situation while other learners observe. Learners may be practicing language skill or structure or vocabulary or function. Second role play type is followed by discussion over it. In such a case, role play works as a catalyst. Another instance of role play is the learners reflect and enact what they have experienced and learnt. This is beneficial for enhancing communicative skill. It can also be used where the possibility of recall of past experience is likely to be uneven among learners.

It develops functioning knowledge. Functioning knowledge is a combination of propositional knowledge (knowing about the academic knowledge base), procedural knowledge (knowing how - having the skills) and conditional knowledge (knowing the circumstances in which to use the skills). Learners

gain a deeper insight into key concepts by enacting issues discussed in the classroom. They also develop practical skills for professional practice. The following steps make role play effective:

- a. The first is to determine the learning objectives of the role play.
- b. The situation, from reality that highlights the key concepts of the teaching item, is chosen. Teacher plans the structure of role play.
- c. Teacher can make use of the learners to present the model role play.
- d. Learners are distributed the role cards. They read role-cards and understand their roles and enact in the class.
- e. It may further be followed by discussion.
- f. The learners consolidate the learning after getting corrective feedback and generalization with the real life situation.

A. Advantages

- a. Role play introduces problem situation dramatically.
- b. It invigorates learners to take part in learning process.
- c. It provides opportunity for learners to assume roles of others and enact accordingly.
- d. It provides opportunity to practice skills and enhance fluency.
- e. Role play technique is simple and costs low.
- f. It focuses on issues which are common to occur in real life situation.
- g. It presents complex issues simply and in a short while.
- h. It does not need lots of materials or advanced preparation.

B. Disadvantages

- a. There is a possibility of it becoming entertainment rather than learning.
- b. Participants get involved in their roles and later they may lose objectivity during generalization with the real life situation.

- c. Acting can become an end in itself and participants can overact or distort the roles.
- d. This technique is not appropriate for large groups.
- e. Some learners may feel threatened to enact the role.

1.1.7.13 Simulation

Simulation is very close to role play technique. The key difference is that in role play the learners are given the specified role whereas simulation is more open-ended. It is the imitation of some real thing, state of affairs, or process. Jones (1982) defines simulation as reality of function in a simulated and structured environment (as quoted in www.melta.org.my). The act of simulating includes representing certain key characteristics or behaviours of a selected teaching item. In other words, simulation mimics real life situations as closely as possible. This is used when the real situation cannot be presented in the classroom, either it is not accessible in classroom or it is out of reach at particular time. The success of simulation depends on how much the learners have understood exactly what they are expected to do and how much knowledge they have in particular matter.

The teachers need to explain the task, situation and time the learners have. Then, they are encouraged to make use of the knowledge and experience they have from the outside world and perform independently. The outcomes of a simulation can therefore be different every time the simulation is done. Simulations provide learners the experience of working with language that is less controlled and develop the skills necessary for using English outside the classroom. Thus, it is very useful for developing the fluency.

A. Advantages

- a. It stimulates learners to authentic conversations.
- b. It motivates learners for active participation.

- c. It develops communicative competence and fluency activity since learners use language freely and creatively.
- d. Simulation provides opportunity of practice and revision therefore they are useful for consolidating conversational proficiency.
- e. Simulation brings the outside world into the classroom. This creates cultural awareness.
- f. Simulation provides opportunities to communicate in unpredictable situations.

B. Disadvantages

- a. Activity is artificial and it may not be relevant to the needs of learners.
- b. It is difficult for a teacher to monitor learners' performance.
- c. Learners may be having too much fun and no learning may be taking place.
- d. In some situations it creates hesitation and embarrassment and spontaneity is lost.
- e. Since there is little or no teachers' interference, the learners may be producing, practicing and consolidating ungrammatical and inappropriate forms.
- f. Sometimes the simulation activity may take more time than it is predicted.

1.1.7.14 Project work

It makes use of different language games, role playing, extended essays, taped interviews, surveys, mock newspapers, posters and films and many more.

Learners are involved in meaningful situations in the process of acquiring new skills and a greater degree of insight. Project work makes use of multi-media material both for presentation and for the learners' work itself. The implementation of project work technique involves task familiarization,

grouping learners, timing, orientation to activities, tools and style of presentation, and, segmenting the project into manageable stages and providing necessary assistance. There are pros and cons of using project work in acting ELT classroom. The advantages and disadvantage are as follow:

A. Advantages

- a. It deepens the knowledge of the subject matter.
- b. It makes learners perceive language as a means transforming the feelings, ideas and opinions.
- c. Working in group for a common target is encouraging.
- d. Learners participate more actively in the learning process.
- e. Learners' individual preference is encouraged along with group work. In addition, it develops integrated language skills.

B. Disadvantages

- a. It is time consuming and expensive. It requires technical support.
- b. All the learners may not be motivated to participate.
- c. Average and below learners find it discouraging.
- d. If the orientation is not effective, it does not bear any outcome.
- e. Some learners may lay passive.

1.1.7.15 Individual Study

Self study practice has been in existence since long. Learners collect the reading materials, study privately and make decisions which tasks to do. In private effort they answer the question, complete the worksheets and accomplish other tasks which provide the maximum learning opportunity to suit their pace, style and need of learning. In individual study as Harmer (2001, p. 115) says, "Students take charge of their own learning in self- access centres or rather out-of-class environment." A characteristic of highly successful learners is that they are autonomous. They do not depend much on teachers.

They themselves decide how to study outside the class and even how to work in class. Sharma (1998, p. 60) agrees with Harmer (2001) and says, “In multimedia environment students can work independently and their own pace choosing readily available materials which they can have easy access to, and which are varied and rich in content to suit all interests and levels.” The materials, for individual study, needs to be of varying content and level of difficulty to provide better learning opportunity. The problem in individual study is the limit of time and evaluation. A deadline must be set for the practice task. The tasks they do play noticeable role in evaluation. Sharma (1998, p. 61) sees, “Weekly journal is a good way to get students to evaluate their own learning progress and learning preferences.” It provides feedback to the teacher what material is preferred by the learners and what is their progress. The other thing teacher can decide is the selection of teaching materials and teaching styles in the forthcoming days.

A. Advantages

- a. It allows teacher to teach the learners on the basis of individual difference.
- b. Learners can maintain the pace and style of learning on their preference. Thus, it is beneficial for all level learners.
- c. It is less stressful for the covert learners to study and perform privately than performing in the whole class setting.
- d. It develops learners’ autonomy and promotes the skills of self-reliance and spirit of inquiry and investigation.
- e. Learners can grow analytical skills by self study habit.

B. Disadvantages

- a. Self study can not develop the communicative skills.
- b. All language skills can not be taught using this technique.

- c. It needs a lot of materials, more thoughts and intrinsically motivated learners which may be unavailable.
- d. The pace of learning may be slower than whole class and thus it is not imperative to use in all situations.
- e. It does not encourage cooperation in which learners may be able to help and motivate each other.

1.2 Review of Related Literature

Traditional methods advocate for TCC where as the modern trends in ELT prefer LCC. The learners are at the centre of teaching activity. They are facilitated with the content and context-rich-environment to enhance language learning. The teachers' talk-time is replenished by learners' creative activity. Numbers of studies have been carried out on this area in Nepal and abroad. There are many research works carried on learner-centred techniques in the Department of English Education in Nepal, but even a single experimental research has not been carried out on the "Use of Learner-centred Techniques in Teaching of English". Some of studies related to topic of my interest have been reviewed here.

Ghimire (2001) found communicative approach comparatively better than GTM when he carried out research entitled "The Effectiveness of Grammar Translation Method and Communicative Approach: A Comparative Study" in grade seven. The major objectives were to compare the effectiveness of the grammar translation method and communicative approach in teaching reading comprehension, make holistic comparison of the test items and individual test items and to point out the pedagogical implication of the study. He involved in teaching and collected the primary data for the purpose of experiment. There were 60 learners; 30 in each of the experimental and control. The only one tool, questionnaire of 90 test items was used to collect the data. He administered post-test after teaching for about a month (20 lessons). The comparison of post-test score with pre-test mean score showed that the experimental group

progressed by 7.98% where as the control group learners' increment was only 6.21% in aggregate.

Sharma (2003) conducted another study on "Effectiveness of Role Play in Teaching Communicative Functions: A Particular Study in Grade Ten" in a group of 84 learners of English in Kapilvastu district. He used only one type; oral test to collect the data. Seven language functions were selected for the test items. His objectives were to find out effectiveness of role-play in teaching communicative functions and point out some pedagogical implications. After teaching 20 lessons, he examined both experimental and control group and the post-test result was compared with pre-test score that he had beforehand. He found experimental group with an increment of 111.57% after intervention of target technique whereas control group secured normal success of 30.09% in the same category.

Pandey (2004) carried out an experimental research on "Effectiveness of Language Games in Teaching Grammar: A Particular Study in Grade Ten" in Lalitpur district. He taught and examined five grammar categories: article preposition, passive, indirect speech and conditional in control and experimental group. The study aimed at finding out the effectiveness of language games in teaching grammar by item-wise, group-wise and holistic comparison of the data obtained and pointing out the pedagogical implications. After the special intervention of 20 lessons he found that teaching grammar through language games is more effective than conventional teaching practices. Experimental and control group progressed by 67.97% and 60.11% respectively after the intervention of the assigned games.

Pant (2004) carried on "A Study on the Effectiveness on the Discovery Technique in Teaching Subject Verb Agreement in Grade Nine" in Rupandehi. For the purpose of experiment, he selected 30 learners studying at Shree Shivapur Secondary School. Questionnaire of 60 test items was used in pre-test and post-test to collect the primary data. His objectives were to find the

effectiveness of discovery technique teaching subject-verb agreement in English in the context of Nepal and point out some pedagogical implications. After completion of 20 lesson plans, he administered the post-test and compared post-test score with pre-test and major finding was that the experimental group was found to have better performance than control group. Average increment of experimental group was 38.32% on verbs whereas control group achieved only 27.56% of increment in the same item.

Regmi (2004) conducted another research in the continuum of learner-centred technique entitled “A Study on the Effectiveness of Group Work Techniques in Teaching English Tenses” in 60 learners of grade eight in Chitwan district. The Experimental group of 30 learners was taught with special treatment and another group of 30 was taught using explanation technique. The study aimed at finding out the effectiveness of group work technique vs. explanation technique in teaching present tense and suggesting some pedagogical implications based on the findings of the study. The questionnaire having five different test items was used to obtain the primary data. After completing 24 lesson plans, both the groups were examined. The post-test score was compared with pre-test score and outcome was that the group work technique was found relatively more effective than explanation techniques. The experimental group showed the increment of 165.60% whereas the control group stayed at an increment of 140.92%.

Rimal (2004) conducted an experimental research on “A Study of the Effectiveness of Group Work in Learning Writing Skills in English: A Case of Grade Nine” in Lamjung District. His objectives were to study the effectiveness of group work in learning writing skill particularly in sentence combination, describing people’s abilities and disabilities, paragraph writing, letter writing, changing tense in a story, writing story from pictures, story completion, preparing map, writing instructions and essay writing and to point out some pedagogical implications. After the intervention of 20 lessons, the post-test was conducted and the average score was compared with the average

score of pre-test. He found both groups having nearly equal improvement. The experimental group progressed better than control group. In post-test, the experimental and control group recorded the increment of 127.39% and 108.57% respectively in comparison to the pre-test. Test paper which comprised of ten different types of test items was used to collect the data.

Niraula (2007) carried out experimental research on “Effectiveness of Role Play Technique in Teaching Imperatives at Grade Nine” in which the experimental group was intervened with role-play technique and the control one was taught in normal course of teaching. Each group had 16 learners. She taught seven communicative functions based on imperatives for 20 days. There were 34 test items in the questionnaire used for data collection. The major objectives of the study were to find out the effectiveness of role play technique for teaching imperatives in grade nine, compare and contrast the level of performance of the students taught through role play and other teacher-centred techniques and to suggest some pedagogical implications. She found role-play technique more effective than the conventional one in teaching imperatives. Learners of experimental group performed better in all test items (multiple choice true/false, matching, ordering, fill in the blanks, short questions, subjective test items) than the control group. Teaching imperative and language functions using role-play technique was found to be 18.18% better than other conventional teaching techniques when the experimental control group progressed by 21.66% and 3.48% respectively in post-test.

Pokhrel (2007) carried out research on “Reading Comprehension Ability in the English Language of Grade Nine Students” in Kabhrepalanchowk. The study was conducted on 120 learners of 6 different government and private schools; 20 learners from each. Subjective and objective types of test items based on seen and unseen orthographic and para-orthographic texts were developed to examine the learners’ performance. The focus of study was to find the ability of grade nine students in reading comprehension in Kabhrepalanchowk, give the gender-wise comparison of the reading comprehension ability of grade nine

students in seen and unseen text and orthographic and para-orthographic text and to point out some pedagogical implications. The finding was that the private school learners had better comprehension ability than the government school learners. The study showed the learners can comprehend the seen text better than unseen text. When he compared the boys' and girls', he found girls deserve higher comprehension ability than the boys in orthographic text where as boys out race girls in para-orthographic text.

Neupane (2008) carried out an experiment on “The Effectiveness of Total Physical Response in Teaching Imperatives” in Jhapa. For the purpose of the experiment, she conducted 25 lessons of imperatives in listening and speaking skills separately in 60 learners of Grade five. The learners were separated into two groups: experimental and control. Each group had 30 learners. The sole objective of the study was to find out the effectiveness of total physical response method in teaching imperatives to the beginners of English language learning. The study showed the difference between the progress of both the control and experimental group after the intervention period. The mean scores of control group were 16.46 and 23.8 in listening in t_1 and t_2 respectively. The progress was 44.59%. The mean score of the same group, speaking, were 13.6 and 18.13 in t_1 and t_2 respectively. The difference in percentage between the two tests was 33.31. Likewise, experimental group mean scores were 17.6 and 31.47 in t_1 and t_2 respectively in listening. The progress was recorded 78.81. The progress remained 89.87 in speaking. The speaking mean scores were 13.13 and 24.93 in t_1 and t_2 respectively.

Baniya (2009) conducted research on “Teaching Techniques Used by English Teachers” in Lalitpur district at secondary level. He sampled five government aided and five private schools by stratified sampling procedure. Two teachers were selected from each of the schools and observed four classes of each teacher. On the basis of observation of the 80 classes and interview, he intended to find out the techniques used by teachers in English classroom, compare the teaching techniques used by the teachers in public and private

schools and to list some recommendation for pedagogical implications. The teachers of both the schools made use of different techniques. The TCTs were lecture, explanation, illustration and demonstration. Individual work, pair work, group work, project work, role play, discovery technique, drama simulation and strip story were frequently used learner-centred techniques. Similarly, the other techniques used in classroom were songs and rhymes, games, drills, question-answer, oral exercise personal questions communicative exercise, gesture and body movement. The study showed that 42.50% teachers of government aided and 21.25% of private school teachers used the TCTs. The LCTs were used by 8.05% of government aided and 16.66% of private school teachers. Apart from teacher and LCTs, 10.93% of government aided and 14.68% of private schools used other techniques.

Bam (2010) carried out an experiment entitled “The Role of Task Based Technique in Teaching Reading Comprehension” on the learners of English in ESL/EFL class and found TBLT highly effective. He taught a single class of two groups: control and experimental in Kailali. There were 60 learners; 30 in each. The major objectives were to find out the effectiveness of the task-based technique in teaching reading comprehension and make some pedagogical implications. The special intervention of 24 days showed control group increased its average marks by 2.30 or 11.47% whereas experimental group increased in its marks by 12.71 or 62.15%. This study showed that the traditional techniques could not ensure the progress and the TBLT was found to be better technique to teach reading comprehension.

Similarly, Chaudhary (2010) carried out an experimental research on “Effectiveness of Cooperative learning in Writing Skill” in two groups of 60 learners of Grade ten in Kailali to show the effectiveness of co-operative learning in writing skill of grade ten students and the pedagogical implications based on the study. The primary data was collected using two sets of questions having the same test items for pre-test and post-test. The post-test average score was compared with pre-test average score. The performance of

experimental group increased by 18.08% whereas the control group increment was recorded only 14.25%. The aforementioned progress recommended the cooperative learning in teaching writing skill.

The present research work is going to be different from the above ones. It attempts to find out the use and effectiveness of learner-centred techniques in English language teaching.

1.3 Objectives of the Study

The specific objectives of the present study were to:

- a. find out the effectiveness of use of learner-centred techniques in teaching of English
- b. compare learners' achievement in listening, speaking, reading and writing and
- c. provide some pedagogical implications.

1.4 Significance of the Study

The present study is a continuum of research work in ELT and is of great significance with special reference to Nepal where TCTs are still customary in a great deal. The studies carried out by many psychologists and linguists have proven that English or any other language can be taught effectively exposing learners to the input of language. This research work will be very beneficial for the English teachers to enhance English language teaching skills. The subject experts, curriculum developers, textbook writers, learners, methodologists, teacher-trainers will be more or less facilitated. In addition, it will be helpful for those who admire to make their ELT effective in classroom. It paves a way for further thesis in this area.

CHAPTER - TWO

METHODOLOGY

I adopted the following methodology to carry out this research:

2.1 Sources of Data

I made use of both primary and secondary sources of data.

2.1.1 Primary Source of Data

The primary source of the data was based on the raw score derived from the pre-test and post-test executed on 60 learners of grade 9 studying in Jaycees Everest English School, Dhangadhi. For the purpose of experiment the students were divided into control and experimental group on the basis of pre-test score. Both the groups were taught 28 lessons, 7 lessons of each language skill. The control group was taught with teacher-centred techniques and experimental group was taught with different learner-centred techniques.

2.1.2 Secondary Source of the Data

I consulted many books, journals, English language dictionaries, articles, M.Ed. unpublished thesis, textbooks, related literature and reference available in internet. Some writers I consulted are: Harmer (1991), Ur (1996), Teachers'

Guide English Grade 9 (2000), Teachers' Guide English Grade 10 (2000), Harmer (2001), Campbell and Kryszewska (2002), Brown (2003), Cross (2003), Tickoo (2003), Harmer (2008), National Centre for Educational Development (2063), Curriculum Development Centre (2064), English Grade 9 (2065), different volumes of NELTA journal and some web-sites like www.ibe.unesco.org, www.cambridge.org, www.adelaide.edu.au, esl.about.com etc.

2.2 Sample Population and Sampling Procedure

It is a process of selecting the sample size from population. There are many sampling procedures. I applied the random and non-random method. I selected 60 learners from Grade Nine. I used non-random sampling procedure to select the School in Kailaili district and random sampling method for selecting sample size from population. Jaycees Everest English School was selected for the purpose of experiment. The sample size was taken from the population of grade nine. In the same way, I made use of non-random method to assign the learners control or experimental group. They were assigned the group on the basis of their performance in the pre-test. I tried my best to maintain the equal proficiency level of both the groups.

2.3 Tools for Data Collection

The tools for data collection were written and oral pre-test and post-test items. I prepared different test items for listening, speaking, reading and writing. The t_1 test paper and t_2 test paper were different. It is worth mentioning that the papers included similar test items with equal marks. I tried my best to maintain equal difficulty in both the test papers and corresponding test items. LSRW skills were assessed. Speaking was evaluated on the oral test whereas the performance of listening, reading and writing was recorded on the written form. Each skill was evaluated for ten marks. In this way, the test paper was constructed for 40 full marks in t_1 and 40 full marks in t_2 . There were nine test items in t_1 and nine in t_2 . The assessed four skills, the type of test items, number

of total test items and total marks of all the test items have been presented in the table given below:

Table No. 3
Type of Test Items Asked in the Pre-test and Post-test

Skill	Test item no	Type of test item	No. of items	Total marks
Listening	A	Question-answer	5	5
	B	True/false	5	5
Speaking	A	Free situation	1	4
	B	Guided Situation	4	6
Reading	A	Question-answer	4	4
	B	True/false	4	4
	C	Fill in the blanks	4	2
Writing	A	Guided writing	1	6
	B	Open writing	1	4

2.4 Procedure of Data Collection

The primary source of data collection followed the following procedure:

- a. First of all, the test papers were constructed and the school was selected for data collection.
- b. I visited the school and established a link with the Executive Director and asked for the permission to carry out the research.
- c. After that I got acquainted with the learners of English studying in grade nine.

- d. The learners were selected for the study on the random basis of random sampling procedure.
- e. Then, I administered the pre-test.
- f. The answer sheets were marked and the sum total was calculated. The tabulated score was used for dividing the learners into two groups.
- g. The learners were divided into two groups: experimental and control having equal number learners in each group based on proficiency level using non-random sampling procedure. The test score was used to identify the proficiency level.
- h. The next was the teaching both groups. The experimental group was taught with the learner-centred techniques and the control group received the normal teaching practices better to say teacher-centred techniques.
- i. After the completion of 28 lesson plans, I administered the post-test to evaluate their achievement and effectiveness of the learner-centred teaching techniques.
- j. I marked the post-test answer sheets and obtained the raw data.
- k. Finally, I analysed the raw score which I had received from pre-test and post-test.

2.5 Limitations of the Study

Teaching is a vast and unfathomable science as a discipline and art as an activity. It is hardly accessible to include all types of study and achievements with a research having limited time and resource. Therefore, it is justifiable to limit the study area. The limitations of the study were as follows:

- a. The study was limited to teaching English in Grade 9.
- b. The learners were from an English Medium School where learners got exposure to teacher-centred techniques nearly in all subjects.
- c. It was limited to a single class in Jaycees Everest English School.

- d. Only 60 learners were selected for the study.
- e. Only one tool: test items were used for data collection.
- f. Separate test papers were used for pre-test and post-test.
- g. The experimental group was taught using various learner-centred techniques including some of the techniques referred in Madhyamik Siksha Pathyakram (2064) so far as applicable.
- h. Primary data were collected from the written and oral test.
- i. The study was confined to the use of learner-centred techniques in teaching of four skills.
- j. The research was determined to find the effectiveness of learner-centred techniques.
- k. The finding was based on the analysis, interpretation and comparison of score of pre-test administered in the beginning and post-test administered at the end of the research.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

I collected the raw data using the test items. There were different test items for different skills. The t_1 and t_2 papers were separately constructed. Listening test had two types of test items question-answer and true/false. Speaking test had free and guided type of questions in which learners performed on different situations. Reading test had three test items namely question-answer, true/false and fill- in- the blanks deducing the information appropriate to the situations. Likewise the writing test had two types of test items. They were controlled and open type. The raw data was first tabulated and then the average score was calculated. The average score of t_1 and t_2 were compared. Greater is the positive difference, more is the effectiveness of LCTs and lower is the positive difference, less is the effectiveness. Likewise negative difference shows the regress of learners in the particular language skill.

Below is the analysis and interpretation of the obtained data. 'X' refers to the experimental group and 'C' refers to the control group. 'D' indicates the difference between t_1 and t_2 . 'D%' shows the difference in percentage; how much have the learners progressed in that particular test item and language skill after the special treatment for four weeks. The data has been grouped under following three categories for analysis and interpretation:

- a. Holistic comparison
- b. Intra-test comparison
- c. Intra-skill comparison
- d. Item-wise comparison

Under the first heading, the holistic comparison has been made. The average score in t_1 and t_2 were calculated to find the role of LCTs. t_1 and t_2 average scores were compared to find out the superiority of one over another type of techniques. Under the second heading, the average test scores of different test items in t_1 and t_2 of experimental and control group have been interpreted. In the third part of analysis and interpretation, achievements of both the groups in different language skills have been compared. The average t_1 and t_2 score of experimental and control group have been compared within the skill domain. Under the fourth heading, average scores of all nine items in t_1 and t_2 have been compared to find out the effectiveness of the LCTs in each of the items.

3.1 Holistic Comparison

The test was conducted to meet the objectives of the research study. There were four types of the tests namely listening, speaking, reading and writing. In this section, there is the inter-test and inter-group comparison of the average score secured by both the groups. In the first section, there is the comparison of achievement in both the tests and in second section; both the groups have been compared in t_1 and t_2 separately.

3.1.1 Inter-test Comparison of Both Groups

After obtaining the sum total, average marks of control and experimental group secured in t_1 and t_2 have been computed and compared as in the table below:

Table No. 4

Average Score of Control and Experimental Group in Both Tests

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
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X	22.70	27.55	4.85	21.37
C	22.70	26.25	3.55	15.64

The table shows the average score of experimental and control group in t_1 and t_2 . X and C secure the equal score in t_1 . The average score of X and C is 22.70. The average score of X in t_2 is 27.55 and the difference between t_1 and t_2 score is 4.85. The progress of the experimental group is 21.37%. In the same way, the average score of control group is 26.25. The difference of t_1 and t_2 is 3.55. The control group progresses by 15.64% in t_2 . The experimental group performs better than the control group. It is worth mentioning that the LCTs were used in such a situation where learners get exposure to the TCTs nearly in all the subjects and the most of the time.

3.1.2 Inter-group Comparison of Both the Tests

The achievement of both groups in t_1 and the progress made by both the groups in t_2 has been computed. Both the groups have been compared regarding the t_1 scores. Similarly, their progress in t_2 has also been compared and interpreted.

Table No. 5
Average Score in Both Tests Obtained by Control and Experimental Group

Group	X	C	D (X-C)	D%
Av. score in t_1	22.70	22.70	0.00	0.00
Av. score in t_2	27.55	26.25	1.30	4.95

The table shows the status and progress of both the groups in t_1 and t_2 . The proficiency level of both the groups in t_1 is equal. They both obtain 22.70. There is no difference. Contrary to this, there is significant difference in t_2 . Control group secures 26.25 average score whereas the experimental group obtains 27.55 causing the difference of 1.30 between X and C. The

experimental group is 4.95% ahead of the control group. This shows the applicability of LCTs is noteworthy.

3.2 Intra-test Comparison

The average t_1 score of C has been compared with the average t_1 score of X and t_2 average score of C has been compared with t_2 score of X. In this section of the analysis and interpretation, average score of each test item has been compared. The intra-test comparison will be helpful finding the proficiency level of each group in each test item and their progress in the test item after teaching 28 lessons.

3.2.1 Pre-test

In this part of analysis and interpretation, the average t_1 scores of each test item obtained by C and X have been compared.

Table No. 6

Average Score of Both the Groups in Pre-test in All Test Items

Skill	Test item	Av. of X		Av. of C	D (X-C)	D%
Listening	A	2.80	>	2.33	0.47	16.79
	B	3.33	<	3.37	-0.04	-1.20
Speaking	A	2.30	>	2.10	0.20	8.70
	B	4.07	>	3.73	0.34	8.35
Reading	A	2.97	<	3.15	-0.18	-6.06
	B	3.20	>	2.93	0.27	8.44
	C	1.23	<	1.27	-0.04	-3.25
Writing	A	0.77	<	1.73	-0.96	-124.68
	B	2.03	<	2.08	-0.05	-2.46

The table shows the average scores of C and X in t_1 . In listening test item A, speaking test item A and B and reading test item B, the average score of X is more than C and in rest of the test items C out-wins X. In listening test item A,

speaking test item A, B and reading test item B, X exceeds C by 16.79%, 8.70%, 8.35% and 8.44% respectively. In the same way, the achievement of X is less by 1.20%, 6.06%, 3.25%, 124.68% and 2.46% than C in rest of the items. X scores less than C in five test items and more than C in four test items. It is evident that the use of TCTs seems more effective than the use of LCTs in teaching of English.

3.2.2 Post-test

In this part of analysis and interpretation, the average t_2 scores of each test item obtained by C and X have been compared.

Table No. 7

Average Score of Both the Groups in Post-test in All Test Items

Skill	Test item	Av. of X		Av. of C	D (X-C)	D%
Listening	A	3.40	>	3.27	0.13	3.82
	B	4.00	>	3.83	0.17	4.25
Speaking	A	3.30	=	3.30	0.00	0.00
	B	4.67	>	4.03	0.64	13.70
Reading	A	2.75	<	2.87	-0.12	-4.36
	B	3.27	=	3.27	0.00	0.00
	C	1.25	<	2.62	-1.37	-109.60
Writing	A	3.07	>	2.68	0.39	12.70
	B	1.82	>	1.35	0.47	25.82

The table shows the average scores of C and X in t_2 . X scores better than C in listening test item A and B, speaking test item B and writing test item A and B. The average scores of X in these test items are 3.40, 4.00, 4.67, 3.07 and 1.82 and the average score of C in these test items are 3.27, 3.83, 4.03, 2.68 and 1.35 respectively. The differences between these two groups regarding these test items are 0.13, 0.17, 0.64, 0.39 and 0.47. These differences show X is 3.82%, 4.25%, 13.70%, 12.70% and 25.82% ahead of C. According to this table, C progresses better in reading test items A and C than X. The experimental group

secures 4.36% and 109.60% less average score in reading test item A and C. In the same way, both the groups secure equal score in speaking test item A and reading test item B. Both the groups score 3.30 in speaking test item A and 3.27 in reading test item B. The average scores of X in five test items are more than C. C exceeds X in two test items and both the groups secure equal scores in two test items. LCTs prove to be better than TCTs in teaching of English.

3.3 Intra-skill Comparison

The learners were assessed in four language skills. The aggregate and average scores of different language skills in t_1 and t_2 have been calculated. In this part of analysis and interpretation, the progress, in t_2 , of both the groups has been compared with the achievement secured in t_1 .

3.3.1 Listening Skill

Listening skill was assessed for ten marks. There were two types of test items: question-answer and true/false. There were five test items for question-answer and five for true/false. Each correct answer deserved one mark. The average scores of t_2 have been compared with average scores of t_1 as below:

Table No. 8

Average Score of Both the Groups in Listening Test

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	6.13	7.40	1.27	20.72
C	5.70	7.10	1.40	24.56

The table shows the average scores of X and C in t_1 and t_2 . X scores 6.13 in t_1 and 7.40 in t_2 . The difference is 1.27 and the difference in percentage is 20.72. Similarly, C secures 5.70 in t_1 and 7.10 in t_2 . The difference is 1.4 and the difference in percentage is 24.56. The difference shows C has better progress. If we consider the average score in t_2 , X has scored better than C.

3.3.2 Speaking Skill

The learners were assessed by using different sets of questions. There were two types of questions. In the first type learners were given particular situation to perform their skill and in second type they were provided with pictures. Each grammatically correct and meaningful utterance deserved one mark in the first type and one and half in the second type. The average scores of both the groups in t_1 and t_2 have been compared as below:

Table No. 9
Average Score of Both the Groups in Speaking Test

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	6.37	8.00	1.63	25.59
C	5.83	7.37	1.54	26.36

The table shows the average score of X in t_1 is 6.37 and 8.00 in t_2 the difference is 1.63. The difference in percentage indicates that X has progressed 25.59% after the special treatment. In the same way, C secures 5.83 average score in t_1 and 7.37 average score in t_2 . There is the difference of 1.54 of average score. C deserves 26.36% progress in t_2 in the same duration. The differences between average score and the progresses made by both the groups show the use of TCTs is better than LCTs even though X outscores C in t_2 .

3.3.3 Reading Skill

There were three types of questions: question-answer, true/false and fill in the blanks. There were fourteen test items altogether. There were five question-answers and five true/false. Each correct answer deserved one mark. The rest four test items were related to fill in the blanks. Each correct answer deserved

half-mark. Here, the average scores of both the groups in t_1 and t_2 have been compared.

Table No. 10
Average Score of Both the Groups in Reading Test

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	7.40	7.27	-0.13	-1.76
C	7.35	7.75	0.40	5.44

The table shows the average scores of X and C in t_1 and t_2 . In t_1 , the average score of X is 7.40 and 7.35 of C. Likewise, t_2 average scores of X and C are 7.27 and 7.75 respectively. For X, the difference between t_2 and t_1 average scores is -0.13 and the regress is by 1.76%. The control group differs by 0.40 in t_1 and t_2 . C progresses by 5.44%. Control group shows normal progress whereas the experimental group regresses. The LCTs are not effective in teaching reading comprehension.

3.3.4 Writing Skill

Writing skill was assessed for ten marks. There were two types of questions: guided and free. Guided was for six marks and free was for four marks. The average score of both the groups in t_2 have been compared with t_1 average score as below:

Table No. 11
Average Score of Both the Groups in Writing Test

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	2.8	4.88	2.08	74.29
C	3.82	4.03	0.21	5.50

In this table, the average t_1 and t_2 scores of X are 2.8 and 4.88 respectively. The difference between these two scores is 2.08. The difference in percentage is 74.29. In the same way, C obtains 3.82 average score in t_1 and 4.03 in t_2 . The

difference is 0.21 and the difference in percentage is 5.50. Use of LCTs has triggered the progress of experimental group.

3.4 Item-wise Comparison

The learners were taught four language skills and assessed afterwards. There were nine test items representing these four language skills. Listening test was assessed using question-answer and true/false, speaking was assessed using certain situations and pictures. In the same way, learners were evaluated by question-answer, true/false and fill in the gaps in reading and the writing test comprised of guided and free tests. In this part, average t_2 scores of each test item of both the groups have been compared with t_1 average scores.

3.4.1 Listening Test

Listening test was assessed for ten marks. There were two types of questions: question-answer and true/false. For the purpose of assessment, I constructed two separate test papers for t_1 and t_2

3.4.1.1 Test Item- A: Question-answer

The learners were asked five Wh-questions. They needed to answer on the basis of information included in the listening text. Each correct answer deserved one mark.

Table No. 12
Average Scores of Both Groups in Question-answer

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	2.80	3.4	0.6	21.43
C	2.33	3.37	1.04	44.64

The table shows X has higher score in t_1 and t_2 than C. The average score in t_1 is 2.80 and t_2 is 3.4. The difference between these two average scores is 0.6 and this group has been able to achieve 21.43% of progress. C shows the average

score of 2.33 in t_1 and 3.37 in t_2 . The difference between these two scores is 1.04 which is higher than the experimental group. This difference shows C has higher achievement than X. The control group progressed by 44.64%. The higher average scores in t_2 suggest LCTs are better than TCTs but the progress figure excludes the supremacy of LCTs.

3.4.1.2 Test Item- B: True/False

There were five test items and each correct answer deserved one mark. The average scores of both the groups have been analysed and interpreted here as below:

Table No. 13

Average Scores of Both Groups in True/False

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	3.33	4.0	0.67	20.12
C	3.37	3.83	0.46	13.65

In true/false item, X secures 3.33 average score in t_1 and 4.0 in t_2 . The difference is 0.67 and the difference in percentage is 20.12. In the same way, C secures 3.37 average score in t_1 and 3.83 in t_2 . The difference between these average scores is 0.46 and the difference in percentage has been recorded 13.56. The table shows the use of LCTs is more effective than TCTs in teaching true/false in listening.

3.4.2 Speaking Test

Speaking test was constructed for 10 marks. It included two types of questions: free and guided.

3.4.2.1 Test Item- A: Free

The learners were asked to produce utterance for the given context. It was conducted for four marks. The t_1 and t_2 average scores secured by both the groups have been analysed and interpreted in here.

Table No. 14
Average Scores of Both Groups in Free Speaking Test

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	2.3	3.3	1.0	43.48
C	2.1	3.3	1.2	57.14

The average score of X in t_1 is 2.3 and t_2 is 3.3. The difference between these average scores is 1.0. This shows X has progressed by 43.48%. Likewise, C has scored 2.1 in t_1 and 3.3 in t_2 . Though the average score is equal in t_2 , the difference in t_1 average score shows C has progressed better than X. The difference between t_2 and t_1 average scores is 1.2 and the progress of C has been recorded 57.14% in t_2 .

3.4.2.2 Test Item- B: Guided

The learners were provided with some pictures and they needed to produce grammatically accurate and contextually appropriate utterances. For which they were allotted one and half score. The average scores of both the groups have been analysed and interpreted as below:

Table No. 15
Average Scores of Both Groups in Guided Speaking Test

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	4.07	4.67	0.60	14.74
C	3.73	4.03	0.30	8.04

The table shows X scores 4.07 and 4.67 in t_1 and t_2 respectively. The difference between these two cores is 0.60 and the progress has been recorded 14.74%. C obtains 3.73 and 4.03 in t_1 and t_2 respectively. The difference is 0.30 and the

progress has been recorded 8.04%. The use of LCTs has been more effective than the use of TCTs in teaching guided speaking.

3.4.3 Reading Test

Reading test included three types of questions: question-answer, true false and fill in the blanks. It was constructed for ten marks.

3.4.3.1 Test Item-A: Question-answer

There were four questions. Each answer having correct information and grammar deserved one mark. The t_1 and t_2 scores have been analysed and interpreted as below:

Table No. 16
Average Scores of Both Groups in Question-Answer

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	2.97	2.75	-0.22	-7.41
C	3.15	2.87	-0.28	-8.89

The average score of X, according to this table, is 2.97 in t_1 and 2.75 in t_2 . The difference is -0.22 and it shows X regresses by 7.41 in t_2 . Similarly, C scores 3.15 in t_1 and 2.87 in t_2 . The difference is -0.28. The use of TCTs is worse than the LCTs. C regresses by 8.89% in t_2 . It suggests neither the LCTs nor the TCTs are complete success for teaching question-answer in reading skill.

3.4.3.2 Test Item-B: True/False

There were four test items and each correct answer deserved one mark. The average scores of both the groups have been compared and interpreted as below:

Table No. 17
Average Scores of Both Groups in True/False

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	3.20	3.27	0.07	2.19
C	2.93	3.27	0.34	11.60

The table shows X scores 3.20 in t_1 and 3.27 in t_2 . The difference between these two average scores is 0.07 and the difference in percentage is 2.19. C scores 2.93 in t_1 and 3.27 in t_2 . The difference is 0.34 and the difference in percentage is 11.60. This group progresses by 11.60% in t_2 . The use of TCTs proves to be better teaching true/false in reading skill.

3.4.3.3 Test Item-C: Fill in the Blanks

This test had four items. Learners needed to provide correct information to the incomplete sentences. Each item deserved half-mark.

Table No. 18
Average Scores of Both Groups in Fill in the Blanks

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	1.23	1.25	0.02	1.63
C	1.27	2.62	1.35	106.30

The table shows the average scores of X in t_1 and t_2 are 1.23 and 1.25 respectively. The difference is 0.02 and the difference in percentage is 1.63. In the same way, C scores 1.27 and 2.62 in t_1 and t_2 respectively. The difference between these two average scores is 1.35. C progresses by 106.30% in t_2 in comparison to t_1 .

3.4.4 Writing Test

It was constructed for ten marks. There were two types of questions: guided and open type.

3.4.4.1 Test Item-A: Guided

The learners were provided with topics and the guidelines. It was taken for six marks. The average scores of t_1 and t_2 have been compared and interpreted as below:

Table No. 19
Average Scores of Both Groups in Guided Writing

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	0.77	3.07	2.30	298.7
C	1.73	2.68	0.95	54.91

The average scores of t_1 and t_2 are 0.77 and 3.07. The difference between t_2 and t_1 score is 2.30. This difference shows X progresses by 298.7% in t_2 . In the same way, C scores 1.73 in t_1 and 2.68 in t_2 . The difference is 0.95. The difference in percentage is 54.91. The progress of X is higher than C. The table shows the use of LCTs has been highly effective in teaching guided writing.

3.4.4.2 Test Item-B: Open

Open writing was for four marks. The learners were provided with the topics and there were no guidelines for them.

Table no. 20
Average Scores of Both Groups in Open Writing

Group	Av. score in t_1	Av. score in t_2	D (t_2-t_1)	D%
X	2.03	1.82	-0.21	-10.34
C	2.08	1.35	-0.73	-35.10

According to the table, X has 2.03 and 1.82 in t_1 and t_2 respectively. The difference between t_2 and t_1 shows this group has regressed in t_2 in comparison to t_1 . The regress in percentage is 10.34. In the same way, C scores 2.08 in t_1 and 1.35 in t_2 . The difference is -0.73. The difference in percentage has been recorded -35.10. This means C regresses by 35.10% after being taught with

TCTs. The table shows that mere use of either the techniques is ineffective. The use of LCTs is better than the use of TCTs.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

After analysing and interpreting the data, the findings have been deduced. In this section of the thesis, deduced findings have been codified and relevant recommendations have been put forward on the basis of analysis and interpretation. For the purpose of experiment, I taught in Jaycees Everest English School where the learners get exposure to the TCTs nearly in all the subjects. There were 60 learners of English in the study. The learners were divided into two groups. The control group comprised of 30 learners and so did the experimental. The control group was taught using the TCTs and the experimental group was taught using various LCTs. Both the groups were taught the same teaching item using different techniques and different teaching materials. It is noteworthy that the objectives were the same for the both of the groups. Before I began teaching, I had taken the pre-test and after experiment for 28 lessons, post-test was taken.

I made use of two sets of test papers. The first one was used to find out the proficiency level of learners before experiment and another was used to evaluate the progress of the learners after teaching language skills in English for 28. There were nine items altogether in each of the test papers. After the administration of tests, the raw score was tabulated and put into statistical treatment. The average score was derived. The t_2 average score was compared with t_1 average score and then interpreted. Table was used to present the data for analysis and interpretation. The difference between mean score shows the effectiveness of the particular teaching techniques. On the basis of analysis and interpretation, the next follows is the findings and a list of meritorious recommendations at the end.

4.1 Findings

On the basis of analysis and interpretation, the current study has reached the admirable findings which show how far the use of LCTs is effective in such an environment where the learners get exposure to the TCTs to a great extent. The findings have been listed on the progression of holistic, intra-test, intra-skill and item-wise analysis.

4.1.1 Findings of Holistic Comparison

Table nos. 4 and 5 show the holistic comparison. The average scores have been analysed and interpreted in two ways: inter-test comparison both the groups and inter-group comparison of both the tests.

- a. The experimental group progresses 21.37% in t_2 whereas the control group records only 15.64% of progress. The experimental group outscores the control group in terms of progress, in total, by 5.73%. This shows, the use of LCTs is effective than the TCTs in teaching of English.

- b. Inter-group comparison of both the tests shows both the groups secured the equal average score in t_1 . The difference between both the groups in t_2 average score is 4.95. This difference sufficiently clarifies the prominence of LCTs over the TCTs in teaching of English.

4.1.2 Findings of Intra-test comparison

In this section, the findings of comparison of both the groups in the pre-test and post-test have been recorded. Table nos. 6 and 7 are related to comparison of both the groups in pre-test and post-test respectively.

- a. The experimental group scores less than control group in five test items and more than control group in four test items in t_1 . The control group outscores experimental in pre-test. The use of Conventional teaching practice has made the control exceed the experimental group.
- b. In post-test, the average scores of experimental group, in five test items, are more than control group. Control group exceeds experimental in two test items and both the groups secure equal scores in two test items. This shows the use of LCTs is more effective than TCTs in teaching of English.

4.1.3 Findings of Intra-skill comparison

The learners were assessed in four language skills and their performance was analysed in table no. 8, 9, 10 and 11. These tables compare the improvement of both the groups in listening, speaking, reading and writing skill respectively.

- a. The use of LCTs has ensured 20.72% of improvement whereas the use of teacher-centred teaching techniques has accelerated the progress up to 24.56%. The progress made by both the groups' shows the use of TCTs is more effective than the LCTs in teaching listening.

- b. The experimental group has progressed by 25.59% in t_2 in comparison to the t_1 average score. The control group outscores experimental group and records the progress of 26.36% in t_2 . The use of TCTs is comparatively effective than the LCTs in teaching speaking.
- c. The progress made by the experimental group is negative in reading skill. It regresses by 1.76% in t_2 whereas the control group shows the progress of 5.44%. It is, hereby, clear that the use of LCTs is less effective than the TCTs in teaching reading.
- d. The use of LCTs has been highly effective in teaching of writing. The experimental group progresses by 74.29% after 28 lessons whereas the control group achieves 5.50% of normal progress in the same duration.

4.1.4 Findings of Item-wise Comparison

There were altogether nine test items. The comparison of the progress made by both the groups in all these test items has been presented in table nos. 12, 13, 14, 15, 16, 17, 18, 19 and 20. The first two are related to listening test items, the second two with speaking, the next three with reading and the last two are related to the writing test items respectively.

- a. The use of TCTs has been more effective in teaching of question-answer than LCTs in listening. The use of LCTs has been 21.43% effective whereas TCTs has been 44.64% effective in t_2 in comparison to t_1 .
- b. In true/false item, the experimental group progresses by 20.12% in t_2 whereas the control group records the progress of 13.65% after the treatment. This proves, the use of LCTs is far better in teaching of true/false in teaching listening.
- c. In free speaking, both the groups show the progress in post-test. The average score of experimental group shows it has progressed by 43.48%.

In the same way, control group records 57.14% of progress. The use of TCTs is more effective than the LCTs in teaching free speaking.

- d. The experimental group progresses by 14.74% in t_2 whereas the control group progresses by 8.04% in the same duration. This shows the use of LCTs is more effective than TCTs in teaching of guided speaking.
- e. The experimental and control group show negative progress in question-answer of reading test. Experimental group regresses by 7.41% and the control group regresses by 8.89%. This trend of regress shows that neither the use of LCTs nor the TCTs alone is effective in teaching question-answer. Since the regress is less in experimental group, the use of LCTs has been more effective than the TCTs.
- f. In true/false, both the groups show the progress. The experimental group shows the progress of 2.19% whereas control group progresses by 11.60%. Since the learners' performance has been recorded better in experimental group, the use of TCTs proves to be better than LCTs.
- g. Similarly, in fill in the blanks, the experimental group shows the nominal progress of 1.63%. In the same duration, the control group progresses by 106.30%. The use TCTs ensures the learners' progress. The use of LCTs has been less effective than the TCTs.
- h. In guided writing, the difference between the average scores of both the groups shows that the experimental group records the progress of 298.70% and the control group progresses by 54.91%. The use of LCTs proves to be more effective than the TCTs.
- i. The difference in percentage shows both the groups secure the negative progress. The experimental group regresses by 10.34% and the control group regresses by 35.10%. In teaching free writing, the mere use of

either of the technique has been ineffective. Since the use of TCTs shows the greater loss in percentage, the use of LCTs positions effective.

4.2 Recommendations

On the basis of the findings, the following recommendations have been made for the use of teacher in classroom teaching:

- a. Experimental group achieved better performance, in total, in comparison to the control group. The use of LCTs proved to be effective in teaching English and thus these techniques should be applied in classroom teaching. The TCTs can be used in learner-centred way.
- b. The experimental group exceeds the control group by 4.95% in t_2 and therefore the LCTs are recommended for English language teaching. The findings of intra-test comparison show LCTs outscore TCTs' in post-test average scores.
- c. LCTs create the English learning environment among the learners since they involve pair work, group work, case study, project work and so on to address a particular learning task in and outside the class.
- d. The findings show that TCTs aim at short term progress and teach part of a whole. The use of LCTs is essential to provide the learners with autonomy and over all learning opportunities. Success in language learning can be assured by implementing LCTs in acting classroom.
- e. Teaching listening by LCTs is rather effective. The learners find it interesting and motivating since it includes varieties of learner activities. Use of LCTs is admirable in teaching listening.

- f. The t_2 average score recommends us that teaching speaking by LCTs provides learners with communicative opportunities and enhances communicative competency and fluency.
- g. Teaching reading by using either of the TCTs or TCTs, in solitary, is not imperative. It is recommended to use the blend of both the techniques, appropriate to the lesson, learners' interests and level. This can overlay the way to success in teaching reading.
- h. The use of LCTs is highly recommended in teaching writing skills; the teachers' role as a resource person and monitor is preferable.
- i. Question-answer, in teaching listening skills, needs to be taught with LCTs since they certify better achievement in t_2 score.
- j. Teacher needs to apply LCTs in teaching true/false in listening.
- k. It is preferable to use TCTs in teaching free speaking skill. The use of LCTs is equally effective since experimental and control group secure equal average scores in t_2 .
- l. If the learners are provided with guided situation in LCC, they perform better. The guided situation can not facilitate learner with creative interaction in TCC. That is because; authoritarian role of the teacher in the classroom hinders the learners' creativity to develop. Besides, different classroom activities based on the learners' participation facilitate them with built up competence and worthwhile production in consecutive performance.
- m. Reading comprehension can best be taught with teacher-learner partnership; solitary activities can not assure the success. One criterion for success in the English language is sound vocabulary. Self access reading habit outside the classroom is of great help and teacher needs to

grow such a good readership on behalf of learners to ensure better results in question-answer in reading skill.

- n. The findings show that only the learners' effort in deciding true/false is less effective. Teacher's involvement in such an activity is of great help.
- o. Teacher's constructive role is preferable in teaching fill in the gaps in reading skill.
- p. The learners should be allowed to discuss and work together before they produce final draft for the purpose of classroom presentation. It helps them develop integrated skills and gather wide range of idea and material for writing. Teacher should stand as resource person.
- q. Open type writing can be taught with the blend of both the techniques appropriate to the need of writing class. The use of LCTs is more desirable than TCTs.
- r. There is wide-spread absence of LCC. Curriculum Development Centre should develop and distribute sufficient materials to support the use of LCTs in ELT classroom.
- s. To make effective use of LCTs in ELT, the other subject teachers must be trained with related necessary skill and theoretical backup so that learners can get exposed to these techniques in all subjects. It generally works best if the whole school is using LCTs.
- t. Every learner in the class must be given the opportunity to participate in the learning activities so far as possible. Teacher can make use of group or pair work.
- u. The classroom size, sitting arrangement, the duration of ELT time must be accommodated in a way to promote the use of LCTs. The resource material and library must be managed in the school.

- v. The language teacher should bear in mind that whether the techniques and the materials are functioning with respect to their goals and objectives of programs as a whole or not. If it is not so the alteration of technique is recommended.

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