

**PRESENT ELT SITUATION OF PUBLIC SCHOOLS IN
NAWALPARASI DISTRICT**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Jiba Lal Bhusal

Faculty of Education

TribhuvanUniversity

Kirtipur, Kathmandu, Nepal

2016

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Jiba Lal Bhusal has completed the research entitled **Present ELT situation of Public Schools in Nawalparasi District** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2016/07/24

Dr. Anjana Bhattarai (Supervisor)

Professor and Head

Department of English Education

Faculty of Education

University Campus

T. U. Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai (Supervisor)

Professor and Head

(Chairperson)

Department of English Education

T.U., Kirtipur Kathmandu

Dr. Ram Ekwal Singh

Reader

(Member)

Department of English Education

T.U., Kirtipur Kathmandu

Mr. Bhesh Raj Pokharel

Lecturer

(Member)

Department of English Education

T.U., Kirtipur Kathmandu

Date: 2015/09/24

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai (Supervisor)

Professor and Head

(Chairperson)

Department of English Education

T.U., Kirtipur Kathmandu

Dr. Anju Giri

Professor

(Member)

Department of English Education

T.U., Kirtipur Kathmandu

Dr. Ram Ekwel Singh

Reader

(Member)

Department of English Education

T.U., Kirtipur Kathmandu

Date: 2016/07/31

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2016/07/24

.....

Jiba Lal Bhusal

DEDICATION

Dedicated

to

My parents and family who devoted their entire life to uplift me

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ABSTRACT

The present research study entitled **Present ELT Situation of the Public Schools in Nawalparasi district** aimed to explore the present English language teaching situation of the public schools in Nawalparasi district. To meet the objectives of this research, I purposively selected eight different public schools from Nawalparasi district. From those schools I selected eight teachers who have been teaching English at secondary level using non-random sampling procedure. Similarly, I selected 32 students from the selected eight schools using same procedure. The responses that the teachers and students provided were used as the primary data. So, questionnaire was used as a tool for data collection. The responses given by the teachers and students on different selected aspects or areas of ELT were analysed and interpreted. This study has found positive aspects of present ELT situation of public schools in Nawalparasi district such as English as a medium of instruction, proper management of English class, trained teachers, motivation of the teachers and students towards teaching and learning English, formation of rules and regulation for the students. It also discovered challenges as well such as overcrowded large class, mixed ability class use of the Nepali language in English class, by the students, minimum use of teaching materials by the teachers, lack of teaching materials in schools, normal physical facilities of the schools. This research has identified five positive aspects of ELT and six negative aspects i.e. challenges. Thus, present ELT situation of public schools in Nawalparasi district is not satisfactory.

This thesis has been organized into five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and the operational definition of the key terms. The second chapter includes the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results. The fifth chapter includes conclusion and recommendations.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xii</i>
<i>Acronyms/Abbreviations</i>	<i>xiii</i>
CHAPTER-I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	2
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	4
CHAPTER-II: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	5
2.1 Review of Related Theoretical Literature	5
2.1.1 The Status of English in the World	6
2.1.1.1 Significance of English Language Teaching	7
2.1.1.2 English Language Development in Nepal	10
2.1.1.3 ELT Situation in Nepal	11
A. Existing Practices of English Language Teaching	

in Nepal	12
B. Motivation towards Teaching and Learning	15
C. English as a Medium of Instruction	17
D. Classroom Management	18
E. Materials for Teaching English	20
F. ELT issues and challenges in Nepal	22
2.2 Review of Related Empirical Literature	24
2.3 Implications of the Review for the Study	25
2.4 Conceptual Framework	27
CHAPTER-III: METHODS AND PROCEDURES OF THE STUDY	
3.1 Design and Method of the Study	28
3.2 Population, Sample and Sampling Strategy	30
3.3 Study Area/Field	30
3.4 Data Collection Tools and Techniques	30
3.5 Data Collection Procedure	31
3.6 Data Analysis and Interpretation Procedure	31
CHAPTER-IV: ANALYSIS AND INTERPRETATION OF RESULTS	32
4.1 Analysis of the Data and Interpretation of the Results	32
4.1.1 Analysis and Interpretation of the Responses of Teachers Regarding Different Selected Aspects of ELT	32
a. Teachers' Responses on Motivation towards Teaching English	32
b. Responses of the Teachers' on Medium of	34
c. Responses of the Teachers' on Classroom Management	36
d. Responses of the Teachers' on Materials for Teaching English	40
e. Responses of the Teachers' on Issues and Challenges in ELT	41
4.1.1.1 Responses of Students Regarding Different Selected Aspects of ELT	43
a. Responses of Students on Motivation towards Learning English	44
b. Students' Responses on the Medium of Instruction	46
c. Students' Responses on the Classroom Management Aspects	48

d. Responses of Students' on the Teaching Materials	50
e. Responses of the Students' on the Issue and Challenges in ELT	52
4.2 Summary of the Findings	54
CHAPTER-V: CONCLUSIONS AND RECOMMENDATIONS	56
5.1. Conclusions	56
5.2 Recommendations	56
5.1.1 Policy Related	56
5.1.2 Practice Related	57
5.1.3 Further Research Related	57
REFERENCES	
APPENDICES	

LIST OF TABLES

		Page No.
Table: 1	Teachers' Responses on Motivation towards Teaching English	33
Table: 2	Frequency of Using English by the Teachers	35
Table: 3	Responses of Teachers' on the Challenges of Classroom Management	37
Table: 4	Techniques of Classroom Management Used by Teachers	38
Table: 5	Responses of the Teachers on the Availability of Teaching Materials	40
Table: 6	Teachers' Responses on the Challenges in ELT	41
Table: 7	Responses of the Students on Motivation towards Learning English	44
Table: 8	Responses of the Students on Motivation towards Learning English	45
Table: 9	Students' Responses on the Medium of Instruction	47
Table: 10	Students Responses on the Classroom management Aspect	48
Table: 11	Students' Responses on the Techniques of Classroom Management Used by the Teachers	49
Table: 12	Responses of the Students on the Teaching Materials	51
Table: 13	Responses of the Students on the Issues and Challenges in ELT	52
Table: 14	Responses of the Students on the Issues and Challenges in ELT	53

LIST OF FIGURE

	Page No.
Figure: 1 Frequency of Using English by the Students	36

LIST OF ABBREVIATIONS

&	:	and
B.Ed	:	Bachelor of Education
CBS	:	Central Bureau of Statistics
CDC	:	Curriculum Development Center
CUP	:	Cambridge University Press
Ed.	:	Education
EFL	:	English as a foreign language
ELT	:	English Language Teaching
etc.	:	And so on (from Latin 'et cetera')
i.e.	:	That is
IOE	:	Institute of Education
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers Association
NESP	:	Nepal Education System Plan
No.	:	Number
P.	:	Page
Regd.	:	Registration
TU	:	Tribhuvan University
UN	:	United Nations

CHAPTER-I

INTRODUCTION

English being the world's most prestigious language has got significant space in teaching and learning programme. It has implemented in our national level curriculum from primary to university level. This research on "Present ELT Situation of Public Schools in Nawalparasi District" was centralized on the different aspects of ELT that directly influences the ELT situation of Nawalparasi district. In this study, the present ELT situation of public schools in Nawalparasi district was explored based on the close analysis of various selected aspects of ELT. The term present ELT situation, here, refers to the current scenario of English language teaching. As an introduction chapter it contains: background of the study, statement of the problem, objectives of the study, research questions, significance of the study and delimitations of the study along with operational definition of the key terms under separate headings.

1.1 Background of the Study

English is the most widely used international language. It is an inseparable part of the present day world since it is a principal language for global communication through which one can get world body of knowledge. English has played a vital role in international trade, technology, education, entertainment and other aspects of social life. From this point of view, the demand of learning and teaching English has been increasing rapidly. If we look at the history of teaching English in Nepal, it can be noticed that English has formally introduced in 1910 B.S. during Rana regime. But it was supposed to be privileges to their families only. After the introduction of democracy in the country people also had opportunity to learn English. Slowly and gradually, Nepal has seen various reforms in education policies and programmes through different practices. Now, English is taught and learnt as a foreign language in Nepal. It has implemented in our national level curriculum from primary to university level.

1.2 Statement of the Problem

It is clear that English is taught and learnt as a foreign language in Nepal. English is included as a compulsory subject at school level to college level curriculum.

According to the authentic website of ministry of education, www.edusanjal.com, retrieved on September 17, 2015, 80 billion and 40 crore out of national budget was allocated for school level education in the fiscal year 2071/72. Similarly, 90 billion and 57 crore is allocated in the current fiscal year 2072/73. In this way, every year the government pours a large amount of budget in education sector especially in public schools. As mention in the authentic website www.edusanja.com, retrieved on September 17, 2015, only 44.94 percent of students from public schools passed in English subject in SLC exam in 2070. Likewise, 40 percent students passed in SLC exam 2071 in English subject. It gives the impression that the quality of English language teaching is not satisfactory. Because of the low achievement of students in English, I explored the issues and challenges in ELT like: mixed ability classes, over-crowded large classes, linguistically heterogeneous classes and inadequate professionalism in teachers. I was also interested to see the motivation of teachers and students towards English language teaching and learning, classroom management, medium of instruction and teaching materials which are the most influential aspect of ELT.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To explore the ELT situation of public schools in terms of:
 - Motivation towards teaching and learning
 - Medium of instruction
 - Classroom management
 - Teaching materials
 - Issues and challenges

2. To suggest some pedagogical implications

1.4 Research Questions

The study was oriented to find out the answers of the following research questions.

1. What is the present ELT situation of public schools in reference to the motivation of teachers and students towards English language teaching and learning?
2. What is the condition of classroom management regarding the English language teaching?
3. What is the medium of instruction in teaching English?
4. What is the situation of public schools in terms of the materials for teaching English?
5. What are the issues and challenges of ELT in public schools in Nawalparasi district?

1.5 Significance of the Study

As the study was carried out to explore the ELT situation of public schools, it was much significant to different sectors and people. The study was useful for the people involved in teaching and learning of the English language. Particularly, novice English language teachers and in service teachers got significant assistance from the finding of the study. Moreover, it was equally beneficial for other teachers, textbook writers, syllabus designers and language trainers. From this study, education planners got valuable information so that they can modify their approach. Similarly, this study was highly significant for the ELT practitioners mainly who want to undertake research in the field of ELT situation. Likewise, it was beneficial to the institution of ELT to design and conduct various tasks and activities.

1.6 Delimitations of the Study

The study was limited to the following points:

- i. Study area of my research was limited to Nawalparasi district only.
- ii. The study was limited to eight teachers teaching English at secondary level and students of grade ten from different public schools of Nawalparasi district.
- iii. This study was limited only to the study of present situation of public schools in Nawalparasi district.
- iv. Present ELT situation of public schools in Nawalparasi district was studied based on the close analysis of limited but core aspects of ELT i.e. motivation towards teaching and learning, issues and challenges, medium of instruction, classroom management and teaching materials.

1.7 Operational Definition of the key Terms

International language: A language intended to be used by people of different linguistic background to facilitate communication among them and to reduce misunderstandings caused by language differences. Here, international language refers to English.

Issue: A problem or an important subject which cannot be solved immediately. Here, issue refers to the problem that creates difficulties in teaching English.

Medium of instruction: It is the language used by teachers to teach. In this study, it refers to English, Nepali and others (mother tongue).

Classroom management: Process of creating the good environment for achieving the goals of learning. Here, it refers to the management of discipline, disruptive behaviours, furniture, teaching aids, teaching strategies, rules and regulations.

CHAPTER-II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

Language is the most powerful, convenient and permanent means and form of communication. It is the best means of self-expression. It is through language that humans express their thoughts, desires, emotion and feelings. Most of the activities in the world are carried out through it. Humans interact with language, it is said that language yokes present, past and future together. According to Richards et al. (1993, p.51), “Language is the system of human communication which consist of the structured arrangement of sounds in larger units.” There are many languages spoken in this world. Among all, English is most widely used language in the world. It is an international lingua franca since people living in different countries use it for communication. It got chance to be an authorized language of the United Nation Organizations. Because of its prevalent scope and use in the worlds, it is taught and learnt as a foreign language in Nepal.

The charm and scope of English is increasing rapidly. Now, English is not only the language of Britain and America but it has become the language of the whole world. English is used for general communication and rather widely used in international meetings, conferences, in science and technology, in business, medicine economics, games and sports and so on. English has the largest body of vocabulary and richest body of literature. It is taken as standard and prestigious language in the World. Need, compulsion and love of the English language is increasing day by day. It is better to say that English is the king of the languages and used globally.

2.1.1 The Status of English in the World

A number of languages are in use around the world. The English language is one which has become an immensely dispersed and diversified international means of communication, in the present context. It is a cry of the day, demand of the era and inseparable elements of world communication. In this regard, Pennycook (1995, as cited in Ferguson, 2006, p.140) states, “English... acts as a gatekeeper to positions of wealth and prestige both within and between nations, and is the language through which much of the unequal distribution of wealth, resources and knowledge operates.”

The growth of English as the world’s primary language for wider communication is rapidly spreading around the world arena. It has different status in different countries in the world, for example; English as the native language, as second language and as foreign language. Kachru (1992) described the world of English in the three concentric circles based on the role of English, process of its acquisition in those countries and number of speakers. The three concentric circles are:

- (a) Inner circle: It incorporates the native speakers countries like: USA, UK, and Australia as norm-providing centers.
- (b) Outer circle: It comprises the ESL countries like: India, Singapore and Nigeria as norm-developing centers.
- (c) Expanding circles: It includes EFL countries like: Nepal, Japan and China as norm dependent centers.

English nowadays, no longer, remain the property of the English speaking countries like Britain, America and Australia. The number of non-native speakers has nearly out rated the native speakers of English. It is a language of the global importance like diplomacy, business, education, employment, human right promotion and many more. The English language is used as a medium of global communication between the groups of people each speaking a different native language. At the same time, it is also taken as the lingua franca, that is, any language widely used beyond the population of

its native speakers. Thus, it is a link language between people belonging to different speech communities whose first language differs from each other. The reason behind the wide spread of English as the global language according to Harmer (2007, pp. 14-15) are as follows:

- i. British and American supremacy
- ii. Immigration
- iii. Economic
- iv. Science and technology
- v. Popular culture
- vi. Travel

Although English language has been growing rapidly, there are numbers of debates regarding the status of the English language. English is also taken as a killer language which threatens on the global linguistic diversity. Contrary to this, it is also widely accepted as the medium for educational career, tool for status advancement and employment opportunities. In the similar vein, the English language has its wider spread in different areas and for different purposes as: employment practices, classroom pedagogy, the learning goal and so on. From this perspective too, the importance and the use of English language is growing day by day. Most of the people take English as the custom of life in this present condition. So, it is quite impossible to isolate ourselves from English and quench our thirst of progress and prosperity. In this regard, the English language is one of the strong mediums to connect ourselves throughout the world and its activities.

2.1.1.1 Significance of English Language Teaching

English, being one of the most influential international language has global spread as it is used globally. It is now becoming a global language because of the power of people who speak it. People in each corner of the world teach and learn this language. According to Shrestha (2013):

The English language teaching and learning has received very important place in today's time because it is similar with the case that human life become paralyzed if petrol and computers are not available anymore and people of the world become useless and jobless without the proper knowledge of English language. (p.1)

Importance of English is not limited to any particular field or sector, it is highly demanded in each and every aspect of human concerns as: education, vocational practices, trade/business, job opportunities, tourism and even for general communicative purposes. In this sense, English has multi-dimensional significance.

Until and unless we give wider platform to the English language teaching we cannot march forward to this highly competitive world. One of the better ways of providing formal status to English is through implementing it in educational sector in general and in teaching learning in particular. To support this argument, we can cite here Richards and Rodgers (2001) view:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century... language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. Much of the impetus for changes in approaches to language teaching come about from changes in teaching methods. (p.1)

Teaching English is an important subject in comparison to other subject and it is taught and learnt as a foreign language in our context. Furthermore, we can point out the importance of English language teaching as follows:

- a. The English language being the world's most influential language connects the learners to the world context and towards its various activities.
- b. It can provide better opportunities for career development.
- c. English language can make a difference in learner's lives.
- d. Teaching English language makes its learners well-known about different linguistic issues and activities in the local and global context.
- e. Teaching English encourages learners to understand and respect other ways of thinking and acting.
- f. It is well managed way for advance life style of people.
- g. Moreover, it helps the learners to know the culture and life style of people from different linguist and cultural background.

In nutshell, we can say that we cannot ignore the deeply-rooted significance of the English language teaching for its learners, teachers and users as well. It links the people of the world which has helped to make the world as a family. Thus, it is very important for the teachers to realize that English is a subject through which the students are expected to develop their English language proficiency.

2.1.1.2 English Language Development in Nepal

When we look back to the history of English language teaching and learning, the first credit goes to Janga Bahadur Rana, the founder of Rana regime in Nepal who established modern school for the first time in 1910 B.S. where English was taught as a subject. Though the door of English education was opened only for Rana family, it was an appreciable initiation from the side of the first Rana Prime Minister Janga Bahadur Rana. We came to know that English language teaching was started in Nepal during the first decade of 20th century. Regarding the English language development Rai (2004, p. 215) says:

Mr. Ross and Cuning were the first ELT teachers in Nepal who were brought from Britain. Later another Rana Prime Minister Bir Samsher Rana opened the door of English education for public. In 1971 National Education System Plan (NESP) was implemented by Panchayat regime. After the implementation of NESP English teaching learning has expanded throughout the nation. English was prescribed from primary level to higher level as a core subject. After the reinstatement of democracy second time in the country, National Education Commission was Formed in 1992. According to the report of the commission, the nation expanded English education better than previous plan.

The charm of English language is growing day by day. Thousands of people use English in their daily life matters such as: education, business, communication, bureaucracy. It functions as the language of prestige. English is considered as a means of upward mobility. It has assured even the greater significance in the age of globalization. It has been used as an international language and link to the rest of the world. For these reasons, it has been not only taught as a compulsory subject at public

schools and university level but also used as a medium of instruction in almost all the private schools and some of the public schools.

2.1.1.3 ELT Situation in Nepal

English language teaching began in Nepal during the Rana regime in 1854. Since then, the English language has been taught and learnt as a foreign language in the schools and colleges in Nepal. When we scrutinize the current status of English and its teaching, we find that little attempt has been made to document its present states of affairs. The use of English has extended by leaps and bounds. English language teaching institutes, English medium schools and colleges are mushrooming. Some 50 regular publications, including dailies, weeklies, and magazines are regularly published in English. A large number of books, journals, and periodicals are produced in English. Nepali literature-stories, poems, dramas, novels and essays have been translated into English for wider readership. Similarly, cyber culture has fascinated the younger generation immensely and, therefore the use of English in present situation has been gone up. In our society, speaking in English adds to one status. All these have ultimately led to a craze among Nepali to learn and speak English. Regarding the ELT situation of Nepal, Karna (2010) says:

Today, English is not only a subject taught in the academic institutions but is also a medium of instructions, means of communication between students and teachers, and the language of trainings and conferences.

English medium schools have created their territory as English speaking zones. This has transformed the role of every teacher to be an English teacher first. A considerable number of interviews and programs on television, radio take place in English (p.7)

English is becoming the most prestigious lingua franca without which no communication can be taken place among the different language speakers of the world.

There are some researches carried out to investigate the existing ELT situation of Nepal which points out its major problems and suggest recommendations for their rectification related to the ELT situation of Nepal, Bhattarai (2001) says:

Davies et al. (1984) is the most intensive study carried out to pinpoint the ELT situation of Nepal. In this report, they conducted a national wide survey of ELT situation analyzing the running syllabi, textbooks, teaching methods, and aids, teachers, their training and proficiency level, students' proficiency level and examination system. They concluded that the country needs English but it is difficult to produce proficient output in the existing situation. (p. 37)

There is lack of sufficient teaching learning materials and teaching learning environment is not satisfactory in Nepal. But also English is being well developed and its need and importance is increasing day by day. Use of English in speaking and writing is increasing rapidly in Nepal. Several commissions were formulated and their recommendations have played vital role to uplift the ELT situation in Nepal.

A. Existing Practices of English Language Teaching in Nepal

Nepal, being a small in its size, is a melting pot for different castes and creeds. It is a multilingual country where one hundred twenty three languages are officially recognized by the state (CBS report 2011). Nepali is the mother tongue for most of the people in Nepal. Nepali is the national and official language for administrative purpose, medium of instruction and sole source of communication. It is clear that English being an international language, has occupied its vital position in Nepal. It is

taught and learnt as a foreign language in all most all the academic institutions.

Regarding the space of English in Nepal, Awasthi (1979, p. 19) states:

English entered in the Nepalese education system in 1854 when the Rana Prime Minister Janga Bahadur Rana opened a high school in Kathmandu. However, it was not introduced in higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of NESP. Until then English language teachers were not trained. It started only in 1971 when IOE of TU initiated the B. Ed program in English education.

From its inception, the English language has been taught and learnt as a major foreign language for a century now, more as the result of practice than planning. In the context of Nepal, most of the public schools use Nepali to teach English subject. To illustrate the existing practice of English in Nepal, Bhattarai(2001) states:

Before the implementation of the NESP (1971), English used to be introduced from grade III and High school (IX and X) students had to study two English paper consisting of 100 marks each.” Later on, after 2028, it was introduced from grade IV. However, it was made optional from grade I, too. (p. 9)

In Nepal, school level education has been imparting from two types of schools: Public schools and private schools. In case of private school, English is taught as both compulsory and major subject and as a medium of instruction as well. According to Bhattarai (2001, p. 5) “Many private schools have come into existence since 1981.”

Since the establishment of private schools, they have poured their attempt to promote the quality of English language teaching and learning. Furthermore, there were a number of ups and downs in Nepalese education system regarding English language teaching. Firstly, Government refused permission to open private schools because of the quality differences seen between private and public schools. Moreover, as Bhattarai (2001, p. 10) states:

The novel attempt made by the curriculum designers in terms of language teaching at the school level was that English no more remained a compulsory subject. Instead schools could choose any one of the five UN languages. But this did not work because neither guardians nor students wanted to switch over to languages other than English.

In nutshell, it is seen that two different streams of schools i.e. public and private are attempting to increase the status of the English language in their own ways. Most of the private schools are attempting to foster English language teaching by creating English speaking zone inside school areas. Recently, changes can be seen in public schools as well. They are adopting English as a medium of instruction. In this sense, Nepal is marching ahead to develop the English language teaching and to increase the use of English language in every spheres of human life.

B. Motivation towards Teaching and Learning English

Motivation is a kind of thrust or readiness that encourages the learners to learn. It is a social psychological factor that leads to the path of success and achievement of goal. According to Harmer (2007, p. 98). "At its most basic level, motivation is some kind of internal drive which pushes someone to do things in order to achieve something". It creates kind of enthusiasm and curiosity in learning which play significant role in learning.

Similarly, Brown (1994, p. 153) states, "Motivation is something that can like self-esteem, be global, situational or task oriented. Learning a foreign language clearly requires some of all three levels of motivations."

According to Greenberg (1999, p. 74) motivation is the process of arousing, directing and maintaining behaviour towards a goal. The act of arousing is related to the desire and vigor to produce. Direction is the election of behaviour and maintenance is the inclination to behave in a certain manner until the desire outcome is meet.

From the above mentioned ideas, we can conclude that motivation is a kind of inner drive which inspire or encourages a learner to learn language or to achieve the mastery over language learning.

English is growing as an international language. It is a language of global communication. Since English is flourishing as an important language, it is taught and learnt as a foreign language in our context. There is a strong motivation of teachers and students towards teaching and learning English. As the English language has power to offer several benefits to the teachers, they are severely addicted towards teaching English. The motivation of teachers towards teaching English can be summarized in the following points:

-Teaching English is a prestigious job.

- English language helps to widen teachers' perspectives towards the global phenomena.

-Respect teachers get from society.

- English is necessary for the exchange of culture

- Improving Pronunciation

- Importance of English language

Not only the teachers but students are also highly motivated towards learning English. There is a growing craze of students towards learning English since its importance is spreading the every aspects of human life. We can pin-point the students motivation towards English language learning in the following points:

- It is a source of popular culture.

- It is widely used in science and technology.

- To adjust in foreign countries.

- High job opportunities.

- It is a link language or lingua franca.

-It is a window through which people can see the world.

In nutshell, English language is the most prestigious language in the world. The scope of English language in Nepal is spreading day by day. Teachers and students have high motivation towards teaching and learning English because of the benefits that it offers to them.

C. English as a Medium of Instruction

The medium of instruction is the language used by the teacher to teach. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate it, and therefore to develop their control of it. Medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. Where the first language of student is different from the official language, it may be used as the medium of instruction for part of all of schooling. Bilingual or multilingual education may involve the use of more than one language of instruction. UNESCO considers that 'providing education in a child's mother tongue is indeed a critical issue.'

Many languages are used as the medium of instruction in the world. Being an international language, English is mostly used as a medium of instruction. Teaching the language or educational content through the target language increases the amount of exposure the learners get to it.

Nepal consists of people with two types of schooling background Nepali and English medium. The product of later type of schooling feel more comfortable in using English for communication, understanding target culture through video, cinema for some years especially internet and e-mail. The young generation who has become a member of cyber culture, is enjoying world citizenship in true sense. A large amount of national earning goes towards the preparation of TOEFL, IELTS and other standardized tests. Anyone who had English medium schooling has advantages over others in questions of exploring the world whereas the product of former type schooling feel them backward and cannot have access to those things mentioned above.

Nepal has embraced English at the heart of educational planning. In the schools run by private sectors, English is taught from nursery level and all subject except Nepali are

taught in English. English is accepted as compulsory school subject in curriculum. In government aided community schools, English is taught from grade one.

English, as widely used language, has the greatest existence to use a medium of instruction. Using English as a medium of instruction for other subjects will help students get mastery over the English language. We should use English as a medium of instruction in schools from beginning. If not, our students will face two sorts of difficulties; one studying the language itself and second studying the subjects. Thus, English is an extremely important language, if we don't learn it we would be left behind in this competitive world.

D. Classroom Management in ELT

A classroom is a place where teaching and learning take place. On the other hand, management, according to Stoner (1995, p. 105) is the “process of planning, organizing, treading controlling the work of organizational goals.” It is a way of presenting the art of organization to accomplish the goals.

Thus, classroom management is the process of creating the good environment for achieving the goals of learning. Maharjan (2011, p. 213) states, classroom management is a broad spectrum of ideas behavior and well though systems that positively affect the learning environment”.

Similarly, according to Wragg (1981, p. 7) classroom management refers to “what teacher do to ensure that children engage in the task in hand, whatever, they may be.” Classroom management is the key aspect of ELT. To take place successful learning, well managed classroom is pre-requisite. Teacher as a manager is responsible for successful management of the classroom. A well-managed class is the symbol of successful learning and it reveals the teachers ability too.

Classroom management includes several issues, such as: arrangement of furniture, division the groups of students, discipline management, dealing with the problematic behavior, arrangement of adequate teaching materials, employing appropriate teaching strategies, establishing rules and regulation for the students.

Establishing rules and regulation play key role in classroom management. Teacher needs to make rules and regulations with the agreement to students so that he/she can manage the class successfully. If rules are formed they help the teacher to run the activities smoothly. Harmer (2007) states, students have to put their hands up if they want to ask a question, they must stand up when the teacher comes into the room, at the end of the lesson students must not pack their things away until the teacher tells them they may. (p. 155).

Teacher needs to say clearly what behaviour is or is not permissible (for example: turn off all mobile phones in class, not speaking while teacher speaking not eating or drinking in lessons). In this way, by establishing rules and regulations teacher can manage the English class properly.

It is the teacher who should manage the seating arrangement of students properly. If seating arrangement is not managed then it hampers the successful classroom management. According to Maharjan (2011):

Placing a student in the front of the classroom makes a student more likely to participate and listen, while placing a student in the back makes it more difficult for her to participate for this reason it is a good idea to place students who often do not regularly participate in the lesson, or who talk among friends during instruction, in the front row. (p. 217)

According to Senior (2006) as cited in Harmer (2007, p. 153), "When students come to class they bring with them their own personalities and their learning expectations." So that different problematic behaviours may be seen in the classroom like disruptive talking, inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework and unwilling to speak in the target language.

Teachers are the sole authority to manage the class. Classroom management depends upon what activities they do apply in the classroom. Successful and goal oriented learning is always directed by the activities that are implemented in the classroom.

According to Sharma (2013), the sound classroom management helps to create successful classroom and no doubt, creating successful classroom is an indication of getting success in learning and teaching goals (p. 340).

Creating successful classroom is the crucial aspect of classroom management. A teacher need to pay due attention on dealing with those problems that hinders to create successful classroom. In this regard, Harmer (2007) suggests some important ways of creating successful classroom. They are:

- Establishing the behavior norms
- Knowing what is going to be done
- Planning for engagement
- Adopting equality rule
- Praising rather than blaming

To conclude, classroom management is the management for creating better learning environment. It is also the strategy adopted by the teachers to describe the process of ensuring that classroom lesson smoothly run despite the disruptive behaviour of the students.

E. Materials for Teaching English

Teaching materials are the devices that play role to make the teaching effective and meaningful. Regarding the teaching materials, McGrath (2002) states”:

In a board sense, materials could include realia (real objects such as a pencil, a chair or a bag) and representations (such as drawing or photograph of a person, house or scene). Materials of these kinds can, of course be exploited effectively for language learning and advice on their use can be found in books that deal specially with the use of visual aids (as cited in Sharma, 2013, p. 392)

Teaching materials are the tools that facilitate the language teaching and learning. They have immense role in teaching and learning process. They help the teachers to clarify the lesson and enable the learning more concrete, effective, interesting and meaningful. They can brighten up the classroom and bring more varieties of interest in classroom. Teaching materials also play the role to lessen the burden of the teacher. Similarly, they are useful for arousing learner's interest, and motivate learners. They give students firsthand information by bringing near the distant objects.

Teaching materials are of various types. They can be classified on the basis of different criteria and dimensions. They are: electronic materials and non-electronic materials. Likewise, they can be categorized as: display device, visual materials and supplementary materials.

Here, I would like to mention the Aggarwal's classification of teaching materials. According to Aggarwal (1996, p. 16) teaching materials are classified into the following types:

- i. Audio materials: Language laboratories, radio, tape recorder, recording etc.
- ii. Visual materials: Bulletin boards, chalk boards, drawings, exhibitions, film strips, flash cards, flip book, etc.
- iii. Audio-visual materials: demonstrations, films, printed materials with recorded sound, study strips, television, videos etc.

F. ELT Issues and Challenges in Nepal

English has been growing as a global language. It has been used widely in every sector such as in the field of science, technology, commerce and international relation. The English language has been taught for many years in Nepal. Its history started when Rana Prime Minister started Durbar high school at Dakhchowk, Thapathali. At that time, two English teachers were invited from Britain to manage the school and the curriculum design. Since then, though there were no strong government policy documented regarding teaching of English, the school level curriculum included English as a subject. It has been taught as a compulsory subject in the school from grade one.

In Nepal, English is taught as a foreign language for several reasons. EFL instruction often does not accomplish its objectives and leaves student's without an adequate level of proficiency in English. Despite its long history, according to Shrestha (2013, p. 13) it has some issues and challenges. They are:

- Lack of well trained teachers
- Mixed ability classes
- Over-crowded large classes
- Poor physical facilities of the academic institutions.
- Linguistically, heterogeneous classes.
- Inadequate professionalism in English teachers

The major share of English language teaching in the world each in the hands of non-native speaker's teachers and Nepal's also not an exception. Of course, the major issue is the EFL environment itself because there is an overall lack of English speakers for students to interact with. In Nepal, the school level to university level classes are extremely crowded in such way that some students even do not get the seats. If there is no good sound management provision and the teacher has to take every responsibility to manage the classroom, it is very difficult for the teacher to

handle the classroom activities. In almost every class, the number of students is at least more than 50. The students in the class are the different achievement and the proficiency levels. Some can speak English and some cannot. The teacher gets high stress but is paid low salaries. English language teachers are not getting the training according to the changes in the methodologies. Language teaching required an extensive amount of time, but the time provided for the instruction is not sufficient.

In Nepal, most of the schools do not have listening materials like cassettes, CD players, etc. even teachers are not well trained to operate the new technology. The cultural and linguistic diversity of our country is another great challenge for ELT. The roles and status of the teachers and students are perceived differently in different culture. In Nepalese culture, there is defining distance between teacher and student. This type of practices may function as a barrier for smooth teaching. Similarly, Nepal is country of linguistic diversity. Some languages are still advocating against expansion of English language properly. Many people think that the linguistic identities have been lost due to English. Therefore, maintaining proper balance between English and other language is one of the big challenges of the ELT. The globalization has brought English to all corners of the world and our country Nepal has also influenced by this language very much.

The major problem of ELT in Nepal is the use of students mother tongue in the class when a teacher makes his/her students practice in pairs or groups, some students start speaking their mother tongue, if the teacher is working with other pairs. In addition to it, some teachers who are used to using the GT method find it easy to use students mother tongue in English classes by the result, students cannot be exposed to English.

At last, there are many challenges and problems in ELT in Nepal. But these problems can be solved in different ways. Teachers need to analysis the situation properly. Despite some problems, ELT situation in our country is, to some extent satisfactory.

2.2 Review of Related Empirical Literature

It is the fact that the research should draw knowledge from the previous studies since they provided foundation to the present study. Therefore, keeping this in mind, this section deals with the various researches which are related to the present study.

Regmi (2011) carried out a research on “Role of NELTA in Developing ELT Situation of Nepal.” The main objective of her research was to identify the role of NELTA in the field of language teaching situation of Nepal. For this, she sampled 40 English language teachers through judgmental non-random sampling procedure. She used questionnaire and interview as the tool for data collection. Finally, it was found that the NELTA is working effectively in the field of professional development of teachers.

Basnet (2012) carried out a research on “Challenges Faced by Novice Teachers.” The main objective of her research was to identify the challenges faced by novice teachers. In order to fulfil her objective, she selected eight novice teachers teaching English at different schools and six experts’ English teachers from different colleges of the Kathmandu valley through purposive non-random sampling procedure. She used questionnaire to collect data. Finally, she found the following challenges like lack of preparation for addressing the needs of a diverse students', lack of professional support and professional development activities.

Chapagain (2013) carried out a research entitled “Current ELT Condition of Public Schools in Kathmandu Valley”. The main objective of his research was to identify the current ELT condition of public schools in Kathmandu valley. To fulfil his objective, he sampled nine English teachers teaching at secondary level and thirty six class ten students using purposive non-random sampling procedure. Questionnaire and observation form were used as the tool for data collection. Finally, he found the several positive aspects of current ELT Condition of Public Schools in Kathmandu Valley like: small class size, proper classroom management and normal condition of physical facilities. At the same time he found the following serious problems like lack

of library related to English language, lack of teachers' interaction in professional development activities.

Neupane (2013) carried out a research entitled "Motivation of Secondary Level Teachers towards Teaching English." The main objective of her research was to identify teachers' motivation or demotivation towards English language teaching. She sampled forty secondary level English teachers through purposive non-random sampling procedure. She used questionnaire as a tool for data collection. From the research she found that majority of the teachers are highly motivated in teaching English.

Similarly, Bhatta (2014) carried out a research on "Role of British Council in Developing ELT Situation of Nepal." The main objective of his research was to find out the current role and impact of British Council in developing ELT situation of Nepal. For this, he selected forty primary level English teachers and school management committees from Lamjung district using non-random judgemental sampling procedure. He used questionnaire and interview as the tool for data collection. Finally, it was found that British council is playing a great role to the delivery of language course, organization workshops, and seminars, teacher training and conducting IELTS Examination. Similarly, the research showed that British council has a great impact on enhancing the professionalism of the persons involved in the field of ELT.

2.3 Implications of the Review for the Study

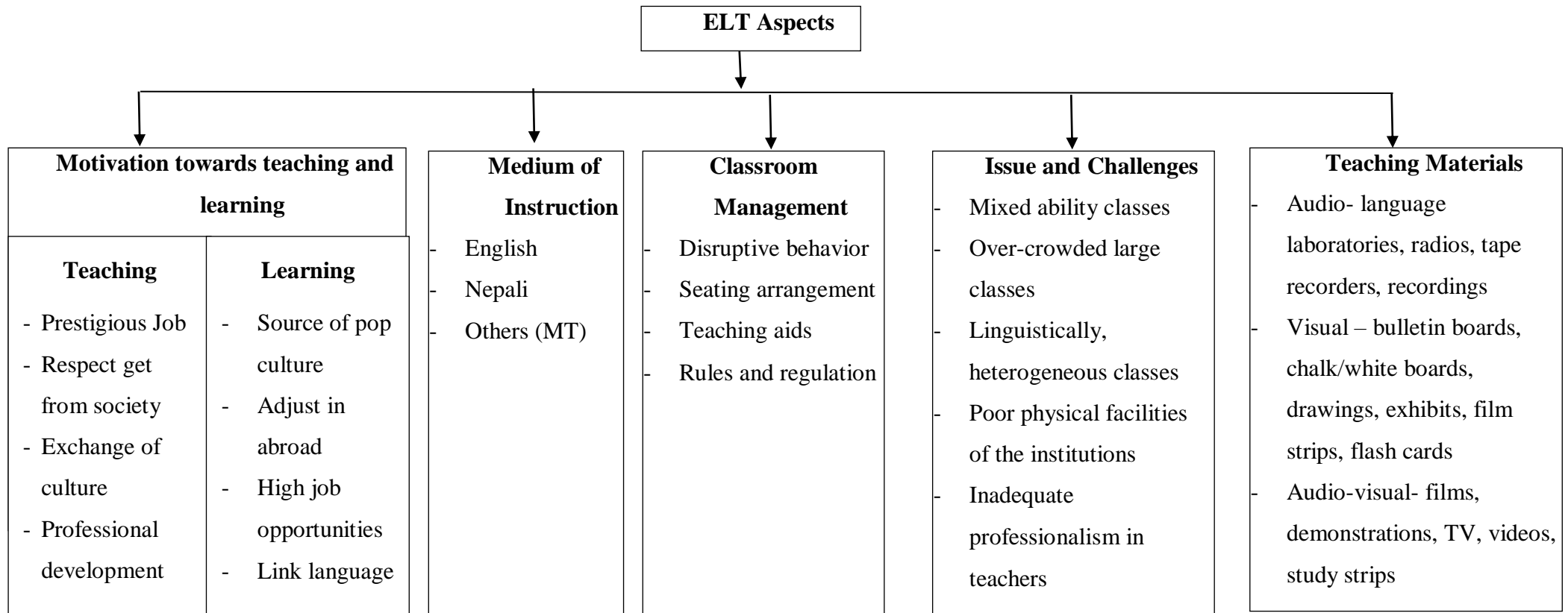
Out of the five different studies reviewed, most of them were conducted regarding the ELT situation of Nepal and challenges of English language teaching. These studies are to some extent related to my study. Those reviewed literature provided me the guidelines and shapes the methodology to carry out this research. All the reviewed studies were based on survey design. I also adopted the survey design to carry out my research. Chapagain (2013) has used questionnaire and observation form as a tool for data collection. So, I also used questionnaire as a tool to get rich information for the

research. Neupane (2013) has used purposive non-random sampling procedure to select sample. I also used purposive non-random sampling procedure to select sample.

Moreover, these previous works helped me to formulated objectives; make research questions and so on.

2.4 Conceptual Framework

The study on “Present ELT situation of public schools in Nawalparasi district” was based on the concept presented below:



CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

To fulfil objectives of the study, following methodology was adopted.

3.1 Design and Method of the Study

Research is a way of finding the truth which is supported by the evidence. It is a systematic way of answering the questions. Research design here refers to the model that any researcher applies or follows in course of his/her research work. According to Kumar (2005 p. 24) “A research design is a plan for structure and strategy of investigation so conceived as to obtain answer to research questions or problems.” Here, I would like to discuss the survey design that I would follow in my research work.

Survey research is a design that is most commonly used in educational researches. According to Nunan (1992) “Survey research is a research in which data are collected from subjects without attempting to manipulate the phenomena variable under investigation.” He further says that it is done to obtain a snapshot of conditions, attitudes and events at a single point of time. Likewise, Cohen, Manion and Morrison(1985, as cited in Nunan, 2010, p. 140) define survey as:“The most commonly used descriptive method in educational research and may vary in scope from large scale government investigation through small scale studies carried out by a single researcher.”

The basic purpose of survey research is to find out the actual behaviours, attitudes and opinions of the people on certain issues, events, situations or phenomena. It also aims to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to education and generalize its findings on the basis of representative sample of specified target population. In survey research, data are gathered from relatively large numbers of population using certain sampling procedure where, the whole population for data collection is not feasible. It

is more realistic in nature. Similarly, it deals with clearly defined problems and objectives. It is also taken as the basis for decision for the improvement.

Research is a systematic process of investigation. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Nunan (1992, p. 141) has given the following processes of survey research.

Step 1 Define objectives: What do we want to find out?

Step 2 Identify target population: What do we to know about?

Step 3 Literature reviews: What have other said about the issues?

Step 4 Determine sample: How many subjects should we survey, and how we will identify these?

Steps 5 Identify survey instrument: How will be the data collected?

Step 6 Design survey procedures: How will the data collection actually be carried?

Step 7 Identify analytical procedures: How will the data be assembled and analysed?

Step 8 Determine reporting procedures: How will results be written up and presented?

Generally, survey design is used in order to get people's opinions, views and beliefs in particular issue. Similarly, one of the purpose of survey research is to find out the existing situation or state of certain institution. The purpose of my study was also to explore the ELT situation of public schools in Nawalparasi district. Thus, I adopted survey design to carry out my research.

3.2 Population, Sample and Sampling Strategy

The population for the study was all the secondary level English teachers and students of Nawalparasi district. Sample of my study were eight teachers from eight public schools of Nawalparasi district teaching English in class 10 and thirty two class 10 students of eight public schools of Nawalparasi district. Purposive non-random sampling procedure was adopted to select the sample. Eight secondary level public schools, eight secondary level English teachers and thirty two secondary level students of public schools from Nawalparasi district were selected as sample. One teacher and

four students were selected from each of the eight different public schools of Nawalparasi district.

3.3 Study Area/Field

Eight different public schools of Nawalparasi district were the study area of my research.

3.4 Data Collection Tools and Techniques

A set of questionnaire was used as the tool for data collection. Close-ended questions were included to gather the information.

3.5 Data Collection Procedures

After preparing a set of questionnaire, I visited the field for data collection. The following procedures were adopted for data collection.

1. At first, different public schools of Nawalparasi district was visited and explained the purpose and process of the research to the authority to get their permission to carry out the research.
2. After getting permission from the authority, the secondary level English teachers and students were consulted and explained them the purpose of research and requested them to help in it.
3. Then, purposive non-random sampling procedure was used to select the sample unit. For this, one teacher and four students were selected from each of the eight different public schools of Nawalparasi district.
4. Then, the questionnaire was distributed.
5. Finally, the questionnaire was collected and they were thanked for their co-operation.

3.6 Data Analysis and Interpretation Procedure

The systematically collected data were described and interpreted adopting both qualitative and quantitative approach. Qualitative data were analyzed in a narrative way with description whereas quantitative data were analyzed and interpreted with simple statistic tool like percentage etc.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF RESULT

4.1 Analysis of the Data and Interpretation of the Results

This section is mainly concerned with the presentation, analysis and interpretation of the data. The analysis and interpretation of the collected data has been mentioned in the subheadings.

4.1.1 The Responses of Teachers Regarding Different Selected Aspects of ELT

The questionnaire was used as a main tool which included only close ended questions. The responses of teachers and students are analysed under the following two headings:

- The responses of teachers regarding different selected aspects of ELT.
- The responses of students regarding different selected aspects of ELT.

Under this heading, the responses of the teachers regarding different selected aspects of ELT were dealt. The teachers were provided with questionnaire related to the different selected ELT aspects. The responses of teachers were analysed as follows:

a. Teachers' Responses on Motivation towards Teaching English

To gather information regarding the motivation of teachers towards teaching English language, teachers were asked six questions.

The first question was-What motivates you to be an English teacher? Teachers were given four options and asked them to put in order i. e first to last. The responses of the teachers is presented in the next page.

Table: 1

Teachers' Responses on Motivation towards Teaching English

S.N.	Alternatives	Response Rank			
1.	Teaching English offers more opportunities for professional development.	2	0	3	3
2.	Teaching English is a prestigious job	3	0	4	1
3.	Being an English teacher helps to globalize our thoughts	2	0	3	3
4.	Being an English teacher helps to enhance economic status	3	0	1	4

The above tabulated data is analysed and interpreted as follows:

The first option was-Teaching English offers more opportunities for professional development. Among the selected 8 teachers, 2 teachers put it in first order, 3 teachers put it in third order and 3 teachers put it in fourth order.

In response to the option-Teaching English is a prestigious job, 3 teachers put it in first order, 4 teachers put it in third order and 1 teacher put it in last order.

Regarding the option -Being an English teacher helps to globalize our thoughts. 2 teachers put it in first order, 3 teachers put it in third order and 3 teachers put it in fourth order.

The next option was-Being an English teacher helps to enhance economic status. Among the selected 8 teachers 3 teachers put it in first order, 1 teacher put it in third order and 4 teachers put it in fourth order.

The analysed data shows that majority of the teachers were motivated in teaching English because it is a prestigious job and it helps to enhance economic status.

The second question was -Do you think teaching English is better than other subject from professional point of view?

Regarding the answer of this question, 7 teachers replied 'Yes' i.e teaching English is better than other subject from professional point of view and only one teacher replied 'No' i.e teaching English is not better than other subject from professional point of view. So, it shows that majority of teachers taught English for professional point of view.

The next question was whether they feel boredom to teach English? Among the selected respondents, 7 teachers responded 'No' i. e they do not feel boredom to teach English and only one teacher responded 'Yes' i.e felt boredom to teach English. It shows that majority of teachers in public schools in Nawalparasi were motivated to teach English.

Similarity, next question was- Do you think teaching English is prestigious job? In response to this question, all selected teachers (8 teachers) replied 'Yes' i.e teaching English is prestigious job. So, it shows that teachers in public schools were interested in teaching English since it is prestigious job.

The next question was whether teaching English helps to improve pronunciation. Regarding the answer of this question, all selected teachers (8 teachers) replied 'Yes' i.e teaching English helps to improve pronunciation. Thus, teachers have been teaching English in order to improve their pronunciation.

In the response to the question, teaching English is necessary for the exchange of culture, all the selected teachers (8 teachers) replied 'Yes' i.e teaching English is necessary for the exchange of culture .It shows that teachers were motivated to teach English since it helps to exchange culture.

b. Responses of Teachers on Medium of Instruction

For eliciting information regarding the medium of instruction in teaching

English, different 4 questions were asked to the teachers. The responses to the question-How often do you use English while teaching English subject? is presented below:

Table: 2

Frequency of Using English by the Teachers

Frequency of using English	Always	Sometime	Rarely	Never
No. of Teacher	5	3	0	0

The above tabulated data shows that among the selected 8 teachers, 5 teachers replied ‘ Always’ i.e they always use English and 3 of them replied ‘Sometime’ i.e they sometime use English in teaching English subject. It shows that majority of teachers always use English to teach English.

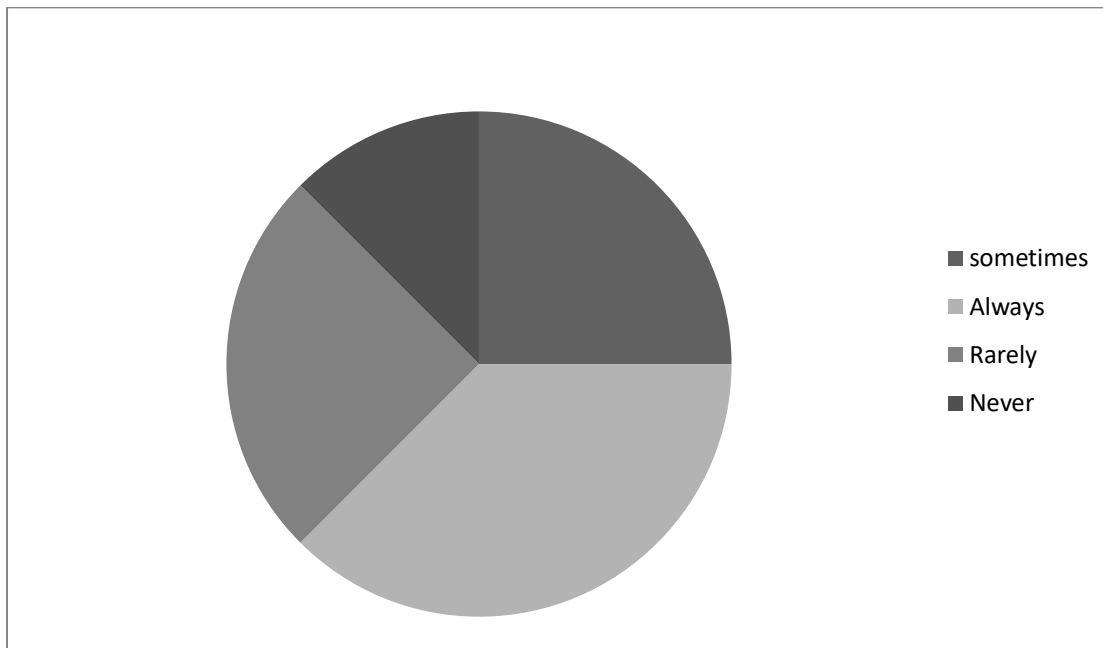
The next question was- Which language do you use while teaching English? In response to this question, 7 teachers responded 'English' i.e they use English language to teach English subject and 1 teacher replied 'Nepali' i.e Nepali language is used to teach English. The data shows that majority of teachers taught English through the English language.

Regarding the question student should not speak other language except English during English period, among the selected 8 teachers, 6 teachers responded 'Yes' i.e they should not speak other language except English and 2 of them replied' No' i.e they can speak other language as well. So, this shows that most of the teachers are in favour of using the English language during English period.

The next question was- How often do your students speak in English while they are in English class? The responses of the teachers is:

Figure: 1

Frequency of Using English by the Students



The above chart shows that 3 teachers responded ' Always' i.e their students always use English in English class, 2 of them responded ' Sometime' i.e their students sometime use English in English class, 2 of them responded ' Rarely' i. e their students rarely use English and 1 of them responded ' Never' i.e students never use English.

c. Responses of Teachers on Classroom Management

For eliciting the information regarding the classroom management aspect of ELT, six different questions were asked to the teachers. The analysis of each of the six questions are given below:

In response to the question- classroom management is an essential aspect of ELT, all selected 8 teachers replied ' Yes' i.e teachers are aware about the necessity of classroom management in English class.

The next question was-which do you think the most serious problem of classroom management? For this, teachers were given five different options and they were asked to put them in order i.e most serious to least serious. The response of the teachers is presented as follows:

Table: 3

Responses of Teachers' on the Challenges of Classroom Management

S.N	Options	Rank Order			
		First	Second	Third	Fourth
1	Disruptive behaviour of the students	3	2	0	2
2	Discipline management	0	4	2	0
3	Seating arrangement of students	2	0	0	6
4	Establishing rules and regulations	0	0	0	6
5	Arrangement of teaching materials	3	2	3	0

The above tabulated data is analysed and interpreted here:

The first option was- Disruptive behaviour of the students. In response to this query, among the selected 8 teachers, 3 teachers put in most serious issue and 2 of them put it on least serious.

In response to the option-Discipline management, none of the teacher put it in first order, 4 teachers put it in second order ,2 teachers put it in third order and none of the teacher put it in last order.

The next option was- Seating arrangement of the students. In response to this query, 2 teachers put it in most serious and 6 of them put it on least serious issue.

In response to the option- Establishing rules and regulation for students, none of the teacher put it in most serious issue. Unlike that 6 of them put it in least serious issue.

Regarding the response of- Arrangement of teaching materials, 3 teachers replied most serious whereas none of the student replied least serious issue.

Thus, the above tabulated data shows that disruptive behaviour of the students and arrangement of teaching materials are the most serious issues in ELT.

The next question was-How do you manage the classroom while teaching English? Teachers were given four different options and asked to put in order i.e what they do at first to last. The responses of teachers is:

Table: 4

Techniques of Classroom Management Used by Teachers

S.N	Options	Rank Order			
		First	Second	Third	Fourth
1	I immediately deal with the students' disruptive behaviours	2	3	2	1
2	I treat all the students equally	1	0	5	2
3	I make the rules and regulations for the students	0	3	2	3
4	I arrange the seat properly	5	2	0	1

Regarding the response of option- I immediately deal with students disruptive behaviours, 2 teachers put it in first order, 3 teachers put it in second order ,2 of them put it in third order and 2 of them put in last order.

In response to the option- I treat all the students equally, 1 teacher put in first order, none of the teacher put it in second order, 5 of them put it in third order and 2 of them put in last order .

Teachers were given option- I make rules and regulation for student. In response to this option, none of the teachers put it in first order, 3 of them put it in second order, 2 of them put it in third order and 3 of them put it in last order.

The next option was-I arrange the seat properly. Regarding to the response of this option, 5 teachers put it in first order, 2 of them put it in second order, none of the teacher put it in third order and 1 teacher put it in last order.

The above tabulated data shows that most of the teachers in public schools at first arrange the seat properly in order to manage the classroom.

In order to collect the information regarding the frequency of paying attention on the seating arrangement of students, the question-How often do you pay attention on the seating arrangement of students? Was constructed. Regarding the answer of this question, all the selected 8 teachers replied 'Always' i.e they always pay attention on arranging the seat of the students in English class. It shows that teachers were very much careful about the seating arrangement of the students.

Teachers were asked next question –Have you ever made rules for students to control their activities while teaching English? In response to this question,all the selected 8 teachers responded yes i.e they make rules for students in English class. Thus, the data shows that teachers in public schools in Nawalparasi district make rules for students.

Regarding the response to the question--Do you arrange the teaching materials properly in your English class, 3 teachers replied yes i.e they arrange teaching materials properly .Unlike that, 5 of them replied no i.e they do not arrange the teaching materials properly. So, most of the teachers did not arrange the teaching materials properly in English class.

d. Responses of Teachers on Materials for Teaching English

In this section, the researcher was interested to find out the situation of using teaching materials during teaching English. For that, 4 different questions were constructed.

The analysis and interpretation of the responses of those questions are presented in the next page.

In response to the question –Do you think teaching English will be effective if teachers use teaching materials while teaching English, all the selected 8 teachers replied 'Yes' i.e they believed that teaching materials is essential for teaching English.

The teachers were asked about the availability of teaching materials in their schools. The response of teachers is presented as follows:

Table: 5

Responses of the Teachers on the Availability of Teaching Materials

Categories	No of Teachers	Responses
		Percentages
Audio	2	25
Visual	3	37.5
Audio-visual	2	25
All	1	12.5

The above table shows that 25% teachers replied that their schools have audio materials, 37.5% of them replied that visual materials are there in their schools, 25% of them replied that audio-visual materials are available there 12.5% of them replied that they had all types of teaching materials. it shows that, most of the schools have visual materials.

In response to the frequency of using teaching materials, among the selected 8 teachers, 2 teachers responded 'Always' i.e they always use teaching materials. Unlike that, 6 teachers replied 'Sometime' i. e they sometime use teaching materials. The data shows that majority of teachers used teaching materials sometime while teaching English.

Regarding the response of the question about the materials that teachers normally use while teaching English, 1 teachers responded 'Audio ' i.e while teaching English he used audio materials, 6 of them responded that they used visual materials and 1 of

them replied audio visual materials was used in teaching English. Thus, the data shows that most of the teachers use visual materials while teaching English.

e. Responses of Teachers on Issues and Challenge in ELT

For eliciting information regarding the issues and challenges in ELT, selected 8 teachers were given 5 different issues and challenges and asked them to put in order i.e. most serious to least serious. The following table shows the responses of the teachers:

Table: 6

Teachers' Responses on the Challenges in ELT

S.N.	Alternatives	Rank Order				
		First	Second	Third	Fourth	Fifth
1	Demotivation of students in learning English	1	0	0	0	7
2	Unavailability of ELT materials	4	2	0	2	0
3	Use of mother tongue by the students	4	2	0	2	0
4	Overcrowded large classes	2	2	2	2	0
5	Linguistically, heterogeneous classes	1	1	4	1	1

Regarding the responses to the alternative -Demotivation of students in learning English, 1 teacher put in first rank and 7 teachers put it in fifth rank.

In response to the alternative- Unavailability of teaching materials, 4 teacher put it in first rank , 2 teachers put it in second rank ,none of the teacher puts it in third rank, 2 teachers put it in fourth rank and none of the teachers put it in last rank.

Teachers were asked the alternative Use of mother tongue by the students. To the response to this alternative 4 teachers put it in first order, 2 teachers put it in second

order, none of the teachers put it in third order, 2 teachers put it in fourth order and none of the teachers put it in last order.

Next alternative was -Overcrowded large classes. In response to this, 2 teachers put it in first order, 2 teachers put it in second order, 2 teachers put it in third order, 2 teachers put it in fourth order and none of the teachers put it in last order.

The last alternative was - Linguistically, heterogeneous classes. In response to this option, 1 teacher put it in first rank , 1 teacher put it in second rank, 4 teachers put it in third rank ,1 teacher puts it in fourth rank and 1 teacher put it in last order.

The above tabulated and analysed data shows Use of mother tongue by the students is the most serious issues in ELT in the public schools of Nawalparasi district.

The question was asked to elicit the information about the number of students in English class, in response to this question, 5 teachers replied that they have 70-90 students in their English class, 2 teachers replied that they have 50-70 students and 1 teacher replied that 30-50 students are there in class. So, most of the schools have large number of students and it may create problem in teaching English.

To elicit the information about the issues of ELT a question was asked What kinds of students do you have in your English class? In response to this question, 5 teachers replied that they have bilingual students whereas 3 teachers replied that they have multilingual students. Thus, the data shows that English classes in public schools are full of linguistically heterogeneous students.

Similarly, next question was about the situation of training of the teachers. Regarding to this question, 7 teachers replied that they have received training whereas only one teacher replied that he has not received training, Thus, the data shows that majority of teachers in public schools of Nawalparasi district are trained.

The next question was about the inadequate professionalism of English teachers. In response to this question, all teachers i.e 8 replied 'Yes'. It shows that inadequate professionalism in English teachers is the challenge for ELT.

The question was asked -Do you think teaching English in your school is problematic due to mixed ability students? In response to this question, all teachers i.e 8 replied 'Yes'. So, students with mixed ability is the issue of ELT in public schools.

The last question was about the physical facilities of the schools. From the selected 8 teachers, 2 teachers replied Good, while 6 teachers replied Normal. This shows that physical facilities of public schools in Nawalparasi district is normal.

4.1.1.1 Responses of Students Regarding Different Selected Aspect of ELT.

A set of closed- ended questionnaire was asked to the 32 students of class 10 from selected 8 different public schools in order to gather information about the present ELT situation of public schools. Under this heading ,the responses of the students regarding different selected aspects of ELT are dealt. The responses of students have been presented below:

a. Responses of the Students on Motivation towards Learning English

For gathering information about the motivation towards learning English students were asked 4 different questions. The responses of the students has presented below.

Table: 7

Responses of the Students on Motivation towards Learning English

S.N	Selected ELT Areas	Responses	
		Frequency	
1	Interested in learning English	Yes 31	No 1
2	Like to adjust in abroad by learning English	Yes 26	No 6
3	Learning English helps to earn a lot of money	Yes 29	No 3

The above table shows the responses from closed-ended questions from the students. The response from 32 students is tabulated above and here is the analysis and interpretation:

Among the selected 32 students, 31 students replied that they are interested in learning English and only 1 student replied 'No'. Hence, majority of the students are motivated to learn English.

In response to the next question, like to adjust in abroad by learning English, 26 students replied that they like to adjust in abroad by learning English whereas 6 students replied that they do not like to adjust in abroad by learning English. Hence, on the basis of data, most of the students have craze to adjust in abroad by learning English.

Regarding the question-Learning English helps to earn a lot of money, 29 students replied that they believe that learning English helps to earn money while 3 teachers replied they do not believe that learning English helps to earn a lot of money. Thus, on the basis of data ,it is clear that majority of the students believe that learning English helps to earn a lot of money.

Regarding the situation of motivation towards learning English students were asked a question -Why are you motivated to learn English? They were given 5 different options and asked to put them in order i.e first to last. The response of the students is given in the following table:

Table: 8

Responses of the Students on Motivation towards Learning English

S.N	Alternatives	Order of responses				
		First	Second	Third	Fourth	Fifth
1	It is the source of pop culture	2	16	5	6	3
2	It helps to earn a lot of money	7	0	6	5	14
3	It helps to adjust in foreign countries	10	10	2	4	6

4	It is a link language or lingua franca	4	7	14	2	5
5	It is widely used in science and technology	9	0	14	5	4

The above presented data is analysed and interpreted as follows:

In response to the option- It is a source of pop culture, among the selected 32 students, 2 students put it in first order, 16 of them put it in second order, 5 of them put it in third order, 6 of them put it in fourth order and 3 of them put it in last order.

Regarding the option- It helps to earn a lot of money, among the selected 32 students 7 of them put it in first order, none of them put it in second order, 6 of them put it in third order, 5 of them put it in fourth order and 14 of them put it in last order.

The next option was- It helps to adjust in foreign countries, 10 students put it in first order, 10 of them put it in second order 2 of them put it in third order, 4 of them put it in fourth order and 6 of them put it in last order.

In response to the option- It is a link language or lingua franca, 4 students put it in first order, 7 of them put it in second order, 14 of them put it in third order, 2 of them put it in fourth order and 5 of them put it in last order.

In response to the option- It is widely used in science and technology, 9 students put it in first order, none of the student put it in second order, 14 of them put it in third order, 5 of them put it in fourth order and 4 of them put it in last order.

The above tabulated and analysed data shows that most of the students were motivated to learn English considering the fact that learning English helps to adjust in foreign countries.

b. Students' Responses on the Medium of Instruction

To gather the information regarding the medium of instruction in English class, 4 questions were asked to the selected students. The responses of the students is presented in the next page:

Table: 9

Students' Responses on the Medium of Instruction

S.N	Selected ELT Aspects	Responses			
		Frequency			
1	Language normally used in English class	English 10	Nepali 22	Other 0	
2	Language used by teachers to teach English	English 28	Nepali 4	Other 0	
3	Love to use mother tongue in English	Yes 4	No 28		
4	Use of Nepali to teach English by teacher	Always 4	Sometime 21	Rarely 7	Never 0

The above table shows the responses of the students on the medium of instruction in English class.

The analysis and interpretation of data is given below:

Among the selected 32 students, 10 students responded that they use English language during English class, unlike that 22 of them responded that they use Nepali language during English class. Hence the data reflects that majority of students use Nepali language in English class.

In response to the question about language used by teachers to teach English, 28 students replied that their teacher use English while 4 of them replied that they use Nepali to teach English. This shows that majority of teachers have been teaching English through English.

Regarding to the response to the question about love to use mother tongue, only 4 students replied that they love to use their mother tongue in English class while 28 of them replied that they do not love to use mother tongue in English class. Thus, the data reflects that students also love English as the medium of instruction.

Regarding the frequency of using Nepali language in English class by the teachers ,4 students replied Always, 21 of them replied Sometime and 7 of them replied Rarely. Thus ,from the data it can be said that teachers in public schools sometimes use Nepali language to teach English.

c. Students' Responses on the Classroom Management Aspect

For eliciting information regarding classroom management in English class, students were asked 5 closed-ended questions. The responses of the students is tabulated as follows.

Table: 10

Students Responses on the Classroom Management Aspect

S.N	Selected ELT Aspects	Responses			
		Frequency			
1	Good classroom facilitates in learning English	Yes 29	No 3	I don't know 0	
2	Necessary of rules to control the students behaviours	Agree 29	Disagree 3		
3	Proper arrangement of teaching materials by teacher	Always 14	Sometime 18	Rarely 0	Never 0
4	Satisfaction of the students on the seating arrangement of teachers	Yes 31	No 1		

The data that is given in above table is analysed and interpreted as follows :

Regarding the response to the question about classroom management facilitates in learning English most of them (29 students) replied 'Yes' and 3 of them replied ' No'. Hence ,it is obvious that most of the students believe that good classroom management is necessary for effective teaching of English

Among the selected 32 students 29 students agreed that rules and regulations is necessary in English class to control students behaviour . On the other hand , 3 students were against it. It shows that majority of students were in favour of necessity of rules and regulation to control their behaviour.

In response to the questions about the proper management of teaching materials while teaching English, 14 students replied ‘Always’ and 18 students replied ‘Sometime’. Hence, on the basis of the data , it is clear that majority of the teachers are not always arrange the teaching materials properly.

The next question was about the satisfaction of the students on the seating arrangement of teachers. In response to this question ,31 students replied ' Yes' and only 1 student replied ' No.' This shows that students are satisfied with the seating arrangement made by the teachers.

Students were asked a question- How does your teacher create successful classroom. They were given 4 different options and asked to put them in order. The responses of the students is:

Table: 11
Students' Responses on the Techniques of Classroom Management Used by the Teachers

N	Options	Rank Order			
		First	Second	Third	Fourth
1	Adopting equality rules	9	13	10	0
2	Knowing what is going to be done	9	1	15	7
3	Engaging the students in activities	7	18	3	4
4	Praising rather than blaming	7	0	4	21

The above table shows that in response to the option -Adopting equality rules, 9 students put it in first rank, 13 of them put it in second rank, 10 of them put it in third rank.

The next option was- knowing what is going to be done. Regarding the response of this question, 9 students put it in first rank, 1 of them put it in second rank, 15 of them put it in third rank and 7 of them put it in last order.

In response to the option- Engaging the students in activities, 7 students put it in first rank, 18 of them put it in second rank ,3 of them put it in third rank and 4 of them put it in last order.

In response to the option -Praising rather than blaming, 7 students put it in first order, 4 of them put it in third order and 21 of them put it in last order.

Based on this description, it can be said that majority of the teachers in public schools manage the classroom by knowing what is going to be done and adopting equality rules.

d. Responses of the Students on the Teaching Materials

In order to gather information about the situation of teaching materials, a set of questionnaire was asked to the selected 32 students. The responses of the students has tabulated below:

Table: 12

Responses of the Students on the Teaching Materials

S.N	Selected ELT Aspects	Responses			
		Frequency			
1	Familiarity of the students with the visual materials	Yes 29	No 3		
2	Use of audio materials by the teachers	Always 1	Sometime 25	Rarely 1	Never 5
3	Materials that teachers normally used in teaching English	Audio 16	visual 10	Audio-visual 6	

4	Seen audio-visual materials	Yes 23	No 9		
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The analysis and interpretation of the above tabulated data has presented below:

Among the selected 32 students, 29 students replied that they are familiar with the visual materials while 3 of them replied that they are not familiar. Hence, majority of the students are familiar with visual materials.

Regarding the response of the question about the frequency of using audio materials ,only 1 student replied ‘Always’, 25 of them replied ‘Sometime’ ,1 student replied ‘ Rarely’ and 5 of them replied ‘Never’. This shows that majority of the teachers in public schools sometime use audio materials.

Next question was about the materials teachers normally used in English class. In response to this question, 16 students replied' Audio materials' ,10 of them replied ' visual materials' while 6 of them replied ' Audio-visual materials'. Thus, it is clear that majority of public schools have audio materials.

In response to the question about seen audio-visual materials, 23 students replied that they have not seen audio-visual materials while 9 of them replied they have seen audio-visual materials. From the data it is clear that most of the public schools have lacked audio-visual materials.

e. Responses of the Students on the Issues and Challenges in ELT

For eliciting the information about the present situation of the public schools regarding the issues and challenges in ELT, a set of questionnaire was asked to the selected students .The responses of the students is tabulated in the next page:

Table: 13

Responses of the Students on the Issues and Challenges in ELT

S.N	Selected ELT Aspects	Responses		
		Frequency		
1	Teaching and learning English destroys the linguistic identity of the people	Yes 7	No 25	I don't know 0
2	Difficulty in learning English due to overcrowded large class	Yes 28	No 4	0
3	Teaching English is not effective due to untrained teachers	Yes 10	No 22	0
4	Use of mother tongue by the students	Yes 27	No 5	0

The above table shows the responses of the students from closed ended questions.

Here is the analysis and interpretation of the data:

Regarding the question about teaching and learning English destroys the linguistic identity of the people, 7 students replied 'Yes' while 25 of them replied 'No'. Thus, it shows that students do not think that learning English is not appropriate

Among the selected 32 students, 28 students responded that learning English is problematic due to the overcrowded large class and only 4 of them do not feel so.

Next question was about the ineffectiveness of teaching English due to untrained teachers. Among the selected 32 students, 10 students replied 'Yes' and 22 of them replied 'No'. This shows that most of the teachers were trained in public schools.

Regarding the question about the use of mother tongue by the students, 23 students responded 'Yes', 5 of them replied 'No' and 4 of them replied 'I don't know'. It shows that the majority of the students think that use of the mother tongue is the challenge of ELT.

Students were asked a question about the challenges of ELT. They were given 5 options and asked them put in order i.e most serious to least serious. The responses of the students has presented below.

Table: 14

Responses of the Students on the Issues and Challenges in ELT

S.N.	Options	Rank Order				
		1 st	2 nd	3 rd	4 th	5 th
1	Lack of teaching materials	12	8	5	4	3
2	Use of mother tongue	11	8	5	4	4
3	Overcrowded large class	5	2	5	18	2
4	Mixed ability class	0	12	9	5	6
5	Lack of well trained teachers	5	1	8	4	14

The analysis and interpretation of above tabulated data is given below:

In response to the option lack of teaching materials 12 students put it in first order, 8 of them in second order, 5 of them in third order, 3 of them in fourth order and 4 of them in last order.

Regarding the response of use of mother tongue , among the selected 32 students 11 students put it in first order, 8 of them in second order, 5 of them in third order, 4 of them in fourth order and 4 of them in last order.

The next option was overcrowded large class, in response to this option, 5 students put it in first order , 2 of them in second order, 5 of them in third order , 18 of them in fourth order and 2 of them in last order.

In response to the option mix ability class, 12 students put it in second order , 9 of them put in third order, 5 of them put in fourth order and 6 of them put in last order.

The next option was lack of well trained teachers, in response of this option, 5 students put it in first order, 1 student put in second order, 8 of them put in third order, 4 of them put in fourth order and 14 of them put in last order.

After analysed the tabulated data, it can be said that lack of teaching materials is the most serious issue of ELT in public schools in Nawalparasi district.

4.2 Summary of the Finding

After analysis and interpretation of the raw data the researcher came to the following major findings:

Motivation towards Teaching and Learning

- All selected 8 teachers were motivated in teaching English.
- Most of the students (26 students) were found motivated in learning English aiming that by learning English they can adjust in foreign countries.

Medium of Instruction

- Most of the schools (7 schools) had English as a medium of the instruction.
- Majority of the students (22 students) were found using Nepali language in English class.

Classroom Management

- Seating arrangement of the students in English class found satisfactory in most of the schools.
- Rules and regulations for controlling the students' behaviours were found formulated in all the schools.
- Disruptive behaviour of the students was found the serious problem for classroom management in English class.

Teaching Materials

- Most of the public schools (7 schools) did not have all kinds of teaching materials i.e audio materials, visual materials and audio-visual materials which are essential for developing the students language proficiency.
- In most of the schools (6 schools) teachers did not use teaching materials always while teaching English. They sometime used teaching materials.

- The teachers were found to be aware of the fact that teaching materials make the teaching English effective but they were not found implementing it in practice.

Issues and Challenges

- Most of the schools (5 schools) had large number of students ranging from 70-90 in class 10.
- Large number of students were bilingual.
- The physical facilities of the schools were found normal.
- Mixed ability classes were found common in all the schools.
- Most of the schools (7 schools) had trained teachers.
- Using mother tongue by the students in English class was seen a serious challenge in ELT in the majority of the schools.
- Most of the students (28 students) felt difficulty to learn English due to overcrowded large class.

CHAPTER-V

CONCLUSIONS AND RECOMMENDATIONS

This section includes conclusions and necessary recommendation drawn from the earlier sections.

5.1 Conclusions

The present research work is a holistic study about the different aspects of ELT. Although this study has five positive aspects of present situation of public schools in Nawalparasi district such as motivation of teachers towards teaching English ,trained teachers, proper management of the classroom, English as the medium of the instruction , rules and regulation for the students. It has identified six serious problems as well , i .e lack of teaching materials, large number of students, mixed ability students ,use of Nepali language by the students, minimum use of teaching materials, disruptive behaviour of the students, normal physical facilities of the schools. To sum up the present ELT situation of public schools in Nawalparasi district is not satisfactory.

5.2 Recommendations

Every research study should have its recommendations in one or another ways. So, this research also has some recommendations. On the basis of the above findings and conclusions the following recommendations have been suggested:

5.1.1 Policy Related

Based on the findings and conclusions of this research, the following policy related recommendations can be made:

- This research study has identified several issues in ELT like overcrowded large class, minimum use of the teaching materials, unavailability of the teaching materials, use of the Nepali language by the students, normal physical facilities of the schools. Thus, it is necessary to raise on the current policies to bring

some necessary changes in the field of ELT such as proper management of students, developing suitable teaching materials, encouraging using teaching materials, proper management of physical facilities, encouraging students to use English language.

5.1.2 Practice Related

The following points are listed as practice related recommendations:

- It is necessary to limit the number of the students in English class.
- It is necessary to be conscious of using teaching materials properly to improve the students' language proficiency.
- It is necessary to encourage the students in using the English language.
- It is necessary to employ appropriate strategies to teach the mixed ability students.

5.1.3 Further Research Related

The following further research related recommendations can be made on the basis of above mentioned findings and conclusions of this research :

- The researchers can study and compare the ELT situation of the public schools of other districts.
- The researchers can carry out a similar research focusing on one specific aspect of ELT.
- It will provide new areas such as research on discouraging the students to use mother tongue in English class, management of mixed ability classes, effectiveness of using teaching materials to teach English, use of strategies to deal with disruptive behaviours and so on which are left to be investigated.

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APPENDIX I

Questionnaire for the Students

Dear Respondents

This questionnaire is a research tool for gathering information for my research entitled **Present ELT Situation of Public Schools in Nawalparasi District** as a partial fulfilment for the Master of Education in English under the guidance of Dr. AnjanaBhattarai, Professor, Department of English Education, T.U., Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure you that your responses will remain confidential and be used only for research purpose.

Researcher

JibaLalBhusal

Personal Details

Name:

Class:

Name of School:

Close-ended question

Please, tick (√) the following answer which you think the best alternative.

Motivation towards Learning

1. Are you interested in learning English?

- a. Yes b. No

2. Why are you motivated to learn English? Please, put the following alternatives in order. (First to last)

- It is a source of pop culture.
- It helps to earn a lot of money.
- It helps to adjust in foreign countries.
- It is a link language or lingua franca.
- It is widely used in science and technology.

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3. Do you like to adjust in abroad by learning English language?

- a. Yes b. No

4. Do you believe by learning English you can earn a lot of money?

- a. Yes b. No.

Medium of Instruction

1. Which language do you normally use in English class?

- a. English b. Nepali c. Other (mother tongue)

2 Which language does your teacher use while teaching English?

- a. English b. Nepali c. Other

3 Do you love to use your mother tongue while you are in English class?

- a. Yes b. No.

4 How often does your teacher use Nepali language to teach English?

- a. Always b. Sometimes c. Rarely d. Never

Classroom Management

1. Do you think good classroom management facilitates in learning English?

- a. Yes b. No c. I don't know

2. How does your teacher create successful classroom while teaching English?

Please, list the following alternatives in order. (First to last)

- Adopting equality rule
- Knowing what is going to be done
- Engaging the students in activities
- Praising rather than blaming

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3. Many people said that teacher needs to make rules for students to control their behaviour in ELT class. Are you agreein it?

- a. Agree b. Disagree

4. How often does your teacher arrange the teaching materials properly while teaching English?

- a. Always b. Sometime c. Rarely d. Never

5. Are you satisfied with the seating arrangement that your teacher maintains while teaching English?

- a. Yes b. No

Teaching Materials

1. Are you familiar with visual materials like: bulletin board, chalk/white boards, drawings, flash cards, etc.?

- a. Yes b.No

2. How often does your teacher use audio materials such as: radio, tape recorder, recordings etc. while teaching English?

- a. Always b. Sometime c. Rarely d. Never

3. Which materials does your teacher use normally while teaching English?

- a. Audio b. Visual c. Audio-visual

4. Have you seen audio – visual materials like: films, TV, videos and study strips in your school?

- a. Yes b.No

Issues and Challenges

1. The following are the challenges of ELT in the context of our country. Please, put them in right order. (Most serious to least serious)

- Lack of teaching materials.
- Use of mother tongue.
- Over crowded large classes.
- Mixed ability classes.
- Lack of well-trained teachers.

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2. There is linguistic diversity in Nepal. It is said that teaching and learning English destroys the linguistic identities of people. Do you believe in it?
 - a. Yes
 - b. No
 - c. I don't know
3. Do you feel difficulty in learning English due to overcrowded large class?
 - a. Yes
 - b. No.
4. Do you think teaching English is not effective in your school due to untrained teacher?
 - a. Yes
 - b. No.
5. Do you believe teaching English is being complicated in our context due to the use of mother tongue by the students?
 - a. Yes
 - b. No
 - c. I don't know

APPENDIX II

Questionnaire for Teachers

Dear Respondents

This questionnaire is a research tool for gathering information for my research entitled **Present ELT Situation of Public Schools in Nawalparasi District** as a partial fulfilment for the Master of Education in English under the guidance of Dr. AnjanaBhattarai, Professor, Department of English Education, T.U., Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure you that your responses will remain confidential and be used only for research purpose.

Researcher

JibaLalBhusal

Personal Details

Name:

Qualification:

Post:

Name of School:

Teaching level:

Close-ended questions

Please, put tick (√) on the best alternative.

Motivation towards Teaching

1. What motivates you to be an English teacher? Please, list the following alternatives in order. (First to last)

- English language teaching offers more opportunities for professional development.
- Teaching English is a prestigious job in our society.
- Being an English teacher helps to globalize our thoughts.
- Being an English teacher helps to enhance economic status.

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2. Do you think teaching English is better than other subjects from professional point of view?

- a. Yes b. No

3. Do you feel boredom while teaching English?

- a. Yes b. No c. I don't know

4. Do you think teaching English is prestigious job?

- a. Yes b. No

5. Do you believe teaching English helps to improve English pronunciation?

- a. Yes b. No

6. Do you think teaching English is necessary for the exchange of culture?

- a. Yes b. No c. I don't know

Medium of Instruction

1. How often do you use English while teaching English subject?
a. Always b. Sometime c. Rarely d. Never
2. Which language do you use while teaching English?
a. English b. Nepali c. Other
3. Do you agree that students should not speak other languages except English during English period?
a. Yes b. No
4. How often do your students speak in English while they are in English class?
a. Always b. Sometime c. Rarely d. Never

Classroom Management

1. Do you think classroom management is an essential aspect of ELT?
a. Yes b. No c. I don't know
2. Which do you think the most serious problem of classroom management? Please, list the following alternatives in order. (Most serious to least serious)
 - Disruptive behavior of the students.
 - Discipline management.
 - Seat arrangement of the students.
 - Establishing rules and regulation for students.
 - Arrangement of teaching materials.

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3. How do you manage the classroom while teaching English? Please, put them in order. (First to last)

- I immediately deal with the students' disruptive behavior.
- I treat all the students equally.
- I make the rules and regulation for the students
- I arrange the seat properly.

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4. How often do you pay attention on the seating arrangement of students?

- a. Always b. Sometime C. Rarely d. Never

5. Have you ever made rules for students to control their activities while teaching English?

- a. Yes b. No

6. Do you arrange the teaching materials properly in your English class?

- a. Yes b. No

Teaching Materials

1. Do you think teaching English will be effective if teachers use teaching materials while teaching?

- a. Yes b. No c. I don't know

2. What kind of ELT materials do you have in your school?

- a. Audio b. Visual c. Audio-visual d. All

3. How often do you use teaching materials while teaching English?
a. Always b. Sometime c. Rarely d. Never
4. Which materials do you use normally while teaching English?
a. Audio b. Visual c. Audio-visual

Issues and Challenges

1. Do you think teaching English is a challenging job?
a. Yes b. No
2. The following are the issues of ELT in our context. Please, put the alternatives in order. (Most serious to least serious)
- Demotivation of students in learning English.
 - Unavailability of ELT materials.
 - Use of mother tongue by the students.
 - Over crowed large classes.
 - Linguistically, heterogeneous classes.

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3. How many students are there in your English class?
a. 10 -30 b. 30-50 c. 50-70 d. 70-90
4. What kind of students do you have in your classroom?
a. Mono-lingual b. Bilingual c. Multi-lingual
5. Have you ever received training regarding the teaching English?
a. Yes b. No

6. Do you think inadequate professionalism in English teacher is the challenge for ELT?

- a. Yes b. No

7. Do you think teaching English in your school is problematic due to mixed ability students?

- a. Yes b. No

8. What is the condition of physical facilities of your school?

- a. Good b. Normal c. Poor