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RAMESH PRASAD BHATTA

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ELT PEDAGOGICAL PRACTICES IN PUBLIC SCHOOLS OF DOTI DISTRICT

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

**Submitted by:
Ramesh Prasad Bhatta**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

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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 : 21/05/2018

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ramesh Prasad Bhatta** has prepared the thesis entitled **ELT Pedagogical Practices in Public Schools of Doti District** under my guidance and supervision.

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DEDICATION

I want to dedicate this thesis to my parents, **Mr. Dev Datta Bhatta** and **Mrs. Chandra Devi Bhatta**, who fought hard against adverse situations to bring my academic career up to this stage.

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Ramesh Prasad Bhatta

ABSTRACT

This research work entitled **ELT Pedagogical Practices in Public Schools of Doti District** was carried out to explore and analyze ELT pedagogical practices of Doti District in terms methodology and classroom interaction. Keeping the objectives in consideration, three English language teachers from two different schools were selected through purposive sampling procedure. Interview and classroom observation were used as main tools for data collection. For eliciting the data, the sampled teachers were interviewed and three classes of each teacher were observed for ten days. The collected data were analyzed and interpreted by using descriptive as well thematic tools. The findings of study show ELT pedagogical practices in public schools of Doti district were not copasetic. Several positive aspects of ELT pedagogical practices was found in the public schools of Doti district such as good trainings and management, sufficient and veteran teachers for English, and the priority on communicative approach. Despite the fact that, various burning problems were noticed such as; poor English spoken environment and minimum use of ELT modern technologies in the learning process, mixed ability classes, use of textbook as sole sources of teaching, exam oriented teaching and learning activities, negligence of listening and speaking skills and indifference to daily lesson plans.

This thesis consists of five different chapters. The first chapter (i.e. Introduction) includes the background of the study, Statement of the problem, objectives of study, research question, significance of the study, delimitations of the study and operational key terms of the study. Likewise, the second chapter deals with the review of the related literature, empirical literature, implication review for the study and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population sample and sampling strategies, data collection tools data collection procedures and data analysis and interpretation procedures. In the fourth chapter, collected data were analyzed and interpreted descriptively and narratively. Similarly, the fifth chapter includes the findings, conclusion and recommendations. Some recommendations related to policy, practices and further research are presented in this section. This chapter is followed by references and appendices.

TABLE OF CONTENTS

<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 Abbreviation and Symbols</i>	<i>xi</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	4
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-33
2.1 Review of Related Theoretical Literature	7
2.1.1 Current Circumstance of English Language in the World	7
2.1.1.1 Spread of English	8
2.1.1.2 Issue of Global Spread of English for ELT	11
2.1.1.3 World English Education	12
2.1.1.4 Global Challenges of ELT	13
2.1.2 Current ELT Circumstance in Nepal	16
2.1.2.1 Historical Background of English Language Teaching	16
2.1.2.2 Schooling and Current Practices of ELT	18

2.1.2.3 Strategies and Current Provision of English Language Teaching and Learning	20
2.1.3 ELT Issues and Challenges in Nepal	23
2.1.4 Role of Teacher and Students in the Language Classroom	25
2.2 Review of the Related Empirical Literature	27
2.3 Implications of the Review for the Study	31
2.4 Conceptual Framework	33

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY **34-38**

3.1 Design and Method of Study	34
3.2 Population Sample and Sampling Strategy	36
3.3 Sources of Data	36
3.3.1 Primary and Sources of Data	36
3.3.2 Secondary Sources of Data	36
3.4 Data Collection Tools and Techniques	37
3.5 Data Collection Procedures	37
3.6 Data Analysis and Interpretation Procedures	38
3.7. Ethical Considerations	38

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF THE RESULT **39-50**

4.1 Analysis and Interpretation of Data	39
4.1.1 Analysis and Interpretation of Data Collected Through Classroom Observation on Management Related and Students Related Aspects	39
4.1.1.1 Status of Physical Facilities	39
4.1.1.2 Number of Students	40
4.1.1.3 Availability of Teaching Materials	41
4.1.1.4 Use of Mother Tongue in Class	41
4.1.1.5 Management of Teachers and Students	42
4.1.1.6 Students' in learning activities like Pairwork and Group work	43
4.1.1.7 Students' in Listening and Speaking Activities	43

4.1.1.8	Practice of Classroom interaction at the beginning of class	44
4.1.2	Analysis and Interpretation of the Data from the Interview	45
4.1.2.1	Teacher Related and Methodology Related Aspects	45

CHAPTER FIVE: FINDING, CONCLUSION AND

RECOMMENDATION

51-55

5.1	Findings	51
5.2	Conclusion	52
5.3	Recommendations	53
5.3.1	Policy Related	53
5.3.2	Practice Related	54
5.3.3	Further Research	54

References

Appendices

LIST OF SYMBOLS AND ABBREVIATIONS

&	: And
B.S.	: Bikram Sambad
CAC	: Curriculum Development Center
CUP	: Cambridge University Press
Ed.	: Education
EFL	: English as a Foreign Language
ELT	: English Language Teaching
EM	: English Medium
ESL	: English as a Second Language
etc	: And so on (From Latin et cetera)
FOE	: Faculty of Education
GT	: Grammar Translation
i.e.	: That is/That are
ibid	: In the same book and page number (from Latin 'ibidem')
IT	: Information Technology
L1	: Mother Tongue
L2	: Second Language
M.Ed.	: Master of Education
MOE	: Ministry of Education
NEC	: National Education Commission
NELTA	: Nepal English Language Teacher's Association
NESP	: National Education System Plan
NESPC	: National Education System Planning Commission
NM	: Nepali Medium
No.	: Number
OSS	: Oral Structural Situation
P	: Page
PCL	: Proficient Certificate Level
Prof.	: Professor
Regd. No.	: Registration Number
SN	: Serial Number