

Child-friendly Teaching Practices in English at the Basic Level

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

**Submitted by
Parwati Sahu**

**Mahendra Ratna Campus, Tahachal
Faculty of Education
Tribhuvan University
2024**

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Kathmandu, Nepal
2024**

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Declaration

I, Parwati Sahu, hereby declare that this thesis titled, “Child-friendly Teaching Practices in English at the Basic Level”, is my own work. It is submitted in partial fulfillment of the requirements for the degree of Masters’ Degree in Education at Tribhuvan University.

This work has not been previously submitted for a degree in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself. I take full responsibility for the originality and authenticity of this thesis.

Date: 03/03/2024

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I recommend the thesis for acceptance.

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Dedication

To all the individuals who are striving to make their lives better.

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Parwati Sahu

Abstract

The research, titled "Child-friendly Teaching Practices in English at the Basic Level" aimed to investigate the practices of teaching English at the basic level from a child-friendly perspective and identify potential challenges in creating and maintaining a child-friendly English classroom. Within a qualitative research paradigm, a case study design was employed at Janajiwani Secondary School in Khairahani, Chitwan district involving in-depth interviews with subject teachers, head teacher, parents, students, and Gender Focal Person (GFP) along with classroom observations. The study found the prevalence of teacher-led activities and acknowledged the importance of incorporating child-centered methods and increasing interactivity in the English Language Teaching (ELT) classroom. The use of the mother tongue as a medium of teaching and learning helped facilitate active and effective learning, enhancing the child-friendliness of ELT classes. Similarly, the creation of safe and inclusive learning environment for all children without discrimination and collaboration among the stakeholders was also encouraged in the school. The study also revealed factors contributing to poor student motivation, including limited teacher-student interaction and a lack of interactive activities. However, challenges include the lack of teacher training in child-friendly practices, incorporation of modern teaching technologies, difficulties in addressing individual differences, student reluctance towards studies, time constraints and issues related to the traditional classroom settings. This research stands as a stepping stone towards transforming ELT classrooms into genuinely child-friendly spaces particularly in the Nepali context.

The study consists of five main chapters. The first chapter introduces the topic, covering background, problem statement, rationale, objectives, research questions, significance, delimitations, and key term definitions. The second chapter reviews both theoretical and empirical literature and presents the study's conceptual framework. The third chapter discusses research design, case selection, data collection tools, procedures, and ethical considerations. The fourth chapter presents analysis and interpretation of data. The fifth chapter includes conclusions and implications. References and appendices constitute the final section of this research.

List of the Acronyms and Abbreviations

CFS	:	Child-friendly School
CRC	:	Convention on the Rights of the Child
ELT	:	English Language Teaching
GFP	:	Gender Focal Person
HIV/AIDS	:	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
MDGs	:	Millennium Development Goals
NFCFS	:	National Framework of Child-friendly School for Quality Education
PTA	:	Parent Teacher Association
RDWS	:	Read, Discuss, Write and Say/Share
SDGs	:	Sustainable Development Goals
SSDP	:	School Sector Development Plan
SESP	:	School Education Sector Plan
SMC	:	School Management Committee
TEYL	:	Teaching English to Young Learners
UNICEF	:	United Nations Children's Fund
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
WHO	:	World Health Organization
ZPD	:	Zone of Proximal Development

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Chapter 1. Introduction

This section of the study comprises the background of the study, statement of the problem, study objectives, research questions, and significance of the study, delimitations, and operational definitions of key terms.

Background of the Study

Education has become the main mechanism providing individuals with the knowledge, skills, and competencies needed by today's society (Care et al., 2018). Education is a fundamental human right. The Convention on the Rights of the Child (CRC) has ensured the right to education of all children (Ministry of Education, 2010). In the context of Nepal, the constitution of Nepal, 2072 article (31) subsection (1) has stated: "Every citizen shall have the right of access to basic education." According to Ministry of Education (2022), basic level education refers to grades from 1 to 8 generally provided to children between the ages of 5 and 12. This level of education is considered essential for developing basic literacy and numeracy skills, as well as acquiring knowledge and skills necessary for further education and employment. The main goal of basic education in Nepal is to provide all children with the opportunity to develop the knowledge, skills, and values needed to become responsible and productive citizens and succeed in higher levels of education and their future careers.

Special efforts are being made to address the issues of access to and quality of education in all countries across the globe. The concept of a child-friendly school is one of them. These efforts are founded on the Education for All (EFA), Millennium Development Goals (MDGs) and other international agreements (Ministry of Education, 2010, p. 5). In Nepal, a range of interventions have been made directly or indirectly to ensure access to and quality of education in school. Nevertheless, ambiguity still exists as to what are its fundamental criteria. Although quality education in itself is a relative and abstract subject, according to the modern assumptions of school education, ensuring conditions for learning in a child-friendly environment without any harm to their physical, mental, intellectual and emotional development from any quarter by considering children as the focal point of the whole education, is a basic requirement of quality education. The National Framework of Child-friendly Schools has been prepared in partnership with the Department of

Education (DoE) and national and international organizations working in the education sector to give a concrete shape to this fact (Ministry of Education, 2010, p. 2).

The Child-friendly School (CFS) follows rights-based approach. A child-friendly school is a school that recognizes and nurtures the achievement of children's basic rights. A school is considered child-friendly when it provides a safe, clean, healthy and protective environment for children. At child-friendly schools, child rights are respected, and all children – including children who are poor, disabled, living with HIV or from ethnic and religious minorities are treated equally. The learning environments of child-friendly schools are characterized by equity, balance, freedom, solidarity, non-violence and a concern for physical, mental and emotional health. These lead to developing knowledge, skills, attitudes, values, and morals so children can harmonize. A child-friendly school nurtures a child, supports development children, and creates a school-friendly community (UNESCO, 2015). A child-friendly environment may include age-appropriate furniture and equipment, a safe and clean physical space, and a welcoming and supportive atmosphere. It may also have resources and activities that are engaging and stimulating for children and support their social, emotional, physical, and cognitive development. A child-friendly environment can help children feel comfortable, supported, and motivated to learn and grow (UNICEF, 2009).

Creating a child-friendly environment in the English Language Teaching (ELT) classroom can help to foster positive classroom dynamics. When children feel comfortable, supported, and valued in the school, they are more likely to engage with the material and their peers, contributing to a positive and collaborative learning environment. Similarly, when teachers can create an atmosphere that is welcoming and supportive, they can encourage positive interactions and relationships among students, which can further enhance the child-friendly nature of the classroom. In the same context, the World Health Organization's Information Series on School Health Document 10 has stated, "The extent to which each nation's schools provide a safe and supportive environment for all will play a significant role in determining whether the next generation is educated and healthy in body, mind and spirit" (World Health

Organization, 2003). The document further states that a supportive school environment can improve student learning outcomes.

Basic Level English Curriculum (Grade 6-8)

According to Ministry of Education (2021), English is the language of international communication. It is widely used in education, mass media, Information and Communication Technology (ICT), business, tourism, science and medicine. English is also a popular language in Nepal. It is taught as a compulsory subject right from grade one. The curriculum has been developed to cater to the essential linguistic needs of the children learning English. It has incorporated recent trends and contemporary developments in language learning. The main aim of teaching English at this level is to enable the learners to communicate with confidence.

The curriculum aims to enable the students to exchange their ideas with the people who speak or write English. It also aims to expose the students to the vast treasure of knowledge and pleasure available in both written and spoken English. The major focus of this curriculum is on language skills viz. listening, speaking, reading and writing and, thus, it aims to develop communicative competence on the part of students. The students learning English in these grades will develop their linguistic base in English for their further studies.

By the end of grade eight, the students should be able to achieve the following competencies:

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Speak appropriately to communicate with different audiences for a variety of purposes in a variety of personal, social and academic contexts.
- Read and understand a variety of literary, informational, and graphic texts, using a range of strategies or cognitive processes to construct meaning.
- Write for an intended purpose and audience by generating, gathering, and organizing ideas and information.
- Demonstrate good control of vocabulary and syntax to express basic communicative needs.

The classroom activities such as answering questions, story telling/retelling, role play, demonstration, pair work/project work, group discussion/presentation, reading aloud/silent, completing sentences, filling the blanks in a cloze exercise, language games, listen and carry out different activities, describing a given picture, dictation, controlled/free/guided writing should be adapted for developing language skills.

Statement of the Problem

A child-friendly learning environment is associated with better academic outcomes, increased student engagement, and improved social and emotional well-being among students (Mangestuti et al., 2022). The Government of Nepal developed a framework for child-friendly schools in 2010, focusing on the students' diverse needs in the classroom where teachers play the role of facilitator and address students' potential competencies (Ministry of Education, 2010). The introduction of the School Sector Development Plan (2016-2023) paved a strong foundation for child-friendly, learner-centered and interactive pedagogies requiring teachers to use collaborative techniques in the classroom (Ministry of Education, 2016).

Similarly, the constitution of Nepal, the Local Governance Administration Act (2074), the Act Relating to Children (2018), the Convention on the Rights of the Child (1989), the fifteenth plan and so on have developed different policies and programs to address the overall aspects of child rights. Goal 4 of the Sustainable Development Goals (SDGs), a unique goal focused purely on education, 'Quality Education' states, "Ensure inclusive and equitable quality education and promote lifelong learning".

According to Ministry of Education (2010), in the context of Nepal, most of the schools persist traditionally in management and teaching-learning. The whole school environment is focused on encouraging children to learn by rote. The schools only use the textbooks and teaching aids made available by the central level, which is rarely utilized. Also, the schools are not concerned about health and sanitation, proper infrastructure, classroom environment, and student discrimination. Although child-friendly school is considered an obligation for quality education, CFS initiatives have been applied by only a few schools, even in CFS-implemented districts. Therefore,

many students are still deprived of the benefits of child-friendly projects run by the government and other national and international organizations. Besides, CFS should also have internal (self) and external monitoring and evaluation systems.

However, only a few researches can be found on the study of practice of teaching English from the child friendly perspective in the context of Nepal. Some previous researchers have also claimed that there is a gap between the theory and practice of child-friendly classrooms. Additionally, I have encountered the discrepancies prevailing in multiple schools of Kathmandu Valley. This research primarily aims to explore the practices of teaching English at a basic level from a child-friendly perspective. Herein practices incorporate modes of student participation, teaching approach and activities, resources, interaction, learning environment, classroom space and management and so on. Drawing on a comprehensive review of the existing literature and the collection of new data, this research provides a comprehensive understanding of the potential challenges and barriers in creating and maintaining child-friendly classroom dynamics and help stakeholders to make informed decisions for managing and implementing child-friendly ELT classroom dynamics.

Objectives of the Study

The objectives of the study were as follows:

1. To find out the practices of teaching English at the basic level from child-friendly perspectives.
2. To identify the potential challenges in creating and maintaining a child-friendly English classroom.
3. To suggest pedagogical implications for enhancing child-friendly English classrooms.

Research Questions

The study sought answers to the following questions:

1. What are the practices of teaching English at the basic level from the child-friendly perspective?
2. What are the potential challenges and barriers in creating and maintaining a child-friendly English classroom?

3. How can the ELT classroom be improved regarding its child-friendly nature?

Significance of the Study

This study is significant for several reasons. First and foremost, it can help improve children's learning and well-being by providing insight into the factors that contribute to a positive and supportive learning environment in the classroom. This can be especially important in helping English teachers create a classroom culture that is welcoming, engaging, and inclusive for all students. Additionally, this study can help to identify the challenges and barriers that English teachers face in creating and maintaining a positive classroom culture, and can provide strategies and interventions for addressing any related issues. This can be especially important in settings with high levels of diversity or other barriers to student learning and well-being.

Finally, this study can also contribute to a greater understanding of the complex and multifaceted nature of the English classroom. It can inform the development of policies, programs, and practices that support children's learning and development. Overall, research in this area can potentially improve the quality of education and children's learning experiences in various settings.

Delimitations of the Study

I set the following boundaries to delimit the study:

- The research design used in the study was case study.
- This study was delimited only to a selected community school of Chitwan district.
- This study was delimited to English classrooms of grade 6 to 8.
- The data were collected through in-depth interviews and classroom observation.

Operational Definitions of the Key Terms

Basic level education: In the context of Nepal, basic level education refers to grades from 1 to 8 generally provided to children between the ages of 5 and 12, divided into: lower basic level, which covers grades 1 through 5, and upper basic level, which covers grades 6 through 8.

Learner: A person who is learning a subject or skill. The terms herein 'child', 'student' and 'learner' are used synonymously, although they have semantic differences.

Child-friendly classroom environment: A child-friendly classroom environment is safe, welcoming, and appropriate for the learners. It meets children's physical, emotional, and developmental needs and supports their learning and growth.

Effectiveness: Effectiveness is the impact of overall education process on children's learning.

Inclusion: Inclusion is a process or strategy for addressing groups deprived of opportunities.

Translanguaging: Translanguaging is a process where students and teachers use multiple languages to communicate with each other in a classroom setting.

English lab: An English lab refers to a room dedicated to the study and practice of the English language. It is equipped with resources such as books, computers and audiovisual aids for English language learning.

Chapter 2. Review of Related Literature

In this chapter, I have established the foundation of the study by reviewing the related literature. This includes a review of the theoretical and empirical literature related to the topic of the study. I have also presented the conceptual framework of the study.

Review of Theoretical Literature

According to NFCFS (National Framework of Child-friendly School for Quality Education), a school that provides a learning environment suitable to the children is a child-friendly school. In such schools, the environment for children is conducive to learning and their inherent potentials are developed. Furthermore, in these schools:

- Children receive a safe and healthy environment, physically, mentally and emotionally.
- Children's aptitude, capacity and level are respected and provision is made for necessary environment and curriculum for their learning accordingly.
- Teachers bear the full responsibility for assessing the learner's achievement in terms of learning.
- Children are encouraged to enroll in school without discrimination based on their caste/ethnicity, sex, financial status, or physical and mental frailty. They are treated without discrimination both within and outside school.
- In addition to children's education, special attention is paid to their health and security needs.
- Children, parents and communities actively participate in policy-making, planning, implementing and evaluating school activities.

Regarding the aim of the CFS model, UNICEF (2009) suggests that it is intended "to move schools and education systems progressively towards quality standards, addressing all elements that influence the well-being and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process. Quality standards should enable all children to access school, survive from grade to grade and complete the cycle on time; they should also provide an enriched educational experience through which students can thrive, develop and

achieve their full potential". In this sense, the conceptual framework includes five important principles, which might be used as a starting point to transform the schools into child-friendly ones and to reveal the notion of child-friendly schools (UNICEF, 2009).

The first principle, inclusiveness, deals with the issue that schools are suitable for every child based on human rights. Schools are supposed to accept the students applying to them; however, they must also consider the others who need education. Additionally, the schools are responsible for the acceptance and attendance of all students. Schools include all children: They do not exclude, discriminate or stereotype, and provide accessible and free education, especially for families and children at risk, respect the differences and guarantee a learning environment for every child (e.g., girls, working children, children of ethnic minorities, children affected by HIV/AIDS, children with disabilities, and victims of violence).

Another important principle emphasised in the responsibility is to provide a safe, healthy and protective environment away from violence, injury, abuse and neglect while guaranteeing that the discipline practices at school are for the child's sake. Moreover, children should be able to reach best possible health care services. This kind of learning environment promotes all children's physical and psychological health. In a CFS, a healthy, hygienic, and safe learning environment, with adequate water and cleaning facilities and healthy classrooms, health policies and practices (e.g., a school free of drugs, corporal punishment, and harassment) are provided as well as the health services such as nutritional supplement and counselling. In addition, these schools provide health education based on life skills and support the teachers' and students' physical and psychosocio-emotional health.

As another key principle, effectiveness emphasises quality teaching and learning processes, in which individualised, active, cooperative and democratic learning methods are implemented for each child's developmental level, ability and learning style. Quality materials and resources are provided with constructed content, and the teachers' capacity, morale, commitment, statutes, incomes and awareness of child rights are increased. Moreover, children are guided in what and how they should learn, leading to quality learning outcomes. Appropriate methods are determined to evaluate the children nationally and in class.

With democratic participation as a fourth principle, the decision-making process related to the school and its environments becomes more effective as it includes the children. In other words, this process is a decision-making process, including the child, family, and society. In this way, children also have a voice in school life; the families as their primary caregivers and the educators cooperate with the child and the teacher, and society plays a role as a shareholder in supporting the child and protecting his/her rights.

Gender responsiveness, the last principle of the child-friendly schools, requires that every child have the equal right of education regardless of gender. An educational environment is provided where there is no gender discrimination for girls and boys, where students construct healthy relationships and are educated through their needs. With materials and experiences, gender equality is provided for school attendance and achievement, and this perspective is also reflected in the curriculum, course books, and learning & teaching processes. Moreover, girl-friendly practices are encouraged while each student's rights, differences, and equality are respected.

The NFCFS has encompassed nine components of a child-friendly school. They are:

Effectiveness

Effectiveness in itself is a broad subject. Generally, effectiveness should be understood as how much any action, programme, practice, effort and investment has had impact on the conditions of the target group. In education, effectiveness should be taken as the impact of the overall educational process on children's learning. Concerning child-friendly schools, effectiveness should be understood as to whether or not the educational activities are consistent with children's interests, aptitude, capacity and needs, and whether or not these activities and programmes have positively impacted children's learning in short and long terms.

Inclusion

Inclusion is a process or strategy for addressing groups deprived of opportunities. Inclusive education refers to inclusion of understanding for each other, respect for each other, responding to academic needs, including the experiences, aspirations, and norms and values of all learners. In the formal school education system, inclusiveness is expected to address the conditions of children deprived of

various opportunities. It accepts the differences between children. In addition, inclusiveness ensures the right to receive education of all children in a non-discriminatory environment.

Gender Perspective in Education

The concept of gender development holds the view that the capabilities of both men and women must be developed and used in the same manner. In the current educational context of Nepal, immense efforts are being made at governmental and non-governmental levels to achieve gender equality. Such efforts have resulted in the enrolment percentage of girls, retention of those already enrolled in schools to some extent and making arrangements for alternative education for school dropouts. However, the gender perspective in education is yet to be strengthened. Girls have relatively low access to school. Girl children have not been able to attend schools to the expected level for reasons such as poverty, early marriage, ignorance, a compulsion to work within and outside households, etc. The participation of girl students is weak because the environment and behaviour within schools are not friendly to them. To overcome such weaknesses, additional initiatives and efforts are needed from policy-making to teaching and learning activities.

Participation of Children, Families and Communities

The main responsibility of school management lies with the SMC, Parents-Teachers' Association (PTA), principal and teachers. In addition, active and continuous participation of children, families and communities in policy-making, planning and programme implementation in schools has to be ensured. Children's participation in diverse programmes, on the one hand, helps in successfully conducting the programmes and, on the other hand, raises their self-confidence and capacity to work. The family has a major role to play in the development of children's education and other aspects. Without family support, children cannot reach or be retained in schools. Therefore, child-friendly schools advocate for maintaining direct contact with them for proper and all-round development of children.

Health, Security and Protection

Children's health has a direct bearing on their learning and their participation in activities conducted in the school. Without being physically and mentally healthy, no child can develop properly. Hence, every child has the right to live free of diseases and, if ill, receive prompt treatment. Along with parents, child-friendly schools have

to ensure this right. For this purpose, schools must have provisions for health check-ups of children at least twice a year, and every pupil's health profile must be maintained systematically and updated.

Physical Condition of School

School's physical condition is a child-friendly environment's most fundamental aspect. Among the three perspectives of the educational process—investment, process and output, physical infrastructure is looked at from the investment perspective. The school's physical infrastructure encompasses school land and compound, school building, classrooms, laboratories, library, furniture (pigeonhole, tables, cupboards, desks/benches), toilet, drinking water, playground, educational aids, black/white boards, audio video materials, cupboards, electric equipment, computers, canteen, hostel and protection room etc. The physical aspect of school crosscuts other aspects of a child-friendly educational environment. Therefore, special attention should be paid to managing the physical aspects among other diverse aspects of child-friendly school. Similarly, since sound physical condition plays an important role in imparting quality education, paying particular attention to this aspect is necessary.

Teaching and Learning Process

Teaching is managing the environment where teachers teach, and students learn. Teaching is related to learning by children; without learning, teaching is incomplete. Therefore, in the formal education system, the teaching environment in school and classroom and classroom activities are considered the primary factor for enhancing the effectiveness of teaching and learning aspect. Teaching and learning cannot be effective until the teachers are professionally competent. If the teacher's role could be presented as a knowledge provider, facilitator, motivator and person who encourages students to become enthusiastic about learning, the teaching-learning work would be meaningful. In the same manner, aspects such as school-community relationship, availability of educational materials and evaluation system of children are critical in the child-friendly teaching-learning process.

Shin (2006) has suggested ten helpful ideas for teaching English to young learners. They are:

- Supplement activities with visuals, realia, and movement
- Involve students in making visuals and realia

- Move from activity to activity
- Teach in themes
- Use stories and contexts familiar to students
- Establish classroom routines in English
- Use L1 as a resource when necessary
- Bring in helpers from the community
- Collaborate with other teachers in your school
- Communicate with other TEYL (Teaching English to Young Learners) professionals

Scholars have identified several techniques to teach English in a child-friendly manner. For example; Adhikari & Poudel (2020), Brown & Lee (2015), Gracia & Li (2014), Harmer (2007, 2008), Hedge (2001), Richards & Rodgers (2014), Ur (2012) etc. Some of major techniques are described below:

Oral Drills. Drilling is an instructional technique for teaching pronunciation. Drilling involves the repetitive practice of specific pronunciation patterns or sounds. Students are guided to repeat words, phrases, or sentences to reinforce correct pronunciation. This technique helps develop muscle memory and automaticity in producing sounds accurately.

Mime. The mime technique in ELT involves using non-verbal communication, such as facial expressions, gestures, and body movements, to convey meaning and facilitate language learning. It is a form of physical and visual communication that engages learners and enhances their comprehension and expression of language.

Simulation. Simulation is an instructional technique used in ELT that involves creating realistic scenarios or situations to provide learners with opportunities to use English in an authentic and immersive way. It aims to simulate real-life experiences and contexts where students can apply their language skills and develop communicative competence. Benefits of simulation in ELT include authenticity, language practice, critical thinking, collaboration and critical thinking.

Problem-solving Activities. These activities aim to develop critical thinking, communication, collaboration, and language proficiency. They allow learners to

apply their language knowledge in meaningful and practical contexts. Some examples of problem-solving activities are answering to a hypothetical situation, agreeing/disagreeing with specific statements, solving project-based tasks, generating ideas, solutions, or strategies for a given problem, decision-making tasks, role-playing, etc.

Debate. Debate as a technique involves organizing structured discussions or arguments on a specific topic or issue. In this technique, students are divided into teams or groups representing different perspectives or opinions, and they engage in a formalized exchange of arguments, counterarguments, and rebuttals.

Pair and Group Work. Pair and group work are common instructional techniques in ELT to promote interactive and collaborative learning among students. These activities involve students working in pairs or small groups to practice and develop their language skills. The different activities like discussions, debate, projects, exercises, reaching a consensus, picture description etc. can be done as pair and group work.

Dramatisation. Dramatisation is a technique used in teaching English that involves engaging students in dramatic or theatrical activities to enhance language learning. It encourages students to actively participate and express themselves in English through role-plays, skits, or improvised scenes. Dramatisation serves several purposes in teaching English, such as language practice, communication skills, confidence building, creativity and imagination, cultural awareness, and so on.

Communication with Games. Communication games are interactive activities used in ELT to promote communication skills and language development. These games create a fun and engaging learning environment that encourages students to use English in a meaningful way actively. Some examples of communication games in ELT are finding similarities and differences between two pictures, Just a Minute, Twenty Questions, Interview, Guess Who?, Storytelling Circle etc.

Inductive. The inductive method in grammar teaching is an instructional approach that involves presenting learners with examples of language use and guiding them to discover and generalise grammar rules and patterns. Instead of

explicitly providing rules and explanations, the inductive method encourages learners to infer and construct their understanding of grammar through observation and analysis of language samples.

Deductive. The deductive method in grammar teaching is an instructional approach that involves presenting learners with explicit grammar rules and explanations before providing examples and practice activities. In this method, learners are first given the limitations and then apply them to specific language examples or exercises.

Translation. Translation techniques in ELT refer to instructional methods that involve using translation between the learners' native language and English as a tool to facilitate language learning and comprehension. These techniques can be used strategically to aid learners in understanding vocabulary, grammar structures, idiomatic expressions, and cultural nuances. Some commonly used translation techniques in ELT are word-for-word translation, literal translation, and sentence transformation.

Total Physical Response. Total Physical Response (TPR) is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. It emphasises the connection between language and physical movement. TPR is based on the principle that language learning is enhanced when learners physically respond to spoken commands and instructions. Benefits of the TPR technique in ELT include engaged learning, comprehension and retention, kinesthetic learning, vocabulary acquisition etc.

Dictation. The dictation technique is an instructional approach used in ELT. It involves the teacher reading a passage or a series of sentences aloud while learners write down what they hear. Dictation helps develop listening, writing, spelling, and punctuation skills and overall language accuracy and proficiency.

Text Explanation. The explanation technique in ELT involves the teacher providing clear and concise explanations of language concepts, grammar rules, vocabulary meanings, or other language-related topics to help learners understand and grasp new information. Relating explanations to real-life situations or providing relevant examples helps learners connect new information to familiar

contexts, making it more meaningful and memorable. Visual aids such as charts, diagrams, pictures, or natural objects can assist in presenting and reinforcing explanations.

Demonstration. The demonstration technique in ELT involves showing or illustrating language concepts, skills, or tasks to learners through clear and explicit examples or models. It allows learners to observe and understand how language is used in context, promoting comprehension and effective language production. Demonstrations provide learners with concrete and visual examples that showcase how language is used accurately and appropriately. Demonstrations focus on language functions and communication skills, allowing learners to observe and understand how to use language in real-life situations. Demonstrations provide models for correct pronunciation, intonation, and stress patterns.

Reading Aloud. The reading aloud technique in ELT involves the teacher or learners reading a text aloud to improve reading skills, pronunciation, intonation, and comprehension. It is a valuable activity that promotes oral fluency, vocabulary acquisition, and language awareness. Reading aloud provides an opportunity for learners to develop their listening skills as they hear the text being read by the teacher or their peers. Reading aloud encourages learners to bring emotions and expression into their reading, enhancing their understanding and engagement with the text.

Project-work. The project work technique in ELT involves learners working on extended, collaborative projects that require them to use English meaningfully and purposefully. It is a learner-centered approach that promotes autonomy, critical thinking, creativity, and communication skills. Projects provide opportunities for learners to use English in authentic, real-world contexts. Projects often involve research activities, requiring learners to locate, evaluate, and synthesize information from various sources.

Controlled Writing. Controlled writing in ELT refers to writing activities that provide learners with structured and guided practice in producing written language. These activities typically involve clear instructions, specific language or

grammar targets, and controlled conditions that limit the range of possible language choices. For example; copying, expanding, completing etc.

Guided Writing. Guided writing in ELT refers to writing activities that provide learners with support, structure, and guidance as they practice and develop their writing skills. In guided writing, learners are given step-by-step instructions and scaffolding to help them produce written texts—for example, paraphrasing, parallel writing, developing the skeleton into fuller text etc.

Free Writing. Free writing techniques in ELT involve encouraging learners to write continuously and expressively without worrying about grammar, spelling, or punctuation. The focus is on generating ideas, promoting fluency, and fostering creativity in writing. For example, essays, letters, paragraphs, reports etc. Learners are given open-ended or thought-provoking prompts to inspire their writing. The benefits of free writing techniques in ELT are fluency, creativity and originality, idea generation, confidence building, self-reflection, self-expression, etc.

Describing People or Pictures. Describing people or pictures is a valuable technique for teaching English as it helps learners improve their vocabulary, descriptive language skills, and overall communication abilities. This technique offers a dynamic and effective way to develop students' language skills across speaking, listening, reading, and writing, while also fostering cultural competence and critical thinking.

Realia. Realia is an ELT technique that involves using real-life objects, artifacts, or materials from everyday life to enhance language learning experiences. These tangible, authentic items serve as teaching aids to make language learning more contextualized, meaningful, and engaging for students.

Answering Question. Answering question technique in ELT involves guiding learners to effectively respond to questions posed by the teacher or their peers. This technique aims to develop learners' comprehension, critical thinking, and communication skills by allowing them to articulate their understanding and express their thoughts coherently and organized.

Translanguaging. Translanguaging is a teaching technique used in ELT classrooms, especially when dealing with students who are multilingual or come

from diverse linguistic backgrounds. Translanguaging involves the strategic and purposeful use of a student's first language (L1) alongside the target language, in this case, English (L2). In the ELT context, translanguaging can be applied in several ways such as code-switching, language bridging, cultural context, boosting confidence, facilitating learning etc.

Text Exploration. Text exploration is a teaching technique used in ELT classrooms, especially for teaching reading comprehension. It involves in-depth analysis and engagement with a text to develop a deeper understanding of its content, language, and context. This technique encourages active involvement and critical thinking on the part of the students. Students read the text independently. They are encouraged to read actively, highlighting or underlining important points, unknown words, or sections they find challenging. Students can work in groups to discuss the text, share their findings, and collectively analyze it. Group work promotes collaboration and varied perspectives.

Teaching and Learning in Mother Tongue

Language is the medium of teaching, learning, communication, and daily life. Children start learning from home. As the language spoken by a child at home is its first language, it plays a vital role in learning. In the teaching and learning activities at school, if children receive a learning environment in the language spoken at their homes or their mothers, they learn fast. Studies have pointed out the appropriateness of teaching and learning in the mother tongue as it is easier to learn, especially at primary level classes, due to vocabulary and the attraction of school among students. Language is also a means through which diversity in the classroom is addressed. The problems of access and irregularity of students in school can be resolved through teaching and learning in the mother tongue. The use of mother tongue along with the second language (for example; English) has been termed as translanguaging. Translanguaging is a process where students and teachers use multiple languages to communicate with each other in a classroom setting. The goal of translanguaging is to access, appropriate, and communicate knowledge more effectively (García et al., 2014). Similarly, (Tse, 1996) stated that translanguaging practices include code-switching, language brokering, translation and interpreting between culturally and linguistically diverse individuals.

School Management

School management mobilizes physical, financial and community resources by harmonizing them with students' learning. It encompasses a wide area of education. It covers a variety of activities conducted by governmental agencies for school activities and the management tasks done by local agencies for schools. This also includes the activities that enhance the effectiveness of school's teaching and learning through child-friendly teaching and learning activities.

Lev Vygotsky's and Jerome Seymour Bruner's theories are reviewed for the theoretical review of the study. These theories explain the significance of a supportive learning environment and principles of instruction.

Zone of Proximal Development and Scaffolding:

The Zone of Proximal Development (ZPD) is a key construct in Lev Vygotsky's theory of learning and development. ZPD refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. Thus, the term "proximal" refers to skills the learner is "close" to mastering. ZPD is the zone where instruction is the most beneficial, as it is when the task is just beyond the individual's capabilities. ZPD has been defined as:

"the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task. To assist a person to move through the zone of proximal development, educators are encouraged to focus on three important components which aid the learning process:

- The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
- Social interactions with a skillful tutor that allow the learner to observe and practice their skills.

- Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD.

Translanguaging techniques offer a scaffolding structure to the learners by serving several different learning strategies (Dahlberg, 2017).

Bruner's Constructivist Theory:

Jerome Seymour Bruner's constructivist theory concerns how knowledge is represented and organized through different modes of thinking (or representation).

Bruner proposes three modes of representation:

- Enactive representation (action-based)
- Iconic representation (image-based)
- Symbolic representation (language-based)

Bruner also suggests that a learner, even of a very young age, can learn any material as long as the instruction is organised appropriately. Bruner's constructivist theory principles include readiness, which emphasizes the importance of aligning instruction with students' experiences and contexts to enhance their willingness and ability to learn. Additionally, the theory advocates for spiral organization, where instruction is structured to ensure that students can easily understand and engage with the material. Finally, the theory encourages going beyond the given information by facilitating extrapolation and filling in gaps to foster a deeper understanding of the subject matter.

Review of Empirical Literature

This section concerns the review of the studies carried in the related area.

Oluremi (2012) attempted research entitled 'Creating Child-friendly School Learning Environment for Nigerian Children'. This study evaluated the school learning environment in Nigeria's primary schools. Areas of study included classroom environment, provision of infrastructural facilities, teacher/student interaction in the classroom setting. The descriptive research design of the survey type was used. The population of the study consisted of all the teachers in the public primary schools in Osun State Nigeria. Sample comprised 250 teachers from selected Secondary Schools in the state. Data were collected using frequency counts, means and percentages. Results showed that 25% of the selected schools were not child-friendly. This was because they lacked infrastructural facilities such as toilet facilities, chairs, desks and

tables. Most classrooms were not friendly to students with disabilities. Based on the findings, it was recommended that all education stakeholders in the primary education sector should make classroom environment attractive and pleasant for students. This would enhance teaching and learning and improve teacher productivity.

Similarly, Thapa (2013) conducted a study entitled "Role of Child-friendly School in English Language Teaching" to describe a child-friendly school environment and its role in English language teaching. This study also attempted to point out the problems related to child-friendly schools in English language teaching. Both primary and secondary sources were used to collect data. They were selected through non-random quota sampling procedures in Dhading district. The secondary sources of data were related books, theses, journals etc. The researcher used a questionnaire as the major tool for data collection. Two sets of questionnaires, i.e. open-ended and close-ended, were prepared for teachers and students. After collecting data, they were tabulated, analysed and interpreted. The researcher found that the role of child-friendly schools in English language teaching was very effective as it had a focused child-centred method.

Another study conducted by Sundari (2017) entitled "Classroom Interaction in Teaching English as Foreign Language at Lower Secondary Schools in Indonesia" aimed at exploring interaction in English language classroom as foreign language context at lower secondary schools from teachers' perspectives. Among 20 participants, three were male and remaining were female teachers who had been teaching English from three to thirty-six years in all grades. Interviews, focus group discussions and classroom observation were used to collect data. The gathered data were analysed according to systematic design of grounded theory analysis method through 3-phase coding. The study revealed that several factors, in and outside the classroom, may affect the way the teachers interact with the learners and the strategy they select in the classrooms. Learners and teacher variables, learning objectives, and targeted language skills are initial factors influencing classroom interaction. Similarly, classroom contexts can be specified as grades, composition, class size, duration, and learning facility. Not only those factors, several external factors, as sociocultural background, arise out, such as adopted national curriculum, school system, parent role, language exposure and other social economic variables.

Shakya's (2017) study entitled 'The UNICEF policy program of Child-Friendly School in practice in Sunrise Boarding School' examined the level of implementation of UNICEF CFS model, positive initiatives as well as challenges. The theoretical model used in the research is four elements of the CFS model developed by UNICEF. The research design was qualitative, explorative and comparative analysis comprised with visual ethnography to capture the school's current situation. The researcher used semi-structured interviews while collecting data and interviewed eight respondents. This study revealed the presence of gender equality, a good learning environment, and facilities of desk lockers in the school; however, the teachers' role was stereotyped. It also pointed out the unavailability of general health facilities, doctors or nurses and insufficient first-aid boxes in the school. However, free health camps and blood donation programs were organised. Personal hygiene was maintained well. Further, the school buildings were earthquake-resistant but the biggest issue was the dust from the construction work inside the school buildings. Finally, this study highlighted the need for accomplishing a proper code of conduct against harmful acts such as bullying, harassment, and substance abuse, corporal punishment.

Subedi and Shrestha (2020) carried out research on 'Student Friendly Teaching and Learning Environment: Experiences from Technical Vocational Educational Training Schools in Nepal.' The main objective of this study was to explore the opportunities and challenges the school leaders, teachers, students and parents have been experiencing while creating student friendly teaching learning atmosphere in TVET schools. The teachers employed the narrative inquiry and the data were collected by in-depth interview from the participants. The researchers found that student friendly teaching learning environment was recounted to have been constructive in stimulating confidence, creativity, critically social spirit and self-reliance among students.

Tripathi (2020) studied the status of child-friendly school environment and the school's policy towards it. It was delimited to Pokhara Metropolitan of Kaski District. The explanatory sequential research design was used. The survey technique was used for quantitative and observation for qualitative study. Eleven schools were selected randomly out of 128 basic community schools. The interview and observation checklist were the major tools of data collection. Collected data and information were

analyzed quantitatively and qualitatively as per their nature in the table. The study's findings demonstrated that physical facilities in Pokhara Metropolitan City community schools were satisfactory. It was concluded that the community schools tried their best to make a child-friendly school environment, but those attempts were insufficient. The study recommended that communication, cooperation, and coordination are needed among the stakeholders to plan for quality education in schools.

Bhandari (2020) conducted a study to analyze the existing mathematics classroom practice through a child-friendly perspective and analyze teachers' perceptions towards a child-friendly learning environment in mathematics classroom practices. This study used a qualitative research design and a case study approach where two mathematics teachers and twelve class eight students from two different schools were selected through purposive sampling. Data collection was done through in-depth interviews, observation and focus group discussion. Data were analyzed inductively to use the results of the analysis on a basis for subsequent data collection. This study found that existing mathematics classroom practice could not be conducted on demand of a child-friendly environment. It revealed a gap between the theory and practice of a child-friendly mathematics classroom. Mathematics classrooms were poorly managed, and group work, cooperative learning and collaborative learning were not held appropriately.

Khanal's (2021) study focused on child-friendly classroom environments and basic level academic achievement and analyzed teachers, parents, students, and school management committees' role in school work. To accomplish the objectives, qualitative research methodology was used. The data were collected from both primary and secondary sources. 80 participants were selected using random sampling procedure. It was concluded that the school management committee, teachers, the interaction between the parents and the stakeholders on various issues has helped construct the child-friendly school and the community has expressed its readiness to help as the school is their own. According to the parents, the school has been punishing the children for one reason or another and the school should be reformed as there are protests from all quarters. In order to achieve the set targets as per the state's educational policy and for the all-round development of the children, everyone must

pay attention to remove the minor weaknesses, analyze the results, and engage in classroom management, including child-friendly schools.

Joshi (2022) conducted a study to explore how teachers' proximal behaviour with students helps students learn English and find teachers' strategies to establish mutual relationships with the students. This study was qualitative, which was guided by an interpretive paradigm. It followed a phenomenological study and collected participants' lived experiences of their teaching-learning situations. Semi-structured interviews and observations were employed to gather phenomena for the study. This study concluded that English teachers created a context for frequent communication and collaboration with the students to provide ample classroom learning opportunities. However, it was limited as some teachers practised their authoritative roles in and outside the classroom. Although teachers were aware of providing interactive situations in the classroom, the slow learners could not participate in learning activities. Teachers' strategies of engaging the students in learning such as cracking jokes, engaging the students in solving the riddles and asking questions based on the previous lessons attracted the students' attention towards the English lessons and increased their interaction in the classroom. Teachers' bilingual approach – Nepali and English – to teach the English language in the classroom became much helpful to students in their learning.

The present study is different from the abovementioned studies because it aims to learn the practices of teaching English at the basic level from a child-friendly perspective and identify the challenges in creating and maintaining a child-friendly English classroom. None of the above studies focused on studying ELT classrooms from a child-friendly perspective.

Conceptual Framework of the Study

The conceptual framework of the proposed study can be diagrammatically shown in Figure 1.

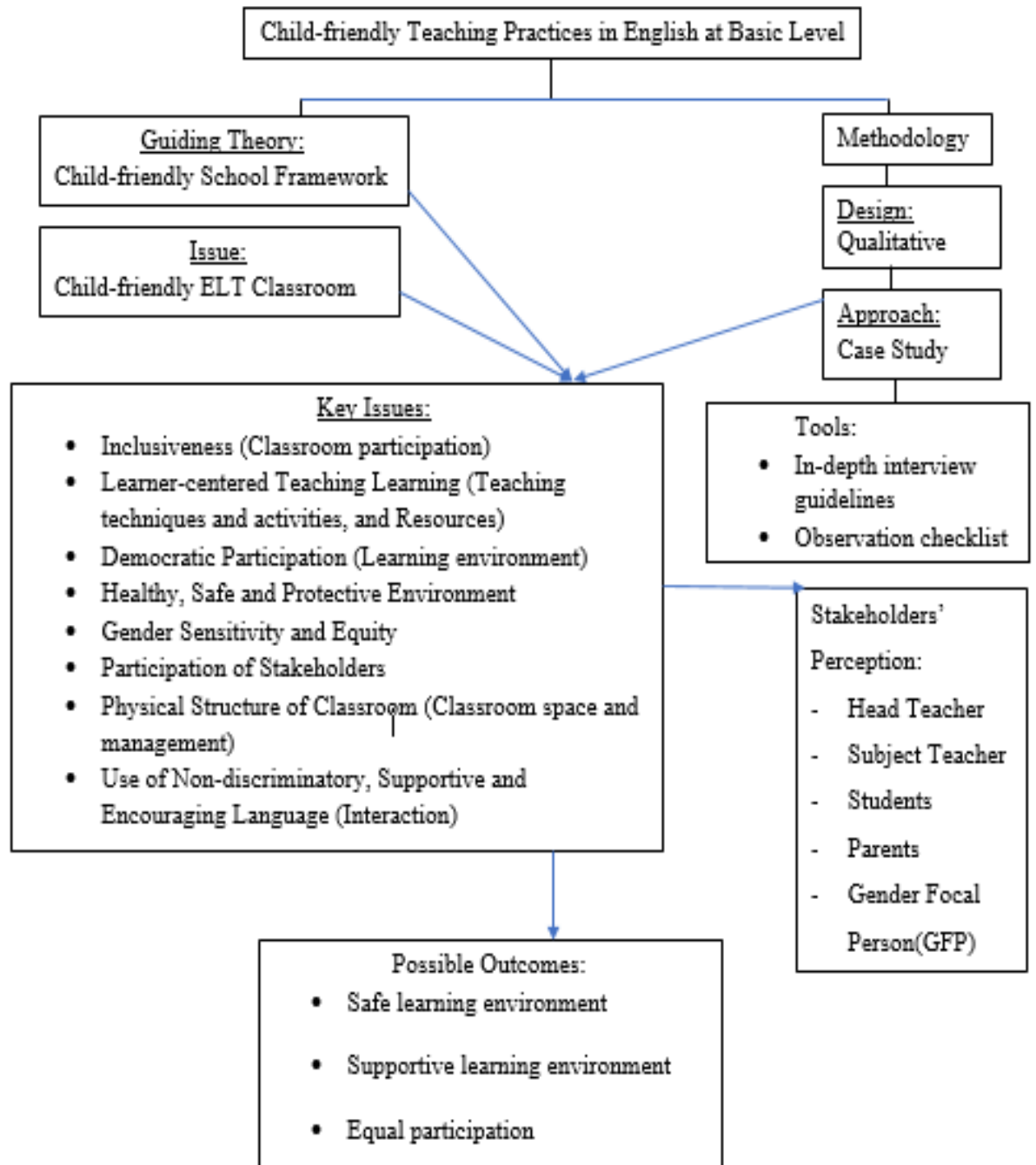


Figure 1. Conceptual framework of the study.

Implications of the Reviewed Literature for the Study

The previous sections of this chapter have provided me with a comprehensive understanding of the relevant conceptual, theoretical, and empirical literature related to my research topic. The previously conducted research studies mentioned in the literature serve as a secondary source for this study, playing a crucial role in identifying issues and exploring research problems. The above review of empirical finding highlighted the significance of the child-friendly learning environment. By reviewing earlier research and findings by Oluremi (2012), Thapa (2013), Sundari (2017), Shakya (2017), Subedi and Shrestha (2020), Tripathi (2020), Bhandari (2020), Khanal (2021), Joshi (2022) etc. collectively emphasize that achieving a child-friendly learning environment demands the concerted efforts of stakeholders, ranging from school management committees and educators to parents and students. Furthermore, the studies reveal that the promotion of child-friendly classroom interactions, whether in English language teaching or mathematics education, requires strategies that prioritize communication, collaboration, and creating engaging learning atmospheres. In essence, the findings from these studies call for the recognition that child-friendly environments are not just physical spaces but encompass a holistic approach that respects students' diverse needs, nurtures creativity, and promotes a sense of ownership in their educational journey.

In brief, the review of various types of literature throughout the course of my research encompassed various stages, including identifying the research problem, setting the objectives and research questions, selecting the research design, to explicating and discussing the findings. The previous studies thus provided valuable guidelines for conducting the present study. Additionally, my study has exposed me to various other scholarly works which have enhanced my knowledge of different research aspects beyond the scope of this research endeavour.

Chapter 3. Methods and Procedures of the Study

This chapter sheds light on the overall design of the study. It includes the design of the study, selection of case and participants, data collection tools and data collection procedure.

Research Design

The study adopted the case study design within the qualitative research paradigm. The qualitative research study explores social phenomena as they occur naturally. Qualitative research emphasizes unique case orientation and aims at description, exploration and discovery using the 'wide-angle' and 'deep-angle' lens to examine a phenomenon's breadth and depth (Koul, 1988). As cited in Eckerth (2008), Johnson (1992) writes that "the purpose of case study is to understand the complexity and dynamic nature of the particular entity and to discover systematic connections among experiences, behaviors, and relevant features of the context" (p. 84). Similarly, according to Riazi (2016), case study research is research in which the researcher concentrates on a single case. He further states that the case is studied in its real-life context, thus enabling the researcher to investigate the case more holistically and comprehensively and reveal different aspects. The practices of teaching English at a basic level in Janajiwan Secondary School, located in Khairahani, Chitwan district, were selected as a case for this study. Practices predominantly incorporate modes of students' participation, teaching approach and activities, resources, interaction, learning environment, classroom space and management. I chose this school as the field of study because of its location in an outskirts area of Chitwan, where there is a lack of research on teaching English from a child-friendly perspective. Additionally, the school has a diverse student body that includes a range of cultural backgrounds which aligns with the questions of my study. The data were collected through multiple sources of information, namely in-depth interview and classroom observation.

Selection of Case and Participants

The case study is the research in which the researcher concentrates on a single case. The case can be a single person (e.g., a language learner), a group of people (teachers of a particular course), or a phenomenon (e.g., providing feedback to students) in a specific context with which the researcher has developed some ties or interests (Riazi, 2016). The practices of teaching English at the basic level were

selected as a case. This study involved a single case with multiple participants. The sample unit of this study was lower secondary level ELT classrooms and subject teacher, head teacher, parents, and students of the selected community school. Altogether, ten participants: subject teacher (2), head teacher (1), parents (3), and students (3), Gender Focal Person (GFP) (1) were selected for the interview. The lower secondary level ELT classes were also to get the first hand experiences of practices of teaching English.

Data Collection Tools

In-depth interview guidelines and observation checklists were used as data collection tools. I conducted in-depth interviews with the selected participants and observed 15 classes from the lower secondary level ELT classes.

Data Collection Procedure

I visited the selected school area, took consent from the concerned authorities, and built good rapport with the informants. Then, I observed the classes and conducted multiple interviews with the selected participants until I felt data saturation as per the research.

Furthermore, I had an observation checklist to record the information from ELT classroom observation. Some observational information was captured using the camera as well. In the observation process, I observed the existing condition of English classroom practices with an aspect of child-friendliness.

Ethical Considerations

In conducting this qualitative case study, ethical considerations were paramount throughout the research process. First and foremost, informed consent was diligently obtained from all participants, including subject teachers, head teacher, parents, students, and gender focal person to ensure their voluntary participation and understanding of the study's objectives. Confidentiality was strictly maintained. The identities of the participants in all research materials, including interviews and observation records were not revealed. Additionally, during classroom observations, special care was taken to minimize disruption and ensure that the students' learning environments were not adversely affected. Respect for the cultural diversity of the school and its community was integral, with sensitivity to the local cultural context and customs in all interactions. Lastly, throughout the research, the principles of beneficence and non-maleficence were upheld, with the aim of contributing positively

to the improvement of English teaching practices minimizing any potential harm to the participants or the school community. The research was conducted in an ethical and responsible manner, adhering to the highest standards of research ethics.

Chapter 4. Analysis and Interpretation of Data

Built on the forgoing chapters, chapter four presents, analyzes, and discusses the data collected from the class observation and in-depth interview with head teacher, parents, students, GFP and the subject teachers. Divided into two broad sections, the first section analyzes the data to answer the research question related to the practice of teaching English at the basic level from child-friendly perspective, whereas the second concerns the question related to challenges in creating and maintaining a child-friendly English classroom.

Practices of Teaching English from a Child-friendly Perspective

Findings presented in this section inform the first research question- what are the practices of teaching English at the basic level from the child-friendly perspective? The practices include textbook as a dominant teaching learning resource, translanguaging, poor classroom management, poor motivation among students, learner-centered activities (teaching through examples, collaborative teaching and learning, text exploration), text explanation, safe and inclusive learning environment for all children without discrimination, participation of stakeholders in the school.

Textbook as a Dominant Teaching Learning Resource

The dominance of textbooks within the ELT classroom was evident, despite the presence of an English lab equipped with resources like desktop computers, speakers, dictionaries, and English books. According to Harmer (2007) there is a wealth of technological options available for language teaching and learning such as radio, TV, CD-roms, computers, the Internet, electronic dictionaries, email, blogs, audio cassettes, powerpoint, videos, DVDs, and VCDs. One of the primary aims of using multimedia in language teaching is to enhance students' motivation and interest in learning, thereby engaging them more effectively with the language learning process (Altun & Khurshid Ahmad, 2021).

However, during the observation, Teacher 1 primarily relied on the textbook and did not utilize any additional materials. Out of 5 classes observed, the teacher used only textbook as a dominant instructional material. He entered the class with his book and asked students 'which page number?' He usually began the class by asking few questions from the previous lesson. When discussing the use of instructional materials, he explained:

I tend not to use many materials. English teaching resources are not readily available for purchase. The English lab's capacity is limited compared to the student count. If I split the students across two days, managing the classroom and students' behavior becomes challenging. It would be more efficient if we had a classroom equipped for audiovisual content. Sometimes I bring a speaker to play audio in the classroom. While a teacher's guide would be highly beneficial, I have not received one. The textbook serves just as a guideline.

Likewise, Teacher 2 also relied heavily on the textbook as an instructional material. Out of ten classes observed, the teacher used textbook in eight classes. On one occasion, Teacher 2 brought seventh-grade students to the English lab for listening practice, where audio content was played and students answered questions from the textbook. Teacher 2 also incorporated practice books in eighth-grade instruction, encouraging students to work through previous questions. Regarding the use of instructional materials, Teacher 2 said:

I am capable of using modern technology. I have prepared slides, although I have not used them in this school. Challenges arise with using instructional materials due to limited storage space, insufficient areas to display prepared materials, and a lack of ready-made resources in the school. Transporting students to the English lab and back to the classroom consumes around 10 to 15 minutes, making it time consuming.

Students are motivated more while they are working on computers and use modern devices than they are working with textbooks (Cutter, 2015). Similarly, integrating technology into the classroom and daily lessons has a direct positive impact on English Language Learners (Cutter, 2015). Technology should be incorporated throughout the classroom regardless of pre-existing assumption of educational services, thereby assuring that all students can be instructed with necessary accommodations (Nepo, 2017). Nevertheless, the prevalence of textbook-based instruction remains notable in the ELT classroom, even when alternative technological resources are available. Both Teacher 1 and Teacher 2 primarily employed textbooks as their instructional materials, citing various challenges and limitations related to the integration of modern technology. Therefore, if there is no

substantial integration of modern technology for teaching English, then child-friendly practices are lacking.

Translanguaging

The theme of translanguaging reoccurred throughout the observation. Translanguaging is a process where students and teachers use multiple languages to communicate with each other in a classroom setting. The goal of translanguaging is to access, appropriate, and communicate knowledge more effectively (Adhikari & Poudel, 2023; Gracia & Li, 2014). It is bi/multilinguals' tendency to shuttle between and go beyond culturally defined languages for the efficacy of communication (Canagarajah, 2011). Tse (1996) stated that translanguaging practices include code-switching, language brokering, translation and interpreting between culturally and linguistically diverse individuals.

Both teachers and students in this study translanguaged Nepali and English in all lessons with varying degrees and for different purposes establishing translanguaging as integral to ELT classes. The teachers shuttled between English and Nepali and meshed Nepali linguistic resources with those of English in all lesson stages, for example, to open and end the lesson (Teacher 2), to open, continue, manage, and end the lesson (Teacher 1). After writing on the board the title of the lesson 'Festivals of Nepal', Teacher 1 initiated a conversation with the class as:

T: 'speaking vanne page number 36 hera.' (Look at page no. 36, called speaking.)

Ss: [Some students turned the page while some students were busy in side talk and laughed loudly.]

T: 'Hello! Speaking vanne hera' (Look at the section called speaking). In the first dialogue two persons talking.

Ss: [Students do not listen attentively and do not respond anything.]

T: Oe! In the first dialogue two persons talking. 'Dui jana manxe kura garirakhya xa hera ta ho ki hoina?' (Two persons are talking, isn't it?)

Ss: 'ho.' (Yes)

T: What are their names?

Ss: Sonali and Kaji.

T: Sonali and Kaji.

Ss: [Few boys talk very loudly being deviated from the topic.]

T: 'Halla nagara ta. Timiharulai thappad hirkauna paryo?' (Don't make noise. Do you need slap?)

This extract from Teacher 1's lesson shows how he used translanguaging to begin the lesson and continue the lesson or to make students attentive towards the discussion in the class. The teacher used both English and Nepali semiotic resources simultaneously.

The same teacher used translanguaging to manage the lesson. Whenever the students get deviated from the class the teacher uses the expressions like 'Oe halla vayo' (Hello! You are making noise.), 'siddha bas' (sit properly), 'oe timarle dhyan dieko xaina hai dhyan dewo' (Hello! You are not paying attention. Be attentive!), 'khai timiharuko dhyan' (Where is your attention?), 'Oe dhyan diera sun' (Hello! Listen carefully!), 'hello, Oe ktaharu timiharule dhyan deko xaina hai' (Hello boys! You are not paying attention.) and so on.

Teacher 1 also uses translation technique to manage the lesson and to clarify certain words in his lecture. He practiced this as:

T: Read the class rules on the whiteboard. Tick the rules you have in your class. [harmo class ma vaeko rules kun kun chai ho hera hai ta. Vako xa vane thik gara hai ta.]

Ss: [No response]

T: Try your hardest in class. '[class ma ekdam mehnat garera padhnuparxa, lekhnuparxa.] yo hamro class ma xa ki xaina?'

Ss: Xa.(Yes)

T: Do not hit other children. Hit vaneko k ho?

Ss: Tato. (Hot)

T: H-I-T hit. 'H-E-A-T vaneko tato. H-I-T hit vaneko hirkaunu. Arulai nahirkau arey. Hirkauna paune xa ta?' (Don't hit others. Are we allowed to hit others?)

Ss: 'Ramro kam garyo vane hirkauna paune xaina natra xa.' (Allowed to hit others if they don't do good things otherwise not allowed.)

While giving assignment Teacher 1 instructs the class in the following translanguaged sentences:

T: 'Homework suna. Yo ahile lekheko jastai sabai festivals ko lekhera aau hai.' [Listen what your homework is. Write about all the festivals similar to the one that you have done here.]

Teacher 2 translanguaged only occasionally, mainly to continue and manage the lesson. Sometimes teacher also translates the words to clarify it to the students.

T: 'la ma padhxu. Sabaile dhyan diera suna hai ta.' Before adding your choice of detergent and fabric softener [vaneko kun surf halne vanera decide garnu vanda agadi] what you have to do?

Ss: Read your

T: Read your washer's manual. So, you have to read your washing machine manual. And amount of detergent needed varies by load size. [kati detergent chahinxu vanne kura load size le vary garxa. Dherai kapada xa vane you have to put more detergent and if the clothes are few then you have to add few detergent.] The amount of detergent needed varies by load size and washing machine type. So, check the back of the detergent box. [detergent ko box hunxa ni tesko paxadiko pack ma herne. Tyaha lekhyu hunxa re kya kati kapadama kati detergent halne vanera]. This shows the use of Nepali as a classroom resource. He translated few English sentences from the text to facilitate learning.

The same teacher used translanguaging to engage students in collaborative reading, RDWS i.e. Read, Discuss, Write and Say/Share (Adhikari, 2010). After dividing the class into different groups (each bench constituting one group), the teacher assigned them a reading task and provided the following instruction:

T: Read the text and do the comprehension questions. If you find any difficult question discuss in group and find the answer.

While doing the task, the students were discussing enthusiastically in Nepali and English and their bilingual voices filled the class. This choice allowed students to share information and experiences in the language they felt most comfortable with, making their discussion more productive and engaging. Language alternation in reading, discussing, and writing has been recognized as a typical case of translanguaging in reading pedagogy (Baker, 2011).

According to Ministry of Education (2010), language is the medium of teaching and learning as well as that of communication and daily life. Children start learning from

home. As the language spoken by a child at home is its first language, it plays a vital role in learning. In the teaching and learning activities at school, if children receive a learning environment in the language that is spoken at their homes or their mothers, children learn fast. Through teaching and learning in mother tongue, the problems of access and irregularity of students' in school can be resolved. Because both teachers used the students' native language in the classroom, it helped facilitate active and effective learning. As a result, the ELT classes were welcoming and suitable for children; child-friendly.

Poor Classroom Management

It is probably no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in classroom (Marzano et al., 2003). According to Umoren (2010), the concept of classroom management is broader than the notion of student control and discipline, it includes all the things teachers must do in the classroom to foster students' academic involvement and cooperation in classroom activities to create conducive learning environment. The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. It not only seeks to establish and sustain an orderly environments so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth (Emmer & Sabornie, 2014).

Learning is work of the head and work of the heart (Sieberer-Nagler, 2016). In a survey of the American Federation of Teachers (AFT), 17 percent of the teachers surveyed indicated that they had lost four or more hours of teaching per week due to disruptive students and 19 percent reported having lost two to three hours. Many teachers said they had students in their classes with discipline problems. So aggressive, disruptive behavior wastes teaching time, disrupts the learning of all students, threatens safety, and overwhelms teachers (Wiseman & Hunt, 2013).

During the observation in Teacher 1's classes, it appeared that only about half of the students were actively engaged in listening to the teacher and seemed to be enjoying the class. Around 50% of the students were engaged in casual conversations, fidgeting, and seemed restless in the classroom. They appeared unaware of the teacher's instruction and were not fully attentive. Some students did not even take their books and copies out of their bags, and others failed to follow the teacher's directions to turn the page. They were occupied with activities such as changing seats,

standing up, and engaging in side conversations. A few students occasionally burst into laughter during their private conversations in class. Some clever students intentionally spoke louder while looking at the teacher, wanting to convey that they were paying attention. Some students just murmured while others were reading. On one occasion, a clever student whistled in the classroom, but the teacher couldn't determine who had done it. The teacher asked, "Who made that whistle?" The student responsible for the whistle didn't respond, and the others in the class stayed silent as well. The same student whistled again and then remained quiet once more. However, the second time, the teacher managed to identify the responsible student and gave him a punishment by pinching ear. This incident consumed nearly five minutes of valuable classroom time. Students in the back row were mostly engaged in conversations, playing with their hair, and frequently glancing at the teacher's face while pretending to nod in agreement. However, the teacher remained unaware of their behavior throughout the class.

Other than active students other found doing own stuffs like drawing, not doing the writing class assignment and writing Nepali exercise seating in the first row but the teacher did not realize it. The student who was writing Nepali assignment by copying from other's copy that student just covered his copy with book when teacher came near and pretended that he was with the teacher in class. Two students just fought with fist and beating. Some students just pushed and pulled one another while sitting on the bench. Student quarreled and fought a lot in the class. Consequently, teacher had to control the class and ask for students' attention time and again although he tried to ignore it. All these activities of students time and again compelled teacher to resort phrases like 'Hello! You are making noise.', 'sit properly', 'Hello! You are not paying attention. Be attentive!', 'Where is your attention?', 'Hello! Listen carefully!', 'Hello boys! You are not paying attention.' and so on. Additionally, the teacher occasionally resorted to physical interventions such as ear-pinching and giving minor slaps to maintain control in the classroom.

In Teacher 2's classroom, a majority of students were attentive and engaged in listening to the teacher, while the rest seemed distracted and uninterested in the lesson. The teacher had difficulty keeping track of each student's level of engagement. Teacher was unaware of every student what they were doing and whether they are with him or not. Towards the end of the class where most students were lost and busy

in side talking. Teacher seemed just focusing talkative and extrovert less speaking and poor and less expressive students remained silent and did not have idea what they learnt. Some students seemed indifferent to the teacher's instructions and occasionally raised their voices to convince the teacher that they were getting what teacher was saying.

The classes were often quiet noisy. When teacher asked questions in class the active students responded to the teacher but others remained quiet or were just busy with their own stuffs like tearing book pages, touching each other turn wise and just pretending as if listening to the teacher. In one class, this happened throughout the class. Side talking could be noticed towards the last benches. Many students' active involvement was observed while others stayed quiet or involved in side talking. Some students did not follow teacher's instruction. Once when the teacher asked if anyone else was interested in participating, there was no response. These situations often led to disciplinary actions, including scolding, giving a light tap on the head to regain attention, and the teacher having to stern or wide-eyed looks.

Classroom management in these instances did not align with child-friendly standards. It involves more than just ensuring students' compliance; it entails crafting an environment conducive to learning. Whenever teacher tried to control the class from disruptive behaviour of students and asked for attention it reduced the teaching time in class. A one-size-fits-all approach to classroom management will not appropriately serve teachers who seek to create calm and safe learning environments in their classrooms and, in so doing, meet the needs all of their students (McEwan & Carnoy, 2000). The potential for disruptive behavior is reduced when the classroom environment is appropriately structured for learning (Wiseman & Hunt, 2013). Establishing positive classroom behavior necessitates determining exactly what students expect from teachers and what teachers expect from students (Wiseman & Hunt, 2013).

Poor Motivation among Students

Motivation plays a significant role in a student's learning and development (Valerio, 2012). With motivation being one of the key factors determining success in foreign/second language (L2) learning, strategies in motivating learners should be seen as an important aspect of the study of L2 motivation (Cheng & Dörnyei, 2007). Teachers' motivation also plays an important role in promoting a healthy teaching

environment (Pelletier & Rocchi, 2016). Individual teachers have the capability of making learning empowering, thus allowing the energy of the classroom to be filled with excitement and anticipation (Valerio, 2012).

Hungary (Dörnyei & Csizér, 1998) resulted in ten commandments for motivating language learners (p. 215): teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present tasks properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, ensure that language classes are interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture.

In the course of observing 15 classes, it was evident that most of the time, the teachers remained at the front of the classroom and did not move around much towards the end of the class. A comparison between the two teachers revealed that Teacher 2 was relatively more active in moving around towards the end of the class, whereas Teacher 1 did so only on rare occasions. The students seated towards the back of the classroom displayed lower levels of motivation and engagement during the presentation of the lesson or discussions. This pattern of behavior from both teachers and students resulted in less effective teaching and learning within the classroom.

According to Ministry of Education (2010), the teacher can also teach a lot from the community and the environment, students need to be involved in activities of entertainment such as singing, dancing, explorative work, story-telling, sports etc. But no any fun and entertainment was created in the classroom. However, both the teachers did praise the students after they responded to the asked questions. The Teacher 2 performed it more than the Teacher 1. For example, in one class two students did a pair work related to the content 'Giving Suggestions and Advice', one student told the situation and next student provided suggestion. Then, once they finished teacher commended them by saying "Please, let's give them a big hand." Thus, they were appreciated with a huge round of applause by their friends.

Similarly, on the occasions when the teachers alerted students about their disruptive behaviours, they became alert and attentive but when the teachers did not have eye contact with them and when he was quite far from the students, they took

advantage and started to deviate from the lesson. Some students were just lost and did not have idea where the teacher was and what s/he was being taught.

When students were posed the question: Do you enjoy your English classroom? Why or why not? They responded:

S1: It is fun. He makes us laugh.

S2: It is not much fun. The English class is very much noisy in comparison to other subject class. All friends call each other and gossip/side talk and keep moving. The teacher is not much strict and the class is not controlled properly. He is not much strict in the class and friends are taking advantage (spoiled), making noise, keep moving.

S3: It is good. Teacher teaches well and asks question after he teaches. Friends make a lot noise.

Likewise, when students were asked: How much you are encouraged to participate in interaction in English classroom? They responded:

S1: He says to pay attention sometimes by saying expressions like ‘Hello! You are making noise.’, ‘Be attentive!’ and scolds if we make noise.

S2: If we don’t listen and make noise in class teacher he hits on the bench with book and scolds. Sometimes he says: ‘Do you need slapping?’

S3: He encourages to participate in interaction in English classroom. He asks questions.

Teachers did not teach according to students’ aspirations (their standard, pace and absorptive capacity), taking students’ individual difficulty into account. It could be observed that the teachers did not make sure that students who were shy, quiet or who had learning difficulties were also participating and learning adequately.

Understanding confirmation was not taken form weak/shy/introvert students.

According to Mansor et al. (2012) teachers should be able to recognize the weak, the quiet, and those who seem to dominate classroom discussion most of the time. In the same context, when teachers were asked: Are you aware of the individual background, aspirations (their standard, pace and absorptive capacity), aptitude, needs and interest of the students (classroom composition)?

Teacher 1 responded:

It is good to know about their background, need and interest. If we know about it is helpful to support them for classroom activities. I am always willing to

know about it. But in this school, I am new that is why I am in the process of knowing them. I am not completely aware about individual aptitude, behaviours, and interest.

Teacher 2 responded:

Although I am new in this school, I am almost familiar with 40-50 % students. I am interested to learn about it. It is really important to be familiar with students' background, need, aptitude, and interest.

The observations have provided valuable insights into the factors influencing the effectiveness of the learning environment, particularly in terms of motivating students and creating a child-friendly classroom. It is evident that poor motivation among students was a prevailing issue, resulting from the teachers' limited mobility and interaction within the classroom. This imbalance in teacher-student interaction contributed to lower levels of motivation and engagement, especially among students seated at the back of the classroom. The lack of fun and interactive activities further hindered the creation of a child-friendly learning space. In child friendly environment students feel motivation and readiness for learning (Anwar et al., 2016). All these evidences prove that the classes were not child-friendly in terms of the levels of motivation, attention and engagement.

Learner-centered Activities

Student-centered learning, also known as active learning, is an instructional approach that places the student at the forefront, minimizing the teacher's role in language instruction. The learner-centered approach emphasizes self-directed and lifelong education of learners, calling for teachers to shift from their traditional roles as knowledge provider to facilitators and from users of pre-existing materials to creators of teaching resources (Nonkukhetkhong et al., 2006). The world of education, including English learning and teaching, has undergone a significant transformation in its teaching approach from mostly teacher-centered classroom atmosphere (conventional way of teaching) to a more learner-centered classroom. The main reason for this change is mainly due to a belief that the learner-centred teaching approach can accelerate the process of knowledge and skills gain. Putting it into an ELT setting, it is strongly believed that in a learner-centered classroom, students will “become committed to improving their English” and more importantly “different

learning styles can be accommodated and students can help each other to develop their skills” (Jones, 2007).

Teaching Through Examples

Inductive method is also called rule-discovery approach. The teacher attempts to highlight grammatical rules implicitly by providing examples. (Widodo, 2006) highlighted that the approach promotes learning autonomy, increases motivation, develops cognitive and problem-solving skills, and language-related episodes allow for language practice. An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques, 1995). The inductive method encourages active learning, critical thinking, and problem-solving skills (Hedge, 2001).

When teachers taught grammar in classroom, they taught using inductive approach of grammar teaching. For example, while teaching tag question, the Teacher 2 began the classes by providing multiple examples:

This is a marker, isn't it?

They are playing football, aren't they?

She has cooked food, hasn't she?

Ritu will go to Pokhara, won't she?

Sanskar broke the pencil, didn't he?

The students also contributed to tell the tag question part of the above mentioned sentences. Then, the teacher mentioned that those sentences were few examples of tag questions and they are used as confirmation questions. After the discussion, the students were asked to add tag questions to the sentences given in the textbook.

Similarly, the Teacher 1 taught about the imperative sentences inductively. First of all, the teacher read the class rules given in the textbook one by one and instructed students to tell whether they have same rules in the class or not. The students participated actively. Then, the teacher gave few other examples:

Touch your head.

Raise your hand.

Look at your friend.

After the teacher gave examples, he inquired whether the sentences contained a subject, to which the students responded that there was no subject present. The teacher clarified that these sentences were imperative sentences and explained that "please" could be added to make them more polite. The teacher provided a few more examples for illustration. Then, the teacher assigned students to put the words in correct order to make imperative sentences which were given in the textbook.

Among the 15 classes observed, grammar was taught in four of them, and in each class, it was taught using an inductive approach. The teachers began by presenting a few examples in which students actively participated. Afterward, they engaged in discussions to establish the rules associated with the grammar content.

Collaborative Teaching and Learning

Collaborative teaching and learning is a teaching approach that involves groups of students working to solve a problem, complete a task or create a product (MacGregor, 1990). CL is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. CL activities vary widely, but most centre on student's exploration or application of the course material, not simply the teacher's presentation or explication of it (Smith & MacGregor, 1992). During the observation it was found that the students actively participated in both pair work and group work activities. In one instance, during a lesson on "Giving Advice and Suggestions," Teacher 2 divided the class into pairs and assigned each pair to practice the given content within a specific scenario. The situations were:

I have lost my pen.

I have failed in my exam.

I am not feeling well etc.

Similarly, the same teacher divided the class into different groups and tasked each group with finding the answers to comprehension questions in the textbook during a lesson entitled "How to Wash Clothes in a Washing Machine". The students discussed in group to find the answers. Students engaged in group discussions to collaboratively discover the answers.

Text Exploration

Text exploration is a student-centered approach that encourages active engagement with the text. Text exploration is an educational approach that involves in-depth analysis and engagement with a text to develop a deeper understanding of its content, language, and context.

Among the 15 observed classes, the text exploration method for teaching reading was employed in 3 of them. When this method was used, first the teacher wrote the title of the chapter 'How to Wash Clothes in a Washing Machine' on the white board and instructed the students to read the chapter in their own and find the answer of the comprehension questions and match the words with their meaning given in the exercise section of the book. The students were also asked to raise questions if they find any difficulties while reading the chapter and finding answers. The students asked the meaning of different words like agitate, dump, mold, appliance etc. The teacher was asked to explain the question in simple language to make students understand. The students tried to find the answers and the next day the question-answer as well as the chapter was discussed in group.

Text Explanation

The explanation of reading texts by student teachers (STs) dominated all the classes which we observed, pushing to the periphery the exploration of texts by the students themselves as a tendency (Adhikari & Poudel, 2020). Out of 15 classes observed, text explanation method was used in eight classes. Teacher taught the lesson by dictating the gist and its elaboration with frequent student engagement with reading texts. The teacher frequently asked comprehension-checking questions. Sometimes, the teacher also asked to spell out few words like monasteries, Muslim, Allah etc. When the questions were asked most often a small number of students responded to such questions. Those who were talkative and active students in the class only those responded energetically. For example, in one class, teacher one entered the class with his book in his hand. First, he asked few questions related to the previous lesson. Then he asked students to take out their books and turn the page. He wrote the title as 'Festivals in Nepal'. The teacher started the class by reading the first paragraph of the text and explained it in simple language as well as mixing some Nepali words in his explanation. The students were asked to read the next paragraph

of the text. They read aloud the text in group and after they finished reading the teacher explained it in simple language giving some real-life examples. Teacher asked comprehension checking questions like ‘why do people go to the monasteries and stupas?’, ‘People go to places like Lumbini, Swayambhu, Bauda etc. And what do they do in such places?’ etc. When the students answered the asked questions correctly, the teacher complemented them saying ‘good’, ‘very good’. Repeating the similar types of activities, the classroom was conducted.

When asked about the teaching methods used in the classroom, Teacher 1 said:

It is really important to practise learner centered pedagogy. But it is not practiced much. Because the volume of the lesson, size of the book, the contents, and the level of the students and nature/message of the text do not match. Whenever a task is assigned to the class, few students complete and submit it immediately while rest of the students cannot perform at that level. Because of this, if we follow the same method everyday it does not work effectively. Therefore, it is sometimes necessary to follow student centered method and sometimes lecture/discussion/question answer method as per the requirement.

Similarly, when the Teacher 2 taught the lesson ‘The Three Merchants’ he first wrote the title on the white board. He told the meaning of the word merchant. Then, he started the class by asking one of the students to read aloud the first paragraph. As the student read the paragraph of the story fluently and loudly, he was praised with huge round of applause. The teacher explained the paragraph in simple language and also told the meaning of few difficult words. After that next student was asked to read the next paragraph of the story. After her reading she was also complemented with a huge round of applause in the class. The teacher explained the paragraph in simple language. The story was taught in similar fashion and at last the teacher concluded the lesson by telling the brief summary of the story.

When asked about the teaching methods used in the classroom, Teacher 2 said:

To some extent I use child centered method but overall I use more teacher centered method. Lately as we are trained and encouraged to use learner

centered method, I am trying to increase the rate of using it. Occasionally, I involve students in group work, pair work. There is more number of student so I do not practise it regularly and follow more lecture method. But I am trying to make more interactive classes even while using lecture method. For example, while teaching reading text I frequently ask comprehensible questions to students because they do not listen attentively and whenever I ask them something they become attentive.

Similarly, when teachers were asked to rate their own classes in terms of CFS practices on a five point scale where five being the most child-friendly class the Teacher 1 rated his classes 3.5 out of 5 while Teacher 2 rated his classes as 3 out of 5.

The classroom observations illustrated varying teaching methods and their impact on student participation and engagement. Teacher 1 predominantly followed a structured approach with comprehension checking questions, while Teacher 2 embraced a more interactive style, involving students in reading and interactive activities. Both acknowledged the importance of learner-centered pedagogy but faced challenges that sometimes led to more teacher-centered methods. Hence, although the teachers realized the importance and strived to implement multiple teaching methods, because of the numerous challenges, they failed to effectively implement learner centered method in teaching process adequately, failing to foster engagement and participation in order to create a dynamic child friendly learning environment.

Safe and Inclusive Learning Environment for All Children Without Discrimination

According to Ministry of Education (2010), children receive a safe and healthy environment, physically, mentally and emotionally in child-friendly school. Children should not suffer inhuman or degrading treatment or punishment and school discipline should be consistent with the child's human dignity (UNICEF, 2016). The NFCFS highlights that in child-friendly school, children are encouraged to enroll in school without any discrimination on grounds of their caste/ethnicity, sex, financial status, physical and mental frailty, and are treated without discrimination both within and outside school. Regarding the same issue head teacher said the students are not beaten and sticks are not used in the school. There is discipline committee organized in the school. By nature, the adolescent kids are fickle, fussy, talkative, restless, and not matured so they should not be punished rather they should be morally aware motivated/encouraged and it is practised in the school. Head teacher also said there is

no discrimination. Every student is equal. There is equal treatment performed during teaching learning process. The basic level girl students receive amount of rupees 400 per year as girl scholarship by the government. Excellent and hardworking students get scholarship from school. The poor and hardworking are also awarded by the established fund.

During the class observation, none of the teachers performed any sort of discriminating behavior in the class. Students were present having diversified background such as children from Dalits/indigenous nationalities, children suffering from poverty, children from broken families, orphan and sick children. All the students were given equal chance to participate in class. All the students were treated equally. Most often the students were given chance to participate in the classroom voluntarily. When teachers were posed question about how they manage learning environment for all children without discrimination. Teacher 1 responded:

All the students are treated equally. For example; everyone is wearing the same uniform. Students come from different background but they are not treated differently.

Teacher 2 responded:

I do not discriminate students based on their caste, religion or anything. It is impossible to teach all the students separately. We do not practise individual teaching. We do group teaching. I am aware of the weak students. I know them very well. I give priority to such students and keep on calling their name. While I am teaching, I ask cross questions to those whom I think is not listening to me, who is weak I ask them saying: 'Please! Stand up. Can you answer this question?' We teach all students keeping in one basket.

Similarly, the Gender Focal Person (GFP) was asked about reports of students' experiencing harassment, inappropriate touching, or bullying by the English teacher in the classroom. She mentioned that she had not received any reports from students regarding such incidents. According to the GFP, when students face problems, they tend to confide in individuals they feel close to, such as their class teacher or the GFP herself. Students share their concerns with the person they are most comfortable with. Rather this year, one girl from grade 7 reported she is treated inappropriately by brother in her home and the school took action by providing counseling involving the

girl's mother. The girl's parents were divorced and she was living in aunt's home. After that counseling, they did not come forward with the issue again.

Upon inquiry, about any prevailing discrimination, both parents and students did not report any instances of discrimination in the English classroom, and they expressed that they did not experience any form of discriminatory behavior related to caste, gender, or ethnicity.

Similarly, when inquired about safe and protective school and classroom environment to the parents, they agreed that they find their children's school and classroom safe and protective. The environment is safe because it is not near to main road or the market.

Regarding the physical punishment, all the parents agreed that their child has never reported that s/he has been given physical/ corporal/ verbal punishment by English teacher. The parents also acknowledged their responsibility for their child's learning confirming that they should be responsible for the achievement of their learning.

Children's health has a direct bearing on their learning and on their participation in activities conducted in the school. Hence, every child has the right to live free of diseases and, if ill, receive prompt treatment (Ministry of Education, 2010). It is extremely necessary to adopt appropriate protective measures for children. For instance, the environment in school and classrooms must be healthy and safe; there must be necessary provision of safe drinking water, clean toilet and drainage; complementary nutrition and midday meals; and for personal hygiene. In addition, it is imperative to guarantee absence of physical confrontations and problems, misbehaviour, hatred and so on (Ministry of Education, 2010). Regarding students' health and sanitation behavior head teacher said:

We have school nurse at school responsible for managing and distributing sanitary pads in school. The girls are also made aware about the physical changes and growth that occur in their body. Nurse is also instructed to provide the food and health awareness related information to the children. She also helps to prepare mid-day meal menu. Junk food is prohibited. Students from ECD to grade 8 eat nutritious and healthy snacks prepared in canteen every day. Canteen is also not allowed to sell junk food. Sanitation committee is also organized in the school. The students are checked at the school gate for

their uniform, nail, hair, and junk food. There is the provision of separate boys' and girls' toilet. Multiple committees are organized for safeguarding and growth of the students. There is safe playground. Benches are also placed properly. Benches are appropriate for sitting and writing. It is not harmful to them. There are windows in the classes and availability of fan. There is availability of safe drinking water in the school.

Similarly, when teachers were inquired if they feel responsible about children's learning achievement:

Teacher 1: *I feel responsible for the achievement of students' learning because it is concerned with their future. We have to be responsible about their future, considering ourselves as guardians and as a teacher working in school. We have to be committed and I am committed.*

Teacher 2: *I should be responsible for the achievement of students' learning. Students' achievement depends on my teaching skill. Students learn well only when I teach them effectively.*

When students were asked if they feel safe and protected in their English classroom. They responded:

S1& S3: *I feel safe and protected in English classroom. But feel nervous if teacher asks me a question.*

S2: *I feel safe and protected but when I have to stand in order to respond to the teachers' question, I become nervous. Although I am aware of the answer, I often forget it, when I have to stand up, and I become insecure about providing an incorrect response. I start shivering inside. When I say incorrect answer friends laugh at me and teacher scold to those who laugh.*

The observations and responses gathered during the study highlighted a positive classroom environment where teachers did not exhibit any discriminatory behavior, ensuring equal treatment for all students, regardless of their diverse backgrounds. The Gender Focal Person reported no instances of harassment or bullying by English teachers, indicating a safe and protective environment. Parents and students echoed these sentiments, asserting that they had not encountered discrimination based on caste, gender, or ethnicity in the English classroom. Furthermore, both parents and students emphasized their shared responsibility for student learning. The health and sanitation measures in the school, such as access to

sanitary pads, nutrition awareness, and healthy snacks align with the Ministry of Education's guidelines for child well-being. Teachers expressed their commitment to students' learning achievement, recognizing their role in shaping students' futures. Students generally felt safe and protected in the English classroom, although some reported fear of answering questions in class.

Participation of Stakeholders in the School

Children, parents and communities take part actively in policy making, planning, implementation and evaluation of activities in the schools. Schools should gather parents in school and inform them about the programmes; encourage them to gather information about their children's progress, and if children face any personal problems, contact their parents and try to collectively resolve them. While formulating school reform plans, parents' participation can be ensured by representing maximum number of parents (Ministry of Education, 2010).

It was found that, different committees are organized in school such as Children's Club, Sports Club, Sanitation Committee, Scout, Junior Redcross Society, Senior Redcross Society, Eco Club, ECA committee, Discipline Committee, School-Community Cooperation Committee etc. to ensure stakeholders' participation in the school activities.

When the head teacher was questioned how children's, families' and community's participation ensured in school. She responded:

We organize class wise parents' meeting, SMC meeting. We engage in conversations with them regarding topics such as the midday meal, scholarships, updates on school programs, and the regular attendance of their children. The parents are called and counseled and inquired about the family status. Recently, the grade 7 & 8 parents were called upon to discuss regarding midday meal and grade 8 & 10 grade parents were invited for discussion regarding extra classes/coaching classes. The parents were also informed about the new teachers of the school.

Teachers were also asked about collaboration with parents. In this context, Teacher 1 said:

When personally parents come to inquire about their children's learning then we report about their classroom performance to them. We report them about students' learning achievement, behaviors, activities performed in the school.

Similarly, after the terminal tests the parents are given feedback based on their test result. Priority is given to grade 8 in comparison to 6 and 7 students.

Similarly, Teacher 2 said:

I do collaborate with parents. The parents were called for the meeting by the school and given feedback for the improvement of their children. It is practiced once or twice in a year.

When the parents were asked about their participation in decision making activities. The P1 and P3 said that they had participated in the meeting for deciding the menu on mid-day meal provided in school.

P2 told: I have participated in meeting for deciding mid-day meal menu, and coaching for grade 8.

When the students were asked about their participation in decision making activities. They responded:

S1: He does not ask what we like to do. He does not listen to us.

S2: We do participate in decision making activities. Sometimes he makes us play quiz. But we do not have much such experience.

S3: We do participate in decision making activities of class/school. We have different clubs where we discuss.

As it is imperative to pay attention to the health, safety and protection of children within school premises, a child-friendly school should collaborate with families and the community for the health, safety and protection of children (Ministry of Education, 2010). The study revealed a strong emphasis on stakeholder participation in school activities through various committees, including Children's Club, Sports Club, Sanitation Committee, and more. The head teacher explained how the school ensures the involvement of children, families, and the community through class-wise parent meetings, School Management Committee (SMC) meetings, and discussions on various school programs and students' attendance. Additionally, teacher-parent collaboration is evident in reporting students' performance and providing feedback on learning achievements. Parents' participation extends to decision-making activities like determining the midday meal menu and organizing coaching for specific grades, as reported by parents themselves.

Challenges in Creating and Maintaining Child-friendly English Classroom

The analysis of classroom observation and in-depth interview data revealed multifaceted challenges hindering in creating and maintaining child friendly English classroom. They are teachers not trained specifically on child-friendly classroom practice and inclusiveness, challenging to address individual difference, time consuming, traditional classroom setting.

Teachers not Trained Specifically on Child-friendly Classroom Practice and Inclusiveness

The Ministry of Education (2010) has emphasized the pivotal role played by the teaching environment in schools and classroom activities in enhancing the effectiveness of the teaching and learning process. The professional competence of teachers is regarded as a cornerstone for the realization of effective teaching and learning outcomes. In particular, the acquisition of adequate training in teaching methodology, with a specific focus on child-friendly classroom practices and inclusiveness, is of paramount importance. This study investigates the perspectives of teachers on their training in these critical areas and underscores the gap that exists between their awareness of the need for a child-friendly approach and their actual training.

Teacher 1, with an educational background, acknowledges that he has received training, albeit not with a specific emphasis on child-friendly classroom practices and inclusiveness. Their training primarily centers on creating an engaging and motivating learning environment for students. The teacher recognizes the importance of student motivation, understanding that motivated students tend to be more engaged in the learning process, thus leading to effective learning outcomes. To foster this motivation, a brief period at the beginning of the class is dedicated to energizing and captivating the students' attention. However, it is noteworthy that the training received by this teacher does not provide specific guidance on making the classroom more child-friendly.

Teacher 2, in a similar vein, expresses a lack of specific training in child-friendly classroom practices and inclusiveness. Their training does incorporate some elements of student-centered teaching, aligning with the current shift in educational curricula towards a more student-centered approach. However, the teacher highlights

the challenges in implementing this approach in the classroom. External pressures, such as parents' expectations, societal norms, and exam-oriented educational systems, often compel teachers to resort to more traditional, teacher-centered teaching methods. This reversion to teacher-centered instruction occurs due to concerns about the perception of teachers not "teaching" when students are actively engaged in interactive activities.

Despite the awareness of the importance of child-friendly and student-centered methodologies, Teacher 2 cites the prevailing focus on examination scores and the comparison of schools by municipal authorities as the primary reasons for prioritizing teacher-centered teaching methods. It is evident that the pressure to achieve high scores takes precedence over the adoption of child-friendly approaches, even though the teacher acknowledges the need to motivate and encourage students positively.

It is evident that teachers recognize the significance of child-friendly classroom practices and inclusiveness in fostering effective teaching and learning environments. However, the responses from both teachers highlight a disparity between this awareness and the training they receive. While some elements of student-centered teaching are integrated into their training, the prevailing influence of traditional, teacher-centered methods and external pressures often hinder the implementation of child-friendly approaches in the classroom. This study underscores the urgent need for comprehensive training that specifically addresses child-friendly classroom practices and inclusiveness, enabling teachers to bridge the gap between awareness and effective implementation.

Challenging to Address Individual Difference

Both subject teachers and the head teacher have underscored the complexity and challenges associated with addressing individual differences within the educational context, particularly in the pursuit of creating and sustaining child-friendly English classrooms.

In this regard, Teacher 1 has brought attention to the multifaceted nature of this issue. Specifically, the teacher acknowledges the importance of recognizing and knowing each student by name; however, this becomes challenging when students transition between schools. Furthermore, it is observed that many students exhibit a

lack of dedication and seriousness towards their studies. Notably, a significant number of students tend to rely on alternative sources of learning, such as the internet, television, and mobile devices. This is further exacerbated by the phenomenon of students completing their homework assignments by copying from their peers, without a genuine comprehension of the content. Consequently, these students struggle to read and comprehend the material they have copied. This copying behavior has a negative impact on students' attentiveness and engagement during class sessions, as they perceive that they can obtain the same information from other sources, including their friends. Additionally, students' capacity to focus on their studies is influenced by their socio-economic backgrounds, personal issues, and the varying amounts of time they require for learning. As a result, teaching the entire student cohort as a homogeneous group becomes a formidable challenge.

In continuation of these challenges, Teacher 2 further expounds on the formidable nature of addressing individual differences in the classroom. This elucidation underscores the marked disparities that exist among students within the same educational environment. It becomes evident that while some students display a high level of comprehension with minimal instructional support, others grapple with even the most basic aspects, such as pronunciation. Notably, a noticeable schism emerges between students from more educated and supportive families who tend to excel academically and those from economically disadvantaged or broken families. The latter group encounters significant hurdles in maintaining focus and concentration on their studies.

The head teacher, in congruence with the subject teachers, underscores the formidable task of translating the concept of child-friendly education into practical reality. Despite the existence of educational policies and programs advocating for student-centered teaching approaches, the practical implementation is riddled with challenges. This is attributed to the inherent diversities among students, encompassing variations in interests, aptitudes, intelligence levels, and linguistic backgrounds. The presence of students representing diverse linguistic backgrounds, such as Chaudhari, Darai, Rai, Limbu, Magar, and Gurung, introduces language-related complexities. Moreover, the geographical and economic contexts of students' lives play a significant role in their educational experiences. The socio-economic disparities and familial

environments of students have notable impacts on their ability to engage effectively in the learning process. Thus, within a single classroom, a microcosm of a broader society, these differences pose formidable challenges in classroom management and the creation of an inclusive and effective learning environment. These challenges necessitate the adoption of tailored and individualized teaching strategies to accommodate and address the unique needs of each student.

Students' Reluctance Towards Participation

When addressing the establishment of an interactive and democratic classroom environment, the teachers articulated several challenges. Teacher 1 underscored the significance of facilitating students in delineating their roles and responsibilities during group activities, aiming to mitigate potential confusion and address imbalances that may arise between extroverted and introverted students. Additionally, Teacher 1 acknowledged the presence of reticent students who may require encouragement to engage, suggesting that it may be beneficial for educators to assign roles and responsibilities to foster participation. The instructor also recognized the potential for extroverted students to dominate their introverted peers, which could lead to a misalignment in participation levels. To counter this, Teacher 1 proposed that, in some cases, students should be directed by the teacher to fulfill predefined roles, thus ensuring equitable engagement.

Teacher 2, on the other hand, observed that students exhibited a readiness to convey their thoughts in writing but hesitated to articulate them verbally. This reluctance, as Teacher 2 noted, may stem from a fear of making errors, with students preferring to avoid having their written work marked with corrections. Furthermore, Teacher 2 alluded to students' anticipation of receiving ideal answers from the teacher, which potentially hindered their oral contributions. The teacher identified a unique challenge faced by weaker students, who appeared more inclined to seek guidance from the teacher and perform better when confronted with tasks featuring a level of unpredictability or novelty. This pedagogical approach was recently tested by the teacher when teaching reading to Grade 8A and 8B students. Grade 8, as indicated by Teacher 2, faces greater academic pressure due to standardized examinations and comparisons with other schools and teachers. Consequently, there is an increased emphasis on honing reading and writing skills in this grade. This situation contrasts

with Grades 6 and 7, which adopt a more student-centered approach, offering a greater degree of freedom and flexibility in classroom activities. Teacher 2 acknowledged the need to achieve a balance between encouraging active student participation and addressing the anxieties of individual students, given the distinct challenges associated with different grades and their academic expectations. Moreover, Teacher 2 highlighted the challenge of monitoring all students effectively in a classroom setting, where some students may engage in unrelated or tangential discussions, making it more intricate for the teacher to ensure focused and purposeful interaction throughout the class. In summary, both teachers recognized the intricate and nuanced nature of fostering an inclusive classroom environment, balancing the need for active participation with the apprehensions of individual students.

Child-centered Methods are Time Consuming

Child-centered teaching methods have been identified by educators as a significant challenge in the establishment and upkeep of an English classroom conducive to the needs of children, primarily due to their time-consuming nature. Teacher 1's perspective emphasized that learner-centered methods necessitate the provision of abundant illustrative instances, followed by the subsequent extraction of underlying principles. Consequently, this approach is characterized as time-intensive, particularly when applied to educational content beyond grammatical elements. Notably, this approach may initially bewilder students until they adapt to it, making it occasionally challenging to conclude lessons effectively. Moreover, accommodating the active participation of all students can impede the progression of lessons at the desired pace.

Teacher 2's viewpoint accentuated the tension between adhering to the prescribed curriculum and the encouragement to cater to students' individual interests, needs, and desires. For instance, despite a student's disinterest in a topic such as direct and indirect speech, the curriculum necessitates its instruction, as it may appear in examinations and warrant evaluation. Consequently, a dilemma arises regarding the completion of the course according to curriculum guidelines. Teacher 2 disclosed a personal strategy of omitting challenging subjects, such as reported speech and voice, from instruction for academically weaker students. In this context, teacher discretion led to the repetition of relatively easier content. Nevertheless, this approach

occasionally resulted in a disparity between the curriculum's stipulations and students' comprehension levels. The practical application of these teaching methodologies in the classroom setting presents an intricate balance between student-oriented approaches and the structured curriculum expectations, culminating in an examination performance that can be perceived as unsatisfactory by some students.

Both teachers collectively shared valuable insights into the complexities of implementing learner-centered approaches, particularly in the context of subjects like grammar, where the necessity for numerous examples and principle derivation can lead to time constraints. Additionally, they acknowledged that learners might experience initial confusion and challenges in maintaining the desired teaching pace when all students are actively engaged. The imperative to comprehensively cover the curriculum, irrespective of students' displayed disinterest, was recognized as a recurring concern. Consequently, a pragmatic adaptation of instructional strategies ensued, where challenging topics were selectively taught to academically stronger students, while easier concepts were reiterated. The inherent dilemma of aligning pedagogical approaches with student needs, while simultaneously adhering to the curriculum's expectations, underscores the complexity and multifaceted nature of the educators' experiences.

Traditional Classroom Setting

According to Ministry of Education (2010), school's physical condition is the most important and fundamental aspect of a child-friendly environment. The physical aspect of school crosscuts other aspects of a child-friendly educational environment. Therefore, special attention should be paid to the management of the physical aspects among other diverse aspects of child-friendly school. The child-friendly school must take special precautions to protect children from potential accidents. Towards this end, it must make arrangements for filling up pits and drenches to protect children from potential accidents and injuries; erect walls or fences around the school; make provision for first aid; make provision for fire control; introduce measures to make rooms insular to extreme heat or cold; make appropriate lighting arrangements, and so on.

As observed, the walls were plastered or painted. Roof was constructed with cold, heat, water and sound proof ceilings. Windows that allowed light to enter;

windows had grills or rods for security. Doors and windows were within the reach of students, easy to shut and open. The building was not earthquake resistant. There was no arrangement of one set of appropriate chair and table for every student. For small students, height of desk bench did not seem easy. Some desk and bench planks were not flat enough. The desks were not light for arranging different kinds of seating. All the desks/benches were not finished and polished. Only two pairs of desk bench were polished in one class among six classes. There were no display boards in the classroom. Classroom was not decorated with material related to English subject and nor with other subject material. There was not enough space for presenting teaching materials. The room was congested so teacher only could move either in the middle passageway or last of the class. This type of classroom setting or seating arrangement did not allow properly to create collaborative learning environment because it made difficulties for group discussion.

Classroom observation showed that there was no proper availability of dustbin, broom, and dust pan in the classes. Some class did have just a broom, or just a dustbin, or just broom and dustbin, but no class had all three for the collection of dust and waste in a certain place in classroom. Small pieces of cut out or torn papers were scattered on the floor and students were throwing anywhere in the class. Classroom had electrical line with availability of fan, but no projector and computer with internet facility.

When teachers were questioned about the challenges they face in terms of the use of instructional materials. They responded:

Teacher 1: The English lab is small in comparison to the number of students. If I take students in two different days it will be difficult to manage the classroom and control students. It is good to use but it could be better if we manage the classroom where audio video can be played in the classroom itself.

Teacher 2: There is no place to store the material. No place to display the prepared material. No availability of various ready-made materials in school. Using ICT material is challenging because it takes 10/15 minutes time to take students to English lab and bring back to class. So, it is time consuming.

From a child-friendly perspective, the observations of the classroom environment raise concerns about the physical infrastructure, teaching materials, and

overall readiness to create an optimal learning atmosphere. The classroom building, though having some amenities such as windows and doors, lacks earthquake resistance, and the seating arrangement is not conducive to collaborative learning. The lack of display boards and decorative materials, both related to English and other subjects, further affects the visual appeal and learning environment. Additionally, the absence of essential cleaning tools and the presence of scattered debris hinder the maintenance of a clean and hygienic classroom. The challenges faced by the teachers in using instructional materials, such as limited space and time-consuming access to the English lab, indicate the need for improvements to make the learning environment more child-friendly. Overall, these discussions highlight the importance of addressing infrastructure and material challenges to provide a more engaging and comfortable setting for effective learning.

Chapter 5. Conclusion and Implications

This chapter deals with the conclusion and implications drawn from the study.

Conclusion

In conclusion, this study has examined various aspects of basic level ELT classrooms from a child-friendly perspective, with the aim of assessing the extent to which these classrooms promote an environment conducive to effective learning for children. Through extensive classroom observations and analysis of teaching methods, resources, classroom management, student motivation, learner-centered activities, and inclusive practices, several critical findings have been identified.

One of the key findings emerged from this study is that a child-friendly classroom should encompass a balanced integration of modern technology alongside traditional teaching materials such as textbooks. The sole reliance on textbooks, as observed in the ELT classrooms in this study, may limit the engagement and inclusiveness of learning for children. While textbooks have their merits, the absence of modern technology may hinder interactive and dynamic learning experiences. Therefore, there is a need for a more comprehensive approach to teaching resources that can provide diverse opportunities for students to explore and learn effectively.

Furthermore, classroom management plays a pivotal role in creating a child-friendly learning environment. While discipline and order are essential, the observed challenges in maintaining students' attention and addressing disruptions highlight the necessity for fostering learner-centered teaching and a supportive learning atmosphere. A truly child-friendly classroom goes beyond managing behavior; it prioritizes creating an environment where students are active participants in their learning journey.

Motivation among students is another critical factor in a child-friendly classroom. The observations have indicated that low levels of motivation can hinder the learning process, especially for students seated at the back of the classroom. A child-friendly environment should focus on making learning enjoyable, interactive, and engaging. Fun and interactive activities can significantly enhance student motivation and readiness for learning.

Learner-centered activities, such as teaching through examples, text exploration, and collaborative teaching and learning, were found to be effective in promoting student engagement. When students actively participate in their education, they tend to grasp concepts more effectively and are better prepared for future learning. While some learner-centered activities were evident in the observed classrooms, there is room for enhancing and expanding these approaches to ensure a more child-friendly experience.

Although the teachers realized the importance and strived to implement multiple teaching methods, they failed to effectively implement learner centered method in teaching process adequately, failing to foster engagement and participation in order to create a dynamic child friendly learning environment.

The creation of a safe and inclusive learning environment for all children without discrimination is a fundamental aspect of child-friendly schools. The observations have shown that the classrooms under study were generally free from discriminatory behavior, and students felt safe and protected. This is a positive aspect of the observed classrooms that aligns with the child-friendly framework.

Additionally, stakeholder participation in the school, as highlighted in the observations, emphasizes the importance of involving children, families, and the community in school activities. The strong emphasis on collaboration among teachers, parents, and students is a commendable practice that contributes to a child-friendly school environment.

However, several challenges were identified that hinder the complete realization of child-friendly classrooms. These challenges include the lack of specific training for teachers in child-friendly classroom practices, difficulties in addressing individual differences among students, students' reluctance towards active participation, the time-consuming nature of child-centered methods, and issues related to the traditional classroom setting, including infrastructure and materials.

In summary, creating and maintaining child-friendly English classrooms necessitates a multifaceted approach that combines modern teaching resources, effective classroom management, high student motivation, learner-centered activities, and a strong focus on inclusiveness and equal treatment. It is crucial to address the

identified challenges and work towards a comprehensive child-friendly environment in which every child feels motivated, engaged, and valued in their learning journey.

To conclude, it is evident that child-friendly classrooms are not only characterized by the absence of discrimination but also by the presence of proactive measures that enhance the overall learning experience. By addressing the challenges and emphasizing the positive practices observed, schools and educators can move closer to achieving truly child-friendly English Language Teaching classrooms. This, in turn, can lead to improved learning outcomes and well-rounded development for all the children.

Implications

Based on the conclusion of the research, some implications can be drawn for policy, practice and further research. I have listed some of the implications for policy-level-related, practice-level-related, and further-research related as follows:

Policy Level Related Implications

Teacher Training and Professional Development. Policies should be put in place to ensure that English language teachers receive comprehensive training and professional development focused on child-friendly classroom practices, inclusive teaching strategies, and effective classroom management. This can be achieved through workshops, seminars, and ongoing support to equip teachers with the necessary skills to create a conducive learning environment.

Technology Integration. Policymakers should promote and facilitate the integration of technology in ELT classrooms. This may involve providing schools with the necessary resources, infrastructure, and training to effectively utilize modern technology in teaching. This is essential to overcome the challenges and limitations related to technology integration mentioned in the study.

Diversity and Inclusion. Policies should emphasize the importance of addressing individual differences in student backgrounds, learning styles, and access to learning resources. This can be achieved by implementing inclusive educational practices that cater to the diverse needs of students.

Stakeholder Engagement. Encourage active participation of students, families, and the community in school activities. Policies can provide guidance on how to involve stakeholders in the educational process, creating a more collaborative and enriching learning experience.

Practice Related Implications

Child-friendly Classroom Practices. Teachers and educators should proactively work on implementing child-friendly classroom practices. This includes creating a welcoming and safe classroom environment, fostering active learning, and using activities or techniques such as translanguaging, inductive, text exploration, communicative language teaching, oral drills and recitation, role-play, pair and group work, reading aloud, dictation, controlled/guided/free writing, demonstration, mime, answering questions, project work, speech/presentation when appropriate to make ELT classes more suitable for children.

Classroom Management. Teachers should invest in effective classroom management strategies to address disruptive student behavior and ensure a conducive learning environment. This may involve employing innovative approaches to keep students engaged and motivated.

Balanced Approach to Teaching. Teachers should strive for a balanced approach that considers both content and student diversity. They should focus on fostering engagement, encouraging participation, and tailoring teaching methods to cater to the individual needs of their students.

Further Research Related Implications

Teacher Training Impact. Further research can assess the impact of specific teacher training programs on the adoption of child-friendly classroom practices and their effectiveness in improving student outcomes.

Technology Integration Studies. More research is needed to explore the barriers and solutions related to technology integration in ELT classrooms. This can involve investigating successful case studies and evaluating the effectiveness of technology in enhancing the learning experience.

Inclusive Teaching Strategies. Future researchers can delve deeper into inclusive teaching strategies, particularly those that address individual differences among students. Studies can examine the impact of inclusive practices on student engagement and academic achievement.

Student Motivation and Participation. Further research can focus on understanding the factors that influence student motivation and participation in ELT classrooms. This could involve exploring the role of standardized exams, fear of making mistakes, and other potential barriers to active learning.

In conclusion, the study findings highlight the need for policy changes to improve teacher training, technology integration, and inclusive teaching practices. At the practice level, educators should work on implementing child-friendly classroom practices and effective classroom management. Further research can help validate the effectiveness of these approaches and address specific issues in ELT classrooms.

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Appendices

Appendix A

Observation Parameters & Interview Guidelines

Observation Parameters

Observation Categories	Observation Notes
1. Modes of Students' Participation	
Students become attentive in the classroom	
Students ask questions in the classroom	
Students participate in discussion	
Students work collaboratively with other student in classroom	
Students complete assignments on time	
Students demonstrate a genuine interest	
Students take notes while listening	
2. Techniques and Activities	
Teacher starts with specific examples and then draws grammar rules from them	
Teacher asks students to act from script (role-play) or gives a situation to play roles	
Students are provided with translation tasks	
Students are assigned for group discussion/group work/pair work	
Teacher involves students in repetitive practice of specific language patterns or structures	
Teacher reads aloud a passage of text, sentence, or phrase, and students write down what they hear	

Teacher tells a story or asks students to narrate a story	
Teacher uses body movements and gestures to convey meaning without speaking	
Teacher provides a clear and detailed explanation of a topic or concept to students	
Teacher conducts interviews between the teacher and the students or between pairs of students	
Teacher involves students to read a text out loud, either individually or in groups	
Teacher involves students in giving a presentation or speech on a specific topic, either individually or in groups	
Teacher engages students in controlled/guided/free writing such as copying, expanding, completing, paraphrasing, parallel writing, developing skeleton into fuller text, essays, letters, paragraphs, reports	
Teacher encourages students to discuss a relevant picture or text	
Teacher allows students to share relevant experiences and ideas about the topic	
Students are involved in activities such as completing table/sentences, matching, labeling, spotting mistakes, making notes/lists, sequencing, choosing right information, transformation	

Students are asked to answer questions and describe pictures	
3. Resources	
Teacher uses textbooks and workbooks	
Teachers uses audio and video materials	
Teacher uses authentic materials	
Teacher uses visual aids	
Teacher uses ICT tools	
Teacher uses realia	
Teacher uses teacher-created materials	
All the students get access with the materials shared by teacher	
Materials are created and used considering students' level and diversity in the classroom	
4. Interaction	
Teacher interacts with all the students without discrimination	
Teacher does not use abusive or discouraging words/expressions for interaction	
Teacher has eye contact with all the students	
Teacher responds equally to every students' curiosity	
Students feel comfortable sharing their thoughts/ ideas and raising questions	
Students do not discriminate one another based on their individual differences for interaction in the classroom	
5. Learning Environment	

Teachers and students listen attentively to each other and show respect for each other's ideas and opinions	
Teacher teaches according to students' aspirations (their standard, pace and absorptive capacity) , taking students' individual difficulty into account	
Teacher motivates students for learning and keep engaged	
Teacher praises students to help building their confidence and motivation and provides necessary feedback frequently	
Teacher assesses students regularly providing different tasks	
Students are present having diversified background such as conflict-affected children, children from Dalits/indigenous nationalities, children with disability, street children, child victims of sexual exploitation and trafficking, children engaged in child labour, children suffering from poverty, children who are in prison, handicapped/orphan and sick children	
Teacher ensures equal participation of the students in the classroom	
Students and teachers are not absent in the classroom	
Students stay and work collaboratively and cooperatively in the classroom	

Teacher does not perform verbal/ physical/ corporal punishment for learners	
Teachers values and supports the creative activities performed by the students	
Teacher present the lesson with good competency and seem dynamic in the classroom	
Teacher encourages collaborative learning, where students work together to solve problems and complete tasks	
Groups are divided without discrimination and being biased in the classroom	
Teacher does not use mother tongue in the classroom while teaching English	
Teacher creates opportunities for students' participation and responsibility	
Teacher involves students in decision making about classroom activities	
Teacher creates fun and entertainment in the classroom	
Teacher assigns appropriate tasks considering the nature of the lesson and students' interest, aptitude, capacity and needs	
Teacher deals ideally with the sensitive issues in the class	
Teacher and students seem cheerful and motivating in the classroom	

Teacher addresses every student's individual difficulty	
6. Classroom Space and Management	
Earthquake resistant classroom made of brick and cement	
Roof with cold, heat, water and sound proof ceilings	
Plastered or painted walls	
Windows that allow light to enter; windows have grills or rods for security	
Doors and windows within the reach of pupils, easy to shut and open	
One classroom for every 40 students	
An area of 1.00 sq m for every student	
Building, classrooms and other physical infrastructure children and disabled friendly	
White boards measuring 5x8 ft	
Classroom windows, verandas and staircases have railings	
Arrangements of one set of appropriate chair and table for every student	
Height of desks according to the age of students	
Light desks for arranging different kinds of seating	
Finished and polished desks/benches	
Desks for students - 18 inch wide	
Provision of four display boards at maximum	

Classroom decorated with material related to English subject	
Space for presenting teaching materials	
Space for learners for group activities	
Space for learner to read individually	
Cleanliness and sanitation	
Provision for collection of dust in a certain place or dust bins	
Classroom has electrical line with availability of fan, projector and computer with internet facility	

Appendix B

Interview Guidelines

1. Interview Questions: Head Teacher

- a. How is the attendance rate of teachers as well as students in the English classroom?
- b. How is the learning environment for all children without discrimination, teaching and learning based on capacity are managed in the classroom?
- c. Do you use child centered pedagogy in classroom? How do you maintain interactive and cooperative teaching learning activities?
- d. Are the students of English classroom given scholarship as per the provisions made in the laws?
- e. Does the school manage gender sensitization programme?
- f. Is there management of separate boys' and girls' toilet? Are they neat and clean?
- g. What is the distance between children's home and school?
- h. How is children's, families' and community's participation ensured in the school?
- i. How has the school managed to ensure the children's personal hygiene and for having nutritious snacks?
- j. Is the physical and corporal punishment prohibited at school?
- k. What types of management is done for the safety and protection of children in the class?
- l. Are the English textbooks, reference and instructional materials made available to all students and teachers in the appropriate time?
- m. What are the challenges to maintain interactive, democratic, collaborative and student centered classroom environment?

2. Interview Questions: Subject Teacher

- a. Are you trained in teaching methodology, especially about child-friendly classroom practice and inclusiveness?
- b. What do you think a child-friendly school is?
- c. Have you been observed, given feedback by supervisor, principal or counterpart and awarded based on the achievement of your subject?

- d. Do you feel responsible for the achievement of students' learning? Do you collaborate with parents for their improvement?
- e. Are of aware of the individual background, aspirations (their standard, pace and absorptive capacity), aptitude, needs and interest of the students (classroom composition)?
- f. How the learning environment for all children without discrimination, teaching and learning based on capacity are managed in the classroom?
- g. Do you use child centered pedagogy in classroom? How do you maintain interactive and cooperative teaching learning activities?
- h. Do you prepare annual lesson plans of your subject?
- i. How are the reference and instructional materials prepared, brought and used in the English classroom?
- j. Do you use modern technology in English classroom? What types of technologies do you use to teach English to your students?
- k. What is your perception and experience while addressing individual difference in English classroom?
- l. What type of challenges you face while addressing different kinds of learners according to their needs, interests and backgrounds? Examples.
- m. What strategies you use to address the students' diversity in the classroom?
- n. Have you ever felt succeeded by addressing the diversity of the students? Examples.
- o. What are the challenges to maintain interactive, democratic, collaborative and cooperative classroom environment?
- p. Do you feel difficulties while using learner centered teaching learning process? How?
- q. What types of challenges you find in terms of the use of instructional materials in the classroom?
- r. What are other challenges you face while maintaining your child-friendly English classroom?
- s. Rate your own class out of five based on CFS practices.

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3. Interview Questions: Parents

- a. Do you feel responsible for the achievement of your children's learning?
- b. Have you ever observed your children's English classroom?
- c. Have you discussed with English teachers about your children's learning in school?
- d. What do think about the practice of inclusion and equity in class/school?
- e. Are you aware about child-friendly classroom environment? Explain.
- f. Have your child ever reported that s/he has been given physical/ corporal/ verbal punishment by English teacher?
- g. Have your child ever reported that s/he has been discriminated by any reason in the English classroom?
- h. How much safe and protecting do you find your children's school and classroom?
- i. Were the English textbooks made available to your child in the beginning of academic year?
- j. Do you participate in any other decision making activities of class/school?

4. Interview Questions: Students

- a. Do you enjoy your English classroom? Why or why not?
- b. How much you are encouraged to participate in interaction in English classroom?
- c. Do you feel any type of discriminating behavior in class because of caste, gender and ethnicity?
- d. Do you feel safe and protected in your English classroom?
- e. Are your issues or problems addressed in English classroom?
- f. Do you participate in any other decision making activities of class/school?
- g. Rate your English class out of five based on CFS practices.

5. Interview Questions: Gender Focal Person (GFP)

- a. Does the school manage gender sensitization programme?
- b. Have you been reported by the students about being bullied, harassed or bad touched by the English teacher?

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Observation Note

Grade: 6 'B'

Number of students: 37

Title: Festivals of Nepal

Date: 2080/03/04 (Monday)

Observation Categories	Observation Notes
1. Modes of Students' participation	
Students become attentive in the classroom	<p>Only two/three students follow teacher in the class and other students just gossip, move, and do not seat patiently in the class, not aware of what teacher is teaching. All the students were not together with teacher throughout class. They were busy doing stuffs like changing seat, standing, side talk, and whistle (twice: Teacher asks who whistled? And again that boy whistles silently and he was punished by pinching ear by teacher.). The boy who whistled was punished pinching ear. Few students sometimes laugh in their own talk loudly in the class. Sometimes some clever students just speak louder looking at teacher's face because they want make sure the teacher that they are with him. Some students just murmur while others are reading.</p> <p>Teacher frequently uses the expressions like: Hello! You are making noise., Sit properly., Hello! You are not paying attention. etc.</p>

Students ask questions in the classroom	One student asked questions frequently but the teacher responded to the first question and others he ignored.
Students participate in discussion	Only few boys talk to the teacher and most of the time girls do not respond to the teacher's question.
Students work collaboratively with other student in classroom	No any task was assigned to students where they had to discuss with each other.
Students complete assignments on time	Students were assigned reading and writing assignment so teacher followed-up the next day and asked only to the front benchers but some students says not done, some says not aware what assignment and some says what the assignment was.
Students demonstrate a genuine interest	Only one or two students demonstrate a genuine interest. They listen carefully and respond to teacher's question.
Students take notes while listening	Students do not take notes while listening.
<ul style="list-style-type: none"> • 2. Techniques and Activities 	
Teacher starts with specific examples and then draws grammar rules from them	.....
Teacher asks students to act from script (role-play) or gives a situation to play roles	.....

Students are provided with translation tasks	.....
Students are assigned for group discussion/group work/pair work	When the teacher gives situation to speak the students who are interested or afraid of teacher respond to him.
Teacher involves students in repetitive practice of specific language patterns or structures	.....
Teacher reads aloud a passage of text, sentence, or phrase, and students write down what they hear	Teacher gives words like stupa, monasteries, Allah and asks to spell.
Teacher tells a story or asks students to narrate a story	.....
Teacher uses body movements and gestures to convey meaning without speaking	.....
Teacher provides a clear and detailed explanation of a topic or concept to students	Teacher describes whatever is given in the textbook.
Teacher conducts interviews between the teacher and the students or between pairs of students	.....

<p>Teacher involves students to read a text out loud, either individually or in groups</p>	<p>Teacher sometimes asks them to read but they just do it loudly for few seconds only</p>
<p>Teacher involves students in giving a presentation or speech on a specific topic, either individually or in groups</p>	<p>....</p>
<p>Teacher engages students in controlled/guided/free writing such as copying, expanding, completing, paraphrasing, parallel writing, developing skeleton into fuller text, essays, letters, paragraphs, reports</p>	<p>.....</p>
<p>Teacher encourages students to discuss a relevant picture or text</p>	<p>.....</p>
<p>Teacher allows students to share relevant experiences and ideas about the topic</p>	<p>.....</p>
<p>Students are involved in activities such as completing table/sentences, matching, labeling, spotting mistakes, making notes/lists, sequencing, choosing right information, transformation</p>	<p>.....</p>

Students are asked to answer questions and describe pictures	Students are frequently asked the comprehension or speaking practice questions. Comprehension question in group without pointing any student but did not complement for their responses. Only the extrovert students were spoken and shy, introvert were not encouraged to speak.
<ul style="list-style-type: none"> 3. Resources 	
Teacher uses textbooks and workbooks	Teacher uses textbooks. The lesson was taught through text explanation method.
Teachers uses audio and video materials	Teachers does not use audio and video materials
Teacher uses authentic materials	Teachers does not use authentic materials
Teacher uses visual aids	Teachers does not use visual aids
Teacher uses ICT tools	Teachers does not use ICT tools
Teacher uses realia	Teachers does not use realia
Teacher uses teacher-created materials	Teachers does not use teacher-created materials
All the students get access with the materials shared by teacher	--
Materials are created and used considering students' level and diversity in the classroom	Materials are not created and not used considering students' level and diversity in the classroom
4. Interaction	

Teacher interacts with all the students without discrimination	Teacher interacts mostly with talkative boys and do not encourage and care about shy or slow learners.
Teacher does not use abusive or discouraging words/expressions for interaction	Teacher does not use abusive or discouraging words/expressions for interaction
Teacher has eye contact with all the students	Teacher has eye contact mostly with talkative and ignorant about the non-talkative
Teacher responds equally to every students' curiosity	Only the talkative students raise curiosity and others stay quiet in the class and Teacher neither ask students to raise question nor confirms whether they have understood or not.
Students feel comfortable sharing their thoughts/ ideas and raising questions	Talkative and extrovert feel comfortable sharing their thoughts/ ideas and raising questions.
Students do not discriminate one another based on their individual differences for interaction in the classroom	Students do not discriminate one another based on their individual differences for interaction in the classroom.
5. Learning Environment	
Teachers and students listen attentively to each other and show respect for each other's ideas and opinions	Only few students listen and teacher is not attentive to what everyone is doing and saying.
Teacher teaches according to students' aspirations (their standard, pace and absorptive	Teacher does not teach according to students' aspirations (their standard, pace and absorptive

capacity) , taking students' individual difficulty into account	capacity), taking students' individual difficulty into account. Only focuses on active and talkative.
Teacher motivates students for learning and keep engaged	Teacher does not motivate students for learning and does not keep engaged.
Teacher praises students to help building their confidence and motivation and provides necessary feedback frequently	Teacher does not praise students to help building their confidence and motivation and does not provide necessary feedback frequently.
Teacher assesses students regularly providing different tasks	Teacher assesses students regularly asking only oral comprehension questions.
Students are present having diversified background such as conflict-affected children, children from Dalits/indigenous nationalities, children with disability, street children, child victims of sexual exploitation and trafficking, children engaged in child labour, children suffering from poverty, children who are in prison, handicapped/orphan and sick children	Students are present having diversified background such as children from Dalits/indigenous nationalities, children suffering from poverty

Teacher ensures equal participation of the students in the classroom	Teacher does not ensure equal participation of the students in the classroom. Only active are involved.
Students and teachers are not absent in the classroom	35 present and 2 students absent in the class.
Students stay and work collaboratively and cooperatively in the classroom	No group or pair work was assigned where they had to perform in collaboration.
Teacher does not perform verbal/ physical/ corporal punishment for learners	Says loudly 'Oe' to control class.
Teachers values and supports the creative activities performed by the students	.....
Teacher present the lesson with good competency and seem dynamic in the classroom	Teacher does not seem dynamic in the classroom and stays only in front of the class.
Teacher encourages collaborative learning, where students work together to solve problems and complete tasks	Teacher does not encourage collaborative learning, where students work together to solve problems and complete tasks
Groups are divided without discrimination and being biased in the classroom	.....

Teacher does not use mother tongue in the classroom while teaching English	Teacher uses both the language and mostly Nepali but no other mother tongue was used. (It is said English medium is used until grade 7)
Teacher creates opportunities for students' participation and responsibility	Teacher does not create much opportunities for students' participation and responsibility. Only asks oral comprehension questions and asks for reading.
Teacher involves students in decision making about classroom activities	Teacher does not involve students in decision making about classroom activities
Teacher creates fun and entertainment in the classroom	Teacher does not create fun and entertainment in the classroom
Teacher assigns appropriate tasks considering the nature of the lesson and students' interest, aptitude, capacity and needs	Teacher does not assign appropriate tasks considering the nature of the lesson and students' interest, aptitude, capacity and needs.
Teacher deals ideally with the sensitive issues in the class	Teacher does not deal ideally with the sensitive issues in the class. Teacher does not care when the student is bowing down head throughout class.
Teacher and students seem cheerful and motivating in the classroom	Teacher and students do not seem energetic, motivating and cheerful in the classroom. Most of the students just wait time to be over. Once the bell rings they start speaking louder and moving from seats although teacher is speaking in front the class.

Teacher addresses every student's individual difficulty	Teacher does not address every student's individual difficulty.
6. Classroom Space and Management	
Earthquake resistant classroom made of brick and cement	No earthquake resistant classroom made of brick and cement.
Roof with cold, heat, water and sound proof ceilings	.....
Plastered or painted walls	Plastered and painted in yellow and pitch color.
Windows that allow light to enter; windows have grills or rods for security	Windows that allow light to enter; windows have grills or rods for security.
Doors and windows within the reach of pupils, easy to shut and open	Doors and windows within the reach of students, easy to shut and open.
One classroom for every 40 students	37 students in the class.
An area of 1.00 sq m for every student	19/23ft
Building, classrooms and other physical infrastructure children and disabled friendly	Building, classrooms and other physical infrastructure are not children and disabled friendly.
White boards measuring 5x8 ft	4/5.10ft
Classroom windows, verandas and staircases have railings	Classroom windows, verandas and staircases have railings.

Arrangements of one set of appropriate chair and table for every student	No arrangements of one set of appropriate chair and table for every student. Desk bench : 10 pair
Height of desks according to the age of students	For small students it did not seem easy. Some desk and bench planks were not flat enough.
Light desks for arranging different kinds of seating	No light desks for arranging different kinds of seating.
Finished and polished desks/benches	No finished and polished desks/benches. Only two pairs of desk bench were polished.
Desks for students - 18 inch wide	0.7/5.7ft.
Provision of four display boards at maximum	No display boards in the classroom.
Classroom decorated with material related to English subject	Classroom is not decorated with material related to English subject and nor with other subject material.
Space for presenting teaching materials	No enough space for presenting teaching materials.
Space for learners for group activities	
Space for learner to read individually	
Cleanliness and sanitation	No dustbin and broom in the class. Small pieces of cut out or turn papers on the floor and students throwing anywhere in the class.

Provision for collection of dust in a certain place or dust bins	No provision for collection of dust in a certain place or dust bins.
Classroom has electrical line with availability of fan, projector and computer with internet facility	Classroom has electrical line with availability of fan.