

CHAPTER ONE

INTRODUCTION

This study seeks to explore on **ELT Pedagogical Practices in Public Schools of Doti District**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

English language is a window through which we can peep into the the world outside. It is a global language. It has broader value in the world. It has been used extensively in science, trade, technology, tourism, commerce, international relations, research and field of medicine. It is an official language in the UNO. English language has also earned popularity because it is used as lingua-franca and international communication for business purpose. It is taught and learnt in various contexts of the world. Crystal (1999), asserts that many countries around the world consider teaching of English a major educational priority.

According to Richards (2001, p. 2), "The history of curriculum in language teaching starts with notion of syllabus designing which emerged with connection of different method. Basically, curriculum development in language program began in 1960s. In the same way, regarding language teaching Richard and Rodgers (2001, p.1) mention "Language teaching came into its own as a profession in twentieth century".

ELT is not a simple task, it is very arduous job. Wright (1990) views "Teaching can be seen as a mediating between language learners within the formal context of class room" (as cited in Richards and Nunan1990 p.82). Teaching is widely understood as an act of deliberating the knowledge skills and attitudes to the learners with an aim bringing positive change in them. Regarding its importance, Ur. (1996 p.5) writes, "Besides methodology foreign language

teaching has further important components such as lesson planning, classroom discipline, and provision of interest topic”.

Likewise, the English language institutions are mushrooming day by day. In the context of Nepal, English language is taught as foreign language in all schools. English has vital impact in Nepal's education too. English is taught as compulsory subject from class one to bachelor level. Not only this at University level, most of the prescribed books and reference books are available in English medium as well. Furthermore, English language teaching has grown as a big industry and profession. It has been academic discipline and vocation for some people. However, most of Nepalese students are not getting or acquiring commanding language skill which is needed to survive in the world scenario.

1.2 Statement of the Problem

Regarding English language teaching in Nepal there is not much difference between the teaching methods used in the past and the present time. Most of teachers are following jug and mug method (lecture method) so far. The learners are good rooters but not good communicators. They can smoothly say the linguistic rules but unable to use them in day to day communication. Our school level examination is highly textbook oriented which underestimates other language skills expect reading and writing. Reflecting my own teaching experience for six years in private schools, what I found is that most of the students secure high mark in examination but they are communicatively less competent.

In the context of the Nepal, students of government school get less exposure in English as they study all the subjects in Nepali language except English. It is obvious that the students are better in particular subjects, in which they get more exposure. On the contrary to this, students in private schools get more exposure in English, as they are taught all the subjects in English except

Nepali. So, their performance is better in English. Therefore, the situation of ELT practice in public school is in the phase of transitions.

This topic is selected to carry out research since I am extremely interested in the field of ELT and I had taught English for six years at private schools. Being myself a secondary level school English teacher in Doti and Dhangadhi my past experience impelled me to carry out this study. Likewise, the gap of ELT practices seen between the public and private schools and the deteriorating situation of public schools also attracted me to carry out this research. Another reason behind selecting this topic is the government of Nepal every year spends huge amount of money to improve existing situation of English language teaching as well as it spends maximum money to train teachers. After getting training whether they apply it in classroom among students or not. So, I would like to see how there is mismatch between policy and practices at ground level. Thus, above realities and consideration compelled me to carry out this research. The aforementioned problems attracted my attention. Despite the fact that, several research works have been carried out in our department on ELT aspects a few of them have been conducted in present situation of ELT classroom in public schools but there is not any research conducted on “ELT Pedagogical Practices in public schools of Doti district” up to now. Thus, this is the first research work in this topic.

1.3. Objectives of the Study

The objectives of the proposed study were as below:

- (i) To explore and analyze ELT pedagogical practices in public schools of Doti district in terms of methodology and classroom interaction
- (ii) To suggest some pedagogical implications.

1.4. Research Questions

The research questions of my study were as follows.

- (i) What are the ELT Pedagogical Practices adopted by English language teachers of Doti district in their ELT classroom?
- (ii) What are the problems of ELT Pedagogical Practices in public school of Doti district?
- (iii) What are the causes of those problems?

1.5. Significance of the Study

All things have their own significance in their respective field. Thus, this study has also its significance in its own area. English language has been taught, learnt and researched massively at national and international level where Nepal is no exception. ELT is the wide area to be sought from the various angles. This research study will be oriented to explore and analyze the ELT Pedagogical Practices in public schools of Doti district. The proposed study will be beneficial for all who are directly or indirectly involved in English language teaching and learning activities. Basically, novice English language teacher and pre-service teachers i.e. prospective teachers will get significant assistance from the finding of the study. Furthermore, this study will be equally fruitful for language teachers, language trainers, subject experts, policy makers, curriculum framers, textbook writers in the sense that they can utilize of the research work. Likewise, this study will be significance for the prospective researcher who is interested to conduct further research work related to similar topic in the sense that they will take some ideas from this research and subject experts. Moreover, this study will be beneficial to all the stakeholders who are directly related to the field of English language teaching (ELT) in general. Thus, I hopefully believe that this study will have global significance.

1.6. Delimitations of the Study

To include a large area in this kind of small research would be impossible due to the limited resources and time. The delimitations of the study were as follows:

- (i) This research was delimited to the selected two schools of Doti district.
- (ii) This research was delimited to the three English teachers teaching at secondary level in public schools of Doti district.
- (iii) The study was limited to the thirty classes of those teachers, three classes of each other.
- (iv) The research was (delimited) to the teachers who are teaching in public schools.
- (v) The populations of my study were English language teachers of Doti district.
- (vi) Interview and observation form were as the supportive tools for data collection.
- (vii) This study was delimited only to the study of ELT Pedagogical Practices in public schools of Doti district.
- (viii) Purposive sampling procedures were used to select the population.

1.7. Operational Definition of the Key Terms

The following important terminologies were used throughout the study:

Delimitation: It refers to the study area restricted by the researcher himself.

Authentic materials- In my research, the term authentic materials refer to the materials which are not produced for language teaching purpose but for the communicative purpose.

Circumstance - It simply refers to the surrounding environment or situation or status of something.

Exposure- The time and effort spent to learn language

Classroom management- In this research this term refers to the management of the class in terms of ELT technology, seating arrangement of students and overall environment of the class.

Public schools - It refers to the schools which are financially supported by government of Nepal

Sample - It is a unit of study population from whom the researcher collected the data.

Sampling - It is way of selecting samples from the study population

Challenge - It is something new or existing or difficult which we have the opportunity of doing and which requires great effort and determination for success.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is essential tasks for any researcher to acquire theoretical knowledge about related topic. This chapter comprises several sub chapters like review of theoretical literature, review of related empirical literature, implication of review for study and conceptual framework.

2.1 Review of Related Theoretical Literature

Theoretical knowledge is mandatory for researcher to have enough knowledge about the selected topic of the research. The researcher cannot go further in the research process without theoretical knowledge and concept of the researcher topic. The theoretical concept of the related study has been mentioned as follow:

2.1.1 Current Circumstance of English Language in the World

English language is such a language in the world which is spoken all over the world with a great pleasure. It is one of the most useful languages in a sense that is it is found in each and everybody's life. It also opens the door of opportunities in the academic world. To be fact, life cannot move ahead in the absence of English.

English language has become an inseparable part of the present day world since it is a principal language for global communication and gateway to the world body of knowledge. It is powerful, ubiquitous and precious in every aspects of our life. These days, the importance and inevitability English has been expanding day by day because of globalization and miraculous of science and emerging technology. Bhattarai (1995) has stated that:

... English has become indispensable vehicle to the transmission of Modern civilization in the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the

advantages of world citizen. He is received and understood everywhere. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to envelop in the folds of dark curtain of ignorance (p.217).

Likewise, Hedge (2008, p.1) states, "Thousands of millions of people voluntarily attempt to learn English each year for social status building, economic benefit, scientific, and technological advancement." It has been used as medium of instruction in different countries around the world has native language, second language, and foreign language using various approaches, methods, and techniques.

According to Kachru (1992, p. 357), "Today English has occupied most of the position in every sectors like academics, medias, administrations, literature, international communication, information technology, human right business, government and non –government organization and so on". In the past, English was viewed as ocean of the literature perspectives but today it is not only confined within but it has infinite horizon of value in various sectors.

The same view is put forward by Awashti, Bhattarai, Khaniya (2009) that "English is widely used medium of communication for different purposes not only the vehicle of writing or reading British or American literature". It is a cry of the day, demand of the era and unavoidable elements of world communication.

2.1.1.1 Spread of English

English is being one of the most influential and dominant international language. The world is unable to move ahead without the English. In today`s global world the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. For many years, English has been common worldwide language. Furthermore, its spread has accelerated due to the growing need for global communication. Therefore, Sharma (2015) remarks, "English is used worldwide in its various regional

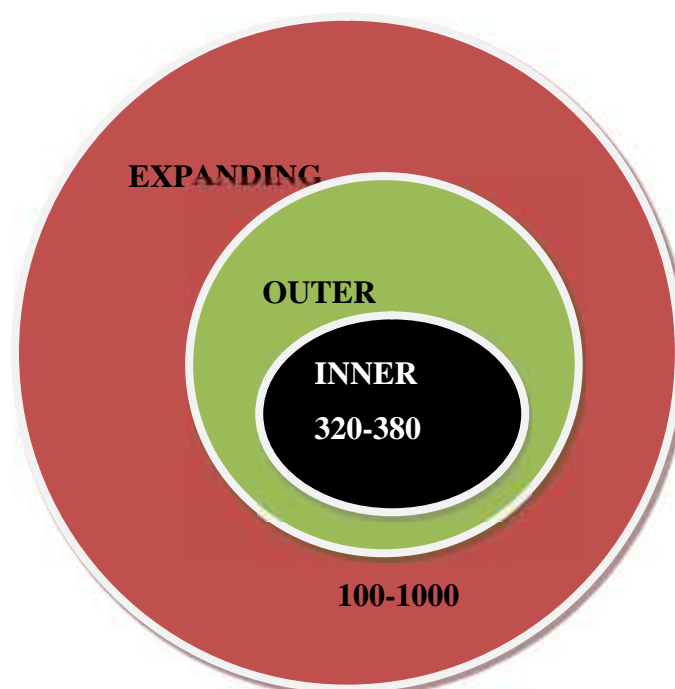
inter- language forms or varieties". Such varieties of English or nowadays termed as world English.

Kachru (1992) describes the world of English in the three concentric circles on the basis of the role or function of English, process of its acquisition in those countries and number of speakers. This concentric circle schematization is shown in figure.

The three concentric circles are named as: Inner Circle, Outer Circle, and Expanding Circle; and countries in the respect circles are termed as inner circle countries or (where English is used as a native language (ENL), outer circle countries or where English is used as second language (ESL) and expanding circle countries or (where English is used as foreign languages (EFL). These circles are briefly schematized in concentric circles as below:

The following figure depicts the spread of English

Figure 1
English Circle



[Source; Kachru`s 1985 circle as cited in Hummer, 2008, p.17]

In 1985 Kachru illustrates the homogenization of English in terms of foregoing three rings. He demonstrates it in the following manner;

(I) Inner circle

It comprises the old variety of English using countries, where English is first or native or dominates language. This includes the countries: Australia, America, Britain, Canada, and, New Zealand. It represents the traditional bases of English. It refers to English as originally took shape and was spread across the world in the first Diaspora. Most of the speakers of this circle are monolingual. English is being used in an extensive sense in only public discourse. e.g. Medical government, education and creative writing. The numbers of the speakers of the English language is 320- 380 million. This circle is norm providing.

(II) Outer circle

This circle is norm developing. It comprises countries where English has a long history of institutionalized function and standing language of wide and important role in education, governance, literary, creativity and people culture where English is taken as second language. It encompasses the sovereign nations like India, Nigeria, Philippines, Malaysia, Pakistan, Singapore, South Africa and Zambia. The number of English speakers of this circle is 150-300 million. It represents the institutionalized non- native varieties (ESL) in the regions that have passed through extended period of colonization (Kachru, 1992).

(III) Expanding circle

Irreversible expanding represents the countries like China, Nepal, Indonesia, Iran, Japan, Korea, and Brazil. English is used for very specific purpose such as trade, tourism, education etc. English is taken as foreign language. According to Kachru (1992, p. 356)"The numbers of speakers is 100-1000 million". The expanding circle refers to English where English plays no historical or

government role but it is nevertheless widely used as a medium of international communication. This circle is norm dependent. This circle is norm dependent.

Likewise, the countries in the world can be broadly classified into two major groups core and periphery English speaking countries. The former one refers to those countries where English is taken as native language (mother tongue) later one is closely related with those countries where English is spoken as a second or foreign language.

According to Crystal (2003), “There are currently around 1.5 billion speakers in English worldwide of whom only some 329 million are native speakers”. He further says “A quarter of the world's population speaks English and native speakers of a e English are in a proportionately ever decreasing minority “(as cited in Harmer, 2007, p.13”)

Nevertheless, we should remember that languages have life cycles, mostly in multilingual societies, and thus, aforementioned status of language is not necessarily static and permanent. The English used in various countries of the world move from one circle to another circle on the basis of function of English and attitude of speakers to them. Here, I'd like to relate the idea with my topic in the sense that the domain of ELT has expanded surprisingly in the context of Nepal which has eventually raised the question whether the present ELT situation of our country is really in expanding circle or in the outer. The effect of widespread use of English in the world is one of the major issues in the present context. In this regard, Philipson (2007 p.21”)) remarks, "Some people take it as desirable phenomenon but many other people worry about the growth of English. They take it as a form of linguistic imperialism".

2.1.1.2 Issue of Global Spread of English for ELT

English has become the most prestigious language in the world, without which no communication can take place among the different language speakers of the world. At present, number of speakers or users of English are increasing

dramatically in the periphery countries or circle. Harmer (2007) and Kachru (1992) view that number of speakers of English as native language are smaller than the number of speakers of English as second language or foreign language. From my perspective, this situation has raised many questions or issues in ELT world. Some of the core issues (as cited in Bhushal 2016, p. 11) are below:

-) Should we rethink about what kind of English to teach-English or Englishes?
-) Should we recognize world Englishes instead of talking about inner circle?
-) Should we teach English as a lingua franca rather than as native language of inner circle?
-) Should we follow native model like RP, GA for teaching purposes?
-) Should learning goal be a native-like competence?

Based on the aforementioned issues of global spread of English, I will try to find out the questions or the core issues are same or different in our context. I will even make an attempt to study the issues of our ELT system.

2.1.1.3 World English Education

English is well known as global language or international lingua franca .The contribution of English to globalization is often appreciated. English is taught and learnt in many contexts and situations of the world. Many schools and Universities program in the world have included English as key subjects for their academic session. In many cases, schools as well as universities level subjects like medicine, science; history and mathematics have been taught in English rather than in other languages where Nepal is no exception. Similarly, in the same situation, English is taught for academic purposes (EAP) and on the other hand, it is taught for specific purposes (ESP).

World English education has a debate on whether to prioritize the prestigious variety, (native variety) or nonstandard local variety of English. Some scholars like Prator (1985), Quick (1968) (as cited in Ferguson, 2006, p.261) argue that native or standard variety should be used as teaching model. On the other hand, Kachru (1992) views that non- native variety should be used as model. In this regard, Harmer (2007) suggests that for beginner students and a prestigious variety of the language will be an appropriate pedagogical model. In the same way, Farrell and Martin (2009, as cited in Sapkota, 2012, p. 111) provide 'a balanced approach' to English language instruction. The term 'a balance approach' refers to the three things: teacher should consider the teaching context, he should value their students' current English proficiency level and he need to prepare learners future international English encounters by exposing them to other variety of English.

Next vital debating and burning issue in world English is English as lingua franca i.e. whether we should teach English as a lingua franca or not. Some people think that we should teach English as a lingua franca because it is a global language. Other people view that English should not be taught as a lingua franca because it produces inequalities in communication between native and nonnative speakers of English. However, English nowadays has got genuinely global status and it develops a special role which recognized in every country.

2.1.1.4 Global Challenges of ELT

The teacher is a person who helps learners to acquire knowledge and skills by giving information, guiding them and encouraging them to study. But the teachers have been facing numerous burning contests and challenges regarding teaching English in the world as well as in Nepal. Initially, I would like to present the various perspectives of discrete people regarding this matter. In this regard, Trang (2012) presents the following view regarding common problem in the English language classroom.

Many times students will automatically look to the teachers for correct answer instead of trying themselves ... While teaching English as foreign language persistent use of the first language is possibly the most common problem ... student is defiant, rowdy or distracting of others ... when teaching English as a foreign ... Student unclear what to do the wrong thing happens far too often When teaching English as a foreign language ... Students are bored inattentive or unmotivated ... strong students dominance ... Students are prepared on ... Tardiness ([http://forum.vnseameo.org / show thread. PhD? 16088](http://forum.vnseameo.org/showthread.php?p=16088) -10-common problem-in –the classroom).

According to Lynch (2008), three critical problems in English language teaching and learning are lack of learner's motivation, insufficient time, resources and materials, and overcrowded English classes.

Likewise, Harmer (2007) presents the situation of ELT in the given manner:

A huge number of students learn English in primary and secondary classroom around the world. They have not chosen to these themselves, but learn because English is on the curriculum in many parts of the world, be sitting in rows in classroom with the blackboard and so other teaching aid... Having 80 students milling around the classroom presents more extreme logical problems than it does when there are 14 students in the room ... Many commentators talk about large class as a problem ... Many teachers extremely worried about the fact that they have

students in their class who are at different levels of proficiency ...

(p.107-131)

Being based on these aforementioned views, I have seen some of the following challenges that world especially underdevelopment or developing countries have been facing while teaching English such as; teacher centered ELT classroom, use of textbook as the sole source, lack of professional developmental activities, large class size, mix ability classes, Lack of instructional resource and technologies, managing diversities of the classroom and use of mother tongue.

English language has grown as global language. It is taught almost all over the world. But the English language teachers are facing many challenges teaching English. Harmer (2007, p.176) has suggested some solutions to overcome the problems that are found during English teaching. They are use of different materials/technology according to the students differentiation, conduct several tasks with same material, the teacher should use students: better students can help weaker ones, use pair work and group work in the large class, teacher can make a group leader to encourage other students to use target language appropriately, teacher should respond to English language, teacher should create an English environment in the classroom and teacher should be respect homework.

Despite the challenges to English language teaching, it has gained much popularity all over the world because it has been used extensively in science, technology, commerce and international relations.

Ultimately, from aforementioned discussion on global challenges of ELT, it can be said that there are numerous burning issue and challenges in ELT circumstance of Nepal.

2.1.2 Current ELT Circumstance in Nepal

In Nepal, English is taken as foreign language in the sense that it is used for very special purposes such as trade, tourism, education etc. When I scrutinized the current practices and of situation of ELT in Nepal, I found it is exercised in limited from in an academic, technical and public affairs in the nation . ELT institutes, English medium schools and colleges are mushrooming. Current ELT practice of Nepal can be explained in the various sub-heading viz, historical background of ELT current scenario of ELT, strategies and provision of English language teaching and learning.

2.1.2.1 Historical Background of English Language Teaching

The demand of English language teaching and learning in Nepal has been increasing day by day despite various constraints like resources, diverse needs, anticipations and heterogeneity of learners and limited opportunities for exposure to and use of English in Nepalese context. English is taught and learnt in Nepal as foreign language. It is taught and learnt for the purpose of communication with foreigners and for academic growth of the learners. It is generally taught as a school subject and rarely used as the language of communication. All these entire have ultimately leading to a craze among Nepalese to learn and speak English.

English has been an increasingly famous foreign language among the people of Nepal. According to Awashthi (1979), the history of English language in Nepal goes back to seventeenth century when King Pratap Malla ruled over Kathmandu. Nevertheless, English language entered in the Nepalese education system when English medium school called Durbar High School WS establish in 1910 B.S “In Nepal English was introduced formally in the school level education system about one hundred fifty four years ago, that is in 1854”. Bhattarai, (2006.p.1) states, “When the first Rana Prime Minister, Janga Bahadur Rana returned from his journey to England, he established a school popularly known as Durbar School where English was taught as one of the

subject at Thapathali". Mr. Ross and Cuning were the first ELT teachers in Nepal who were brought from Britain. During that period the learning process was only limited to the Rana family. Later on, the children of the general people were allowed to study there only in 1942 B.S. in the period of Prime Minister Bir Shamsheer (as cited in Karn, 2010). After Bir Shamsheer, Dev Shamsheer became the Prime Minister of Nepal who established many schools in Nepal and really brought new dimension in the field of Nepal's Education. Then after, Chandra Shamsheer established Trichandra College in 1975 B.S. After establishment of the Trichandra College, English was started to be taught as higher level. "After the collapse of Rana regime in 1950 education became accessible to an increasingly percentage of the population as 321 primary schools and 11 high schools happened to be established even by the end of 1951" (Bhatta, 2012, p. 237). After the rise of the democracy in 2007 B.S. many commission were founded to collect the suggestions for the development of education in Nepal in different years. Among them in (2010) NEPC (National Education Planning Commission) and National Education System Plan (NESP) 2028 B.S. contributed greatly to the development of English language teaching. Furthermore, it brought change in all the aspects of the curriculum such as teaching methods, teacher training and evaluation.

It is clear that English language curriculum was introduced formally during the implementation phase of the NESP. Similarly, the establishment of the private schools from 2038 B.S. played crucial role in the development education system in Nepal and in the development of ELT because the medium of instruction in those schools was in English in 2048 B. S. National Education Commission (NEC) was formed to give the suggestions for the development education system in Nepal and it submitted its report in 2049 B.S. This report gave more focus on the development of ELT in Nepal. Beside these, many commission, plans policies are devised to improve and the educational status of the country or to develop student's proficiency of English. Nowadays, it is taught as a compulsory subject from grade one to bachelor level and as a major

subject from plus two (+2) to master level at the faculty of education and humanities and social science but the ELT situation in Nepal is not be to mark as it is expected.

In the same way, education act 8th amendment, 2073 announced the school level education is only two levels i.e. basic and secondary where, grade one to eight is taken as basic level and grade nine to twelve is taken as secondary level. Eventually, it is seen that two different streams of public and private schools are attempting to increase the status of English language in their own ways. Most of the private schools are attempting to foster language teaching by creating English Speaking Zone inside school areas. These days, change can be seen in public school as well. They are adopting English as medium of instruction. In this sense, Nepal is marching ahead to develop the English language teaching and to increase the use of English language is every spheres of human life.

2.1.2.2 Schooling and Current Practices of ELT

No doubt, Nepal is a country of linguistic mosaic. Though small in the size, Nepal is not a culturally and linguistically homogeneous country. It is very fertile land for languages. It is the home of numerous languages and dialects. Nepal accommodates amazing cultural and linguistic diversity. According to national census report of Nepal (2011 A.D.), Nepal belongs to 125 castes and there are 123 languages spoken as a mother tongue. In Nepal English has got the status of foreign language. It is rare to find out a particular speech community such as that uses English for day to day communication. Regarding schooling in Nepal currently, I can see two types of schooling background i.e. Nepali and English medium and three types of schools at each level of school education, viz government aided (public schools, community schools, and private schools). "Relatively products of English medium schools feel more comfortable in using English for personal development and communication to modern scientific inventories such as e-mail and internet due to their language

competency"(Bhattarai, 2006, p.2.). They are expected to get better jobs with handsome salary and seek for new life in the world. Regarding ELT situation of Nepal, Karn (2010) puts forward:

"Today, English is not only a subject taught in academic institution but it is also a medium of instruction, means of communication between students and teachers and language of training and conferences". English medium schools have treated their territory as 'English Speaking Zone. 'A considerable number of interviews and good number of programs of television and radio take place in English. (The Rising Nepal, 2013, March 24).

Beside these formal education program, Nepalese are learning English from various private education institutions i.e. language centers. Mainly they are studying English for various reasons, academic purpose, occupational purpose and economic purpose. According to CDC (2007), English subject is taught in public schools of Nepal from grade one to Bachelor level as a compulsory subject and major subject from plus two to master level. Karn (2010) further says "English language teaching has grown as big industry and a profession. Currently more than 50 publication including dailies, weeklies and monthly magazines are regularly published in the English in Bhattarai (2006) views "Large numbers of books, journals and periodicals are produced in English". Many Nepali literary text stories novels and poem has been translated in English for wider readership (p.2). Likewise, many technologies such as e-mail, internet blog, facebook, audio, video technologies and so on support Nepali people to learn English.

Recently, Minister of Education tabled a proposal seeking endorsement of the bill during the parliament on July 2016. The new act phased out Higher Secondary Education Board incorporated plus two levels in Education. The bill

restructured the school level education at basic (grade one to eight) and secondary levels (grade nine to twelve) from the existing primary (grade one to five), lower secondary (grade six to eight), secondary (grade nine to ten) and higher secondary (grade 11 to 12) levels. Similarly, the Higher Secondary Education Board was replaced by the Central Examination Board and SLC exam became regional while Central assessment will be held only in grade 8. (Education Act 8th Amendment 2073)

In conclusion, it can be said that Nepali People especially younger generation has been immensely attracted toward English due to their interest in cyber culture. Furthermore, English medium schools and colleges are mushrooming. Today, English is not only a subject taught in the academic institutions but also it is used as medium of instruction, means of between teachers and students, language of training, seminars and conferences. All these have ultimately led to craze among Nepalese to learn and speak English. In the past listening and speaking skills were ignored in Nepal but these days, these trend has entirely changed What is satisfactory is that all the four language skills have gained equally priority in the both policy and practice level The scope of English language in Nepal is spreading day by day.

2.1.2.3 Strategies and Current Provision of English Language Teaching and Learning

Strategies and provisions of English language teaching and learning at secondary level are presented in the following two different sub headings:

(I) Strategies of English language teaching and learning.

Language Learning strategies are specific actions, behaviors or tactics or techniques used in learning a language. They are specific task that we make on given problem. Moreover, language learning strategies are conscious attempts that the learners make while learning a language. Oxford (1999as cited in Gass and Selinker 2008, p.439) defines “Learning strategies as specific actions,

behaviors or techniques that learners use to improve skills in L2". All language learners use language learning strategies in learning process. Since the factors like age, gender, personality, motivation, self-concept, life experience, learning style, excitement anxiety etc. affect the way in which language learners use the same good learning strategies to become successful learners. Different types of learning strategies are identified by SLA researchers i.e. cognitive, metacognitive, and –socio-effective strategies O'Malley and Chamot (1990, as cited in Griffiths, 2004, p. 5) define language strategies as the special thoughts of behavior that individual use to help them, comprehend, learn to retain new information for example, asking students to guess the meaning of new word from context rather than just looking up in the dictionary is popular cognitive strategies.

Some efforts have been made to define language learning style and learning strategies in their own style. Many writers seem to use style, learning behaviors, techniques to give similar sense. Thus, I have used those term synonymously; however strategy is a term which is used for the techniques for the language learning. Different scholars have defined learning strategies in different ways:

Wenden and Rubin (1987, p.19) define learning strategies as “Any set of operations, steps plans, routines used by the learner to fascinate the obtaining, storage retrieval and use of information. In the same way, learning strategies are classified in different ways Ellis (1985) presented two framework of classification: O Malley and Chamot's framework and Oxford framework. According this typology there are three types of learning strategies; cognitive strategies, Metacognitive strategies and socio – affective strategies.

In the same way Hedge (2008) has added one more type of learner strategies; communicative strategies, i.e. verbal and nonverbal.

Hence, learning strategies are particular activities or action employed by learners to make their learning comprehensible, enjoyable, easier, faster, more

effective and more transferable in new condition. It is an extremely mighty learning instruments.

(II) Provision of English Language Teaching and Learning

The charm of English language is growing day by day. Nepal has embraced English at the heart of education planning. English is accepted as compulsory school's subject in curriculum. In the context of Nepal, English is taught and learnt as foreign language in all schools starting from grade one as one of compulsory subject. It is taught as a compulsory subject up to bachelor level. Curriculum Development Centre (2007, p. 25) indentifies to main purpose of learning English: Firstly, to enable pupils to exchange idea with people of any nationality who speak or write English, secondly, to expose them to the vast treasures of knowledge and pleasure available in English both written or spoken.

According to the present provision of ELT curriculum developed by CDC, communication approach to language teaching and learning has been introduced and the course of Nepal are designed for developing four language skills including communicative competence in English. Moreover, this course emphasizes grammar, language functions and skills based activities through communicative course. School level curriculum suggests various principles for teaching English at secondary level for example, teaching and learning process should be learner centered; learner should learn by doing, they should learn to speak by speaking, to listen by listening. English should be the main medium of communication in the classroom.

In the same way, school level curriculum suggests various principles for teaching English at secondary level. For instance, teaching and learning process should be learner centered. Learner should learn by doing, learn to speak by speaking and to learn to listen by listening. English should be the main medium of communication in the classroom and should be used as much as possible, teacher's role should be that of manager, guide and facilitator not that of

authoritarian, learning should be fun and students should be encouraged to guess and understand meaning rather than forms of the context of the text. Similarly it also suggests various teaching methods, techniques, and activities i.e. demonstration and dramatization, question and answer, role play and simulation, group work and pair work , inquiry and discovery techniques and so on. However, if we put our critical eyes on ELT the majority of teachers in the high school still follow grammar translation method.

Beside these, school level curriculum also suggests that each student must have a textbook for the appropriate grade. Each School should have teachers guide and set of teacher's supporting materials for the appropriate grade including cassettes and cassette player. Furthermore, teacher should make extensive use of writing board and flash cards produced from locally available materials.

2.1.3 ELT Issues and Challenges in Nepal

English language is the cry of the day, demand of the era and inseparable ingredient of world communication because it has been grown as global language. It has been used widely in numerous sectors. The English language has been taught for many years in Nepal. To be specific it has started before more than one and half century ago, to glance its history, the credit goes back to Rana Prime Minister of Nepal who started Durbar High School at Dakhchowk, Thapathali in 1854. Even though, English is being taught and learnt since long, ELT situation has not got much improvement yet. Despite its long history, there are many challenges in this field. The adequate level of academic and practical efficiency has not been achieved. According to Subedi (2010, p.339) it has some burning issues and challenges such lack of trained teacher, inactivity and negligence of the trained teachers, inadequate professionalism in English teachers, poor physical facilities of the academic in situation, mixed ability classes. Linguistically heterogeneous classes, overcrowded large classes, lack of motivation and confidence in learners, mother tongue use in English classes and over loaded teachers

Many teachers teaching English in Nepal are trained but some are left untrained till now. Owing to lack of professional skills and techniques untrained teachers are not able to follow modern strategies of teaching English. The next problem existing in English classes in Nepal for ages is mixed ability of the students. For instance, if a trained teacher tries to make his students work in pair work or group some gifted students can do but weak students' remains idle. Similarly, if students in class do not share mother tongue it is difficult for the teacher to implement theory of Contrastive analysis (CA) while teaching English. So the next problem the teacher teaching English in Nepal has been facing is use of mother tongue in the class. Likewise, in Nepal a school level English teacher has to teach 5 or 6 period a day, in some schools even 7 periods. He/she is overloaded. By the result, he/she cannot manage the material required, check students' homework, and study individual students, problems and so on. He/she is situational compelled to follow only GT method the easiest way to teach English.

Likewise, in Nepal classrooms from the school level, to University level are extremely crowded in such a way that some students even do not get seats. In almost classes, the number of students is at least more than 50. It is very complex for the teachers to handle the classroom activities. The students in class are the different achievements and the proficiency level. Some can speak English some cannot. In private schools the teachers get high stress but are paid low salaries. English teachers are not getting training according to the changes in the methodologies. Language teaching required an extensive amount of time, provided for the instruction is not sufficient. In Nepal, most of the schools do not have listening materials like cassette, CD players etc. Even teachers are not well trained to operate the new technology. The cultural and linguistic diversity of our country is another great challenging for ELT.

Despite, the aforementioned numerous burning issues and challenges, the future of ELT in Nepal is not much dark. Even some government schools have started to use English as a medium of instruction. Modern computer technology

and multimedia have entered our English classroom. Despite the limited resources and incentives the number of professional English is increasing. This will definitely lead to the extension of the scope and horizon of ELT providing teachers and students a timely exposure to the innovation and explosion of academic and professional knowledge in the field of ELT.

2.1.4 Role of Teacher and Students in the Language Classroom

Teachers are the path finders of the students. Their role in teaching is crucial for the overall development of their students other being school and parents. Students are guided appropriately correctly by the teachers apart from dealing with the subject matter. When we have a close look through the history to present time about the language teaching approaches methods and techniques, it gives us a clear and interesting picture of how varied the interpretations have been about the best way to teaching a foreign language. Many approaches and methods have come and gone in the last 104 years in the pursuit of the best method like GT, method, direct, structural, audio-lingual, situational, communicative, method, task based method and post method pedagogy and so on. However, no single approach methods and technique finally could enjoy its monopoly and achieved overwhelmingly better results. In every approach method has something new to offer as well everyone is not far from its limitations. Furthermore, in the present era of globalization and modernization “No single approach method and technique can address the diverse classroom realities”.

Being based on aforementioned approaches and methods some of the traditional pedagogy did not take teacher as transformative intellectual but they only took teachers as passive technicians. Likewise students were taken as passive listeners or active imitators but they did not provide the students with opportunity to play vital role in their own learning.

Different Scholars have presented various roles of teacher's that they perform in the language classroom situations. For instance, according to Karavas Dukas

(1985, as cited in Hedge, 2008, p. 26) teacher can play different roles like instructor, presenter, manager, psychologist co- operators, friend, and source of inspirations and so on.

Beside these, Karavas Dukas(1995, as cited in the Hedge, 2008, p. 26) further says that the L2 teacher has different types of role such as source of expertise, Management role facilitator of learning source of advice ,tutor, sharing roles and caring roles. Similarly, Harmer (2007) identified the different role of a teachers like controller, assessor, organizer, prompter and resource etc.

According to Kuraravadivelu (2003), teacher should play the role as the passive technician, reflective practitioner and transformative intellectual. It is very important for L2 teachers to have a good rapport with students, i.e. they need to establish good relationship with their students.

Learners are viewed as the useful resources in the classroom. They are at the centre of teaching. The learners need to be aware of their learning. They need to play an active role in learning process .Learners are to be encouraged for successful learning. According to Hedge (2008), they should play the fickle roles in contributing course designing, activity designing, developing approaches that are more independent and practicing and using new methodology. In a short, students should play the role active agent of their learning process they should the sense of ownership and help their teachers to make language learning process from inside perspectives. In addition, teacher should play the various roles in the language classroom such as Teacher as a performer, observer and a reflective practitioner, an ethnographer, an action researcher, transformative intellectual, a cultural diplomat, an active social agent, a manager organizers direct facilitator, an active technician, a teaching aid, as a mentor/ monitor and a counselor.

Apart from these roles of teacher in language class, he / she must be equipped with the sound sprit of teacher ethics. The major duty of teacher is to help pupil to build up competencies required in their life. Thus, the role of teacher to be

an ideal, one he should possess' aforementioned extra qualities apart from other individual and social qualities.

2.2 Review of the Related Empirical Literature

This section provides information of previous research work and other related literature to the ELT pedagogical practices of English language teachers.

According to Kumar (2005, p. 30) "the literature review is an integral part of the entire process and it makes a valuable contribution to almost every operational steps." Attempt is made here to review the related literature in studying the ELT pedagogical practices of public schools of Doti district.

Any research remains incomplete if earlier findings are not included in it and it will be futile and worthless if no newness is shown and no investigation is done. Every researcher needs to observe the fundamental background of related subjects and past studies. It is the fact that the researcher needs to draw knowledge from previous studies since they provide foundation to present studies this section provides information of previous research works and other related literature to English language teaching and learning. I have reviewed some major related research works and activities which seem to be related to my study in this section.

Devkota (2005) carried out research on "Learning Strategies: An Attitudinal Study". The main objective of his study was to find out the techniques of strategies employed to learn language. To perform his objectives he selected 40 students and 10 teachers randomly from different public schools. For this, he used a set of questionnaire for collecting data from students and structured interview to collect information from the teachers. Finally, he found that one of the causes of student's failure is due to the lack of writing practice. Furthermore, after overall analysis he found that studying texts in English was geared toward examination.

Chapagain (2006) carried out a research on "Problem in Learning, Listening Skills: A Case of Lower Secondary Level". The main objective of this study

was to find out the problems in learning listening skills and their causes. In order to meet his objectives he selected 100 students as sample size. He sampled the population through purposive non random sampling. He used questionnaire and observation form for collecting data. Eventually, he listed various problems in learning listening skills and their causes in his study. Some of the problems are: lack of student attention, lack of audio materials in schools, untrained teachers, and low proficiency in listening.

Sapkota (2008) carried out a research study on “Role of Social Economic Status of Marginalized Groups in Developing English Language Proficiency”. The objectives of his study were to find out the proficiency of marginalized groups in terms of variables like boys versus girls and Arghakhanchi versus Kathmandu and to find out the role of English in uplifting their social and economic status. He selected 100 students from Kathmandu and Arghakhanchi district using purposive non- random sampling procedure as sample. In his study he used to different tools of data collection viz. a set of questionnaire and test items. Both primary and secondary sources of data were used to elicit relevant data. Hence, the finding of the study showed that the students of the Kathmandu were found more proficient than the student of Arghakhanchi. Similarly, the proficiency level of the girls was found better than that of boys. He also examined the family structure of the students has nothing to do with their proficiency. On the other hand, the employment that economic status of the parents have explicit role on the proficiency level of their children. In other words, if parents of the students are well off pay for their education as it is required. It assists the students develop their better performance in English.

Rokaya (2011) worked on "Teaching Strategies used in the ELT classroom". The main objective his study was to find out different strategies of teaching and to compare the strategies used by public and private Higher Secondary level English teachers. To meet these objectives he selected 14 teachers as a sample size. He sampled the population through purposive non-random sampling. He used observation checklist for collecting data. Then after, the collected data from observation checklist were minutely analyzed. He found that strategies

like direct instruction, discussion and problem solving were used by teachers. However, strategies like student research and case study were not used by the Higher Secondary Level teachers both public and private schools.

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

Parajuli (2011) studied on "Challenges of Teaching and Learning Reading Skills at Secondary Level". The main objective of his study was to find out the problems of teaching and learning in reading at secondary level. In order to perform his objectives he selected 60 students and 10 teachers randomly from different five public and private schools of Kavrepalanchok district. In his study he used questionnaire and observation checklist as the tools for data collection. He found different challenges of teaching and learning reading skills at second level such as: teacher centered teaching techniques were used, teachers were not well trained regarding the strategies for teaching reading, practice and students participation was less focused and mother tongue was used in teaching.

Thapa (2012) carried out a research work on the title "Teacher Perception toward Using English a Medium of Instruction in Community Schools". The main objective of study his study was to find out teacher's perception toward using English as a medium of instruction in community schools. He selected 30 primary level English teachers as a sample. Purposive non – random sampling procedure was used to select 30 teachers and 30 schools from Tanahu and Lamjung district. He used questionnaire as a main research tool to collect data. The main finding of this study showed that out of total, seventy percent of teachers opined that English is the accurate medium of instruction. The

government should start the English medium in all community schools but there should be appropriate training for teachers.

Likewise, Bhatta (2014) carried out a research on "Role of British Council in Developing ELT Situation of Nepal". The main objective of his research was to find out the current role and impact of British Council in developing ELT situation of Nepal. For this reason, he selected 40 primary level English teachers and schools management committees from Lamjung district using non- random judgmental sampling procedures. He used questionnaire and interview as the tool for data collection. Ultimately, it was found that British Council is playing a great role to the delivery of language course, organization workshops and seminar, teacher training and conducting IELTS Examination. Likewise, the research showed that British Council has a great impact on enhancing the professionalism of the person involved in the field of ELT.

Similarly, Bhusal (2016) conducted a study entitled "Present ELT Situation of Public Schools in Nawalparashi District". The major objective of his research was to explore the ELT situation public schools in term of: motivation towards teaching and learning, medium of instruction, class room management and issues and challenges. To fulfill his objective he purposively selected eight different public schools from Nawalparashi district. From those schools he selected eight teachers and 32 students as sample size. Purposive non- random sampling procedure was adopted to select the sample. He used questionnaire as a research tool for collecting data. Finally, he found various challenges in his studies like: mix ability classes, use of mother tongue in English class's lack of teaching materials in classes.

In the same way, Sharma (2017) carried out a research on "Application of recent methodologies in ELT: teacher's perceptions and practices." Her objective was to find out the teacher's perceptions and practices of recent methodologies in the ELT classroom. In order to carry out this research, the researcher selected thirty English language teachers of private schools teaching in Pokhara by using purposive non random sampling procedure. She used

questionnaire and observation checklist as data collection tools. She found that English language teachers have positive attitude toward recent methodologies and teachers were practicing recent methodologies such as Task based language teaching, post method pedagogy, communicative language teaching method etc in their classrooms.

2.3 Implications of the Review for the Study

I have reviewed different previous research works which are related to my research work to some extent. This reviewed studies explicitly helped me to specify the title objectives, conceptual framework methodology, and data collection and conduct the research in systematic way. I have taken lots of ideas and information about my research which will be more useful and helpful for my study based on procedure methodology sources of data tools and so on. So the theoretical and empirical literature reviews provided me new direction of this research. To be specific, it helped me to make my research novel and unique.

Thus, as a researcher I have gone through different existing literature and the past theses. For example: through Devkota (2005) research work I came to know that one of the cause of students failure is due to lack of writing practice. In the same way, Chapagain (2006) broadened my knowledge of selecting methodology. Similarly, Sapkota's (2008) research work updated me with the different factors like social, family, economical that affects learners in English language learning. The Parajuli (2011) research work helped me to choose research design construct tools and choose population. Through Thapa's (2012) research work, I come to know that English is accurate medium of instruction at primary level. Likewise, Regmi (2011), Rokaya (2011), Bhatta (2014) provided lots of ideas and information about theoretical knowledge of ELT which are indirectly relevant for my study. In the same way through the review of Bhusal (2016) research work helped me to develop the topic. I got insightful ideas from Sharma (2017) about the present scenario of ELT. Some others

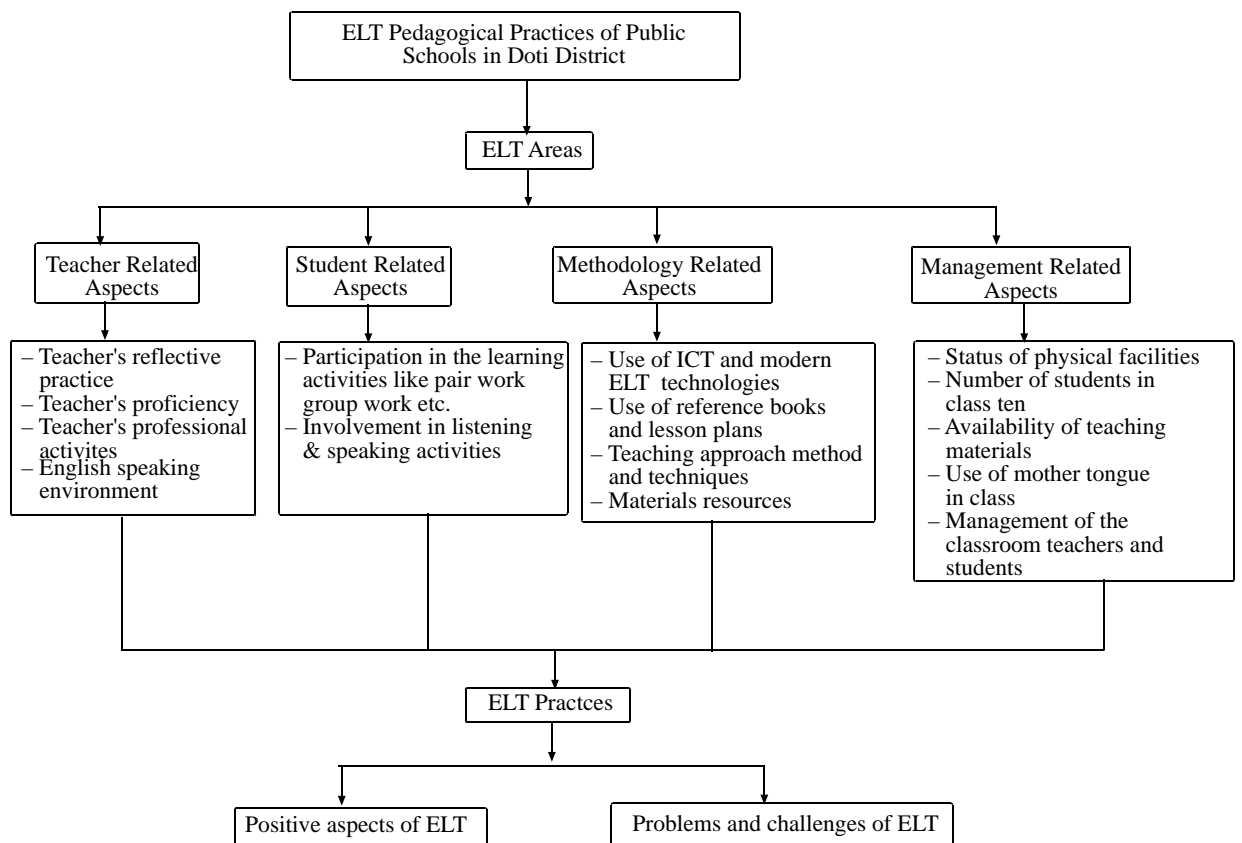
materials B.Ed. level English books, internet and google.com were helpful to get different ideas for my proposed study. These entire sources helped me bring clarity and focus on the research problems, challenges, improving methodology and contextualize the findings.

Through the intensive study of the aforementioned and other related literature, I came to know the fact that even though, a number of research works have been conducted on the field of ELT, a very few of them have been conducted in ELT situation of public schools. But the previous research works missed the study on ELT pedagogical practices in public schools. In other words, there is not any research work conducted on "ELT Pedagogical Practices in Public schools of Doti District" so far. Thus, this research has been a new study and endeavor in the Department of English Education.

2.4 Conceptual Framework

Conceptual framework is the representation of theories by the researchers and their own conceptualization of the relationship between different variables.

After the intensive study of a number of theories and researchers, I came in conclusion to construct conceptual framework which can be presented diagrammatically as follow



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology adopted fulfill the objectives of the study. This includes research design and method of the study, population, and sample and sampling strategy, data collection tools, data collection procedures, analysis and interpretation of data and ethical consideration. To accomplish the objectives of the study following methodologies were selected in the research process.

3.1 Design and Method of Study

Research is systematic and scientific investigation done to discover new information or verify existing knowledge. Hence, a researcher follows systematic methods and procedures to collect data.

Design of this study is the concrete guidelines for the data collection, analysis and interpretation parallel with the research topic statement of problem and objectives of study. According to Kumar (2005, p.24), "A research design is a plan for structure and strategy of investigation so conceived as to obtain to answer to research questions or problem". There are several designs in practice. I adopted classroom ethnographic design. Ethnographic research design is an in-dept, longitudinal, non-manipulative, non-experimental and qualitative study of social, cultural and linguistic behavior of particular ethnic group. In the word of Nunan (1992), "Ethnography involves the study of cultural characteristic of a group in a real world rather than laboratory setting."

Nunan (2010, p. 56), lists the following characteristics of ethnographic research;

1. Contextual: The research is carried out in the context in which the subject normally live and work.

2. Unobtrusive: The researcher avoids manipulating the phenomena under investigation.
3. Longitudinal: The research is relatively long term.
4. Collaborative: The research involves the participation of stakeholders other than the researcher.
5. Interpretive: The researcher carried out interpretive analysis of the data.
6. Organic: There is a interaction between question hypothesis and data collection/interpretation.

Classroom ethnography refers to the application of ethnographic or sociolinguistic or discourse analytical research method to study behaviors, activities, interaction and discourses in formal setting. According to Green and Dixon (1993) view if we look at the classroom ethnographic perspective; we see that cultures are being constructed on daily basis. The kind of culture that is formed in the classroom determines the kind of learning that takes place. Students and teachers create patterns over time in a way, they interact, understand, and believe (as cited in Holmes, 2005).

Thus, this research design is one of the best methods to explore the classroom practice and it is easier to get in depth information about classroom interaction pattern from long term observation of the classroom. Long (1990) argues that the primary purpose of educational research is to describe classroom processes so that they may later be subjected to experimental manipulation. This research is basically used to find out how the learners learn first language and second language and it concerns with the how long learning takes place in the same way.

Throughout research, I observed English language classroom in public schools in order to explore and analyze ELT pedagogical practice adopted by teachers in Doti district. The main emphasis of this study was implication of ELT pedagogical practices in classroom and its impacts and challenges. Likewise, I

have conducted the interview with each teacher for which interview guidance was also prepared. Similarly, I observed the ELT classes of the teachers for the observation of classroom teaching I developed interview guideline. Then, I kept record of classroom observation on my field note. I observed the thirty classes of three teachers from two different public schools having two stream of education (one having EMI and NMI) and another having NMI. The class of each teacher was observed for ten days.

3.2 Population Sample and Sampling Strategy

The population of this study were all the secondary level English language teachers and students of Doti district. It was not possible for me to conduct research including the whole universe. So, the required samples consisted of three secondary level English teachers. Purposive sampling procedure was adopted to select the population and to collect the information for the study. Therefore, the sample size of my study was 3.

3.3 Sources of Data

To obtain required data, I used both primary and secondary sources of data. This study was based on the following sources of information.

3.3.1 Primary and Sources of Data

The teachers of Doti district whom I selected as the participants for research study were as primary sources of data.

3.3.2 Secondary Sources of Data

The secondary sources of data were different books related ELT and research methodology different books, articles, journals and so on and theses like:

Ellis (1985), Wenden & Robin (1987), Oxford (1990), Nunan (1992), Kachru (1992), Ur. (1996), Wright (1998), Crystal (1999), Richard & Rodgers (2001), Kumarvadelu (2003), Griffith (2004), Kumar (2005), Ferguson (2006),

Hammer (2007), Philipson (2007), Lynch (2008), Gass & Selinker (2008), Subedi (2010), Trang (2012). Likewise, I consult theses like Devkota (2005), Chapagain (2006), Sapkota (2008), Regmi (2011), Parajuli (2011), Thapa (2012), Bhatta (2014), Bhusal (2016) and Sharma (2017).

3.4 Data Collection Tools and Techniques

The main data collection tools of this study were classroom observation checklist and field note. The major data collection techniques for this study were classroom observation and unstructured interview. Classroom observation was conducted to explore every day classroom ELT Pedagogical practices adopted by the teachers and unstructured interview was conducted to discover problems and challenges faced by them to adopt ELT pedagogical practices to real context.

3.5 Data Collection Procedures

In order to collect data, I prepared interview and observation form. Then after, I adopted following process to collect data.

Initially, I visited two selected schools of Doti district and took permission from school authorities by introducing myself and clarifying them about the objectives and significance of the study. After getting the consent from the school authorities I built up good rapport with the concerned teachers and requested them to assist in it. Then, I used purposive sampling procedure to select the sample unit. Then after, I observed ten actual classroom teaching for (40-45 Min) of each teachers regularly, I observed the class with the help of classroom observation, checklist and kept record of everyday classroom activities on my field note. After observing classroom to ten days I conducted as unstructured interview with each teacher to collect data on ELT pedagogical practices in public school of Doti district. Eventually, I thanked to respondents and school authorities for their kind co- operation and hookup.

3.6. Data Analysis and Interpretation Procedures

After collecting the data systematically, I adopted following procedures to analyze and interpret it:

After coding, recording and building themes from data, the data were analyzed descriptively and thematically.

3.7. Ethical Considerations

Ethical considerations refer to the values that a researcher has to follow during the research process. For the disciplinary awareness, the researcher should follow sound ethical code of conduct to make research as research. To fulfill my research I considered the following ethics:

- (I) Approval from higher authority.
- (II) Clarifying the purpose of research.
- (III) Citation and acknowledgement.
- (IV) Confidentiality to the participants.
- (V) Non- manipulating data and omitting negative findings.
- (VI) Data analyzing by no prejudice on collecting age- gender, race etc.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter is about analysis of interpretation of data obtained through classroom observation checklist and interview. This study primarily was aimed at exploring and analyzing ELT pedagogical practices in public schools of Doti district in terms of methodology and classroom interaction. In order to accomplish my study objectives, I employed two types of research tools, interview and classroom observation. In this study, the respondents were selected by using purposive sampling procedure.

4.1 Analysis and Interpretation of Data

Raw data do not give any information unless they are analyzed by using different approaches of data analysis. The purpose of data analysis and interpretation phase is to transform the collected data intervention and its performance. I described and analyzed teacher's interview and classroom observation description in narrative form under various themes and sub themes.

4.1.1 Analysis and Interpretation of Data Collected Through Classroom Observation on Management Related and Students Related Aspects

While carrying out this study I observed 30 classes of 3 English language teachers, 10 classes of each teacher. The classes of selected three teachers were observed by using observation guidelines which comprises different areas of ELT.

4.1.1.1 Status of Physical Facilities

The first focus was on the observation of physical facilities. During observation of ten classes each teacher it was found that the classes of school `A` were well managed. In this school, all materials were properly placed. Classroom had appropriate space for group work or class work but in school `B` classroom management was not good; it seemed very noisy because it was situated at the

crowded area too near to the roads. Good physical infrastructure was available in school 'A' so that it could maintain good academic environment. Likewise, English language related materials which help to develop the students' proficiency were not available in school 'B'. But School 'A' had different English language developing materials such as English newspaper, journal and books.

Although, this aspect of study is not directly concerned to the ELT but it plays crucial role in ELT. Based on the analysis of data, it is interpreted that comparatively the major physical facilities such as library and access of internet were not well and where these were available also not sufficient and compatible for the purpose of teaching and learning English as foreign language based on the modern trend.

4.1.1.2 Number of Students

In an ideal classroom, the number of the students should be 20-30, and then teaching and learning will be really efficacious. The data about the students' number were collected through the help of observation from and schools registration records. In school 'A' two streams of education i.e. Nepali as Medium of Instruction (NMI) and English as Medium Instruction (EMI) were run where there were two sections in which one section was EMI and next section was MMI. In that school 103 students were enrolled in grade ten. Among them 97 students were presented during classroom observation. In school 'B' there were total 28 enrolled students in the class, among them 26 were appeared during classroom observation.

Based on the above description, the number of students was very high in the class ten of school 'A' due to the two streams of education. As a result classes have become overcrowded but in case of school 'B', the numbers of the students in class was not high i.e. 28. It means that it was average number of students in class ten.

4.1.1.3 Availability of Teaching Materials

The next focus of my observation was to notice about the availability of teaching materials. While doing so my attention was emphasized on five key teaching materials i.e. curriculum, teacher's guide, audio visual aids, authentic materials and other materials (self-study materials). While observing the selected two schools, school 'B' did not have video and IT based materials were not available. However, this school had cassette players. This school did not have any kind of self-study materials, posters, newspaper and journal and authentic materials and visual materials. This school also did not have curriculum and teachers' guide. Authentic materials were rarely used in this school. Teachers' were found teaching with non-authentic materials which are basically designed for teaching and learning purposes such as text books and guide. Among the selected three teachers, (T1) of school 'A' used other self-study materials like books newspaper, journal in English. Likewise School 'A' had non-authentic materials teachers guide and other instructional materials but in very limited numbers.

From aforementioned description it can be inferred that both selected schools did not have pivotal but basic teaching materials such as teachers' guide, audio-visual aids which are indispensable for developing the students' language proficiency in their schools.

4.1.1.4 Use of Mother tongue in Classroom

This was another interesting area of my observation. Mine aim was to explore how the teachers and students use their mother tongue in class. During the thirty days observation it was found that in 20 classes teachers used mother tongue in the classroom whereas only in 10 classes teachers did not use mother tongue while teaching English in the classroom. It shows that English language teachers mostly use mother tongue while teaching English at Secondary level in the classroom.

Out of three teachers (T2 and T3) were mostly use mother tongues while teaching English language in the class. The teacher did not share mother tongue of all students in the classroom. So, the students whose mother was not Doteli felt difficulty to understand the text properly. The teachers made minimum use of target language in class. So, students did not get enough exposure to English most of the time.

In thirty class observed, it could be seen that few teachers' explanation of the content in English but mostly they explained in Doteli. I found that students felt easier when teacher used Nepali language to explain content. Most of the time students remained silent when teacher described the subject matters in English. Sometime, they asked to repeat again using Doteli language. "*Sir ekbarar aja bhunna*" when teacher was writing on the board, students were found talking in Doteli language.

By the aforementioned discussion, we can deduce that still many of the students in English classes of secondary level use their mother tongue for their communication. This depicts that the situation of English spoken of ability is poor in students of public schools.

4.1.1.5 Management of Teachers and Students

After my long classroom observation it could be seen that required numbers of teachers were available in both the schools. Teachers training and professional development program was good in both schools. Extra curriculum activities in both schools was found good but the students' participation in the language learning activities was poor in one class.

From above mentioned discussion, it can be inferred that management of teachers and students was good. Both schools had sufficient teachers, good training and professional development programs for teaching, proper extra-curricular activities for the students, however, students participation in language learning activities was seen poor during the observation.

4.1.1.6 Students' Participation in learning activities like Pair work and Group work

During my observation, it was found that only ten classes (T1) conducted pair work and group work activities in his classroom. I did not find any group work and pair work activities in rest of all classes. Boys were selected as group leaders in every group. No girls took part as a leader of the group. Some teachers i.e. T2 and T3 were indifferent in forming group and selecting the girls to the leader of their class. There were three to five students in a group. Most of the discussions conducted were formulaic and readymade type but not situational and creative. I noticed another thing that students were involved in pair work and group work sometime only and teachers were not able to divide the students into similar groups that would help to co-operate and interact among the students who have different level of proficiency. Likewise, next thing I found from the observation is lack of motivation toward the activities.

Through above mentioned discussion, it is obvious that the activities like role play and group work are not conducted regularly in the classes and participation of students in learning activities seemed poor in the classes of public schools.

4.1.1.7 Students Involvement in Listening and Speaking Activities

During the observation, I noticed only few students were involved in listening and speaking activities. Moreover, listening skills was found neglected in the classroom. These sorts of activities could rarely see in the classroom. Only few students were found to participate in interaction, whose fluency and accuracy were poor. Only the memorized chunks were spoken fluently and accurately by the students. One thing I found from the class observation is that the students who were come from private schools had better fluency and accuracy than that of the rest students.

Hence, from aforementioned fact it can be analyzed that students' involvement in listening and speaking activities is poor in secondary level students of public schools in Doti district.

4.1.1.8 Practice of Classroom interaction at the beginning of class

Every teacher was aware of warm-up period though they took it as formality. In fact, they did not allocate proper time for this session. Students were not paying attention to this phase. In some of the classroom girls were sitting in the front side of the classroom but they were rarely found that they answered teacher's question. Only (T1) revised previous lesson in a short. However, (T2 and T3) directly started the lesson by writing on the board and described themselves. Two teachers asked questions at the initiation stage to the whole class but not individually.

Eventually, the common teaching and learning activities what I observed during classroom observation can be analyzed/described briefly as below:

-) Out of the three teachers, two teachers (T1 and T2) used the mother tongue of the students i.e. Doteli but one teacher used mother tongue for only limited purpose i.e. instruction and clarification.
-) Two teachers taught their lesson without bringing and using any kind of teaching materials but a teacher taught his lesson through projector.
-) One teacher played the role of facilitator and guide in his teaching i.e. he encouraged the students for solving their problems but beside him all teacher played the dominant role or source of knowledge in their teachings.
-) Almost all the students in the observed class were passive.
-) Out of three teachers, two teachers taught their lesson without following or applying the prescribed methods or techniques such as pair work, group work, information, gap activities and communicative activities. Normally, they used question answer, lecture, explanation, illustrative rather than communicative approach and one teacher

adopted the modern and appropriate methods and techniques in his teaching English, It means that he taught his lessons based on the communicative approach the used pair work, group work and information gap activities.

-) Almost all the class the role of students seemed passive.
-) Out of three teachers two teachers did not provide individual feedback and motivate to the students. Only one teacher gave individually feedback and motivate to his students.

4.1.2 Analysis and Interpretation of the Data from the Interview

In order to make study more authentic and reliable an interview guideline was prepared to ask for the teachers of secondary level. The main concern of asking questions to the teachers was to explore and analyze the ELT pedagogical practices in public schools of Doti district. So, this sub-section deals with the analysis and interpretation of the data based on the teacher's responses or opinions. The responses of the teacher regarding questions have been analyzed under following heading.

4.1.2.1 Teacher Related and Methodology Related Aspects

Under this heading, the responses of the teachers regarding the different selected ELT areas and reasons behind their responses are discussed. The three teachers were interviewed having related to the different selected ELT areas. The responses of teachers are analyzed as follows:

a. Making Lesson Plans

A lesson plan is detailed description of instruction or “learning trajectory” for a lesson. It is advanced preparation for teaching a particular item to meet specified objectives expected by the curriculum. So it is a roadmap of educational course to reach the educational destination without any hindrances. Teachers were asked “Whether they prepare lesson plans before teaching every lesson?” In the response of this query, all the selected 3 teachers (T1, T2 and

T3) opined that they are mentally prepared before teaching every lesson but they rarely make written lesson plan in their diary.

They were, after all, found to be aware of the fact that they should make lesson plan but they were not found implementing in practice.

b. Use of Teacher's Guide

A teacher's guide is a helpful book which is designed to help the teachers in their class room teaching. It is a supporting material to the textbook with regards to the curriculum. It really helps a teacher in different aspects of teaching that is why it is considered a teacher's good friend.

To collect information regarding use of teachers' guide in the school all teachers were asked "Whether they follow teachers' guide". From selected teacher two teachers (T1 and T2) replied that they use teacher guide because without teachers' guide they cannot make their teaching effective and successful in the senses that teacher guide is a way that tell us how to go, how to teach different language skills in the classroom. It also helps teacher to teach their students actively whereas one teacher replied that he does not follow it. Behind his response he presented the reason that it is not available in the school in this year due to curriculum change. So, he taught the course without following teachers' guide. This may lead him in wrong way and he might not achieve the knowledge which he is supposed to achieve.

c. English Speaking Environment

For the purpose of collecting information regarding the language used by the teachers in the English period, teachers were asked "Whether they speak English all the time while teaching English".

The majority of the teachers (T2 and T3) replied that they did not speak English all the time while teaching English. Only one of the teacher i.e. T1 replied that he use only English language in the classroom.

It is not good to assume that teachers should speak only English in the class but there might be an issue that if teacher do not use English in the English class how can the students learn English. Thus, from the data obtained it can be analyzed that there exists poor condition of English speaking environment in the classes of public schools, The potential cause can be taken to use English for limited time in the classroom.

d. Use of ICT and Modern ELT Technologies

In order to gather the information regarding ELT technologies, teachers were asked a question. 'How often do you use modern ELT technologies i.e. email, internet computer blogs, and audio video ICT based materials in your English language teaching?' T1 replied that he sometimes showed his students various visual and audio materials and they are asked to open facebook, email-ID etc. But he further expressed that he had the problem of proper internet access there. So because of the absence of these facilities he had not been able to use modern technologies as he had expected. Besides, T1, two teachers (T2 and T3) said that they scarcely used such materials due to lack of sufficient materials in the school, and lack of skill to operate them.

e. Using Reference Book as Teaching Resources in Addition to Course Book

Regarding the condition of using books, teachers were asked a question "Whether they use any references book as teaching resource in addition to course book or they use the book as main source of teaching."

T1 replied he used reference books apart from textbook. He said he use different related reference books, practice books, teachers guide dictionaries. He further added "For listening purpose he used audio, video cassettes and for speaking purpose he asked his students to listen Radio and TV Broadcasting. But two teachers i.e. T2 and T3 replied that they rarely used them because they lack such materials." Both teachers had same reason i.e. unavailability of other

relevant and alternative materials in the schools. They strongly claimed that they used textbook as sole source because of curriculum change and no alternative beyond textbook.

Even though, only a T1 used reference books as teaching resources, still both teachers i.e. T2 and T3 are only depending on textbook.

f. Use of Authentic Vs. Non-authentic Materials

In order to gather information regarding the use of authentic and non-authentic materials in the class, the teachers were asked “Do you teach your students through teaching materials and what kind of materials you use in your English language classroom.” The T1 said that he used authentic materials in his classroom very often e.g. Pictures, relia, meta-cards, flashcards, movies, newspaper, because such materials are convincing materials, they attract students' attention and make learning memorable. But T2 and T3 replied that they simply used non authentic materials. Specially, textbook developed by CDC. The major reason beyond using non-authentic materials was lack of such materials in schools.

Though authentic materials cannot only be taken as appropriate teaching materials in ELT. They can be useful to give authentic information to the students. Therefore, the teacher should use both authentic and non-authentic materials to make the classroom effective.

g. Teaching Approach Methods and Techniques

In order to find out the use of teaching methods and techniques, the teachers were asked “Which method do you normally use in the classroom teaching and why do you choose this method.”

Regarding response to this query, all the teachers (T1, T2 and T3) replied that they use the method according to the context, topic and times. Among the selected teachers all of them gave focus mostly all communicative approach.

But T1 and T3 replied that they sometime use GT methods too for while teaching grammar.

Testing Language Proficiency

Regarding the language proficiency test, all the teachers were asked a question – 'How often do you test the language proficiency of your students formally?'

Two teachers (T2 and T3) replied “three time in a year” i.e. they administrated formal test in three times in a year but one teacher (T1) responded 'Once in a week' he regularly every week conducted formal test based on the certain interest i.e. at the end of each unit for development of the students linguistic proficiency. Therefore, this description vividly exposed that most of the teachers said they administrated formed test three times in a year.

Teacher Reflective Practice

In this section, the researcher was interested to find out whether the teachers reflect their teaching or not. For that –'Do you reflect your teaching? Was asked to the teachers.

Two teachers (T2 and T3) responded that “They never reflect their teaching.” But (T1) replied that he teaches and evaluates himself whether he teach his students effectively or not, what are his weakness and strengths.

Hence, from the description above it can be analyzed that majority of teachers did not reflect their teaching.

Professional Development Activities

This aspect was related about their involvement on professional development activities. The teachers were asked whether they have got training or not and whether they have carried out any research work in the period of their teaching profession.

In case of trainings all 3 teachers (T1, T2 and T3) said that they have gone through different packages of training such as ten months in service training, TPD was training in various period, Roster training, Question modeling training, master trainer etc. Likewise, the T1 further added that he is life member of NELTA and he had attended his training in British Council too. Regarding the response to research work they have carried out, two teachers (T2 and T3) said that they have not carried out any research work in the field of ELT. But T1 replied that during his training session he was given various kind of task along with his trainee carry out researchers like how to develop the English speaking proficiency or how to develop vocabulary or listening skills and other so many aspects of language teaching but separately have not carried at any research work.

Hence, from the discussion above, it can be concluded that all the teachers have gone through different training packages but none of them except (Teacher 1) carried out the research work related to the field of ELT.

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMENDATION

This the final chapter of this study research which consists with the findings, conclusion and recommendations related to policy, practice and further research that are drawn from the analysis of the collected data.

5.1 Findings

The objectives of this study was explore and analyze ELT pedagogical practices of public schools of Doti district in terms of methodology and classroom interaction. On the basis of classroom observation and interview ELT pedagogical practices were analyzed and interpreted. After analysis and interpretation of the raw data, the researcher came to the following major findings:

-) Condition of the physical facilities of both the schools was not too bad. Even though classroom and its surrounding environment and classroom management were good, lack of library related to English language were seen as major physical problem. The main cause of being so was; lack of proper management and weak economic condition.
-) The selected both schools had sufficient teachers for English, good training and professional development programs for teachers, frequent extracurricular activities for students but students participation in language learning activities was seen poor.
-) One of the school did not have any kind of modern teaching materials such as teacher's guide, audio visual aids which are very indispensable for developing the students' language proficiency.

-) Large numbers of the students were bilingual. Circumstance of English Spoken ability was seen poor in the students.
-) Most of the teacher i.e. 2 teachers did not use any authentic materials in teaching. Rather they used non-authentic materials specifically developed by CDC.
-) The teachers were aware of the fact that they should make lesson plan but they were not found implementing it.
-) Teachers were found veteran, i.e. teaching more than 15 years.
-) One school had large number of students i.e. 105 students in class 10.
-) Mix ability class was found common in all schools.
-) Mostly marvelous students only involved in the teaching and learning activities.
-) Mostly, two teachers administrated formal test three times a year and current teaching learning activities of public schools were exam oriented.
-) All the teacher used the methods of teaching according to the context and time giving priority to communicative method.
-) Most of the teacher used mother tongue (Doteli) in the ELT classes.
-) Most of the teachers (T2 and T3) use textbook as sole sources of teaching due to lack of other relevant materials in schools.
-) There existed poor condition of English speaking environment in the classes of public schools.
-) Minimum use of modern ELT technologies.
-) Student's involvement in the listening and speaking was poor.

5.2 Conclusion

This study "ELT pedagogical practices in Public schools of Doti District has explored the ELT pedagogical Practices adopted by English Language teachers

in public schools of Doti district were not copasetic. The present research work is a holistic study about the different aspect of ELT. Even if it has found several positive aspects of ELT pedagogical practices in public school of Doti district such as good trainings and management of sufficient and veteran teachers for English, teachers' priority on communicative method. But various burning problems were even discovered i.e. poor English spoken environment, minimum use of ELT modern technologies in the learning process, mix ability classes, use of textbook as only sole sources of teaching, exam oriented teaching and learning activities, negligence of listening and speaking skills and no use of daily lesson plans.

To sum up, the ELT pedagogical practices in public schools of Doti district is not copacetic. Thus, it seems that school and administration body should be conscious enough to solve these serious problems. The teacher should also be mentally well prepared to cope with such problems for better learning and teaching.

5.3 Recommendations

After carrying out this research, I have undergone various problems regarding ELT teaching in public school of Doti district. So, in order to minimize these problems following things need to be taken in consideration. On the basis of above finding and conclusion following recommendations have been suggested:

5.3.1 Policy Related

Making a policy is an integral step for implementing any policy effectively because it gives clear road map. So, on the basis of findings derived from analysis and interpretations. I would like to put forward the following policy related suggestion:

-) In English language class, there should be use of English as medium of instruction. Therefore, provision should be made to

upgrade English language proficiency of teachers. Alternatively, only the teachers who are proficient enough should be appointed.

-) The policy making body should try to bring some necessary alter in the field of ELT such as developing suitable teaching materials proper management of physical facilities. syllabus designing, professional development activities, use of approaches methods and techniques, modern ELT technologies and evaluation system using teacher participation which is not in practices yet that is why the rest classrooms could be addressed.
-) It is mandatory to bridge the gap between policy and practice which lacks in the context.

5.3.2 Practice Related

Only making policies and plans do not help to implement them effectively unless these policies are implemented effectively in the field. Thus, on the basis of the findings derived from analysis and interpretation of data. I would like to make following practices related recommendations:

-) Teacher should interact in target language with students as well as students should be encourage for maximum use of target language.
-) Teacher should judiciously apply mother tongue in the classroom to give clear cut ideas about the lesson.
-) It is mandatory to carry out action research to solve the classroom problems which was not found in practice.

5.3.3 Further Research

ELT is a broad are to study. This research is just a small part of it. There are so many things left to be studied.

On the basis of the findings of my study, I want to convey some further research related to recommendations which are presented as below:

-) The researcher can study and compare ELT situation of other districts public and private schools.
-) It will provide new research areas such as research on students poor performance in English in SEE, management of mix abilities classes, effects of teacher training for improving language proficiency of the students and so on which are left to be investigated.
-) The researcher can carry out a similar research focusing on one specific aspect of ELT.

References

- Awasthi, J.R. (1979). *A study of attitude of different group of people towards the English language in secondary schools of Kathmandu district*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur
- Awasthi, J.R.et.al. (2009). *New generation of English*. Kathmandu: Vidyarthi Prakashan.
- Bhatta, A. (2014). *Role of British Council in developing ELT situation of Nepal*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur
- Bhattarai, G. R. (2006). English teaching situation in Nepal: Elaboration of the theme for panel discussion in the 40th TESOL conference. *Journal of Young Voices in ELT*. Vol-5
- Bhattarai, G.R. (1995). *An introduction to linguistics*. Kathmandu: Ratna Pustak Bhandar
- Bhushal, J.L. (2016). *Present ELT situation of public schools in Nawalparashi district*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur
- Chapagaain, K.P. (2006). *Problem in learning listening skills:A case of lower secondary level*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. (7thEd.). India: Replika Press Pvt. Ltd.
- Creswell, J. W. (2010). *Education research: Planning, conducting, and evaluating qualitative and quantitative research*(4th Edition).Lincoln: University of Nebraska
- Crystal, D. (1999). *World English: Past, present and future*. Retrived on June 20, 2014 form.
- Crystal, D. (2008). *A dictionary of linguistics and phonetics*. Hong Kong: Blackwell Publishing.

- Curriculum Development Centre. School Level English Curriculum (2007). Sonothimi
- Devkota, H.P. (2005). *Learning strategies and attitudinal study*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur
- Ellis, R. (1985). *Unpublished second language acquisition*. Oxford: OCUP.
- Ferguson, G. (2006). *Language planning and education*. Edinburgh: Edinburgh University Press.
- Gass, S. & Selinker, L. (2008). *Second language acquisition*. Oxford: OCUP.
- Griffiths, C. (2004). *Language learning strategies*. Theory and research, occasional paper, 1.26. Retrieved on June 4, 2014 from.
- Hedge, T. (2008). *Teaching and learning in the language classroom*. Oxford: OUP.
- Harmer, J. (2007). *The practice of English language teaching*. London: Pearson Longman.
- Holmes, O.W. (2005). Ethnographic research observation from different perspectives. *An International Journal of Education and Research*.
- Kachru, B. (1992). *The other tongue*. Chicago: University of Illinois Press.
- Karn, S. K. (2010). *ELT survey: Need of the country*. Kathmandu: Gorkhapatra Daily.
- Kumar, R. (2005). *Research methodology*. Delhi: Pearson Education.
- Kumaravadivelu, B. (2003). *Beyond method: Macrostrategies for language teaching*. New Haven: Yale University Press.
- Lynch, M. L. (2008). *Three critical problem in English language teaching and learning*. Retrieved on April 1, 2013 from
- National Census Report. (2011)

- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP
- Nunan, D. (2010). *Research methods in language learning*. Cambridge: CUP
- Oxford, R. (1990). *Language learning strategies whatever teacher should know*. New York: Newburg I
- Parajuli, A. (2011). *Challenges a teaching and learning at secondary skill at secondary level*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.\
- Phillipson, R (2007). *Linguistic imperialism*. Oxford: OUP.
- Regmi, L. (2011). *Role of NELTA in developing ELT situation of Nepal*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and method in language teaching*. Cambridge: CUP
- Richards, J. C. & Nunan. (1990). *Second language teacher education*. Cambridge: CUP
- Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: CUP.
- Rokaya, M. (2011). *Teaching strategies used in the ELT classroom*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Sapkota, A. (2008). *Role of social and economic status of marginalized groups in developing English proficiency*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Sharma, U.N. (2015). *A course in linguistic in application*. Kathmandu: Sunlight Publication.
- Sharma, I. (2017). *Application of recent methodologies in ELT: Teacher perceptions and practice*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.

- Shrestha, P. (2008). *ELT, ESP & EAP in Nepal: whose interests are served?*
 In: Krzanowski, Mark (Ed.). *EAP and ESP in developing countries: State of Play vs Actual Needs and wants*. Canterbury: IATEFL (ESP SIG), pp. 191-21
- Subedi, H.L. (2010). *English language teaching methods*. Kathmandu: Pradhan Book House.
- Thapa, D. (2012). *Teachers' perceptions towards using English as a medium of instruction in community schools*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Trang, T. (2012). *10 common problems in the classroom*. Retrieved on March 18, 2013 from <http://forum.vnseamu.org/showthread.php?16088/10/Common-Problems-in-the-classroom>.
- Ur, P. (1996). *A course in language teaching*. Cambridge: CUP.
- Ur, P. (1996). *A course in English language teaching*. Cambridge: CUP.
- Wenden, A & Rubin, J. (1987). *Learning strategies in language learning*. Englewood Cliffs: Prentice Hall.
- Wikipedia. (2013). *In English speaker in the world*. Retrieved on March 1, 2013 from. ([http://wiki.answers.com/Q/How many people in the world can speak English](http://wiki.answers.com/Q/How_many_people_in_the_world_can_speak_English))
- Wright, R. (1998). What is the quality in English languageteacher's education? *Journal of ELT*, 52/ 2, 133-139.
<http://bettereflteacher.blogspot.com/2008/02/three-critical-problems-in-english.html>
- [http://www.davidcrystal.com/DC articles/ English 28 pdf.](http://www.davidcrystal.com/DC_articles/English_28.pdf)
- [http://www...Davidcrystal.com/DC article/English.pdf.](http://www...Davidcrystal.com/DC article/English.pdf)

<http://betterflteacher.blogspot.com/2008/02/three-critical-problems-in-english.html>

[www.google.com/Languagelearning strategies](http://www.google.com/Languagelearning%20strategies).

Appendix I

PARTICIPANT INFORMATION STATEMENT

Thesis Supervisor

Mr. Resham Acharya

Faculty of Education

**Central Department of English
Education, T.U.**

Kirtipur, Kathmandu, Nepal

1. What is this study about?

You are requested to take part in a research entitled "**ELT Pedagogical Practices in public schools of Doti district**" that aims to explore and analyze current ELT classroom practices of public schools in Doti district. There are numerous practices are being applied but not all practices can be adopted in the public schools in comparison of private schools of the learners in ELT classrooms. So to see the gap of ELT practices between public and private schools and to uplift the deteriorating situation of public schools, this sort of study is very inevitable. Up to know there has not been any research related to this topic in this department so it is appropriate for uplifting the current status of public schools.

2. Who is carrying out the study?-

The study is being carried out by **Mr. Ramesh Prasad Bhatta**, as the Master of Education in English, Tribhuvan University of Kathmandu. This study will take place under the supervision of **Mr. Resham Acharya**, Teaching Assistant Department English Education, T.U. Kirtipur, and Kathmandu.

3. What will the study involve for me?

This study involves the interview and observation guidelines.

4. Who can take part in the study?

All of the ELT teachers and students of my sample population of Doti district can take part.

Are there any risk and costs associated being in the study?

Beside your time investing to response questionnaire there will not be any risk or costs associated with taking part in this study

5. Are there any benefits associated with being in the study?

This study will help you understand about the ELT practices in ELT classroom. You can be more familiar with the various teaching aspects and practices used in ELT classroom.

6. What will happen to information about me that is collected during the study?

Your information only be used for the purposes outlined in this participation statement .Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Finding of the study may be published, but you will not be individually identifiable in the publication

7. Can I tell other people study about the study?

Yes you are welcome to tell other people about the study.

8. What if I would like to know further information about the study?

If you would like to know more at any stage during the study, please feel free to contact Mr. Ramesh Prasad Bhatt.(E- mail: rameshbhatta871@gmail.com)

9. What if I have a complaint or any concern about the study?

The ethical aspect of this study has been approved by the Tribhuvan University, Department of English education, Kirtipur, Kathmandu.

Any person with concerns or complaint about the conduct of a research study can contact.

APPENDIX II

Guideline for Classroom Observation

Name of the Teacher:

No of students:

Name of the school:

Standard:

Teaching Items:

Date:

1. Practice of classroom interaction of the beginning of the classroom
2. Availability of physical facilities:
3. Use and availability teaching materials in classroom interaction

4. Management of teachers and students

5. Use of mother tongue in class

6. Use of method techniques prescribed

7. Role of teachers inside classroom

APPENDIX III

INTERVIEW GUIDELINES FOR TEACHERS

1. What types of activities do you provide which arouses students interest in learning English?
2. How often do you test the language proficiency of your student formally?
3. Do you involve your students in group work pair work including problem solving discovery learning while teaching English?
4. Do you follow the teacher guide?
5. As you know that there are lots of methods in the field of language teaching from GT to PMP. Now you are in the era of post method pedagogy among them which method do you like and use generally?
6. What is main reason behind you selecting communicative method even if there are numerous method in field of ELT?
7. Most of the teacher of this time think that only the textbook is the soul sources of teaching. Do you use any resources as a reference book in addition to course book? If yes, what type of course book do you use?
8. Have you got any training related with your profession?
9. Do you prepare lesson plan for everyday classroom presentation? If not why?
10. How often do you use modern ELT technologies i.e. email, Intermit, computer blogs, (audio video ICT) based material in your English teacher?
11. Have you carried out any sorts of research in the period of your teaching profession? If yes, what type of research did you carry out?
12. Do you reflect your teaching?
13. Being yourself an English teacher. What is your perception about TPD?
14. Do you teach your students through teaching materials? What kind of teaching materials do you use in your classroom?

15. Do you have any other pedagogical practices that you are following while teaching English?

Dilli Raj Pokhrel

1. What types of activities do you provide which arouses students interact in Learning English?

Ans: In my classroom to arouse interact and to motivate my students I use communicative approach that is pair work, group work and as far as possible. I use English in my classroom but sometime also use mother tongue of students. I.e. Doteli language situationally and when I enter my classroom my objective intention us how to teach my student will and how make my classroom effective and successful and for that purpose. I used various kinds of communicative activities just I said before pair work group work and then role play, assimilation etc.

2. How often do you test the language proficiency of your student formally?

Ans: As it is mentioned in our curriculum, our curriculum says that four language skills reading, writing, speaking, and listening these skills should be regularly used in the classroom. Once in a week I test the listening, speaking, reading and writing skills to test the language proficiency of the students. Bu in our context you know that in Doteli context especially in the remote area students are not able to communicate in English so. I use, I evaluate how my students can communicate and how my students are able to speak or communicate in English or not. So I test at the end of each unit language proficiency of my students.

3. Do you involve your students in group work pair work including problem solving discovery learning while teaching English?

Ans: Sure, I use pair work group work and discovery method, problem solving method because I think that, I assume that if students are involved in discovery method of let language problem solving method it will develop a kind of creativity and originality among students.

4. Do you follow the teacher guide?

Ans: Yes, without teacher guide we cannot make our teaching effective and successful because teacher guide is a way that tells us how to go, how to teach different language skills in the classroom. So, without teacher guide how qualified the teacher is, how experience the teacher is it does not matter the teaching English or the classroom activities cannot be effective and successful. Therefore I use teaching guide regularly.

5. As you know that there are lots of method in the field of language teaching from GI to PMP? Now you are in the era of post method pedagogy among them which method do you like and use genially?

Ans: In our context, we sometime use GT method mean we know that GT method is outdated method. Although it is old fashioned method, but even today we English teacher basically in the government schools, in the remote area we use GT method means most of English teacher use GT method but I try to apply in the classroom is communicative method. I try to involve my students in various kind of communicative activities. And I try to make my students able to communicate in English.

6. What is main reason behind you selecting communicative method even if there are numerous method is field of ELT?

Ans: Because in every method it has its own advantages and disadvantages, merits and demerits. So, in GT method too although I said that it is an old fashioned me that outdated method but it has an own advantages, when we teach our students by using GT method it is less than consuming and we can give the rules and exception of students we know that in our classroom are students of multiple intelligence. Some students like explanation of rules exception some students like communicative activities so in our classroom there are various kind of students, the students coming from various background educational cultural and linguistic background so I also used GT

method sometime. But most of the time I try to use the communicative method but in our context it is difficult to do so because our students have come from the place, come from the community where the parents are not educated there is no English speaking environment and less exposure is there. Therefore, I use both GT method and communicative method but according to the context and as far as it is possible I try to create a kind of English speaking environment in the classroom for that purpose I myself try to use to speak English so that student will learn speak English because without listening the students will not be able to speak. Without their skill the reading and writing skill cannot be developed so mostly I apply communicative method in my classroom.

7. Most of the teacher of this time think that only the textbook is the soul sources of teaching. Do you use any resources as a reference book in addition to course book? If yes, what type of course book do you use?

Ans: I do not think that textbook is the sole source of learning material. Besides textbook we should also use other reference books like teacher's guide, practice book, dictionaries and may be that for listening purpose we can use video cassettes, audio cassettes and for speaking too we can also ask students to listen the Radio and TV brocasting in English and they also can also be ask read the English newspaper magazine etc. So that they can learn English well.

8. Have you got any training related with your profession?

Ans: Yes, I have got alot of trainings. Many trainings I have attended like. I have worked as a trainer. Master trainer etc schools and in train center too. In Dipayal I have also training in Higher Secondary Level and I also the life member of NELTA. And I have also attended my training in British Council too, many times I have gone there. Therefore I have alot of experiences regarding teaching and learning English. And I have got lots of training in the field of ELT.

9. Do you prepare lesson plan for everyday classroom presentation? If not why?

Ans: It is essential to prepare lesson before we teacher enter in the classroom but I do not always go to my class with my written lesson plan but mental lesson plan I go there. But most of the time truly speaking I go to my classroom in mentally prepared what to teach, how to teach, when to teach and what kind of activities should be performed there means all these things.

10. How often do you use Modern ELT technologies i.e. email, internet, computer blogs, and audio video ICT based materials in your ELT classroom?

Ans: Yes, you know that the secondary level curriculum of these days has focused on modern technologies email, internet and other kinds of modern ELT technologies. And in our course book too there are different kind of activities related to facebook, then internet e-mail etc and there I sometimes, show them various materials, i.e visual materials, audio materials and they are asked to open the facebook, email ID etc. but what problem we have, the problem is we do not have the proper internet access here. So because of the absence of these facilities we have not been able to use these modern technologies as we had expected but we try to do so.

11. How you carried out any sort of research in the period of your teaching profession? If yes, what types of research did you carry out?

Ans: Yes during our training session too, we teachers are given various kind of tasks to carry out research in the field of ELT means in Roster training, we were given various task to carry out the researches like how to develop the English speaking proficiency or how to develop vocabulary or listening skills and other so many aspects of language teaching but separately I have not carried out any research work but during my training session I had carried researches.

12. Do you reflect your teaching?

Ans: Yes, after I teach, I evaluate myself whether I was able to teach my students effectively or not, what are my weaknesses and strengths, my strong points and weak points because without self-evaluation, without finding out what sorts of strong points and weak points we have we cannot improve in our teaching. Therefore, after my teaching I reflect my teaching what my weaknesses are what my weak points are and after finding and evaluating them then I try to improve them so that I can teach my students better in the following days.

13. Being yourself an English teacher, what is your perception about TPD?

Ans: Yes TPD is an important thing. For what purpose we should do various tasks because only by reading the textbook or only going to the classroom we cannot teach well. For that purpose we should attend seminars, workshops and read magazines, newspapers such types of things we should do only then we can be a qualified and experienced teacher. So I read a lot of English magazines, you know that this is the age of globalization, it is the age of international market. Therefore, without consulting and carrying out researches reading the magazines and newspaper etc.

We cannot make ourselves updated. So I use these kinds of things to develop my career i.e. professional development. Although it is a good thing but in the context of Nepal what I have seen and experienced is TPD training is only given and taken in name. Practically they are not using it. They think that it is just time pass and it is just to take a certificate and that certificate which is for may be their purposes or from the professional development. Old teachers who are going to be retired and even new teachers to I have seen, and experienced when I go there in training session TPD program in educational training center there is Dipayal and other places. I do not mean that all the teachers are not interested. Some of the teachers are interested and motivated and they think that TPD is most essential thing for us. But few of the teachers say that they are not interested. They work to go there in the training center but rest of days they are

absent, they come again and they just take the certificate. So although TPD is good thing but it has not been used by the teachers properly.

14. Do you teach your students through teaching materials? What kind of teaching materials do you use in your classroom?

Ans: Yes I said before. I use communicative method, most of the time not all the time I use communicative approach. And to make our students able to communicative in English we should use various kind of teaching materials like pictures, realia and then sometime, flash also use card, met cord but I have not provided handouts to my students rather I make them not down the things what I teach in difficulty I make them write answer but I do not provide the handouts.

15. Do you have any other pedagogical practices that you are following while teaching English?

Ans: There are various approaches, methods and techniques etc in English language teaching and in different era different approaches and method appeared, they went and they have own their I said before advantages disadvantages but no method is complete in itself and while teaching English as a foreign language and second language we teaches should carry out the researches related with ELT and those things, those materials, those activities should be carried out in the classroom while can make the students competent in English let's say like there is a athleticism selection of different items from different methods and techniques.

Jaganath Sir

1. What types of activities do you provide which arouses students interact in Learning English?

Ans: In order to make my classroom teaching effective I do the activities like group work pair work and so on according to the objectives of my teaching topic.

2. How often do you test the language proficiency of your student formally?

Ans: Actually thrice in a year I test the language proficiency of my students.

3. Do you involve your students in group work pair work including problem solving discovery learning while teaching English?

Ans: Yes, why not most of the time I involve my students in group work and pair work.

4. Do you follow the teacher guide?

Ans : Yes, I follow teacher guide most of my language classroom because it helps me to teach students actively.

5. As you know that there are lots of method in the field of language teaching from GI to PMP? Now you are in the era of post method pedagogy among them which method do you like and use genially?

Ans: While teaching grammar sometimes I use GT method also but most my classroom I use communicative method.

6. What is main reason behind you selecting communicative method even if there are numerous method is field of ELT?

Ans: To make my teaching task alive because it focuses on all the four long skill.

7. Most of the teacher of this time think that only the textbook is the soul sources of teaching. Do you use any resources as a reference book in addition to course book? If yes, what type of course book do you use?

Ans: Yes, mostly I use teacher guide but this year it not available in the school.

8. Have you got any training related with your profession?

Ans: Yes I have got my training to teach students effectively provided by government of Nepal different NGO, INGO had given us different trainings. Recently I have got TPD training of four package provided by NCED.

9. Do you prepare lesson plan for everyday classroom presentation? If not why?

Ans: Yes, I mentally prepare

10. How often do you use Modern ELT technologies i.e. email, internet, computer blogs, and audio video ICT based materials in your ELT classroom?

Ans: Occasionally

11. How you carried out any sort of research in the period of your teaching profession? If yes, what types of research did you carry out?

Ans: No

12. Do you reflect your teaching?

Ans: No

14. Do you teach your students through teaching materials? What kind of teaching materials do you use in your classroom?

Ans: I use simply non authentic materials

15. Do you have any other pedagogical practices that you are following while teaching English?

Ans: No

Bishnu Sir

1. What types of activities do you provide which arouses students interact in Learning English?

Ans: Role play, discovery learning, project work etc project work etc.

2. How often do you test the language proficiency of your student formally?

Ans: Thrice in a year. First term 2nd and annual examination of the year.

3. Do you involve your students in group work pair work including problem solving discovery learning while teaching English?

Ans: Yes

4. Do you follow the teacher guide?

Ans: I have been teaching for 25 years. My previous year teaching I used to follow it. But this year the curriculum has changed. These days it is not available in the school. I have not got curriculum and teacher guide.

5. As you know that there are lots of method in the field of language teaching from GI to PMP? Now you are in the era of post method pedagogy among them which method do you like and use genially?

Ans: In fact, it is a government school. Students have come from different background. We have to use different methods according to condition. Mainly I use communicative method.

6. What is main reason behind you selecting communicative method even if there are numerous method is field of ELT?

Ans: To make competent in speaking skill.

7. Most of the teacher of this time think that only the textbook is the soul sources of teaching. Do you use any resources as a reference book in addition to course book? If yes, what type of course book do you use?

Ans: Yes, due to the unavailability of the other relevant materials such as teacher guide curriculum etc.

8. Have you got any training related with your profession?

Ans: Yes, I have taken many trainings in my teaching period. I have attended on various trainings provided by TTC in Dipayal and in 2056. I had taken a training in Butwal on Questions modeling. Likewise, I had got head teacher training.

9. Do you prepare lesson plan for everyday classroom presentation? If not why?

Ans: It is not possible prepare lesson plan daily in written form because of mine overloaded classes but I prepare lesson in my mind before I go to in my classroom.

10. How often do you use Modern ELT technologies i.e. email, internet, computer blogs, and audio video ICT based materials in your ELT classroom?

Ans: Rarely

11. How you carried out any sort of research in the period of your teaching profession? If yes, what types of research did you carry out?

Ans: No sir, I have not carried out

12. Do you reflect your teaching?

Ans: No

14. Do you teach your students through teaching materials? What kind of teaching materials do you use in your classroom?

Ans: Non authentic materials

15. Do you have any other pedagogical practices that you are following while teaching English?

Ans: Old one

16 Which language do you use in your classroom?

Ans: Both English and Nepali