

# **TEACHING-LEARNING PRACTICES OF ENGLISH IN SOFT SKILLS LAUNCHED SCHOOLS**

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

**Submitted by  
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Academic Year: 2064/065**

**Faculty of Education  
Tribhuvan University  
Sukuna Multiple Campus  
Morang, Nepal  
2017**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Rudra Bahadur Rajbanshi** has prepared the thesis entitled **Teaching-Learning Practices in Soft Skill Launched Schools** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 18<sup>th</sup> Feb. 2017.....

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## RECOMMENDATION FOR EVALUATION

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## DECLARATION

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

Date: **2073/11/05**

**Rudra Bahadur Rajbanshi**

**Date:**

# **DEDICATION**

Dedicated

to

my parents and teachers as well as relatives who devoted their life for making me  
what I am now.

**Rudra Bahadur Rajbanshi**

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First of all, I would like to express my sincere gratitude to my thesis guide **Bashudev Dahal**, Lecturer of the Department of English Education, Faculty of Education, Sukuna Multiple Campus, Morang for his continuous guidance, supervision, invaluable and creative suggestions, encouragement and inspiration. This research work would never have been completed without him. So, words fail to express my heartfelt gratitude to him.

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In course of preparing this thesis my spouse **Mrs. Basanti Rajbanshi**, my dearest elder daughter **Ruma**, my dearest younger daughter **Amrita** and my dearest son **Chuman Singh Rajbanshi** helped me a lot, so I duly acknowledge them here. Similarly, I cannot forget my friends who helped me directly or indirectly in course of this research work.

Finally, I would like to thank Modern Communication Center Computers' **Mr. Yagyamani Niraula** who actively worked in order to type and print this thesis so wisely without saying "**Bhok, Tirkha, Nindra and Aram**".

However, all lapses, mistakes, misunderstanding and inconsistencies are solely mine.

**Rudra Bahadur Rajbanshi**

## **ABSTRACT**

The research entitled "Teaching Learning Practices in Soft Skill Launched Schools". It aims to find out the teaching learning practices in the given schools. To accomplish the objectives of the study, the researcher surveyed six classes of soft skill launched school for a week. The classes were chosen by using non-random purposive sampling procedure. For collecting data, the researcher used a set of questionnaire and observation list including the open-ended and close-ended questions. The observation list was categorized into six fields; they were 'resources', 'safe and effective learning environment', 'leadership', 'family and community engagement', 'teaching learning environment' and analysis of school performance. The main finding of the study was that English class room is controlled by teacher and the teacher had no preplan for the class room performance.

The thesis consists of five chapters. Chapter one deals with the introduction of the study. The second chapter contains the review of related literature and theoretical framework. In this way, the third chapter is methods and procedures of the study. Similarly, the fourth chapter incorporates analysis and interpretation of results. It describes its analysis in the tabulation form according to the questionnaire list. Finally, the fifth chapter comprises summary of findings the conclusions and recommendation with policy related, practice related and further research related. At the end the references and appendices are included.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Education is a wide and worldwide process. All the countries in the world are conscious and responsible to provide quality education. The Government of Nepal is also committed for the effective and quality education. For this purpose, the Ministry of Education and Education Department have applied different strategies. Among the different strategies declaration of Soft skill programme in schools is one. In Soft skill programme launched schools we find the intensive care of concerning authorities. After meeting certain criteria of Soft skill programme launched School, any general government school may be named as Soft skill programme launched school. Till now, 56 schools in Nepal are declared as soft skill programme launched schools. Student teachers ratio, qualification, training and experience of teachers, physical infra-structure, economic condition, learning outcomes are some basic criteria for the categorization of soft skill programme launched schools. In soft skill programme launched school both academic achievement and character development are focused.

Soft skill programme launched Schools have strong cultures and a process factor. Strong supportive school leadership by the principal is the most important content factor of Soft skill programme launched Schools. Strong cultures permit principals to realize the main focus of Soft skill programme launched Schools to permit much teacher autonomy. In soft skill launched schools principals promote strong cultures and play the roles of instructional

leadership, internal change agent, program improver, and systematic problem solver.

According to Brookover & Lezotte, 1979; ILEA, 1986; Rutter, Maughan, Mortimore, Ouston, & Smith, 1979 Soft skill programme launched School has been defined in terms of attendance, delinquency, general behaviour, and attitudes of students as well as in terms of student achievement. According to this definition, the outcome of an soft skill programme launched School is stated in terms of both student achievement and character development and they are considered to be the most acceptable factors.

It is not yet clear exactly why some schools become effective but by adopting Soft skill programme. They have strong cultures and helps in understanding the problem. It also directs attention to the process by which school cultures develop and are maintained. Cultural linkages or couplings include shared meanings within the school, the symbols and mottos are used, and the informal communication networks as well. The cultures, therefore seem to be the glue that holds schools together and make them effective. Strong cultures provide the tight links within Soft skill programme launched Schools that permit effective principals to influence and shape the instructional program and general operation of schools while simultaneously providing much autonomy for individual units and teachers within the school.

Gross and Herriott (1965) concluded from an extensive study in the 1960s that elementary school principals have a limited and indirect impact on student achievement. There was no attempt in this study to distinguish Soft skill programme launched Schools from typical schools or from schools in general.

Macbeath and Mortimore (2001, P. 7) have described the following characteristics of Soft skill programme launched School.

Professional leadership	Shared vision and goals
A learning environment	Concentration on learning
Climate of high expectation for success	Positive reinforcement
Monitoring progress	Pupil's right and responsibilities
A learning organization and Home school partnership	

The above nine characteristics should have in every Soft skill programme launched School. However, the following seven characteristics of the Soft skill programme launched School are the most prominent ones which are described below:

- i. Clear school mission: In the Soft skill programme launched School, there is a clearly articulated school mission through, which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures and accountability. Staff accepts responsibility for students learning of the school essential curricular goals.
- ii. High expectation for success: In the Soft skill programme launched School, there is a climate of expectation in which the staffs believe and demonstrate that all students can attain mastery of the essential content and skills and the staff also believe that they have the capability to help all students to achieve or mastery curricular goals.
- iii. Instructional leadership: In the Soft skill programme launched School, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents and students. The

principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

- iv. Frequent monitoring of student progress: Soft skill programme launched School, student's academic progress is measured frequently. A variety of assessments are used to improve individual student performance and also to improve the instructional program.
- v. Opportunity to learn and student time on task: Soft skill programme launched School, teacher allocates the significant amount of classroom time to practise in the essential contents and skills. For a high percentage of this time students are engaged in whole class or large group, teacher directed, planned learning activities.
- vi. Safe and orderly environment: Soft skill programme launched School, there is an orderly, purposeful, business like atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.
- vii. Home-school relation: Soft skill programme launched School, parents understand and support the school's basic mission and they are given the opportunity to play an important role in helping the school to achieve that mission.

Soft skill programme launched Schools are those which have been successful in teaching and adopting curriculum goal. Those schools have adopted both quality and equity standards. The equity standard expects the highest level of performance of every student and the equity standard assures the student's achievement without regarding of his or her gender, economic status or ethnicity. A Soft skill programme launched school involves all staff in planning, decision making and monitoring the continuous improvement efforts in each

student and every teacher is expected to demonstrate leadership in providing each student the maximum opportunity to succeed. The Soft skill programme is a process of comprehensive school reform plan. Soft skill programme launched Schools believe there are unique characteristics and process common to schools where all children are learning, regardless of family background.

The above discussion of Soft skill programme launched Schools describes that there is highest level of student's performance and the student achievement is not a function of his or her gender, economic status or ethnicity. And every teacher is expected to demonstrate leadership in providing each student the maximum opportunity to succeed. So, this is a curious aspect in English learning to do a research.

On the other hand, learning is one of the important themes in the Soft skill programme launched School which involves all the characteristics of the Soft skill programme launched School. Woodworth defined, "learning is the process of acquiring new knowledge and new response. There are certain steps in learning such as goal, motivation, recreation, obstacles, response and generalization. So, the Soft skill programme launched School has a high expectation in learning and they always demand the collaboration of learning methods in the classroom.

The teacher needs to provide maximum opportunity to students for practice. English learning always demands more practice for students and learning English becomes an interesting and important tasks. English is a valuable subject in the school curriculum. It is widely used to the development of science and technology. "English as we know of it today is the science of language and their operation, interrelations and combination of space configuration and their structure, measurement (Upadhyay, 2001).

In the context of Nepal, the S.L.C. results of students show that more than 50 percent students failed and the results of public schools is worse than private school. The S.L.C. results also indicate that the maximum numbers of students are failure in English. This is always blamed that the school has used traditional method of teaching, poor school environment, lack of proper policies of school, lack of teaching materials, lack of qualified and dedicated teachers etc. But there are some public schools with high achievement in the S.L.C. as well as in English. Out of which 56 schools were announced as Soft skill programme launched school by the government in 2056 BS. These reasons also encouraged the researcher to identify the learning environment to the students in learning English in Soft skill programme launched school.

Now a days child centered teaching approach is more popular in English education. The research on English teaching shows that constructivism as an important method of teaching English. Constructivists assume that knowledge is actively constructed by learner not passively transmitted by teacher. In the line with this discussion the researcher proposed to this study to get the answer on “how do the teacher and students work in the classroom? What type of instructional strategies is promoted in the Soft skill programme launched school and what additional supports are provided to the students who are low performer in English? So, this research has attempted to draw the answer of the above questions (Upadhya, 2001).

## **1.2 Statement of the Problem**

Soft skill programme launched school and school improvement are the recent phenomena in education. As already explained the characteristics of a school.

The creation of learning environment and best practices are the most important things for other schools to follow. How school is managing the learning environment for English learning is the desire of the present study.

### **1.6 Objectives of the Study**

The major focus of this study is to draw the evolved model of learning management for English learning in a Soft skill programme launched School. On account of this focal mission of this study, the following are the objectives of this research study.

- i. To find out the learning environment for English learning in the Soft skill programme launched School.
- ii. To analyze the teacher and students activities in terms of students work, assessment, reinforcement in the classroom.
- iii. To suggest some pedagogical implication.

### **1.7 Significance of the Study**

English is one of the most important subjects in the school curriculum. It is widely used to solve daily life problem in the society but students fear from and feel that it is complicated to grasp. The results of English in the school show that most of the students are low achievers. Maximum number of students are weak in English and they feel more difficult to understand and use. But in the Soft skill programme launched School maximum number of students have passed and got high scores in English. In this context, this research in the Soft skill programme launched School has the purpose of finding the evolved model of English learning which can be most important

things for other schools to follow. On the other hand most of the researches can explore what makes better achievement in English learning, which can be valuable thing for school administrators, teachers students, researchers, curriculum designer and other stakeholders related to educations. This study also finds whether the school is performing on the basis of all its criteria or not. In short to know the answer of the question a Soft skill programme launched school is useful or not for improving English learning. So the answer of this question is important to the Government sectors. So they can carry out other midterm policies to reform the Soft skill programme launched school.

### **1.8 Delimitation of the Study**

The limitations of this study are as follows:

- i. The study is limited to one Community School of Morang District.
- ii. This study is limited to soft skill programme launched school only.
- iii. This study is limited to secondary level only.
- iv. This study is limited on the basis of information obtained from observation made in two weeks at Soft skill programme launched school.
- v. This study confines the observation and analysis of six formal classes held during a week.

### **1.6 Definition of Key Terms**

**Soft skill programme launched School** : There are school categorized as effective school and general school internationally depending upon different criteria. In Nepalese context 56 school were announced as Soft skill programme launched schools which were differ in criteria of international

system of effective school. So the word Soft skill programme launched is used for effective school.

**Common Practice:** Daily usual practice on teaching & learning at the Soft skill programme launched Schools

**Subject Teacher:** The entire teacher teaching English at the Soft skill programme launched school for last five years.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE AND THEORETICAL FRAMEWORK**

This chapter deals on the review of the related literature to this study and a framework for the study. Theoretical literature for understanding the Soft skill programme launched School, some related empirical studies about Soft skill programme launched School and literature related to philosophy of learning on English are reviewed. The theoretical literature of the Soft skill programme launched School describes the recognition framework and a model for understanding the Soft skill programme launched School. The empirical literature includes the different researches in the Soft skill programme launched School in different time. Both theoretical and empirical literatures have been reviewed and discussed in this chapter.

#### **2.1 Theoretical Literature**

The following conclusions are derived from a review of researches on Effective Schools and from information which is beginning to emerge on the cultures of good schools and on the role of the principal in good schools:

Effective Schools are commonly defined in terms of student achievement or character development; the preferred definition is a combination of both concepts.

Content or organizational factors of an Effective School include: effective teacher characteristics and behavior; strong supportive school leadership; good home-school-community relations; academic emphasis; effective

instructional strategies; and positive external relationships with board and board office personnel. These are essential given in a good school and there may be others.

Process factors include: clearly articulated goals, objectives, mission; decentralized decision-making and collaboration; and high student expectations. These serve to articulate a strong school culture in a good school.

Effective Schools are paradoxical in that they are simultaneously both tightly coupled and loosely coupled. The school personnel operate based on a small number of themes agreed upon by all within the broader school context; but there is considerable freedom as to how to serve these themes and to accomplish the school's major purpose as embodied in the definition.

Strong cultures within schools determine the tight coupling or linkages which include the shared meanings or themes as manifested by the mottos and symbols and the informal communication networks.

Strong school leadership is the most important content or organizational factor of an Effective School. Effective principals have a multitude of influences on the school chief of which is the cultivation of a strong school culture. This includes articulation of shared meanings or themes as well as the factors of the school or the conditions by which the main purpose can be realized.

Other influences of good principals include: (a) assuming instructional leadership, especially in the area of basic skills; (b) assuming the role of internal change agent, especially as it relates to curriculum implementation; (c) ensuring program improvement by paying attention to providing materials and resources, time management, and the physical environment of the school; and (d) playing the role of systematic problem-solver.

The movement of school effectiveness research began with the works of Edmonds (1970, 1979) and Brook over and other (1979) (Acharya, 1999-2000) Tammy Brawn, Norma Lemus nad Susie Dollbaum conducted research on three secrets of Effective School leaders i.e. team building, school climate and school vision all play important roles increasing a school site where morale is high and trust exists. The concept of team building is essential in order to bring the groups of dedicated individuals at a school site together. Team work provides cohesiveness as well as a sense of vision. The school culture or climate is what sets the learning tone within a school. People are empowered through a vision for the school. by working and communicating through terms and a vision, in a positive school climate change can occur. With a focus on these three elements school and community spirit can improve as well as school achievement. Deal and Peterson (1990) define school culture as “deep patterns of values, beliefs, and traditions that have been formed over the course of (the schools) history. Heckman (1993) brings the idea of school culture/ climate home to education with the definition as” the buzz words of” creating an efficient learning environment”. These definitions focus more on the core values necessary to teach and influence young minds so that students can make wish both in school and in the large picture of their world. Research supports the positive and healthy school culture/ climate correlates strongly with teacher productivity, morale and satisfaction as well as students achievement. Effective School leaders develop the common vision and at the same time they value the human resources of the organization. The successful leaders of schools form teams, support team efforts, develop the skill groups and individuals need, and provided the necessary resources, both human and material, to fulfill the shared vision. Fried (1999) states that instructions should always be centered on how to help students better understand retain, and

apply all that they have learned. Team efforts should reflect on the programs that are in place at any given school. Assessment and accountability will be meaningful as groups of teachers called work teams share and discuss the strategies that will or have fostered student's growth. On the other hand schools are complex environment with daily challenges for teacher, students, support staff, and administrators. In order to create a successful school vision, there must be a clear, shared sense of direction. According to Betances (1992) school visions have several components, including the following.

A vision features a compelling picture or image of what the school can become in the future, feasible and attainable, connected to an articulate deeper values and hopes for the future, needs to translate into actions and plans that can be and are implemented, will die if it is not regularly communicated.

Taylor, Pearson, Clark and Walpole (1999) research indicates a combination of sound building decisions, such as the collaborative model for reading instruction, and effective classroom practices contributed to success also in our most Effective Schools. This research also found the strong relationship between school effectiveness and teacher communication with parents based on research and consultations with parents, the Act Council of P and C Associations have identified nine characteristics of Effective School. They are as follows Strong and professional teacher, Strong and professional principal, Clear positive philosophy, Environment conducive to learning, Effective students' welfare system, Strong organizational framework, Board balance curriculum, Meaningful assessment and reporting student progress, Support for parent and community participation.

## 2.2 Empirical Literature

Souster (1982) carried out a research entitled 'Teacher Attitude Toward and Student and Teacher Perception of Teaching Style and Achievement'. The study was conducted in order to find out:

- interaction between teacher style and student achievement, and
- to develop an instrument to rate the teacher knowledge and understanding of instructional theory.

The findings of the study showed that the students taught by a teacher teaching indirect teaching style significantly better on the Canadian Test of Basic Skills (CTBS) language, reading and mathematics.

Kim (1999) carried out a research entitled 'Teacher Perceptual Comparisons Toward Two Specific Communicative and Whole language Dimensions in ESL Instruction'. The objectives of the study were to compare the perceptions of CLT and the whole language teaching by the colligate teachers. The findings of the study showed that collegiate ESL teachers highly and/ or moderately supported the communicative approach in the field of ESL. Furthermore, the study revealed the more substantial agreement with favouring of CLT.

Acharya (1999-2000) as part of education sector review conducted by the World Bank, Nepal, She summarized the school effectiveness literature on which the following condition can be found.

- Purposeful teaching exists in a school when the curriculum is flexible enough to meet the local needs.
- A variety of teaching techniques are in practice.

- Teachers modify and adapt teaching style to address the varied learning styles of the students.
- Teachers have a clear and efficiently organized lesson plans.
- The school mobilize senior student to provide additional tutoring to junior grades.
- There is a higher order teaching i.e. development and promotion of creativity, analytical skills, ability to seek information and inquiring mind through more participation and inquiring mind through more participatory and child centered teaching methods.
- Maximization of learning time is effective in a school when a reasonable load of homework is introduced.
- A frequent and continuous student assessment is practiced.

Timilsina (2000) carried out a research on "The effectiveness of recorded materials over conventional techniques in teaching listening comprehension". He conducted an experimental research in Jhapa district with 9th Grade students. The primary data were collected by conducting of test. The pre-test was administered before the actual classroom teaching and post test was administered after teaching listening skill. A written pre-test was administered for all the students and then they were divided into two groups i.e., experimental and control group. The first group was taught by using recorded materials and the second group was taught by using the usual teaching materials and methods. Finally, a written post-test was administered to both groups and then, the result of both tests was compared. The finding was that the recorded materials were not very effective in teaching listening at this level. The voice of the teacher was much more effective.

Upadhyay (2001) carried out a study on "Constructivism of English Achievement of Grade Five Students in Nepal". He concluded that the constructivism is a new method of teaching English in which teacher as a facilitator, students as a performer and society as an evaluator. The research (Robert B. Davis, Carlyn A, Maher and Net Nodding, 1995) did on constructivist views on the teaching and learning. Thus research has focused on the more constructivists aspects of learning in English. Effective School demands also such type of learning.

Subedi, (2005) has conducted a research on "English Learning Management at Effective School". He has concluded that teacher and their teaching methods were not only the factors for high achievement in English. Overall learning management of the schooling contributed for the high performance in English, included stimulating school's physical environment, high expectation of success, School chief supervision, qualified teacher, lecture cum practice method, extra books for practice, emphasis on class work and homework, extra classes for low performer and parental involvement in English learning. The model of learning management in the Effective Schools for English learning is mainly dominated.

Subedi (2005) Effective School research was done by Norma Loft House (NLH, 1999), Aboriginal Education enhancements Branch, Ministry of Education. The major research tool used for this study was the ERIC (Educational Resource information Center) data base. Two documents were useful as format organizers what works; research about teaching and learning, published by the US Department of Education in 1987, and handbook of research on improving student achievement, edited by Gordon Cawelti and published by the Educational Service in 1995. this research indicates that a child's success in school is significantly influenced by having classrooms, parents and community

members and schools all working together to support student achievement learning takes place in relationship. The home, the school and the community all contribute to a child's development. This research (NLH 1999) also indicates the following characteristics for the Childs success in school. High degree of parental involvement: parents and family members are a child's first teacher. Their active participation in school activities improves student's achievement, increase school attendance and decrease students dropout delinquency and pregnancy rates. The kinds of involvement that parents want most with schools is how to work with their own child at home in ways that help the students succeed and that keep the parents as parents as partners in their children's education across the grades.

Teachers with high expectations for all students and who Encourage habits of positive self-regard: teachers who set and communicate high expectations from all their students obtain great academic performance than teachers who set low expectations. Students tend to learn as much (or as little) as their teachers expect. They highlight their strengths. They are student centered. Teachers use the students own strengths, interests, goals and dreams as the beginning point for learning and they tap into the students natural curiosity and desire to learn. Teacher who understand different culture and background, recognize student differences and provide a sense of inclusiveness for all students.

Sharma (2005) has recommended that the School chief should be a man of task oriented in order to make the school effective. School leadership should be handled over the such person. The School chief should work in the school in such a way to make the teacher task oriented being regular in the school and taking care of the problems of the teachers both in academic and social needs.

Sapkota (2006) carried out a research on "The Effectiveness of Live Presentations and Recorded Materials in Teaching Listening Comprehension". He conducted an experimental research in Jhapa District with 8th Grade students to find out the effectiveness of live presentation and recorded materials in teaching listening comprehension. He selected six listening exercises from the first six units from the textbook of Grade 8. The test items were objective type and short answer questions. He divided the students into two groups i.e. control group (A) and experimental group (B). Control group (A) was taught by using live presentation and the experimental group (B) was taught by using recorded materials. The same questions were asked for the pre-test and post test. The comparison of the result of the two tests showed that live presentation are more effective for teaching listening comprehension than recorded materials.

Similarly, Chaudhary (2007) conducted a research on 'The Effectiveness of Teaching Vocabulary through Songs and Rhymes' to find out the effectiveness of teaching vocabulary through songs and rhymes. He conducted his research in Shree Himil Janata Lower Secondary School, Rautahat. His respondents were students studying in Grade 5. He divided his respondents into two groups and taught side by side. Group 'B' was taught through songs and rhymes technique and group 'A' was taught without using songs and rhymes technique. Each group was taught six days a week. After a month, experiment post test was administered using the same test used in pre-test. Finally the performance of the groups were compared and analyzed. The research has clearly showed that teaching vocabulary through songs and rhymes is more effective than teaching with usual classroom technique i.e. without using songs and rhymes.

Neupane (2008) has conducted a research on the cause of communicative language teaching in Japan to find out the extent of the use of communicative approach and hindrances to this approach in some of the colleges in Japan. The findings of the research showed that there is a broad use of the elements of communicative approach except the case of the role-play. The study also revealed that the largest challenge in the application of communicative language teaching is students' reactions and attitude especially during the pair work and small group work. Apart from this, factors causing hindrance in the application of CLT are lack of confidence to speak in learners, feeling of embarrassment in them and their inability to express their opinions.

Adhikari (2008) and Chapagain (2008) have carried out their researches on the effectiveness of communicative approach in teaching reading and writing respectively. Both of the studies showed that communicative approach is relatively better in teaching in comparison to other traditional methods of teaching.

Joshi (2008) also carried out a research on "Problems in Teaching and Learning Listening Skills" to find out the problems of teaching and learning listening skill in Grade 10. He collected his data from five high school English teachers and 40 students of Grade 10 of Dadeldhura district. He selected his respondents using random sampling procedure. He used the questionnaire for the teachers and students and checklist for class observation. He has found several problems. Among them, 'no use of music was also a problem further he has suggested that use of music and songs could also be beneficial while teaching listening.

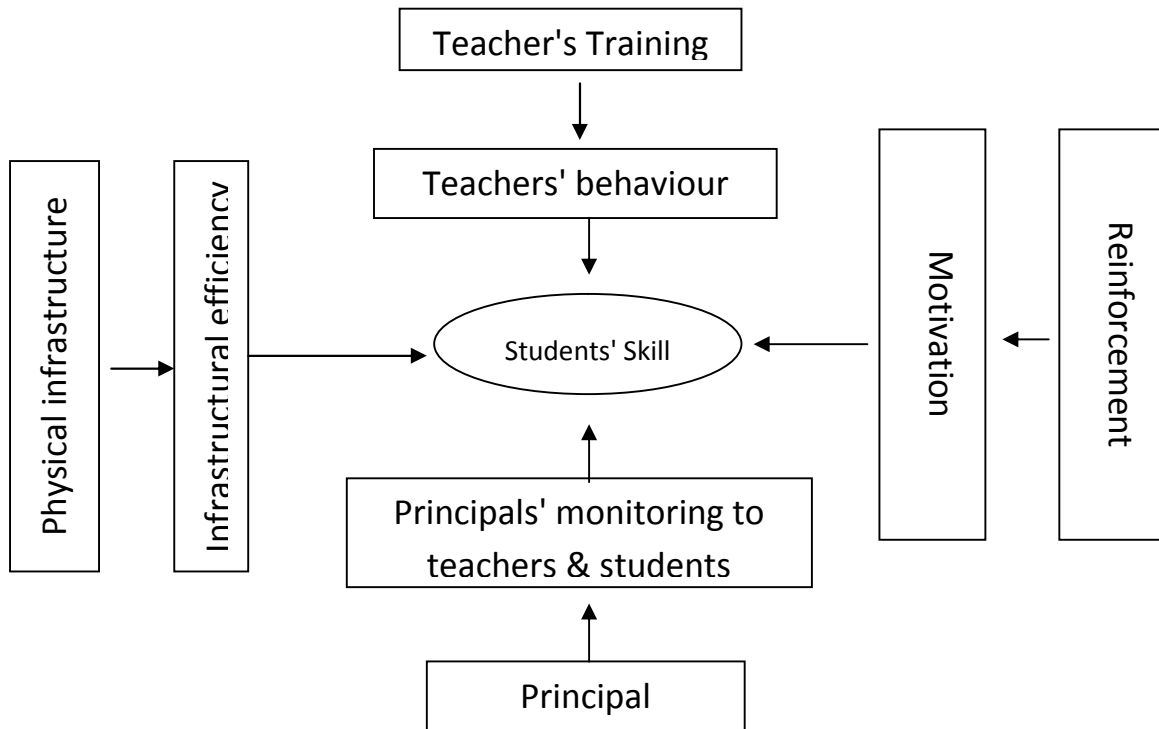
Under this thesis, objectives are taken as, the learning environment for English learning in the effectiveness, teacher and students activities in the classroom, instructional strategies promoted for the English additional support to low performance and theoretical framework used as effective school theory and the theory of social constructivism for learning which is both collaboration of learning model in the school environment.

### **2.3 Implication of the Review**

The above literature reviews in my study have the following implications and importance to make the study effective.

- help to formulate the theoretical review for the study.
- help to find out and determine the research gap and fill up in own concern.
- help to establish a point of departure for future studies.
- help to avoid unnecessary and needless duplication of costly research efforts.
- help to reveal the areas of required research.

## 2.4 Theoretical Framework of the Study



## **CHAPTER THREE**

### **METHODS AND PROCEDURES**

This chapter presents the procedure of the study, which was carried out to achieve the objectives of the study and to get the answer of the statement of the problem. It describes the design of the study, selection of case and selection of respondents, method of data collection procedure and tools used for this study. It also explains the method of analyzing the collected data.

#### **3.1 Design of the Study**

This research is descriptive research. It is based on survey design. In this research, the condition or proficient of the students occurred already or it is continued. What the researcher did was merely selected or collected the data that are observed in the classroom.

The major means of this research was to obtain and use the empirical data collected from the students and teachers behaviour inside the classroom.

#### **3.2 Population and Sample**

The sample population of this study consisted of the class teachers and students of grade 9. Altogether 6 formal classes were observed for the collection of data.

### **3.3 Sampling Procedures**

The researcher selected Janasewa Secondary School of Morang by using non-random purposive sampling procedure. The observation class was regularly made throughout a week for the purpose of collecting data for this study.

### **3.4 Sources of Data**

Both primary and secondary sources of data were used in this study. Primary source was used for collection of data and secondary source to facilitate the study.

The primary sources of data included the observation of six classroom activities throughout the week, outside activities of the students and the teachers. A questionnaire is made to find out the correct information for the students as well as the teachers.

Apart from primary sources, the researcher went through related books, journals, reports, theses, etc. which were the secondary sources of data.

### **3.5 Tools for Data Collection**

The researcher prepared the observation record form as a pre evaluation form for teachers and students to collect data. The mode of questionnaire was close ended. It contains an interview form for the teachers.

### **3.6 Data Collection Procedures**

The stepwise procedures of data collection were as follows:

- a) First of all, the researcher contacted the head teacher and got the permission for the research.

- b) He made a good rapport with the teacher and the students to establish good relationship among them.
- c) He filled the inquiry form sitting at the last bench.

### **3.7 Data Analysis and Interpretation Procedures**

The inquiry form was brought home for the analysis. The research counted different fields of analysis i.e. preparing , introduction, delivering etc. The analysis is made on the tabulated form which gives detailed information under the topic of NO, NA, NI, OK and EX.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF THE RESULT**

This chapter deals the analysis and interpretation of the collected information from selected school. The researcher used class observation form (Appendix: A) to observe the classes regularly for two weeks. Direct observation was done every day in the classroom and the classroom behavior was carefully observed. Scheduled interviews were taken with focus children, teacher, and school chief. The interaction with the respondents was carefully listed and noted properly. The focus on children attendance, regularity and other behavior were noted by reviewing the school files and records. The school environment and other details were obtained by observing the school environment and interviewing with School chief as well as document analysis of the school. The collected information at first was categorized according the category of the respondents and then different themes were given in the text of interview or the observation note. These themes were considered as a code and the similar code versions of respondents were collected together and explained in their perspective. The research study school was analyzed and discussed in terms of location, history of school establishment, physical facilities, SLC results of last five years, public image towards school and profile of teaching and non-teaching staffs. The teaching and learning environment for English learning in an Soft skill programme launched School was discussed and analyzed in some aspects such as physical management, learning culture reflected in the classroom, rule and regulation, relationship between teachers and students as well as supportive roles of leadership, parents and learning organization in the school. Classroom practice in English was analyzed in terms of teachers and students' works in English classroom as well as use of purposeful teaching,

assessment reinforcement, concentration on learning and teaching and teacher's expectation of English learning. Thus, the collected information were analyzed and discussed under the following headings.

4.1 Resources

4.2 Safe and effective learning environment

4.3 Leadership/ job embedded professional leadership

4.4 Family and community engagement

4.5 Teaching and learning environment for English learning.

4.6 Analysis of the school performance

## **4.2 Resources**

### **4.2.1 History of the school Establishment**

Janasewa Higher Secondary School, Morang district, at Ramailo is situated in the Mid of Morang district. There are 14 computers on which 7 are used for students' lab and 5 for official use. There are physical, educational and other facilities enough as per the requirement of secondary level.

### **4.1.2 Physical Facility**

The school has located within the area of Three Bigha of land, and the component surrounded by three buildings and walls, the school has 40 rooms and one program hall. One building is still in the state of under construction. The school has one library inside its surrounding. The playground is very large which is outside the buildings on the other side. Students can play volleyball, football, and others games at once in the ground. The school has maintained

drinking water facility. Toilet facility to both boys and girls are good and enough in number.

The sub heading of preparing introduction, delivering, guiding, controlling and conclusion are included about the classroom observation. For the convenience of the researcher the short forms are used. They mean

NO = Not observed

NA = Not Applicable

NI = Needs Improvement

OK = Acceptable Performance

EX = Excellent Performance

#### 4.1.3 Analysis of Class Observation

##### Preparing:

Preparation before the class is compulsory task of the teacher. For preparation the following data was collected.

**Table No. 1**

##### Occurrences of Preparing

	NO	NA	NI	OK	EX
1	2	2	1	1	-
2	-	-	2	2	2
Total	2	2	3	3	2

Two of the classes were found to be both 'NO' & NA on the question/instruction, Instructor is prepared for class while NI and OK were found in each one classes.

**Introduction:**

Introduction refers to the starting of formal class by the teacher. The following data was found for it.

**Table No. 2**  
**Occurrences of Introduction**

	NO	NA	NI	OK	EX
3	1	1	1	2	1
4	2	1	2	1	-
5	1	2	1	-	1
6	2	1	1	-	1
Total	7	5	5	3	3

Among the given questionnaire 7 responses were Not observed , 5 were NA and NI, and 3 were OK & Ex.

**Delivering:**

Delivering is dealt under other subheading like content, method, resource and platform skill. It is actual form of teacher centere method where he delivers his content, uses methods in this way. The following analysis was found in the selected classes.

**Table No. 3**

**Occurrences of Delivering**

	NO	NA	NI	OK	EX
7	1	1	1	2	1
8	2	1	2	1	-
9	1	2	1	-	1
10	2	1	1	-	1
11	1	2	1	-	1
12	1	1	1	2	1
13	2	1	2	1	-
14	1	2	1	-	1
15	2	1	1	-	1
16	1	2	1	-	1
17	1	1	1	2	1
18	2	1	2	1	-
19	1	2	1	-	1
20	2	1	1	-	1
21	1	2	1	-	1
22	1	1	1	2	1
23	2	1	2	1	-

24	1	2	1	-	1
25	2	1	1	-	1
26	1	2	1	-	1
27	2	1	2	1	-
Total	30	29	26	13	16

Among the given questionnaire 30 responses were Not observed , 29 were NA, 26 were NI, 13 were OK & 16 were Ex.

### **Guiding:**

Guiding is dealt under other sub-heading like questioning and Performance.

This session tries to find actual status of student and improve them. The data is interpreted in following way:

**Table No. 4**

### **Occurrences of Guiding**

	NO	NA	NI	OK	EX
28	-	-	2	2	2
29	2	2	1	1	-
30	1	2	1	-	1
31	2	1	1	-	1
32	-	-	2	2	2

33	-	-	2	2	2
34	2	2	1	1	-
35	1	2	1	-	1
36	2	1	1	-	1
37	-	-	2	2	2
38	2	1	1	-	1
39	-	-	2	2	2
Total	12	11	17	12	15

Among the given questionnaire 12 responses were Not observed & OK , 11 were NA, NI, and EX were 17 & 15.

### **Controlling:**

Controlling is dealt under other sub-heading like learners behaviour and use of time. This session tries to find actual status of student and improve them. The data is interpreted in following way:

**Table No. 5**  
**Occurrences of Controlling**

	NO	NA	NI	OK	EX
40	-	1	2	2	1
41	2	2	1	1	-

42	2	2	1	1	
43	-	1	1	2	1
44	-	-	2	2	2
45	1	1	-	2	2
46	2	1	1	1	1
47	1	2	1	-	1
48	2	1	1	-	1
Total	10	10	10	11	9

Among the given questionnaire NO, NA and NI were found 10 times. While OK and EX were found to occur for 11 and 9 times respectively.

**Concluding :**

Concluding is the lastly dealt under other sub-heading like revision previews and use of time properly. This is the final aspect of classroom observation the analysis is found to be as follows :

**Table No. 6**

**Occurrences of Concluding**

	NO	NA	NI	OK	EX
49	1	1	-	2	2
50	1	2	1	1	1
51	1	1	2	2	
Total	3	4	3	5	3

Among the given questionnaire NO, NI and EX were found 3 times. While NA and OK were found to occur for 4 and 5 times respectively.

#### **4.2 Safe and Effective Learning Environment**

The school environment should provide students participation in every aspect of school organization and life. School's learning organization includes a student representative council, team work, teacher parent association and school committees. The learning organization in the school is environment conducive to learning.

There is a management committee and also teacher's parent association in school Team work plays a vital role in the development of students learning. There is a club inside the school. It has different wings and the main aim of the club is to change the community by means of environment conservation in the school and society. From the questionnaire with students the following views were collected.

**Table No. 7**

**Occurrences of Safe and Effective Learning Environment**

	NO	NA	NI	OK	EX
52	1	1	-	2	2
53	1	2	1	1	1
54	1	1	2	2	
Total	3	4	3	5	3

This heading includes 3 questions about the safety feeling of the students regarding the classroom and teaching learning activities. This section is satisfactory with occurrence around 4 in numbers.

**4.3 Leadership / Job Embedded professional leadership**

There are much training conducted by cluster level and district level. On this program, teachers are participating equally. Now all the teachers have taken the different course of educational training. This shows that the teacher feels professionally enriched and valued from the school community. The school sometime organizes the discussion in between teachers. The school arranges quiz competition in between students clubs and subject wise teachers.

To create teaching and learning environment in the school the leadership has great role. Effective leadership can run an institution successfully seeking help and contribution from all the stakeholders. The head teacher, as the chief executive officer of the school is responsible for the processes that will bring an appropriate school policy, utilizing the best information and the best

methods of development at the school and the staff are responsible for ensuring that policies are implemented in such a way to facilitate their best possible change to success.

**Table No. 8**

**Occurrences of Leadership**

	NO	NA	NI	OK	EX
55	1	1	1	2	1
56	1	2	1	1	1
57	1	1	2	2	
58	1	1	2	2	
59	2	2	1	1	-
60	2	2	1	1	
61	-	1	1	2	1
62	1	2	1	1	1
63	-	1	2	2	1
Total	9	13	12	12	5

In this section of the questionnaire the lowest was found to be EX numerically 5. Whereas NA was found in 13 cases.

Professional development of the teacher is another aspect of school leadership. According to School chief, the school has functioning following works for the professional development of subject teacher.

- 1 Sending teacher to SEDU program to participate in training.
- 2 Providing salary on time as well as extra allowance for accidental insurance.
- 3 Providing text-books, teacher's guide, Wi-fi facilities for browsing teaching material etc.

#### **4.4 Family and community Engagement**

Parents and family members are the child's first teacher. Their participation in learning can improve students' achievement. There may be many ways of parental involvement in the children's learning in English for facilitating schools activities and guidance at home.

The only main job and occupation of the parents of the students were found to be in agriculture and foreign employment. They grow different food and cash crops to sustain their life. Agriculture is done for the sake of subsistence life style. Foreign employment is substitute occupation of all the informants. They work as an unskilled and semi-skilled, manpower in nonnative countries. The appendix includes the questionnaires whose answers are same so it is not tabulated here.

School has great role for the development of society and it has to serve positive impact from society. Public image means the views, expectation and values to this school of the school community. In the school community parents, teachers, students and School chief are the main elements.

The demography of the school community is multi-classes. Some parents of these classes feel the school is good for their children. They had also expected high achievement from this school according to the success rate of previous years.

Many studies have shown that more student involvement in household duties especially low-economic status family and it has become a cause of low achievement.

#### **4.5 Teaching and Learning environment**

Learning environment is the totality of the education atmosphere in the school. In the Soft skill programme launched School, student need environment to feel secure and positive about the school, the teachers need to feel valued and be professionally enriched by their teaching and parents and community members need to feel welcome and involved. Learning environment included the learning culture reflected in the classroom activities within the school premise. The rule and regulation, relationship between teachers and students, teacher and administration and overall physical condition of the school and their interaction is the culture of the school and this is ultimately the teaching and learning environment of the school.

In the sampled school, there is a sound building and compound surrounded by walls and it shows the aspects of good environment for learning. There is separate building for administration and teaching rooms. The School chief looks other classes from the office room. In the school time, on the visited days, all students were inside the room. The grounds of the school could be seen clean and quiet. The toilets of the school are far from the teaching building.

In the sampled school, subject teacher used to teach English. He was not losing even a minute of his classes. When he got leisure in a particular time, he was either making questions or checking students homeworks. Some teachers were studying what they would have to teach in the next period. The observation

did not find any matters unrelated to teaching and learning during the leisure time. This indicates that teachers were very much careful on time and task.

Classroom practice is the main aspect for the improvement of student learning habit. Classroom practice includes the interaction between teacher and students,

Classroom management is the aspect of learning environment which includes the physical setting as well as rules, regulation and discipline. There are sufficient benches in the classroom. The number of students in the classroom was sixty approximately equal numbers of girls and boys. The class was not homogeneous in terms of gender, class, ethnicity, language minority etc. The classroom was multicultural but a practice on seat planning of the class was a way of providing equal treatment to the students.

There is rule of seat planning in the classroom made equity learning environment. The proper arrangement of desk and bench and the size and position of the whiteboard in the class was seen well. This justifies that the physical seating in the classroom encourages to the English learning.

Monitoring the students' progress is another aspect of learning environment.

The school takes maximum examinations in different form within a year such as weekly, terminal, half-yearly, and yearly. The teachers ask the questions on the chart paper to a whiteboard and takes the exam.

The class has large number of students, so, it is difficult to check home work day to day. But the teacher takes the exam weekly.

The school has a Green Club and it has different wings like green, red cross circle, green social club, green forest club, green sport club, green cultural club etc. these clubs performs as the duty assign by its name. For example: Green

Society club looks after water supply to village, green forest club looks after a forestation to public areas and other clubs work inside the school. Such as cleaning school environment, gardening, conducting different extra co-curricular activities. All these clubs given a social link to the public.

The learning environment at school is also a concern of the parents. There are extra classes in the school for low performer in the English.

#### **4.5.1 Role of teacher in the Soft skill programme launched School**

Classroom practice is a matter of power relation between teachers and students and among students too. A class has different types by gender, class, ethnicity, language minority etc. and equally there are some students who are much smarter than others. How successfully the appropriate teaching learning strategies to be followed are the concern of classroom practice in general.

In the observed classes the subject teachers entered to the class, there was a formal greeting of students, and then he started the lesson which was continuity of previous class. He asked some questions of knowledge level and started that day's lesson with good expository. He used materials too and explained and summarized the lesson but while doing so there was no time to manipulate materials by the students. No participation of all students on discussion and some student were talking themselves.

There could be seen three types of power relation affecting the English learning, they are teacher powers to the students, students powers themselves and schools powers towards teachers and students in the classroom.

Teacher always dominates the students but the modern view of learning emphasis is more collaborative and co-operative method for teaching and learning English. There could be seen another power that is school's power which also dominated to the students in the classroom.

The subject teacher in the classrooms did not try to do extra English activities such as English games and the school did not try to manage extra English activities.

There is large number of students in the classroom i.e. 60 students sit together in the class, Students do not get chance to manipulate material in the class for learning so they feel difficulty for learning and teacher cannot use teaching materials so much.

Among the students the relations could be seen interesting by gender and the talent of the students.

Girls feel low performance in learning English. The classroom practice is promoting this orthodoxy. It could be felt domination to girls in setting learning opportunity to English and the teacher's expectation for girls was lower than boys in English class.

The recent view in the English education is that there is no gender difference in English learning but others factor may influence them. The Soft skill programme launched School research (NLH, 1999) indicates that the teacher who set and communicate high expectation for all their students and obtain greater academic performance from those students than teacher who set low expectations.

Hence in the classroom the teacher's power dominates the class for choosing method and the classroom is crowd, and gender difference can be found on teacher's expectation.

#### **4.5.2 Teacher and students work in the class**

Teacher is a main agent for curriculum implementation in the school. The main works of the teacher in the classroom are to guide students and provide extra

activities, encouragement and motivation, use of teaching materials and appropriate method of teaching, monitored students' progress and direct students to achieve the objective of the school. The students' works in the classroom are to do the activities set by the school curriculum and tasks given by the teachers in the school.

The modern notion is that knowledge can be constructed and reconstructed by the students themselves. It is found applied in classroom practice. Such process in the classroom can promote students learning activities generating knowledge, skills and attitudes.

#### **4.5.3 Assessment**

Teachers should find out what students know by assessing student work. Students' progress can be measured by using paper pencil test as well as other alternative assessment such as class work, quiz contest, homework, parent comments and other standardized tests. Student's progress can be measured continuously as well as on fixed time interval such as monthly, terminal, half yearly and yearly examination. Regarding the practiced assessment system each for evaluating student's progress.

The school takes many tests in the year. The total marks obtained by students in such exams are the total achievement of the students. It could be seen that the subject teacher of the secondary level always focus on class work. It was also observed that the teachers always took students attendance in the English class. The use of alternative assessment for formative purpose was not found encouraging.

It could be seen that there are 60 students in a class so, the class size was the cause that subject teacher was unable to check their homework daily.

There is a system of reporting student's progress. They provide all the progress of students to their parents with the students. But it can be said that parents cannot get continuous progress of their children. Only the testing score would mean the progress report. There seemed to be lack of continuous assessment system. The modern notation is that the teacher should do frequent monitoring the student's progress and provide information to the parents that makes the communication between parents and school. Hence, student's progress is reported by terminal, half-yearly and yearly test but the continuous assessment techniques are rarely used. The other important work of the school is to provide the student's report card to parents which is the exactly report card.

#### **4.5.4 Reinforcement in the classroom**

Reinforcement is a tool which encourages students to learn and increase the rate of learning. There are two types of reinforcement such as positive and negative reinforcement. Reward, encouragement, monetary, prizes etc are the positive reinforcements.

It is observed that the teacher encouraged to the students by emphasizing academic task with class works. Teacher also provided feedback by guiding the students along the objective of the lesson.

It could be seen that the English classrooms motivated students more and more and made them task oriented. They did assigned task honestly and without backbiting and side talking in the classroom. Subject teacher also provided more chance to solve problem to the students and guided them in the class. He did not punish students physically in the classrooms. Teacher guided students to meet the objective. It could be seen in the classroom, there

was not any stratification. All the above feedback and students, teacher activities did the work of reinforcement in the observed classes.

It could be seen that the above opportunity provided by the school also encouraged the students for learning.

In short, there is encouragement in English learning, extra classes for English, and students participate in the extra-curricular activities. All such activities and feedback work as reinforcement in the English learning.

#### **4.5.5 Concentration on learning and teaching**

Learning and teaching are the main aspects of classroom practice. Learning is the process of progressive behaviour adaptation (Skinner) and also process of acquiring new knowledge and new response (Wood Worth).

Teaching is a method of interaction in the classroom practice. Concentration on learning and teaching in the classroom includes the time provided for students practice, student's motivation, attendance of teacher and students in the classroom, acceptance of teacher's assignments, questioning in the classroom, and focusing on objective and management of time.

#### **4.5.6 Supports for Low Performer**

Individual difference can be found everywhere. In the classroom practice students are different according to gender, ethnicity/caste, religion, cultural, and socio-economic status. Individual difference could also be found in terms of performance on the academic task in school. According to performance of the class can be divided into three groups; they are low performer, average performer and high performer students. In the English classroom, low performer students are those who have low achievement score in English. Low performer may be slow learners with low English ability and low motivation in

English practice. NCTM (1972) defines “Slow learners are those students who are not achieving at the desired level (CME, 2003).

The school provides coaching classes for all the students of grade 9 and 10 after first term examination. This is compulsory to all the students. The school has not made any other policies to low performers. But The school divides the sections so that the class size is small and gives the coaching classes.

The low performer in the classrooms were not satisfactory with the activities of the teacher though, school has taken special care to the low performer in English.

#### **4.6 Analysis of the school performance**

##### **SLC Result of the past years**

The school is a public secondary school in terms of government status. In its short history of secondary status, the school achieve glorious success. The average success rate of the school is good, with around 47 percent of the recent six years SLC results.

The school has been appearing the SLC exam for last 4 years. The status of the past 4 years from 2069 B.S. to 2072 B.S., SLC results is present in Table 4.2.

**Table 9**

**SLC Result Profile**

<b>Year</b>	<b>No. of students Appeared</b>	<b>No. of failed</b>	<b>No. of Passed</b>	<b>Passed percent</b>
2069	118	95	23	19.5
2070	128	107	21	16.41
2071	125	78	47	37.6

2072	173	GPA ranges are 1.6 to 3.7 (D –A+)
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The table 9 shows that the result of the SLC exam in the year 2069 B.S. and next year decreasing then increasing, but average is not less than the national pass percent of the year. The School chief and the teachers reported in 2069 student write sent up exam. But in the recent years there is no system of conducting sent up exam so that the students were sent-up for the SLC every year. The cause of lower the pass percent was sending all students to SLC without screening, ultimately reduce the passed percentage.

The School announced Soft skill programme launched School in 2071 BS. The school meets the criteria of Soft skill programme launched school made by the Government. They are large number of teachers than average that is ratio of teachers and students is low, to narrow down the distance between remote and urban areas by the school, includes all its feeder schools of different level and no. of students in class sizes good. In the period of announcement the school was running secondary level but it hasn't faced SLC examination. The school has good Infra structure. At the initial years the school had good SLC result. That time the students used to screen the student at sent up test but now the government policy of not to take sent up exam so that all the students get enrollment in SLC exam. So failure rate is increasing first then decreasing. In that sense the school has perform better in all the sectors expects the academic achievement. If we analyze only the pass percentage of SLC examination of the school it is losing its academic achievement.

## Chapter Five

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

This is a research study of a Soft skill programme launched School. The purpose of the study was to draw the model of learning management for English learning of a Soft skill programme launched School. For this purpose the other specific objectives of the study were to describe the learning environment for English learning, to analyze the teacher and student work in the English classroom, to investigate the additional support for low performer in English and to identify the instructional strategies promoted by school for English learning. The major tools used for this study were class observation form, semi-structure interview guideline and school documents. The respondents of the study were students; subject teacher, School chief and parents. From this research study of English learning in the Soft skill programme launched school the following were the major findings.

- i. The school community was multicultural and multiethnic in social composition as well as multi classes in economic condition.
- ii. The community had the role to establish the school in the present place.
- iii. The physical facilities of the school were sufficient for classrooms, desk, bench, blackboard, but it had lack of good library, teaching materials, computer etc.
- iv. School had good S.L.C. result in the past. The success rate of the school was decreasing because government policies are not to take sent up test at grade 10.

- v. Teachers were qualified according to the qualification stated in Education act, but the teacher student ratio was 1:38 where the government recent criterion was 1:40 in secondary level which was satisfactory.
- vi. The English classroom environment was controlled by teacher but there was no discrimination in treatment in terms of gender, ethnicity in class. In providing equal opportunity to the student an special care was taken on sit planning. The rule of the seat planning was first come first seat which makes all student front to seat on timer came.
- vii. There was good tradition of making the parents aware about the English examination results. Parents would got information of student's progress report in English after every terminal examination but not at weekly test.
- viii. The School chief acted as a leader of the school who always encouraged to the team spirit.
- ix. The subject teacher was always available to the parents in the school to know about their children's progress. This showed, there was maximum, parental concern and involvement in English learning.
- x. There was a student's representative club called Green club with different wings which had encouraged to the students to become responsible in different areas.
- xi. There was regularity of students and teachers in the English classroom but teacher had mostly used learner centred practice method in English teaching. He had encouraged more class works to the students.
- xii. The teacher did not come with daily lesson plan. He used materials in some extent. Instead of lesson plan, he uses teacher's note.
- xiii. Terminal exams, half yearly exams and yearly exams were the tools used by school to measure the student's progress on academic tasks of English,

English teachers were using weekly test to measure students learning as the continuous assessment techniques.

- xiv. The subject teacher had emphasized on more class work.
- xv. School environment and classroom management always encouraged the students. Teachers had got feedback from the parents to School chief.
- xvi. School administration and English teacher had concerned to build English learning environment.
- xvii. There were extra classes for all the students where they practiced questions bank related to SLC course.
- xviii. The cause of good performance in the school is not only the modern approach and strategy of the teaching of English but the multiple effects of holistic effort of the elements, good learning environment, school chief supervision, parental involvement, high – expectation for success, additional support for low performer, qualified teacher, lecture com practice method, extra books for practice, class work and homework.

## **5.2 Conclusions**

Based on the above major findings the following conclusions are drawn. The school environment needs to be more stimulation for English learning with adequate building and compound surrounded by walls having sufficient classroom as well as sufficient desks and benches for students. School has provided more qualified and experienced teacher for English and opportunity for them participate in the English training, for the professional development of subject teacher. The School chief of the school is also a qualified and experienced supervised English class once a month as well as encouraged to the subject teacher and students work. There is good tradition of making the parents involvement to make the plan policies and to implement. And the

school meet the criteria of Soft skill programme launched School otherwise by achievement can lose it.

### **5.3 Recommendations**

This is a research study of a Soft skill programme launched school about the learning management for English learning at Morang district. The finding and conclusion drawn from the study cannot be generalized in all the schools. But it could be a possible learning management practices to other schools in order to get better performance in English learning.

#### **5.3.1 Policy Related**

This study help to government and planners that school once announce Soft skill programme launched can decrease in pass percentage. So, it needs to carry out the plans to reform the academic achievement to meet the criteria of Soft skill programme launched School.

#### **5.3.2 Practice Related**

The finding of the study can be a helpful material to get actual norms information about present teaching learning environment and its application in soft skill programme launched school. They can support it. Similarly, other general school also can follow the system.

#### **5.3.3 Further Researcher Related**

This research is limited to only one Soft skill programme launched school's overall learning management. The findings of this study can be generalized in proper situation. Further researcher can carried out other research works on between Soft skill programme launched and General school. Moreover the structure carried on this research can be used by the other researchers as literatures review.

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## Appendix A

### Class observation Record Form

School :

Date:

Teacher :

Period :

Topic

Time :

Student No:

M/F

Preparing			NO NA NI OK EX
	1		Instructor is prepared for class
	2		Session content is reviewed
Introduction			NO NA NI OK EX
	3		Session starts on time
	4		Motivation provided
	5		Overview/review/preview provided
	6		Objectives provided
Delivering		Content	NO NA NI OK EX
	7		content is accurate
	8		Material presented sequentially
	9		many examples provided for concepts
	10		Summaries and transitions provided
		Methods	NO NA NI OK EX

	11		Learners actively involved
	12		Learners names used
	13		Clear and concise instructions provided
	14		Creativity used in selecting methods
	15		Methods used proficiently
	16		Methods changed every 20 minutes
	17		Debriefing activities are conducted
		Resources	NO NA NI OK EX
	18		Visuals are used extensively
	19		Resources add to the learning experience
	20		Resources are used proficiently
	21		Care instruction are followed for resources
		Platform skills	NO NA NI OK EX
	22		Nervousness managed
	23		Eye contact is equal
	24		Gestures are non-distracting
	25		Voice is clear and audible with inflections

	26		Enthusiastic and positive towards topic or skill
	27		Words used are understandable to audience
Guiding		Questioning	NO NA NI OK EX
	28		Opportunities provided for questions
	29		Open-ended questions used
	30		Unanswered questions researched/reported
	31		Questions referred back to learners
	32		Learners guided to reach answers themselves
		Performance	NO NA NI OK EX
	33		Adequate guided practice provided
	34		Encouragement and developmental feedback provided
	35		Instructor moves among learners
	36		Proper work habits encouraged
	37		Adequate independent practice provided
	38		Safety emphasized
	39		Performance evaluated (observation, tests, questions)

Controlling		Lerner behavior	NO NA NI OK EX
	40		Expected behavior communicated
	41		Behaviour monitored
	42		Appropriate feedback provided
	43		Control of learning environment is maintained
		Use of time	NO NA NI OK EX
	44		Clear directions provided
	45		Materials distributed efficiently
	46		Learners kept "on-task"
	47		Classroom problems handled efficiently
	48		Focus on learning objectives
Concluding			NO NA NI OK EX
	49		Content and objectives reviewed
	50		Previews provided
	51		Session ends on time
Safe and Effective learning environment			NO NA NI OK EX
	52		Are you safe in the classroom?
	53		Do you understand the matters

			delivered to you?
	54		Are you motivated to the study?

NO = Not observed

NA = Not Applicable

NI = Needs Improvement

OK = Acceptable Performance

EX = Excellent Performance

### Comments and Feedback

## Appendix – B

### Guide Lines for interview with Head-teacher

Name :

Date :

qualification :

Gender:

Experience as a principal :

Place of birth:

Experience as a teacher:

Religion:

Caste/ethnicity :

The interviews with Head-teacher were taken on the following roles of him to support English learning.

Professional development of math teacher :-

Learning environment in the school:-

Communication between parents and teacher:-

Guidance for English teacher:-

Instructional leadership :-

students opportunity for learning with teacher :-

policy of the school :-

## Appendix – C

### Guidelines for interview with English Teacher

Name :

Sex :

Qualification :

Ethnicity :

Training:

Religion:

Experience :

The interview with English teacher was taken on the basis of following different aspects:

Job Embedded Professional leadership			NO NA NI OK EX
	55	`	Encouragement of the students learning
	56		Expectation for learning English
	57		Monitoring progress
	58		Reinforcement provided by teacher
	59		Teacher students relations
	60		Teacher parent relation
	61		Discussion of English issues with school communities
	62		Types of assessment used
	63		Job security on the school

Please tick	Yes	No
class work	.....	.....
quiz contest	.....	.....
homework	.....	.....
parent comments	.....	.....
other standardized test	.....	.....

### Appendix – D

#### Guidelines for Interviews with students

Name:

Class:

Roll No:

Position in the class:

Sex:

Caste/Ethnicity:

Place of birth:

Place of Residence:

The interviews with students were taken on the basis of following different aspect:

Occupation of your parents

- a. Agriculture      b. Foreign Employment      c. Business      d. Others

Types of Agricultures

- a. Food      b. Cash crops      c. Vegetable      d. Others

Types of Foreign Employment

- a. Skilled      b. Semi-skilled      c. Unskilled      d. Others

Types of business

- a. Production      b. Supply      c. Others

Expectation about English learning

.....

Teachers behavior towards students

.....

opportunity to learn at home

.....

school rules, oppressive/Democratic

.....

Class behavior towards students

.....

Punishment reward etc. provided by school

.....

Encouragement provided to students

.....

opportunity provided by school

.....

## Views towards English teachers and school

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## Appendix – E

### Guidelines for Interviews with teacher

Name:

Expectation about English learning

school rules, oppressive/Democratic

Punishment reward etc. provided by school

Encouragement of the students learning

Expectation for learning mathematics

Monitoring progress

Reinforcement provided by teacher

Teacher students relations

Teacher parent relation

Discussion of mathematical issues with school communities

Types of assessment used

Job security on the school