

CHAPTER ONE: INTRODUCTION

This study is about “Attitudes of Teachers and Students towards the Grammar Translation Method”. This chapter consists of general background, English in Nepal : historical perspective, need and importance of English language in Nepal, attitudes and methods of scaling, definition of teaching method, importance of teaching method, characteristics of the GT method, classroom techniques of the GT method, review of the related literature, objectives of the study and significance of the study.

1.1 General Background

Language is a means of communication. It is a medium to exchange thoughts, feelings and ideas to each other. Knowledge or information is transmitted from one to another person thorough language. In Crystal’s (1996, p.213) words “Language functions as a bridge to connect an individual to society. It is a social Phenomenon.” There are different feelings and thoughts of a person. These are in abstract forms which need language to be concrete. One speaks or writes or signs about them, they shape in the concrete form so that another can understand one’s feelings and thoughts. Nicholson (1986, p. 6) says “The single most important to success in creating a genuine international understanding lies in a breakdown of the language barrier between nations.” People in the world speak different languages in different places. A Nepali may not understand the different languages speaking in Africa continent. If s/he knows English

language, s/he can create a good understanding and achieve a genuine adaptation with Africans. Language has auditory, vocal channel, interchangeability, semanticity, arbitrariness, productivity, traditional transmission etc features.

In the vast ocean of language, English is the most widely used language. It is an international language which functions as a lingua-franca throughout the world. It is also one of the six languages of the UNO. English is taught in Nepal because:

- i. It is an international language.
- ii. It has a great literature and historical background.
- iii. New inventions are named and informed in English.
- iv. Many of the newspapers, brochures, prospectus and manuals are written in English etc.

Thus the emerging challenge to this vast world is to grasp and assimilate English. Due to many circumstances, English has been changing time to time. Trask (1996, p.1) says “Every language that people use changes constantly. English, for example, has been changing throughout the history and it is still changing today.” Yes. English spoken in the twenty first century is different than English spoken in the Anglo-Saxon period. Due to the multilingual communities everybody wants to assimilate with the local and global circumstances. Some words and phrases are derived in English from the mother tongue of second language speakers. The pronunciation and sentence

constructing style varies from time to time. So that language continuously changes.

To make competent in English, the learners have been served by most of the schools, colleges, institutes and organizations day and night. Most of the private schools use English as a medium of instruction inside the classroom. Stephen, et al.(2004,p.3) says “To learn to become an English teacher, therefore, means both understanding and being critically responsive to the core values and keeping in clear view what the largest set of demands are upon what and how one teaches.” An English teacher must understand the spirit of English language. At first s/he should keep in mind to all the teaching methods, techniques, instructional materials, clear concept of subject matter etc. Then s/he should know the presentation, practice and evaluating style in the classroom. Different approaches, methods and techniques are applied to make the teaching learning process more effective

1.1.1 English in Nepal: Historical Perspective

The first British who come to Nepal were missionary people. Father Cray brawl arrived here in 1628 and father Grover and Father Dorbil in 1661;and their jobs were to convert people into Christianity (Sharma, 2000, p.33).In those days, Nepal was not very open to religious matter so the missionary stopped their work and left Nepal. So far the history of official entry of the English language in Nepal is concerned; it is with the establishment of the first modern school

named Durbar High School in 1854 A.D. It was particularly established for the children of the Ranas and had the objective of making the Ranas' sons know English and thereby the Rana rule in Nepal would have an easy access to British Empire. Thus, the introduction of English in Nepal had a deep vested interest of the Rana autocrats. It was tantamount in the miniature from to the macro global interest of British Empire to root and expand its rule through the introduction of English as official language and language for instruction. It is obvious in a colonial context that the role of English in the 18th and 19th centuries was associated with the interest of the British Empire. But in the post colonial modern context, it is no more the colonial maker but a powerful agency to erase the colonial gap between 'we', the west and the rest of the world as others.

From the 1854 A.D to 1947 A.D, only 13 secondary schools were opened in Nepal (Sharma 2000, p.117). There was no college and university or higher education in Nepal until Tri-Chandra College was opened in 1918 A.D. English for higher level was introduced with the opening of Tri-Chandra College. However, there was no provision for teacher training in Nepal. ELT in Nepal started in 1971A.D with the implementation of National Education system plan (NESP) and the same year Tribhuvan University started B. Ed program in English Education (Awasthi, 2006, p.22).

1.1.2 Need and Importance of the English Language in Nepal

Nepal has embraced English at the heart of educational planning. Appropriating the significance of ELT, Kansakar (1998) writes "since the teaching of English in Nepal has assumed greater importance in view of developmental needs of the country, ELT has now become an essential component in Nepal's educational strategy (p.72)". In the schools run by private sector, English is taught from nursery level. All subjects except Nepali are taught in English. English is accepted as a compulsory subject in the curriculum. In government aided community schools, English is taught from grade one.

Curriculum Development Centre (CDC) of the government of Nepal, in view of communicative approach, changed the old curricula of primary level, lower secondary level and secondary level and new curricula became effective from 1992 for primary level, from 1994 for lower secondary level and from 1998 for secondary level. English is a compulsory subject up to graduation. Besides compulsory English course, there are elective courses in English. Elective courses, offered under the Faculty of Education (FOE) at Tribhuvan University for I.Ed, B.Ed, and M.Ed, concentrates on English grammar, language skills, functional English, ELT methods, language theories, practice and pedagogy etc. whereas, elective courses, offered under Faculty of Humanity and Social Sciences (FOHSS) for I.A., B.A. and M.A., are primarily different genres of literature and literary theories. (Sharma, 2006, p.26).

English is also taught for specific purposes in the Faculty of Law, in the Institutions of Medicine, Engineering, Agriculture, Forestry, Colleges of Banking and Financial studies. It is the medium of instruction for science subjects at all levels of college and university and most of the subjects of management, education and humanity at TU. The same is the case in Purbanchal University and Pokhara University. Most of subjects at Kathmandu University are taught in English medium. In these Universities, students are also taught how to best use English for academic purpose, for writing research purpose, M.A thesis and Ph.D. dissertation.

There are also some private colleges affiliated to Cambridge University, UK; those offer courses for 'O' and 'A' levels. There are other colleges affiliated to other universities that offer under graduate and graduate courses like Hotel management Information technology computer sciences, Business Administration, Graphic Design, Engineering and Architecture, Tourism and Medicine. The medium of instruction at all the colleges are exclusively English.

There are many language institutions in major cities of Nepal. They run classes for TOEFL, GRE and many other language tests. They also run English coaching tuition classes. The importance of English language learning in Nepal is increasing day by day. The use of English in Nepalese society has become a marker of culture and civilization. No aspect of Nepalese social life remains unaffected by the ubiquitous impact of English. The educated people use full

sentence English in the conversations and expression, whereas, less educated and uneducated use words and phrases. Millions of people round the globe who use it either as native language (L1) or second language (L2) or as foreign language (L3) are respectable members of the empire.

At present, English is the language of science, technology, commerce, business, banking and industry, civil aviation, hotel management, tourism, media, communication, advertisement, diplomacy and internet. It is the voice of progress and modernization. A developing country like Nepal cannot ignore the vast space open to the progress and modernization through the knowledge of English being the language of science and technology and an effective tool for modernization, and being the language of international business and banking. Nepal must use it to keep the pace with the momentum of the global progress and to enjoy the development. Higher the education, higher the opportunity and the more frequent is the use of English. In the present age, the world has become very small, very accessible due to e-commerce, internet networking, tourism and swift transportation and TV channels. Most of these agencies mainly use English as their medium. English is important for the developing country like Nepal to explicit opportunity in the course of her development, since she sends her people abroad for further study where they feel the need of English. The growing number of Nepali migrant workers in the labor markets of the golf countries as well as the attraction of Nepali youth towards abroad study and work has increased the importance of English in Nepal.

We need English to establish effective channels of communication with other nations. No country likes to remain in complete isolation from other and it is through the medium of an internationally understood language that communication can be done with the world.

Nepal has become attractive to tourists. The increasing number of tourists visiting Nepal per year has given emphasis to the importance of teaching English to Nepalese students. In the field of diplomacy also English is important. In establishing diplomatic relations with more and more countries of the world may increase security and prosperity of one's own nation. Here the researcher does not mean that English is the only language used in diplomacy but as a matter of fact, in the absence of knowledge of other languages, English would be the language of diplomacy. Because of the importance of English in Nepal the proportion of the budget allocated to this subject is high.

1.1.3 Attitudes and Methods of Scaling

The term 'attitude' is defined by the different linguists. According to Ellis (1985, p.117), Attitude is a set of beliefs that learners possess about such factors as the target language, culture and their own culture and, in the case of classroom learning of their teacher and learning tasks they are given.

These beliefs are referred to as attitudes. They influence language

learning in a number of ways (as cited in Paudel, 2006, p.9).

Similarly, Brown (1994, p.198) expresses his views as:

Attitudes, like all aspects of the development of cognition and affect in human beings, develop in early childhood and are the result of partners and peers' attitudes due to the contact with people who are "different" in any number of ways, and interacting affective factors in the human experience. These attitudes form of a part of one's perception of self, of others and of the culture in which one is living.

Likewise Good (1973 as cited in Paudel, 2006, p.8) asserts attitude as, "the predisposition or tendency to react specially towards an object, situation or value, usually accompanied by feeling and emotion." In the words of Freeman (1962, p.596):

An attitude is a dispositional readiness to respond to certain situations, persons, or objectives in a consistent manner which has been learned and which has become one's typical mode of response. An attitude has a well-defined object of reference. For example, one's views regarding a class of food or drink (such as fish and liquors), sports, Mathematics, or Democrats, are attitudes.

Thus, it can be concluded that an attitude is a tendency as disposition towards a certain type of reaction. It is usually taken as a term for the body of one's opinions, beliefs, sentiments and predispositions. It is the term generally referred to the set of rules or beliefs that learners use in their target language

and their culture. In other words, attitude refers to how we think, feel about and act towards our fellow, human beings and how they think, and feel about us. On the basis of aforementioned definitions, the following points can be summarized:

- i. Attitude is a state of mind (predisposition) to react specially towards an object, situation or value.
- ii. Attitude is a hunch (set) of beliefs that the learner uses in his/her target language and towards his/ her culture.
- iii. Attitude is an internal conflict which tends to express.
- iv. Attitude is a set of thoughts, feelings about and acts towards human beings.

In a nutshell, in the present study, attitude is related to language learning and testing. Attitude affects the motivation to learn a language even if there is conflict between thought, feeling and deed. So, it is characterized by directionally and often by feelings and emotions. The degree or strength of a person's attitudes may vary from extremely positive through a gradation to extremely negative. Obviously, it is possible to construct tests of innumerable attitudes.

Different studies have depicted that positive attitude plays a vital role in learning. So, learners need positive attitude to learn language. Negative attitude hampers in language learning. It is indispensable to have positive feelings and thoughts to learn language. Krashen (1980, as cited in Paudel, 2006, p.9) has put his strong opinion on the process of developing conscious knowledge through formal study. In fact, changing attitude is very important in an L2 teaching (TL) and their culture, they will certainly learn the TL. Similarly, if the teacher has negative attitude towards the TL and learners, his/her teaching will never be effective. A teacher also needs to have positive attitude towards

children and vice-versa. Attitude may vary from person to person or situation to situation. But there is no doubt that attitude matters a great implication in language learning. According to Ellis (1994), learners with positive attitude, who experience success, will have these attitude reinforced. Similarly, learners' negative attitudes may be strengthened by the lack of success (pp.198-199).

1.1.3.1 Identifying Attitude

Testing is judgmental on the basis of validity and reliability. Reliability and validity are the main factors to be considered while testing. For this construction, administration, scoring and establishing the norms of the test should be considered systematically.

The nature and function of attitudes can be understood without reference to some object or situation. As attitude may differ person to person and institution to institution, we need to develop certain specific criteria or circumstances to help them modify or make them strong on their beliefs. Attitudes can be measured by the respondents toward the various aspect of a situation of an issue but by developing certain indicators. Thus, the researcher ascertaining attitude in the usual manner should construct the question separately, either on a categorical or numerical scale.

1.1.3.2 Methods of Scaling

Tests of attitudes are based on several assumptions:

- i. The scale should deal with a controversial question.
- ii. An individual's feeling and insights in regard to the question will determine his responses to the various statements that are made pro and con.

- iii. The statements can be scaled regarding the degree to which they favor, or are opposed to, the question under consideration. (as cited in Freeman, 1962, p.5)

There are three major types of attitudinal scales. They are:

- i. Summate rating scale (Likert Scale)
- ii. The equal appearing interval or differential scale (Thurnston Scale)
- iii. The cumulative scale (Guttman Scale)

They are briefly introduced as follows:

I. Likert Scale

This scale is based upon the assumption that statement / item in the scale has equal ‘attitudinal value’ of ‘importance’ in terms of reflecting an attitude towards the issue in question. This technique is simpler than the Thurston methods and is regarded by many as at least as reliable. Each item in the attitude scale is followed by five responses, one of which is checked by the subject. The main limitation of this scale is that the statements on a scale seldom have an equal attitudinal value. In this scale, arbitrary scoring weights of 1, 2, 3, 4,5 are assigned for responses and data are analyzed on the basis of mean. For example;

Many of the English teachers teach English by applying the GT Method.

SA	A	U	D	SD

Where,

SA = strongly agree, A = agree, U = uncertain, D = disagree, SD = strongly disagree.

For the above attitudinal scales, we can also change the scale values

materials, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is a procedural.

Within one approach, there can be many methods.

Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be presented and the order in which content will be presented. Method is theoretically related to an approach and practically related in procedure. It is the direction of the teacher to meet the right coast of teaching learning activities in the classroom. While teaching the prescribed lesson in the classroom, the teacher has to follow a certain teaching procedure to meet the goal. It is called a method. Brown, (1994, p.15) says “No easy and quick method is guaranteed to provide success. Every learner is unique. Every teacher is unique. And every learner teacher relationship is unique. ”It is true so that variations in teaching methods could be found. Everybody is unique. One’s thoughts, feelings, ideas and behaviors may be totally or partially different to another. Two brothers from the same womb also differ in their likes and dislikes. So no perfect and ever suitable teaching method can be guaranteed. However, every English teacher applies the spirit of any one of the teaching methods in his/her English teaching

Method is a route of teaching language in a systematic way. The method serves as a link between the theory and practice of language teaching. It is procedural in the sense that it tells us about the ways or procedures of language teaching in a principled way.

1.1.5 Importance of Teaching Method

Teaching methods are very important in the teaching field. Without teaching methods, the teaching learning process becomes handicapped; it is considered a ship without a rudder. A bus can not be driven to the top of the hill if there is not a clear way. In the same way methods play a vital role to direct the whole teaching to the appropriate way.

Teaching method supports the teachers to make a good teaching lesson. It provides a guideline to collect the relevant teaching materials. Appropriate teaching method makes the students understand the lesson clearly. It links the students' classroom learning environment with outside environment. It plays systematic attention to fundamental as well as structural aspect of language. It helps the teachers for the orderly presentation of lessons. Good teaching methods create good competence and performance in English language of students.

1.1.6 Introduction to Grammar Translation Method

The Grammar Translation Method, in short GT Method, is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. "Grammar Translation was in fact known in the United States as the Prussian method" (Richards, et al. 2006, p.5). It was originally used to teach the dead languages and literature such as Latin, Greek and Sanskrit. This method is also known as classical method.

Richard, et al. (2006, p.6) says “Grammar Translation dominated European and foreign language teaching from the 1840s to 1940s, and in modified form, it continues to be widely used in some parts of the world today.” Although no full and carefully documented history of the GT Method exists, it was a dominant method during 100 years and is still in use in many countries in modified form.

Richards, et al. (2006, p.7) indicates “Consequently, though it may be the true to say that the Grammar Translation method is still widely practiced, it has no advocates. It is a method for which there is no theory.” GT Method is mainly based on the ancient literary works of Romans and Greeks. In fourteen century, there was a trend of translation of English into Latin and vice-versa. The basic tenets have not been developed or formulated by one particular person.

Sharma, (2007, p.40) opines his view as “.....this method has got continuation as a method of language teaching in several parts of the world including Nepal. This method is used even today especially by the teachers who were themselves taught by this method and who have not had adequate training in modern language teaching methodology.”

Stern (1983, p.455) summarizes the following theoretical bases of the GT Method:

- i. This method interprets target language primarily as a system of rules to be observed in the texts and sentences and to be related to first language rules and meaning.
- ii. Language learning is as intellectual activity involving rule learning.

- iii. First language is maintained as the reference system in the acquisition of the second language.
- iv. It is based on the psychology as mental training.

The researcher had a great curiosity to find out the present status of GT method and attitudes of teachers and students towards the GT method. It's because it has been applied in schools even now according to above given definitions by Richard et al and Sharma but it has been called an outdated method.

1.1.7 Characteristics of the GT Method

Through the viewpoint of the GT Method, the goal of foreign language study is to learn language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Principal teaching technique is translation from the target language into the mother tongue. Reading and writing skills are prioritized; least emphasis is given to listening and speaking and most none to pronunciation. The ability to communicate in the target language is not a goal of foreign language instruction. The teacher is an authorized person in the classroom; whatever the teacher tells it is considered the right. It is important for students to learn about the form of the target language. Grammar is taught deductively that the rules are learnt first then examples are practiced. Language learning provides good mental exercise. Students should be conscious of the grammatical rules of the target language. Students' native language is the medium of instruction.

Vocabulary selection is based solely on the reading texts and words are taught through bilingual word lists, dictionary study and memorization and searching for target language equivalents. Accuracy is emphasized. The sentence is the basic unit of teaching and language practice. Literary language is considered to be superior to spoken language. In this method the teachers teach about the language but not language.

1.1.8 Classroom Techniques of the GT Method

Larsen-Freeman (2008, pp.19-20) provides an expanded description of some typical techniques closely associated with the GT Method. Some points have been listed below:

- i. Translation of a literary text from target language to the native language.
- ii. Finding antonyms and synonyms of words or set of words.
- iii. Learning spelling/sound patterns that correspond between L1 and target language.
- iv. Deductive application of rules.
- v. Filling the blanks with new words or items of a particular grammar type.
- vi. Memorization of vocabulary lists, grammatical rules and grammatical paradigms.
- vii. Using words in sentence so that it would be clear that the students

know the meaning and use of new words.

viii. Students write about a topic using the target language

1.2 Review of the Related Literature

For partial fulfillment of Master Degree in English Education, many researches have been carried out on the attitudes of teachers, people and students.

However, no research has been carried out that focuses solely on the attitudes of teachers and students towards the GT Method in the government and private high schools. The very near literatures are reviewed below:

Awasthi, (1979) carried out a research entitled “ A Study of Attitudes of Different Groups of People towards the English Language in the Secondary Schools of Kathmandu District” under the guidance and supervision of Miss Susan J. Fortes cue. The main objective of his study was to identify the attitudes of the students, parents, English teachers, headmasters, secondary school supervisors and the members of the Kathmandu district education committee. He had followed the stratified random sampling method to analyze and interpret the data taken through the questionnaires in 38 secondary schools of Kathmandu. He found out the different groups of people had positive attitudes towards English and were in favor of continuing English as a compulsory subject in the secondary schools and the majority of people didn't want to be replaced by any other foreign languages (pp.64-65).

Karki, (1989) completed the research on “Attitudes of Campus Students towards English Language” under the guidance and supervision of Prof. Dr. Shanti Basnyat. The main objective of this study was to find out the attitudes of students towards English language in Nepal, especially towards English textbooks, methods of teaching, instructional materials, teacher’s proficiency, evaluation system and needs etc. The sample population of this study consists of 100 students (50 from Certificate and 50 from Diploma levels) representing 10 different institutes under TU available in the valley of Kathmandu. Questionnaires having 9 sets of close-ended questions were the instrument used for data collection. The findings (pp.38-66) were presented descriptively. In the course of teaching methods, the students expressed their positive attitudes towards their teachers’ teaching techniques.

Khanal, (1999) carried out the study on “A Study on the Attitudes of Secondary Level Students towards Learning English” under the guidance and supervision of Prof. Dr. Shanti Basnyat. The main objective of this research was to find out the attitudes of secondary level students towards learning English, especially towards English textbook, teaching methods, learning environment, examination system and parents support in learning English. He prepared two sets of questionnaires to collect the data addressing students and teachers. In this study, the students expressed the negative attitudes towards the teaching the teaching methods applied in the classroom by their teachers. They aren’t satisfied with the materials and references available in schools. Due to the

scarcity of teaching materials and appropriate management of classroom, students preferred easily understanding techniques.

Ghimire, (2001) carried out a research entitled “The Effectiveness of Grammar Translation Method and Communicative Approach: A Comprehensive Study” under the supervision of Mr. Padma Lal Bishwakarma. He confined the population of the study to sixty students studying in Shree Gynodaya Secondary School, Bhalayakharka, and Lamjung at grade seven. The main objective of the study was to compare the effectiveness of the GT Method and Communicative Approach in teaching reading comprehension. To fulfill the objectives, he developed the questionnaires. He determined the language proficiency of the students at the entry point. A pre- test was taken by using the questionnaires. He chose 30 students from the girls’ group and 30 students from the boys’ group by using the simple random sampling method. He taught group A through GT Method and group B through communicative approach. He found that the communicative approach is highly important but most of the teachers in the government schools are applying the GT Method. Due to the lack of teaching time (only 40 minutes), large number of students in the class, students negligence towards English subject , less attention of the guardians towards the school are the responsible factors for the poor quality of teaching English (p.28). He also found that the communicative approach is better to apply mostly the multiple case choices, matching, ordering and rearranging. However, GT

Method is better in case of fill in the blanks, true/false and short answer items.

Paudel, (2004) carried out a research entitled “A Study on: Students’ Attitudes towards Learning Compulsory English” under the supervision of Anjana Bhattarai. The main objective of the study was to find out the attitudes of the students of PCL first year .He found that students desired the communicative approach more for teaching but the teachers tried to finish the course in the classroom and s/he also used lecture method most of the time of his/her teaching (p.57).

Sapkota, (2004) carried out the study on “The Attitudes of Teachers towards Grade 10 Teachers’ Guide” under the guidance and supervision of Dr.Govinda Raj Bhattarai. The main objective of his research was to present the attitudes of teachers towards the teachers’ guide for grade 10 English. He used 80 secondary English teachers from Gorkha and Dhading for the data collection through the questionnaires. He found that all the teachers have positive attitudes towards the teachers’ guide. It isn’t exam oriented and discourages the use of mother tongue in the classroom teaching. Pair work is the most emphasized technique. Our education system is exam oriented. There is not a good balance between what the examination requires and what the students’ need (p.50).

Bohara, (2008) completed the research on “Attitudes of Teachers and Students

towards the Role of Homework” under the guidance and supervision Mr. Nem Bahadur Shahi. The main objective of this research was to find out the teachers’ and students’ attitudes towards the role of homework in learning the English language. 10 teachers and 100 students from different schools of Surkhet district were the respondents. He selected 10 schools randomly. He applied 2 sets of questionnaires on the basis of Likert Scale as tools for data collection. It was found that the students and teachers from the secondary level had the positive attitudes towards the role of homework in learning the English language. Students were positive towards the belief that homework develops reading and writing skills rather than listening and speaking (p. 60).

Neupane, (2008) completed the research on “A Study of Attitudes towards the English Language” under the supervision of Dr. Anju Giri. The main objective of his study was to find the attitudes of students, parents, English language teachers, headmasters, secondary school supervisors and members of district education committee of Gulmi towards the English language in the secondary schools. He randomly selected 10 schools of Gulmi district. He distributed the different questionnaires to 100 tenth graders, 50 parents, 10 head masters, 12 English teachers, 6 secondary level supervisors and 4 members of the district education committee. He found that every selected population had positive attitudes towards the English language. He also found that the students were not in favor of the traditional method of teaching English but they agreed with the statement that English should be taught by non-native speakers (p.56). He

concluded that listening and speaking tests were not conducted sincerely. He analyzed the responses given by the students of government schools that the GT Method is still in existence in most of the schools in Gulmi (p.31).

Lamsal, (2009) carried out the study on “Teachers’ Attitude towards Vocabulary Teaching” under the guidance and supervision of Mr. Vasu Dev Karki. The main objective of this research was to find out the attitudes of teachers towards vocabulary teaching. He prepared a set of questionnaires consisting of different statements related to teaching vocabulary. He collected the data using simple random sampling procedure. It was found that the teachers were against translating vocabulary items into their L1 to make it comprehensible. This marks a shift to teachers attitudes from the traditional GT Method in which most of them were educated to adopt of new teaching strategy (p.59).

Sharma (2009) carried out his research on “The Revised English Textbook for Grade X: An Attitudinal Study” under the guidance and supervision of Mr. Uttam Gaulee. The main objective of this research was to find out the attitudes of the secondary level teachers towards the revised English textbook for grade X. He followed the procedures of random sampling method for his study. He used the questionnaires for the data collection. He found the positive attitudes towards the revised textbook of grade X. He also found that reading and writing skills are more emphasized and listening and speaking skills are less prioritized

(p.49). It means the textbook has somehow followed ‘focusing on reading and writing skills’ spirit of the GT Method.

1.2 Objectives of the Study

The proposed study had the following objectives:

- i. To find out the present status of the GT Method.
- ii. To find out the attitudes of students and teachers towards the GT Method in the government aided and private secondary schools.
- iii. To suggest some pedagogical implications for improvement.

1.3 Significance of the Study

What is the present situation of the GT Method and what the secondary level students and teachers think about the GT Method is the main concern of the study. Teachers are the important stakeholders in the ELT scenario of Nepal. The curious matter is that the GT Method is called an outdated method but some techniques of this method are supposed to be applied even now in some schools of the rural areas. After finding out the attitudes of teachers and students towards the GT Method and present status about it, this research will provide some pedagogical implications for improvement. This research will be beneficial to the school teachers so that they could find out the present scenario of theoretical study and practical teaching. They can apply the positive aspects of the GT Method and leave the negative aspects confidently. The students will

be familiar with their teacher's teaching style. Syllabus designers will also get benefit from this study. They will also be informed about the teaching style of English teachers in the rural areas of our country so that they could design a syllabus which can address all the difficulties in the present teaching style. Textbook writers will be benefited by some suggestions so that they could write the textbooks which can develop all the language skills. Teacher Trainers will get some ideas for training. Many of the trainers use to give training according to the theoretical bases. They will give some ideas to apply the suitable teaching methods to their trainees. It will be beneficial to the administrators to manage the classroom with teaching materials by considering the teaching methods. Besides from all above included persons, it will be helpful to all those who are interested in methodology and linguistics.

CHAPTER TWO: METHODOLOGY

A systematic research study needs to follow a proper methodology to achieve the predetermined objectives. According to Kothari (1993, p.8) “Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically”. For the fulfillment of above mentioned objectives, the researcher will adopt the following methodological strategies:

2.1 Sources of Data

Both primary and secondary sources of data have been used for the collection of data.

2.1.1 Primary Sources

This study was primarily based on the primary sources of data. The primary data were collected by administering attitude inventories to tenth graders and English teachers.

2.1.2 Secondary Sources

The review of recent studies on attitudes, secondary level English curriculum, class 10 textbook, books related to teaching methodology and linguistics e.g. Ellis(1985), Brown(1994), Crystal(1996), Trask (1996), Stephen et al (2004), Richards and Rodgers(2006), Sharma(2007), Freeman(2008), NELTA journals, English dictionaries etc. were the secondary sources of data.

2.2 Sample population and Sampling Procedure

The researcher followed the procedures of both random and non-random sampling for the present study. In order to find out the attitudes of different groups of people, he made a list of all 10 resource centers and 71 (62 government aided and 9 private) secondary schools from Bardiya district. Then he selected 10 secondary schools (seven government aided and three private schools), each from 10 resource centers, by using the fishbowl drawing technique. Resource centers were selected by applying non-random sampling method because they were limited in number. Eighty tenth graders were selected by applying random sampling method. Ten English teachers were selected by applying non- random sampling method. Almost all secondary level teachers, who were teaching tenth graders in the classroom, were selected for the present study .The sample is shown in the following table:

Table No. 1

The Sample of the Study

S.N.	Kinds of sample	No.
1.	Resource Centers	10
2.	Secondary Schools	10
3.	Students of 10 th grade	80
4.	English Teachers	10

2.3 Tools for Data Collection

The questionnaire is a major instrument for data gathering in descriptive survey studies and is used to secure information from varied and widely scattered

sources in general. In this study, two sets of questionnaire, set A and set B were used for the students and the similar sets and similar type of questions were used for the teachers. These questions were used to enquire into the present status of the GT Method and the opinions students and teachers about the GT Method. For both students and teachers, 10 close-ended questions were in set A and 10 close-ended questions were in set B. To identify the attitudes of students and teachers, Thurston Scale was used for set-A and Likert scale was used for set-B while developing the questions. The respondents were also requested to tick the option that suits to their attitudes with appropriate reasons if they had.

For the case of student respondents, the questions were asked indirectly about the GT method. It is because they do not know about the GT method formally in secondary level. The questionnaires for the students were created on the basis of their teachers teaching style and their opinions towards teaching learning method. For the convenience, some questions from set A and B were translated orally into Nepali language for the students of government schools. The questionnaires were submitted to the expert for the necessary correction. After revising them, they were typed and printed out for gathering data.

2.4 Data Gathering Procedure

The researcher first went to the DEO Bardiya to collect the list of the secondary schools. Then, he visited the randomly select Secondary schools to establish a good rapport with the students and teachers concerned. He requested the authorities to assign to him a convenient time for this study. He administered the questionnaires to the respondents with appropriate suggestions and indications. Researcher himself was present when the questionnaires were being completed by the respondents. He selected the students randomly. He

distributed the questionnaires to the students. Then he distributed to the English teachers of that school. He requested to the selected respondents to give their own attitudinal answers of the given questions. He collected the respondents' answers and thanked them. The data items collected were tabulated on a frequency basis giving a value of one score to each item. The responses of the different groups of people were first analyzed and interpreted separately.

2.5 Limitations of the Study

The study had the following limitations:

- i. The population of the study was limited to only those students of Bardiya district who were studying in tenth grade and to those teachers who were teaching to the tenth graders.
- ii. The study was confined to ten selected secondary schools (7 government aided and 3 private) schools of Bardiya district.
- iii. The sample population was limited to 90 people comprising 80 tenth graders and 10 English teachers.
- iv. The study was confined to 56 students from the government aided schools and 24 from the private schools.
- v. The study was limited to 7 teachers from the government aided schools and 3 from the private schools.
- vi. The study was limited to only finding out the present status of the GT Method and attitudes of students and English teachers towards this method of Bardiya district in general of gender, caste, class and age with the assumption that their experience and opinions were very valuable to fulfill the objectives of the study.
- vii. The study was limited only to the Grammar-Translation method but not other methods.

- viii. One school from one resource center had been randomly selected.
- ix. The study was limited to the attitudinal aspects of the aforementioned population.

CHAPTER THREE: ANALYSIS AND INTERPRETATION

This chapter is devoted to the analysis and interpretation of the data collected from the primary sources. Two sets of close-ended questions were developed as a tool. The data collected from the respondents were analyzed and interpreted to find out the present status of the GT Method and opinions of the 10th graders and English teachers towards this method quantitatively, codifying the responses as: Yes, Uncertain and No for set-A and symbolically for set-B as: Strongly Agree: SA, Agree: A, Uncertain: U, Disagree: D, and Strongly Disagree: SD. For set-A, if 50% or more people had put tick mark () on the column of 'Yes', it was considered the positive response; if 50% or more people had put tick mark () on the column of 'No', it was considered the negative response and if 50% or more people had put tick mark () on the column of 'Uncertain', it was considered to be indifferent or ignorant about the issue. For set-B, if 50% or more people had put tick mark () on the column of 'Strongly Agree' and 'Agree' it was considered as agreement with the statement and vice-versa was the case with the tick marks with 'Disagree' and 'Strongly Disagree'. Similarly, if 50% or more people had put tick mark () on the column of 'Uncertain', it was considered as to be indifferent or ignorant about the issue. Those survey items were developed to elaborate on the reasons for applying the GT Method and to reveal the effect of positive and negative experiences on it. The responses of the students and teachers were tabulated under the following four variables:

- i. Students' Attitudes towards the Present Status of the GT Method through their Teacher's Teaching Procedure.
- ii. Teachers' Attitudes towards the Present Status of the GT Method through their Teaching Procedure.
- iii. Students' Attitudes towards the GT Method through their Personal Opinions
- iv. Teachers' Attitudes towards the GT Method through their Personal

Opinions.

Statistical and descriptive analysis was carried out to measure the percentage of the responses.

3.1 Students' Attitudes towards the Present Status of the GT Method through their Teacher's Teaching Procedure

Among 80 students, 56 respondents were from the government aided schools and 24 students were from the private schools. Under this category, 10 questions were asked from set-A. Those all questions were related to their teachers teaching procedure. They were asked to find out the present status of the GT Method. The responses were analyzed and interpreted on the basis of simple percentage notation.

Table No. 2

3.1.1 Students from the Government aided Schools

Responses of the Students from the Government aided Schools in percentage

Q.N	Items	Yes (%)	Uncertain (%)	No (%)
1	Does your teacher translate the poems in your mother tongue?	100		
2	Does s/he write synonyms and/or antonyms of difficult words?	80.50	5.25	14.25
3	Does s/he ask you to recite the difficult vocabularies?	84.10	3.50	12.40
4	Does s/he make you listen the tape of listening texts?	12.40	1.80	85.80
5	Does s/he allow you to discuss about any problem in a group?	37.50	3.50	59.00
6	Do you learn new vocabularies by	96.50		3.50

	memorization?			
7	Does your teacher teach the grammar by applying first rules and then example?	85.80	1.80	12.40
8	Have you ever role played in the conversation of teaching lessons?	32.10	3.50	64.40
9	Does your teacher make you interact about the teaching lesson with your friends?	41.00		59.00
10	While teaching an essay, you first think in your mother tongue, then translate in English in your mind and write about it. Do you agree with this statement?	93.00	3.50	3.50

3.1.1.1 Positive Reponses on the Given Items:

- i. Cent percent students expressed their views that their teacher used to translate the poems in their mother tongue (Item No. 1)
- ii. Their teachers (80.50%) used to give synonyms and /or antonyms of difficult words. (Item No.2)
- iii. Eighty four point ten % students' teachers used to ask them to recite the difficult vocabularies. (Item No.3)
- iv. Maximum students (96.50%) learnt new vocabularies by memorization. (Item No.6)
- v. Maximum (85.80%) students' teachers used to apply deductive teaching method in their teachings. (Item No.7)
- vi. Ninety three % students used to write essays with mental translation, first thinking in their mother tongue then translating in English and writing about it (Item No. 10)

3.1.1.2 Negative Response on the Given Items

- i. Maximum (85.80%) students' teachers did not use to make them listen the tape of the listening text. (Item No. 4).

- ii. Fifty nine % students' teacher did not use to allow them to discuss about any problem in a group. (Item No.5)
- iii. A majority (64.40%) of the students have not ever role played in the conversation of teaching lesson. (Item No.8)
- iv. A majority (59%) of the students' teachers did not use to make them interact about the teaching lesson with their friends. (Item No.9)

1.1.2 Students from the Private Schools

Responses of the Students from the Private Schools in percentage

Table No.3

Q.N	Items	Yes (%)	Uncertain (%)	No (%)
1	Does your teacher translate the poems in your mother tongue?	62.50	4.20	33.30
2	Does s/he write synonyms and/or antonyms of difficult words?	100		
3	Does s/he ask you to recite the difficult vocabularies?	91.60	8.40	
4	Does s/he make you listen the tape of listening texts?	33.30		66.70
5	Does s/he allow you to discuss about any problem in a group?	66.70	4.20	29.10
6	Do you learn new vocabularies by memorization?	75.00		25.00
7	Does your teacher teach the grammar by applying first rules and then example?	66.70		33.30
8	Have you ever role played in the conversation of teaching lessons?	58.30	8.40	33.30
9	Does your teacher make you interact about the teaching lesson with your	62.50	4.20	33.30

	friends?			
10	While teaching an essay, you first think in your mother tongue, then translate in English in your mind and write about it. Do you agree with this statement?	75.00	4.20	20.80

3.1.2.1 Positive Response on the Given Items

- i. Majority (62.50%) students expressed their views that their teacher translates the poems in their mother tongue. (Item No.1)
- ii. Their 100% teachers used to give synonyms and/or antonyms of difficult words. (Item No.2)
- iii. Maximum (91.60%) students' teachers used to order them to recite the difficult vocabularies. (Item No.3)
- iv. Maximum (66.70%) students have been allowed to discuss about any problems in a group by their teachers. (Item No.5)
- v. Seventy five % students used to learn new vocabularies by memorization.(Item No. 6)
- vi. Maximum (66.70%) students used to learn grammar through deductive teaching method. (Item No. 7)
- vii. Maximum (58.30%) students have been role played in the conversation of teaching lesson. (Item No. 8)
- viii. Maximum (62.50%) students' teachers used to make them interact about the teaching lesson with their friends. (Item No.9)
- ix. Seventy five % students used to apply mental translation to write essay first thinking in their mother tongue, then translating in English and writing about it. (Item No.10)

3.1.2.2 Negative Responses on the Given Items

- i. Maximum (66.70%) students' teachers did not use to make them listen the tape of the listening text, (Item No.4)

3.1.3 All Students from Both Types of Schools

The following tables show the responses from both the government aided and private schools students towards the items given in No.1 to 10.

Table No.4
Responses of the Students from Both Types of Schools

Q.N.	1 in (%)
Response	
Yes	88.75
Uncertain	1.25
No	10

The 1st question was “Does your Teacher translate the poems in your mother tongue”? The percentage distribution in table no. 4 shows specially that maximum students i.e. 88.75% agreed that their teacher used the translation technique of the GT. Method in teaching poems. A few (1.25%) students were uncertain and 10% students did not find using the translation technique to teach poems. It showed that maximum teachers use the translation technique of GT. Method while teaching the poems.

Table No.5
Responses of the Students from Both Types of Schools

Q.N. Response	2 in (%)
Yes	66.25
Uncertain	3.75
No	30

The second question was about applying synonyms and antonyms technique in teaching “Does s/he write synonyms and/or antonyms of difficult words”? According to the responses 66.25% were positive answer. A few (3.75%) were uncertain and 30% responses were negative. The teachers applied synonyms and antonyms technique of GT Method in the vocabulary teaching.

Table No.6
Responses of the Students from Both Types of Schools

Q.N. Response	3 in (%)
Yes	86.25
Uncertain	5
No	8.75

The third question was “Does s/he ask you to recite the difficult vocabularies?” More students were found to be ‘Yes’ i.e. 86.25% students. Five % students were uncertain and 8.75% students had the negative response. It showed that many of the students were compelled to study by recitation technique of GT. Method.

Table No.7
Responses of the Students from Both Types of Schools

Q.N.	4 in (%)
Response	
Yes	15
Uncertain	5
No	80

The fourth item, (Does s/he make you listen the tape of the listening text?), was asked in order to find out either the students learn English by listening skills or not. But the result showed that maximum students (80% did not get chance to practice listening texts. It means their teachers did not emphasize on the listening skill.

Table No.8
Responses of the Students from Both Types of Schools

Q.N.	5 in (%)
Response	
Yes	46.25
Uncertain	3.75
No	50

The fifth item (Does s/he allow you to discuss about any problem in a group?) was asked in order to find out either the teachers involve the students in group discussion or not. It was found that some (46.25%) students were allowed to discuss about any problem in a group. A few (3.75%) students were uncertain and 50% students were not involved in a group discussion. It showed that some teachers followed the communicative method in teaching but many of the

students did not get chance to involve in group discussion.

Table No.9
Responses of the Students from Both Types of Schools

Q.N.	6 in (%)
Response	
Yes	90
Uncertain	-
No	10

The sixth item was about the memorization technique of GT method. The question was “Do you learn the new vocabularies by memorization?” Maximum (90%) students were giving ‘Yes’ response. It showed that many students were compelled to learn new vocabularies by memorization.

Table No.10
Responses of the Students from Both Types of Schools

Q.N.	7 in (%)
Response	
Yes	80
Uncertain	1.25
No	18.75

Item no. 7 was about the teaching grammar deductively (Does your teacher teach the grammar by applying first rules and then examples?). The percentage distribution demonstrated that the maximum number (80%) of teacher teaching the grammar by applying deductive method. The students learnt rule first than

the examples. This technique also supports the GT Method.

Table No.11
Responses of the Students from Both Types of Schools

Q.N.	8 in (%)
Response	
Yes	40
Uncertain	5
No	55

The eighth question was “Have you ever role played in the conversation of teaching lesson?” Out of the total population 40% gave ‘Yes’ response; 5% were unclear about role playing and 55% of the population gave ‘No’ response. It showed that students were not involved in role playing.

Table No.12
Responses of the Students from Both Types of Schools

Q.N.	9 in (%)
Response	
Yes	47.50
Uncertain	1.25
No	51.25

The ninth question was “Does you teacher make you interact about the teaching lesson with your friends?” A majority of students (51.25%) informed that less emphasis on interaction was given in the study ; 47.50% of the population responded ‘Yes’ and 1.25% students were uncertain about the question.

Table No.13
Responses of the Students from Both Types of Schools

Q.N.	10 in (%)
Response	
Yes	87.50
Uncertain	3.75
No	8.75

The 10th question was about first thinking any English essay in learners' mother tongue then translating in mind in English and writing after translating.

Maximum (87.50%) students agreed that with this statement; 3.75% students were uncertain and 8.75% students did not agree with this statement. It showed that the students think in mother tongue do the mental translation and write in English.

While analyzing and interpreting the questions from item no. 1 to 10, it was found that the students' teachers are applying the translation (1), giving synonyms and/or antonyms (2), recitation (3), less emphasis on listening skill(4), memorization(6), deductive teaching(7), negligence to conversation and interaction (8 and 9) and mental exercise techniques of the GT Method in their teaching.

3.2 Teachers' Attitudes towards the Present Status of the GT Method through their Teaching Procedure

Among 10 teachers, 7 were from the government aided schools and 3 were from the private schools. This analysis shows the teachers views towards the GT Method. The data were analyzed and interpreted on the basis of simple percentage notation:

3.2.1 Teachers from the Government aided Schools

Table No. 14

Responses of the Teachers from the Government aided Schools

Q.N	Items	Yes	Uncertain	No
1	Do you teach every lesson related to listening skill of grade 10 textbook?	14.30		85.70
2	There are many lessons for the development of speaking skills. Do your students practice each of them?		14.30	85.70
3	Many of the teachers in the rural areas focus on preparing the students for passing the SLC exam. Do you support this statement?	71.45		28.55
4	Do you emphasize more on accuracy rather than fluency in your teaching?	85.70		14.30
5	Do you emphasize less on language functions?	100		
6	Many of the teachers in the rural areas teach grammar deductively. Have you found so?	57.15		42.85
7	Do you teach the readable story by giving a framework so that the students could recite and write the stories by applying the framework?	100		
8	Do you believe many teachers use the students' mother tongue as a medium of instruction?	57.15	14.30	28.55
9	Have you ever applied the translating into students' mother tongue technique in your teaching?	71.45		28.55
10	Can you make English teaching effective by applying GT Method also?	42.90	28.55	28.55

3.2.1.1 Positive Responses on the Given Items

- i. They believed that many of the teachers in the rural area focus more on preparing the students for passing the SLC exam.(Item No.3)
- ii. They emphasized more on accuracy rather than fluency in their teaching. (Item No. 4)
- iii. They emphasized less on language functions in their teaching.(Item No. 5)
- iv. They found that many of the teachers in the rural areas teach grammar deductively.(Item No. 6)
- v. Cent percent teachers taught the 'readable story' by giving a framework of it and allowing the students to recite and write the stories by applying the framework.(Item No. 7)
- vi. They believed that many teachers use the students' mother tongue as a medium of instruction.(Item No. 8)
- vii. They have applied the translating into students' mother tongue technique in their teaching. (Item No. 9)

3.2.1.2 Negative Responses on the Given Items

- i. They did not teach every lesson related to listening skill of grade 10 text book .(Item No. 1)
- ii. They did not teach every lesson about speaking skill for the development of that skill. (Item No. 2)

3.2.1.3 Mixed Response on the Given Items

- i. Many (42.85%) teachers expressed the supportive responses towards the effectiveness of English teaching by applying the G.T method as well; 28.55% teachers were uncertain but 28.55% teachers were against the effectiveness of English teaching by applying the GT Method.

3.2.2 Teachers from the Private Schools

Table No. 15

Responses of the Teachers from the Private Schools in Percentage

Q. N	Items	Yes	Uncertain	No
1	Do you teach every lesson related to listening skill of grade 10 textbook?	33.35		66.65
2	There are many lessons for the development of speaking skills. Do your students practice each of them?	100		
3	Many of the teachers in the rural areas focus on preparing the students for passing the SLC exam. Do you support this statement?	100		
4	Do you emphasize more on accuracy rather than fluency in your teaching?	33.35		66.65
5	Do you emphasize less on language functions?	33.35		66.65
6	Many of the teachers in the rural areas teach grammar deductively. Have you found so?	66.65	33.35	
7	Do you teach the readable story by giving a framework so that the students could recite and write the stories by applying the	33.35		66.65

	framework?			
8	Do you believe many teachers use the students' mother tongue as a medium of instruction?	33.35		66.65
9	Have you ever applied the translating into students' mother tongue technique in your teaching?	33.35		66.65
10	Can you make English teaching effective by applying GT Method also?	33.35		66.65

3.2.2.1 Positive Reponses on the Given Items

- i. Cent percent teachers involved the students for practice in each lesson of speaking skill which is one of the productive skills. (Item No. 2)
- ii. Cent percent teachers supported the statement that many of the teachers in the rural areas focus more on preparing the students for passing the SLC exam. (Item No. 3)
- iii. They found that many or the teachers in the rural teach grammar deductively. (Item No. 6)

3.2.2.2 Negative Responses on the Given Items

- i. They did not teach every lesson related to listing skill of grade 10 textbook. (Item No. 1)
- ii. They emphasized more on fluency rather than accuracy in their teaching. (Item No. 4)
- iii. They emphasized more on language functions. (Item No. 5)
- iv. They did not teach the 'readable story' by giving a framework. (Item No. 7)

- v. They did not believe that many teachers use the students' mother tongue as a medium of instruction. (Item No. 8)
- vi. They have not ever applied the translating into students' mother tongue technique in their teaching. (Item No. 9)
- vii. They did not believe on effective English teaching by applying the GT. Method as well. (Item No. 10)

The similar positive responses by the teachers from both the government aided as well as the private schools could be found on item No. 3 and on item No. 6.

The similar negative responses could be found on item no 1. The different responses by the teachers from both types of schools could be found on item No. 2, 4, 5, 7, 8, 9 and 10.

3.2.3 All Teachers from Both Types of Schools

“Do the teachers apply any techniques of GT method in their English teaching?” is the main concern of asking these questions.

Table No.16

Responses of the Teachers from Both Types of Schools

Q.N. Response	1 in (%)
Yes	20
Uncertain	-
No	80

The first question was “Do you teach every lesson related to listening skill of grade 10 textbook?”. Out of the total teachers 20% gave positive response but

80% teachers gave negative response that they did not teach every lesson related to listening skill of grade 10 textbook. It showed that they gave less emphasis on listening skill that resembled with giving less emphasis technique on listening skill of GT method.

Table No.17

Responses of the Teachers from Both Types of Schools

Q.N. Response	2 in (%)
Yes	30
Uncertain	10
No	60

The second item was about speaking skill (There are many lessons for the development of speaking skill. Do your students practice each of them?). Thirty % teachers were in favor of this question; 10% were uncertain and 60% were against the question. It showed that those teachers did not emphasize on speaking skill also. It also resembled with giving less emphasis on speaking skill technique of GT method.

Table No.18

Responses of the Teachers from Both Types of Schools

Q.N. Response	3 in (%)
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Yes	80
Uncertain	-
No	20

In another question, item no.3 (Many of the teachers in the rural areas focus more on preparing the students for passing the SLC exam. Do you support this statement?), the teachers supplied 80% positive response that the teachers in the rural areas did exam oriented teaching. Only 20% teachers were against the statement. It showed that the teachers in rural areas carry the exam-oriented teaching spirit of GT method.

Table No.19
Responses of the Teachers from Both Types of Schools

Q.N. Response	4 in (%)
Yes	70
Uncertain	-
No	30

Item No.4 (Do you emphasize more on accuracy rather their fluency in your teaching?) was related to the emphasis on accuracy. Seventy % teachers supplied the positive response; 30% were against this statement. It showed that a majority of teachers emphasized more on accuracy rather than fluency. It is due to the exam oriented teaching (item No.6). Emphasizing or accuracy rather

than fluency is related to GT method.

Table No.20

Responses of the Teachers from Both Types of Schools

Q.N. Response	5 in (%)
Yes	80
Uncertain	-
No	20

Item no.5 (Do you emphasize less on language function?) was related to emphasis on the language function. Out of the total population, 80% teachers were in favor of the question; 20% teachers were against the question. It showed that secondary level English teachers who teach to the tenth graders give less priority on language function.

Table No.21

Responses of the Teachers from Both Types of Schools

Q.N. Response	6 in (%)
Yes	60
Uncertain	10
No	30

The sixth question (Many of the teachers in the rural areas teach grammar deductively. Have you found so?), was about grammar teaching. A majority

(60% of the teachers were in positive responses; 10% were uncertain and 30% were in negative responses. It showed that in the rural areas many of the teachers teach grammar deductively. It means they use deductive teaching technique of the GT method.

Table No.22
Responses of the Teachers from Both Types of Schools

Q.N. Response	7 in (%)
Yes	80
Uncertain	-
No	20

Item no. 7(Do you teach the readable story by giving a framework so that the students could recite and write the stories by applying the framework?) was asked to find out whether the teachers teach the writing skill by applying a framework with recitation or communicatively. Out of the total population, 80% teachers gave the positive answer only 20% gave 'No' answer. It showed that the teachers teach such writing skills only for examination not for the better performance.

Table No.23
Responses of the Teachers from Both Types of Schools

Q.N. Response	8 in (%)
Yes	50

Uncertain	10
No	40

Item no. 8 (Do you believe many teachers use the students mother tongue as a medium of instruction?) was asked in order to find out either the teachers use the students mother tongue as a medium instruction or not. The result showed that 50% teachers used the students' mother tongue as a medium of instruction; 10% were uncertain and 40% did not use the students' mother tongue as a medium of instruction. It was miscellaneous response. But a majority of teachers used this technique of GT method in their teaching.

Table No.24

Responses of the Teachers from Both Types of Schools

Q.N. Response	9 in (%)
Yes	60
Uncertain	-
No	40

Question no.9, (Have you ever applied the translating into students mother tongue technique in your teaching?), some how resembled to question No.13. It was asked to identify whether the teacher have applied the translating into students mother tongue technique in their teaching or not. A majority (60%) of teachers expressed the positive response and 40% teachers expressed the

negative response. It showed that the teachers have applied the translating into students' mother tongue technique of GT method in their teaching.

Table No.25

Responses of the Teachers from Both Types of Schools

Q.N. Response	10 in (%)
Yes	40
Uncertain	20
No	40

Question no.10 (Can you make English teaching effective by applying GT method also?) was asked in order to find out the effectiveness of GT method in English teaching. Out of the total population 40% teachers expressed the positive attitude, 20% were uncertain and 40% teachers expressed the negative attitude towards the question. The responses did not show the clear vision towards the effectiveness of GT method in English teaching. Miscellaneous responses were found.

While analyzing and interpreting the questions related to teaching procedure asked to teachers, it was found that the teachers have even been applying some techniques of GT method, i.e. less emphasis on listening and speaking skills questions and 2), emphasis on accuracy(4), less emphasis on language function(5), teaching grammar deductively (6) teaching the readable story by

giving a ‘framework’ and allowing to recite the framework(7) using students mother tongue as a medium of instruction (8), applying the translation into students mother tongue technique (9). But there was not exact majority in the effectiveness of GT method in English teaching (10). It is because the GT method is called an outdated method but the majority teachers are applying some techniques of it even now.

3.3 Students’ Attitudes towards the GT Method through their Personal Opinions

3.3.1 Students from the Government aided Schools

Table No.26

Responses of the students from the Government aided Schools in Percentage

Q. N	Items	SA	A	U	D	SD
11	You like learning the language by translation rather than conversation.	5.25	17.80	3.50	66.20	7.25
12	You prefer English-Nepali dictionary more than English-English dictionary	17.80	17.80	5.25	55.65	3.50
13	You like the English teacher who mostly uses Nepali rather than who mostly uses English in the classroom.	21.60	23.20	3.50	41.10	10.60
14	You want passing the SLC exam rather than being fluent speaker in English.	16.00	25.00		59.00	

15	If you don't know the answer of any question, you like asking the teacher rather than discussing it in group.	7.25	26.75	1.80	35.80	28.40
16	You believe that your teacher always teacher English correctly	23.20	25.00	1.80	44.75	5.25
17	You believe that the rules of grammar are more important than language functions	19.60	39.40		37.50	3.50
18	You think that reading and writing skills are more important than listening and speaking skills	25.00	30.40		35.80	8.80
19	You like learning vocabularies by memorization rather than using them in a real context	8.80	19.60	5.25	46.75	19.60
20	You feel that you are improving your English by your teachers teaching style	30.50	10.60	1.80	37.50	19.60

3.3.1.1 Positive Responses on the Given Items

- i. They agreed that the rule of grammar is more important than language functions. A few (19.60%) students were strongly agreed and 39.40% students were agreed with this statement. (Item No.17)
- ii. Twenty % students were strongly agreed and 30.40% were agreed on the statement that reading and writing skills are more important than listening and speaking skills. They gave priority on reading skills. (Item No.18)

3.3.1.2 Negative Responses on the Given Items

- i. A majority (66.20% D and 7.25% SD) of the students did not like learning language by transition but by conversation. (Item No.11)
- ii. They did not like (55.65%D and 3.50% SD) bilingual (English-Nepali) dictionary but they preferred English to English dictionary. (Item No.12)
- iii. They did not like (41.10% D and 10.60% SD) the English teachers who mostly use Nepali rather than who mostly use English in the classroom. (Item No.13)
- iv. Maximum (59%) students wanted to be a fluent speaker rather than passing the SLC exam.[Item No.14]
- v. They would not like (35.80% D and 28.40% SD) asking the teacher if they didn't know the answers of any questions. But they liked them discussing in groups. [Item No.15]
- vi. They did not like (46.75% D and 19.60% SD) learning vocabularies by memorization. But they liked to learn them using in a real context. [Item No.19]
- vii. They did not feel (37.50% D and 19.60% SD) that they are improving their English by their teacher's teaching style. [Item No.20]

3.3.1.3 Mixed Responses on the Given Item

- i. A clear majority could not be found on the belief towards the

teacher for his/her teaching accuracy. Maximum (23.20% SA and 25% A) students believed on their teacher's accuracy in teaching. A few % were indifferent. But 50% (44.75% D and 5.25% SD) students did not believe that their teacher always teaches English correctly. [Item No.16]

3.3.2 Students from the Private Schools

Table No.27

Responses of the students from the Private Schools in Percentage

Q.N	Items	SA	A	U	D	SD
11	You like learning the language by translation rather than conversation.		12.50	4.20	50.00	33.30
12	You prefer English-Nepali dictionary more than English-English dictionary	8.40	12.50	4.20	45.80	29.10
13	You like the English teacher who mostly uses Nepali rather than who mostly uses English in the classroom.		25.00		33.30	41.70
14	You want passing the SLC exam rather than being fluent speaker in English.	12.50	33.30		29.20	25.00
15	If you don't know the answer of any question, you like asking the teacher rather than discussing it in group.	4.20	12.50		33.30	50.00
16	You believe that your teacher always	29.10	12.50	4.20	45.80	8.40

	teacher English correctly					
17	You believe that the rules of grammar are more important than language functions	4.20	8.40		70.70	16.70
18	You think that reading and writing skills are more important than listening and speaking skills		12.50		45.80	41.70
19	You like learning vocabularies by memorization rather than using them in a real context	8.40	12.50		41.70	37.40
20	You feel that you are improving your English by your teachers teaching style	16.70	37.40	8.40	29.10	8.40

3.3.2.1 Positive Responses on the Given Items

- i. They felt that they are improving their English by their teachers teaching style A few (16.70%) students were strongly agreed and 37.40% were agreed with this statement [Item No.20].

3.3.2.2 Negative Response on the Given Items

- i. They did not like (50% D and 33.30% SD) learning the language by translation but by conversation. [Item No.11]
- ii. They did not prefer (45.80% D and 29.10% SD) English- Nepali dictionary to English- English dictionary.[Item No.12]
- iii. They did not like (33.30% D and 41.70% SD) the English teacher who mostly uses English in the classroom. [Item No.13]
- iv. They did not want (29.20% D and 25% SD) passing the SLC

- exam to being a fluent speaker in English. [Item No.14]
- v. They did not like (33.30% D and 50% SD) asking the teachers to discuss in group if they do not know the answer of any question. [Item No.15]
- vi. They did not believe (48.80%D and 8.40% SD) that their teacher always teaches English correctly. But 29.10% were strongly agreed. It means they believed that their teacher always teaches English correctly. [Item No.16]
- vii. They did not believe (70.70% D and 16.70% SD) that the rules of grammar more important than language functions. [Item No.17]
- viii. They did not think (45.80% D and 41.70% SD) that reading and writing skills are more important to listening and speaking skills. [Item No.18]
- ix. They did not like (41.71% D and 70.40SD) learning vocabularies by memorization to using them in a real context. [Item No.19]

3.3.3 All Students from Both Types of Schools

The students were asked 10 questions to get the personal opinion by using tick in the right cell that represents the level of agreement and disagreement with it. Reasons of agreement and disagreement were also expected. But many of the populations didn't give any reason of the statements. Those items were asked to find out the positive and negative attitudes of students towards the GT Method.

Table No.28
Responses of the students from Both Types of Schools

Q.N.	11 in (%)
Response	
SA	3.75
A	16.25
U	3.75
D	63.75
SD	12.50

In this item number eleven (You like learning the language by translation rather than conversation), they had soon diversified opinions, but maximum numbers of students were against the statement. It showed that the students want to learn English by communicative method not by the GT Method.

Table No.29
Responses of the students from Both Types of Schools

Q.N.	12 in (%)
Response	
SA	15
A	16.25
U	5
D	52.50
SD	11.25

The item No. twelve (You prefer English- Nepali dictionary more than English-English dictionary.) was asked in order to find out whether the students have preferred bilingual dictionary or unilingual dictionary. But a majority of students preferred English - English dictionary. One student gave the reason

that English- English dictionary would help her to increase the new vocabularies. Only 15% students were strongly agreed and 16.25% students were agreed with the statement. Five % students were neither agreed nor disagreed; 52.50% students were disagreed and 11.25% students were strongly disagreed.

Table No.30
Responses of the students from Both Types of Schools

Q.N.	13 in (%)
Response	
SA	15
A	23.75
U	2.50
D	38.75
SD	20

The thirteen No. question was about liking and disliking the English teacher who mostly uses Nepali rather than who mostly uses English in the classroom. The majority of the students disagreed with the statement. Fifteen % students were strongly agreed; 23.75% students were agreed; 2.50% students were neither agreed nor disagreed. Some (38.75%) students were disagreed and 20% students were strongly agreed. One students put the reason that English teacher should speak in English so that students also could get chance to improve the language.

Table No.31
Responses of the students from Both Types of Schools

Response	Q.N.	14 in (%)
SA		15

A	27.50
U	-
D	50
SD	7.50

In item number fourteen, a majority of the students expressed the negative attitude towards the statements “You want passing the SLC exam rather than being fluent speaker in English”. Fifteen % students were strongly agreed; 27.50% were agreed; 50% were disagreed and 7.50% were strongly disagreed. It showed that being fluent speaker is greater than passing the SLC exam in English. The students have the communicative spirit about English language.

Table No.32

Responses of the students from Both Types of Schools

Q.N.	15 in (%)
Response	
SA	6.25
A	22.50
U	1.25
D	35
SD	35

The fifteenth statement was “If you do not know the answer of any question, you like asking the teacher rather than discussing it in group.” Many of the students were in favor of the statement; 6.25% students were strongly agreed; 22.50% were agreed; 1.25% was neither agreed nor disagreed; 35% were disagreed and 35% were strongly disagreed is the statement. It showed that the students like to discuss any problem in group rather than asking to the teacher.

Table No.33

Responses of the students from Both Types of Schools

Q.N. Response	16 in (%)
SA	25
A	21.25
U	2.50
D	46.25
SD	5

The sixteenth question was about the belief on the teachers teaching (You believe that your teacher always teaches English correctly). A majority of the students were against of the statement. Twenty five % students were strongly agreed; 21.25% were agreed; 2.50% were neither agreed nor disagreed; 46.25% were disagreed and 5% were strongly disagreed with the statement. It showed that the students have mixed opinion about their teacher's teaching style. They did not think that the teacher is the reliable source of knowledge. This item represented that the students have carried out the real opinion of their teachers teaching style.

Table No.34

Responses of the Students from Both Types of Schools

Q.N. Response	17 in (%)
SA	15
A	30
U	-
D	47.50
SD	7.50

The question number seventeen was giving importance either to rules of grammar or language functions (You believe that the rules of grammar are more important than language functions). A majority of the students were against this statement. Fifteen % students were strongly agreed; 30% were agreed; 47.50% were disagreed and 7.50% were strongly disagreed with the statement. It showed that the students have positive attitudes towards communicative spirit.

Table No.35
Responses of the students from Both Types of Schools

Q.N.	18 in (%)
Response	
SA	17.50
A	25
U	38.75
D	18.75
SD	

The 18th question was about the importance of language skills(You think that reading and writing skills are more important than listening and speaking skills).A few (17.50%) students were strongly agreed; 25% were agreed; 38.75% were disagreed and 18.75% were strongly disagreed. It showed that the students have emphasized more on listening and speaking skills. It is also the communicative spirit in language learning. One student reasoned that the person can not talk fluently if reading and writing skills are emphasized more.

Table No.36

Responses of the students from Both Types of Schools

Response	Q.N.	19 in (%)
SA		8.75
A		17.50
U		3.75
D		45
SD		25

The 19th item was about learning way of vocabularies (You like learning vocabularies by memorization rather than using them in a real context). The students disagreed with the statement. They wanted learning vocabularies by using them in a real context. They opposed the memorization technique of GT method. Some(8.75%) students were strongly agreed; 17.50% were agreed; 3.75% were neither agreed nor disagreed; 45% were disagreed and 25% were strongly disagreed. One student reasoned that only memorization gives the mental pressure.

Table No.37

Responses of the students from Both Types of Schools

Response	Q.N.	20 in (%)
SA		26.25
A		18.75
U		3.75
D		35
SD		16.25

The 20th item for students was about feelings of improving English by their teachers teaching style. (You feel that you are improving your English by your

teachers teaching style). The students approximately disagreed with this statement. A majority of students did not feel improvement in English by their teachers teaching style. Some (26.25%) students were strongly agreed; 18.75% were agreed; 3.75% were neither agreed nor disagreed; 35% were disagreed and 16.25% students were strongly disagreed.

The students have been learning English subject through some techniques of GT methods; translation technique (Item No-11), giving synonyms and antonyms (Item No -2), recitation (Item No -3), memorization (Item No -6), deductive teaching method (Item No -7) and mental translation.

But they liked learning English by conversation rather than translation (Item No 11); they liked that English teacher who mostly uses English in the classroom (Item No.13); they liked being fluent speaker in English rather than functions are more important than the rules of grammar (Item No.17); they thought listening and speaking skills are important than reading and writing skills (Item No.18); they liked learning vocabularies by using them in real context rather than memorizing them (Item No.19). Students have learning curiosity through communicative spirit (11,13,14,17,18,19) but they have been compelled to learn English through some techniques of GT method(1,5,3,6,7) although GT method is called an outdated method. So that students did not believe that their teacher always teachers English correctly (Item No. 16). They felt that they are not improving their English by their teachers teaching style (Item No.20).

3.4 Teachers' Attitudes towards the GT Method through their

Personal Opinions

On the basis of the reactions [using tick () in the right cell] given by the teachers from government aided and private schools to statement from item No. 11 to item No. 20, the positive and negative responses could be found.

Those responses were distinguished according to the level of agreement and disagreement.

3.4.1 Teachers from the Government aided Schools

Table No. 38
Responses of the Teachers from the Government aided Schools in
Percentage

Q. N	Items	SA	A	U	D	SD
11	Every teacher must utter the correct pronunciation.	71.40	14.30		14.30	
12	Too much emphasis in grammatical accuracy hinders fluency.	28.55	42.90		28.55	
13	Students in the rural areas don't understand the lesson if the teachers don't speak in their mother tongue.	42.85	57.15			
14	Vocabulary can be best learnt through memorization.	28.55	24.30		42.85	14.30
15	Mental exercise to learn language is more essential than oral expression.	14.30	48.55		42.85	14.30
16	The students of grade 10 can't speak English fluently but they can read and write well.	57.15	42.85			
17	Clarifying into the learner's mother tongue is the obligation of teachers.	42.85	42.85	14.3		
18	You mostly focus on reading and writing skills in your English teaching.	42.85	42.85		14.30	

19	You feel the necessity of the GT method for class 10 teaching.		48.85		42.85	14.30
20	G.T. method is in existence, although, it's called an outdated method.	42.90	28.55		28.55	

The positive, negative and mixed responses given by the teachers from the seven government aided schools on the basis of the level of agreement and disagreement from item No. 11 to item No. 20 are deduced from the study accordingly:

3.4.1.1 Positive Responses on the Given Items (Agreement)

- i. They agreed that every teacher must utter the correct pronunciation while teaching. (Item No 11)
- ii. They agreed that too much emphasis on grammatical accuracy hinders fluency. (Item No 12)
- iii. They believed that the students in the rural areas do not understand the lesson if the teacher do not speak in their mother tongue. (Item No 13)
- iv. They responded that the students of grade 10 ca not speak English fluently but they can read and write well. (Item No 16)
- v. They agreed that clarifying in the learner's mother tongue is the obligation of teachers. (Item No 17)
- vi. They mostly focused on reading and writing skills in their English teaching. (Item No 18)
- vii. They agreed that GT. method is in existence although; it's called on outdated method. (Item No 20)

3.4.1.2 Negative Responses on the Given Items (Disagreement)

- i. They disagreed that vocabulary can be best learnt though

memorization. (Item No 14)

- ii. They did not focus on mental exercise. But agreed that oral expression is more essential to learn language. (Item No 15)
- iii. They did not feel the necessary of the GT. method for class 10 teaching. (Item No 19)

3.4.2 Teachers from the Private Schools

Table No. 39

Responses of the Teachers from the Private Schools in Percentage

Q. N	Items	SA	A	U	D	SA
11	Every teacher must utter the correct pronunciation.	66.65	33.35			
12	Too much emphasis in grammatical accuracy hinders fluency.		66.65		33.35	
13	Students in the rural areas do not understand the lesson if the teachers do not speak in their mother tongue.				100	
14	Vocabulary can be best learnt through memorization.		33.35		66.65	
15	Mental exercise to learn language is more essential than oral expression.		33.35	33.3	33.35	
16	The students of grade 10 can not speak English fluently but they can read and write well.				100	
17	Clarifying into the learner's				66.65	33.35

	mother tongue is the obligation of teachers.					
18	You mostly focus on reading and writing skills in your English teaching.				66.65	33.35
19	You feel the necessity of the GT method for class 10 teaching.				66.65	33.35
20	G.T. method is in existence, although, it is called an outdated method.		66.65		33.35	

The positive, negative and mixed responses given by the teachers from the three private schools on the basis of the level of agreement and disagreement from item No 11 to item No 20 are deduced from the study accordingly:

3.4.2.1 Positive Responses on the Given Items (Agreement)

- i. They agreed that every teacher must utter the correct pronunciation. (Item No. 11)
- ii. They believed that too much emphasis on grammatical accuracy hinders the fluency. (Item No. 12)
- iii. They concluded their opinion that the GT. method is in existence, although it is called an outdated method. (Item No. 20)

)

3.4.2.2 Negative Responses on the Given Items (Disagreement)

- i. Cent percent teachers disagreed that students in the rural areas do not understand the lesson if the teachers do not speak in their mother tongue. (Item No. 8)
- ii. They disagreed that vocabularies can be best learnt though memorization. (Item No. 14)

- iii. They disagreed that the students of grade 10 can not speak English fluently but they can read and write. (Item No. 16)
- iv. They did not believe that clarifying in the learner's mother tongue is the obligation of teachers. (Item No. 17)
- v. They did not mostly focus on reading and writing skills in their English teaching. (Item No. 18)
- vi. They did not feel the necessity of the GT. method for class 10 teaching. (Item No. 19)

3.4.2.3 Mixed Responses on the Given Items

- i. Some (33.35%) teachers agreed with this statement, the same percentage was neither agreed nor disagreed and the same percentage teachers disagreed with the statement. Mixed opinion appeared on item No. 15
[Mental exercise to learn language is more essential than oral expression.]

The similar positive responses (Agreement) by the teachers from both types of school could be found on item No. 11, 12 and 20. The similar negative responses (Disagreements) could be found on items No 14, and 19. The different opinions given by the teachers between the governments aided and private schools could be found on items No. 13, 15, 16, 17 and 18.

3.4.3 All Teachers from Both Types of Schools

In set-B, 10 statements were asked for the teachers' personal opinion. They were requested to indicate their reaction each of the statement by using tick () in the right cell that represents their level of agreement and disagreement with it. There were five opinions. i.e. strongly agree, agree, neither agree nor disagree and strongly disagree. Any reasons were also expected with their

opinion.

Table No: 40
Responses of the Teachers from Both Types of Schools

Q.N. Response	11 in (%)
SA	70
A	20
U	-
D	10
SD	-

Item No.11 was about the correct pronunciation (Every teacher must utter the correct pronunciation). A majority of teachers expressed the positive attitude towards the statements; 70% teachers were strongly agreed; 20% teachers were agreed and 10% teachers were disagreed. It showed that the teachers were in favor of uttering the correct pronunciation in their teaching. This view did not resemble with the spirit of the GT Method.

Table No: 41
Responses of the Teachers from Both Types of Schools

Q.N. Response	12 in (%)
SA	20
A	50
U	-
D	30
SD	-

The twelfth item was about grammatical accuracy and fluency (Too much emphasis n grammatical accuracy hinders fluency). Twenty % teachers were strongly agreed; 50% teachers were agreed and 30% teachers were disagreed. It was asked to find out the view upon accuracy and fluency. It showed that a majority of teachers agreed with the statement. It was reasoned that the learners can use the target language in real life situation.

Table No: 42

Responses of the Teachers from Both Types of Schools

Q.N.	13 in (%)
Response	
SA	30
A	40
U	-
D	30
SD	-

Item No. thirteenth was about using the mother tongue in the rural areas while teaching English (Students in the rural areas do not understand the lesson if the teachers do not speak in their mother tongue). Thirty % teachers were strongly agreed; 40% were agreed and 30% were disagreed. A majority (70%) were in favor of the level of agreement. It showed that there is obligation to speak in students' mother tongue in the rural areas. One teacher reasoned that they have no listening practice.

Table No: 43

Responses of the Teachers from Both Types of Schools

Q.N.	14 in (%)
Response	
SA	20

A	20
U	-
D	50
SD	10

Item no fourteenth was about vocabulary learning by memorization (Vocabulary can be best learnt through memorization). It was asked to find out the teacher's attitude towards vocabulary learning technique. Out of the total population, 20% were strongly agreed, 20% were agreed, 50% were disagreed and 10% were strongly disagreed. It showed that a majority of teachers disagreed with the statement. It means memorization technique of GT Method is not effective for learning vocabularies.

Table No: 44
Responses of the Teachers from Both Types of Schools

Q.N.	15 in (%)
Response	
SA	10
A	20
U	10
D	40
SD	20

Item No.15 was about mental exercise better than oral expression (Mental exercises to learn language is more essential than oral expression). It was asked in order to find out whether the teachers give more emphasis on mental exercises or oral expression. Out of the total population, 10% teachers were strongly agreed; 20% were disagreed; 10% were neither agreed nor disagreed; 40% were disagreed and 20% were strongly disagreed. Level of disagreement

with the statement was more. It showed that the teachers think oral expression to be essential rather than mental exercises to learn language. It means the teachers do not like the mental exercises technique of the GT method.

Table No: 45

Responses of the Teachers from Both Types of Schools

Q.N.	16 in (%)
Response	
SA	40
A	30
U	-
D	30
SD	-

The sixteenth statement was about fluency and reading and writing skills (The students of grade 10 can not speak English fluently but they can read and write) out of the total population 40% teachers were strongly agreed, 30% were agreed and 30% were disagreed. It was asked to find out the students talents either on speaking fluently or on secondary language skills. It showed that students can not speak English fluently but they can read and write. It is due to the effect of teachers teaching style. (Items No.1, 2, 3,4,5,6,7,8,9 and10)

Table No: 46

Responses of the Teachers from Both Types of Schools

Q.N.	17 in (%)
Response	
SA	30
A	30

U	10
D	20
SD	10

Item No.17 was asked in order to find out either using learners mother tongue is the teachers obligation or not (Clarifying into the learners' mother tongue is the obligation of teachers). Out of the total population ,30% teachers were strongly agreed, the same percentage were agreed ;10% were neither agreed nor disagreed ; 20% were disagreed and 10% teachers were strongly disagreed. It showed that clarifying in learners' mother tongue is the obligation of the teachers. One of the teachers reasoned that students are poor in the target language.

Table No: 47

Responses of the Teachers from Both Types of Schools

Q.N.	18 in (%)
Response	
SA	30
A	30
U	-
D	30
SD	10

Item No. 18 (You mostly focus on reading and writing skills in your English teaching.) was asked to find out either the teachers focus on secondary language skills or not. Out of the total population 30% teachers were strongly agreed: the same percentages were agreed, the same percentages were disagreed and 10% were strongly disagreed. It showed that a majority of the teachers mostly focus on reading and writing skills in their teaching. It means they apply focusing on

reading and writing skills technique of the GT method.

Table No: 48

Responses of the Teachers from Both Types of Schools

Q.N. Response	19 in (%)
SA	-
A	30
U	
D	50
SD	20

Item No.19 (You feel the necessity of the GT Method for class 10 teaching) was about the necessity of the GT method for class 10. Out of the total population 30% were agreed; 50% were disagreed and 20% were strongly disagreed. It showed that there is not necessity of the GT method for class 10 teaching. One of the teachers reasoned that when real-life situation is proved, it is not necessary to apply the GT method.

Table No: 49

Responses of the Teachers from Both Types of Schools

Q.N. Response	20 in (%)
SA	30
A	40
U	-
D	30
SD	-

Item No.20 (G.T. method is in existence, although, it's called an outdated method) was asked to find out the existence of GT method. Out of the total population 30% were strongly agreed; 40% were agreed and 30% were disagreed. It showed that the GT method is even in existence. Item no. 1, 2, 3,4,5,6,7,8,9 represented the existence of some techniques of GT method.

While analyzing and interpreting the data received from teachers about the GT method, all the teachers expressed their opinions according to the level of agreement and disagreement with the statement. The analysis and interpretation showed that every teacher must utter the correct pronunciation (11) , more emphasis on grammatical accuracy hinders fluency (12), teachers obligation to translate into learners mother tongue(13&17), vocabulary learning is less effective through memorization (14), there should be oral expression to learn language(15), tenth graders can read and write but they can't speak English fluently (16), the teachers in Bardiya mostly focus in reading and writing skills in English teaching (18), GT method is not necessary for class 10 teaching(19), and TG method is in existence although, it is called an outdated method.(20) In one side the teachers are teaching class 10 English by applying some techniques of the GT method (set-A) in another side they are not in favor of GT method (Set-B). It is a controversial opinion. There are many teaching methods. Language is for communication. So that communicative method is considered to be the appropriate method for English teaching.

There might be many reasons to apply some technique of GT Method. "Reasons to apply some techniques of the GT Method" can be the topic for further research.

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

The specific objectives of this study were to identify the present status of the GT Method; to find out the attitudes of teachers and students towards Grammar Translation Method in the government and private high schools and to suggest some pedagogical implications for improvement.

4.1 Findings

After the analysis and interpretation of the data, the findings of the study are summarized as follows:

4.1 .1 Present Status of the GT Method

- i. This method is used even today especially by the teachers who were themselves taught by this method and who have not had adequate training in modern language teaching methodology.
- ii. In modified form, GT Method continues to be widely used in many parts of Bardiya district today.
- iii. Many techniques of the GT Method have been more applied in the government aided schools rather than in the private schools.
- iv. Many of the teachers have even been applying the following techniques of the GT Method while teaching English, although, it is called an outdated method:
 - a. Translating into learners' mother tongue

- b. Giving synonyms and/or antonyms of the difficult words.
- c. Recitation of the difficult vocabularies.
- d. Emphasis on memorization.
- e. Emphasis on reading and writing skills.
- f. Less emphasis on group discussion, role playing, interaction and language functions.
- g. Exam oriented teaching.
- h. Emphasis on accuracy rather than fluency.
- i. Teaching grammar deductively.
- j. Using students' mother tongue as a medium of instruction.
- k. Mental exercise.
- l. Focusing more on the rules of grammar rather than language functions

4.1 .1 Students' Attitudes towards the GT Method

- i. The students expressed their negative attitudes towards the GT Method.
- ii. The students want to learn language by conversation not by translation.
- iii. English-English dictionary is better than English-Nepali dictionary to increase the communicative competence and performance.
- iv. The students like the teachers who mostly use English rather than who mostly use the students' mother tongue while teaching English in the classroom.
- v. The students are in favor of being fluent speaker in English rather than passing the SLC exam. They want to follow the communicative spirit of language.
- vi. The students like discussing any problem in groups rather than asking about them to the teacher.

- vii. The students do not believe on their teachers' teaching that s/he teaches English without any mistake.
- viii. The language functions are more important than the rules of grammar.
- ix. Listening and speaking skills are more important than reading and writing skills.
- x. Vocabulary can be best learnt by using them in a real context rather than memorizing them.
- xi. The students are not improving their English by their teachers teaching style. It is true because their teachers frequently use some techniques of the GT Method.

4.1.2 Teachers' Attitudes towards the GT Method

- i. The teachers expressed their negative attitudes towards the GT Method.
- ii. The teachers must utter the correct pronunciation while teaching in the classroom.
- iii. Too much emphasis on the grammatical accuracy hinders fluency.
- iv. In rural areas it is the teachers' obligation to speak in students' mother tongue.
- v. Vocabulary can not be best learnt through memorization.
- vi. Oral expression is more essential than the mental exercise.
- vii. The students of grade 10 can not speak English fluently but they can read and write in English well.
- viii. Reading and writing skills are emphasized more in grade 10 but the

teachers do not emphasize more on the listening and speaking skills of 25 marks.

- ix. GT Method is not necessary for class 10 English teaching.
- x. GT Method is in existence, although, it is called an outdated method.

4.2 Recommendations

After analyzing the findings of the study, the researcher makes the following recommendations and suggestions for the effective teaching/ learning method of English language in class 10.

- i. The teachers should create the educational atmosphere to apply the communicative teaching method to improve the students' competence and performance in English by eliminating the more application of the techniques of the GT Method.
- ii. The teachers should be trained about techniques and the methods for teaching English language at a regular interval.
- iii. English should be taught by communicative spirit not by GT Method.
- iv. English – English dictionary should be given more priority rather than bilingual dictionary.
- v. The obligations of applying some techniques of the GT Method i.e. lack of teaching materials, more numbers of students in one class, lack of proper guidance and supervision by DEO etc should be eradicated so that the students can learn language but not about the language.

- vi. English teachers should use English as a medium of instruction. They should increase their English speaking percentage in the classroom gradually.
- vii. Only reading and writing skills should not be focused. The students should be the fluent speaker in English. To make the fluent speaker, the teachers should emphasize on listening and speaking skills also.
- viii. The teachers should involve the students in group discussion, interaction, conversation, role playing and dramatization so that the students can feel a real part of learning English language.
- ix. Language functions should be emphasized more than the rules of grammar because language is for communication.
- x. Vocabularies should be taught by using them in a real context rather than reciting and memorizing them.
- xi. Every teacher should utter the correct pronunciation and should make the students pronounce the words correctly.
- xii. A lot of appropriate teaching materials should be used in teaching English.
- xiii. Practical (listening and speaking) tests of the SLC should be systemized.
- xiv. Grammar should be taught inductively and it should be practiced more in real life situation.
- xv. The supervisors from the DEO, the subject experts and the rosters of resource centers should observe English teachers class. They should check the students' performance and efficiency.

- xvi. English teaching hours should be increased since 150 hours will not be sufficient for the students from community based government schools.
- xvii. Co-operative channel of English teachers should be created about effective teaching methods in every resource center.
- xviii. The district education office should play the vital role to bridge the English teachers with English associations like NELTA so that they would be familiar with the current teaching methods and techniques of teaching English.
- xix. Every English teacher should remember their duty while teaching in the classroom i.e. to make the students competent in the language.

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Appendix – I

Questionnaire for Students

Dear Student,

This questionnaire for student is a part of my research study entitled,

“Attitudes of Teachers and Students towards the Grammar Translation Method” under the guidance and supervision of Mr. Vasu Dev Karki. Your co-operation in completing the questionnaire will be great value to me. Please feel comfortable and free to put your responses required by the questions. I assure you that the responses made by you will be exclusively used only for the present study.

Name of the school:

Student’s Name:

Address:

Age:

Roll No:

Sex: Male Female

Researcher,

Arjun Prasad

Tiwari

Set-A

I. Teaching Procedure

Please tick () the mark which you find the best:

1. Does your teacher translate the poems in your mother tongue?
a) Yes b) Uncertain c) No
2. Does s/he write synonyms and/or antonyms of difficult words?
a) Yes b) Uncertain c) No
3. Does s/he ask you to recite the difficult vocabularies?
a) Yes b) Uncertain c) No
4. Does s/he make you listen the tape of the listening text?
a) Yes b) Uncertain c) No
5. Does s/he allow you to discuss about any problem in a group?
a) Yes b) Uncertain c) No
6. Do you learn the new vocabularies by memorization?
a) Yes b) Uncertain c) No
7. Does your teacher teach the grammar by applying first rules and then example?
a) Yes b) Uncertain c) No
8. Have you ever role played in the conversation of teaching lesson?
a) Yes b) Uncertain c) No
9. Does your teacher make you interact about the teaching lesson with your friends?
a) Yes b) Uncertain c) No
10. While writing an essay, you first think in your mother tongue, then translate in English in your mind and write about it. Do you agree with this statement?
a) Yes b) Uncertain c) No

SET-B

II. Personal Opinion

Please indicate your reaction to each of the following statement by using the tick () in the right cell that represents your level of agreement and disagreement with it.

S.N.	Criterion	SA	A	U	D	SD	Give Reasons
11.	You like learning the language by translation rather than conversation.						
12.	You prefer English-Nepali dictionary more than English-English dictionary.						
13.	You like the English teacher who mostly uses Nepali rather than who mostly uses English in the classroom.						
14.	You want passing the SLC exam rather than being fluent speaker in English.						
15.	If you don't know the answer of any question, you like asking the teacher rather than discussing it in group.						
16.	You believe that your teacher always teaches English correctly.						
17.	You believe that the rules of grammar are more important than language functions.						
18.	You think that reading and writing skills are more important than listening and speaking skills.						
19.	You like learning vocabularies by memorization rather than using them in a real context.						
20.	You feel that you are improving your English by your teachers teaching style.						

Thank You.

Appendix – II

Questionnaire for Teachers

Dear Teacher,

This questionnaire for teachers is a part of my research study entitled, “Attitudes of Teachers and Students towards the Grammar Translation Method” under the guidance and supervision of Mr. Vasu Dev Karki. Your co-operation in completing the questionnaire will be great value to me. Please feel comfortable and free to put your responses required by the questions. I assure you that the responses made by you will be exclusively used only for the present study.

Name of the school:

Teacher’s Name:

Address:

Qualification:

Teaching Subject:

Types of Training:

Experience:

Sex: Male Female

Researcher,

Arjun Prasad

Tiwari

Set-A

I. Teaching Procedure

Please tick () the mark which you find the best

1. Do you teach every lesson related to listening skill of grade 10 textbook?
a. Yes b. Uncertain c. No
2. There are many lessons for the development of speaking skill. Do your students practice each of them?
a. Yes b. Uncertain c. No
3. Many of the teachers in the rural areas focus more on preparing the students for passing the SLC exam. Do you support this statement?
a. Yes b. Uncertain c. No
4. Do you emphasize more on accuracy rather their fluency in your teaching?
a. Yes b. Uncertain c. No
5. Do you emphasize less on language function?
a. Yes b. Uncertain c. No
6. Many of the teachers in the rural areas teach grammar deductively. Have you found so?
a. Yes b. Uncertain c. No
7. Do you teach the readable stories by giving a framework so that the students could recite and write the stories by applying the framework?
a. Yes b. Uncertain c. No
8. Do you believe many teachers use the students' mother tongue as a medium of instruction?
a. Yes b. Uncertain c. No
9. Have you ever applied the translating into students' mother tongue technique in your teaching?
a. Yes b. Uncertain c. No
10. Can you make English teaching effective by applying GT method also?
a. Yes b. Uncertain c. No

SET-B

II. Personal Opinion

Please indicate your reaction to each of the following statement by using the tick () in the right cell that represents your level of agreement and disagreement with it.

S.N.	Criterion	SA	A	U	D	SD	Give Reasons (If any)
11.	Every teacher must utter the correct pronunciation.						
12.	Too much emphasis in grammatical accuracy hinders fluency.						
13.	Students in the rural areas don't understand the lesson if the teachers don't speak in their mother tongue.						
14.	Vocabulary can be best learnt through memorization.						
15.	Mental exercise to learn language is more essential than oral expression.						
16.	The students of grade 10 can't speak English fluently but they can read and write well.						
17.	Clarifying into the learner's mother tongue is the obligation of teachers.						
18.	You mostly focus on reading and writing skills in your English teaching.						
19.	You feel the necessity of the GT method for class 10 teaching.						
20.	G.T. method is in existence, although, it's called an outdated method.						

Thank You.

APPENDIX-III

Names of the Resource Centers

Bansgadhi Resource Centre, Motipur

Kakaura Resource Centre, Deudakala

Mainapokhar Resource Centre, Mainapokhar

Magaragadi Resource Centre, Magaragadi

Gulariya Resource Centre, Gulariya

Sanoshri Resource Centre, Sanoshri

Bagnaha Resource Centre, Bagnaha

Madela Resource Centre, Thakurdwara

Rajapur Resource Centre, Rajapur

Pashupatinagar Resource Centre, Pashupatinagar

APPENDIX-IV

Names of the Selected Schools

- i. Shree Bansgadhi Public Academy, Bansgadhi Resource Centre (Private)
- ii. Shree Bhrikuti H. Secondary School, Kakaura Resource Centre
(Government aided)
- iii. Shree Sharada H. Secondary School, Mainapokhar Resource Centre
(Government aided)
- iv. Shree Ansubarma H. Secondary School, Magaragadi Resource Centre
(Government aided)
- v. Shree Janajyoti H. Secondary School, Gulariya Resource Centre
(Private)
- vi. Shree Sukra H. Secondary School, Sanoshri Resource Centre
(Government aided)
- vii. Shree Karnali English Boarding School, Bagnaha Resource Centre
(Private)
- viii. Shree Janajyati H. Secondary School, Madela Resource Centre
(Government aided)
- ix. Shree Manpur H. Secondary School, Rajapur Resource Centre
(Government aided)
- x. Shree Ek Priya H. Secondary School, Pashupatinagar Resource Centre
(Government aided)