

CHAPTER : ONE

INTRODUCTION

This study is about **‘causes of students’ failure in English.’** It is a survey research. This chapter consists of general background, need and importance of English language teaching, E.L.T. situation in Nepal, introduction to secondary level English curriculum, the existing assessment process of Secondary Level English, brief introduction to language testing, history of S.L.C. examination, condition of English subject in S.L.C. exam, some causes of college students’ failure, the review of related literature, objectives of the study and significance of the study.

1.1 General Background

Language is one of the means of communication and this is used only by human beings. It is defined as a voluntary vocal system of human communication. It is used as a means of communication by human beings to share their ideas to each other. Language is the phenomenon that makes human beings different from any other living beings in the universe. Richard et al (1999) define language “as the system of human communication which consists of the structure, arrangements into large units, i.e., morphemes, words, sentences, utterances” (p.4). Similarly, Hall (1968) says “language is the institution humans communicate and interact with each other by means of habitually used oral-auditory arbitrary system” as cited in Yadav, 2001, (p.4). These definitions suggest that language is the system of human communication.

Jespersen, (1922), states. “Language is not an end in itself. Just as little as railway tracks: it is a way of connection between souls, a means of communication... language is the most complete, the richest, the best means of communication and it brings the physical chasm between individuals...” (p.4).

English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. He is greeted and respected. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we all ourselves to be enveloped in the folds of dark curtain of ignorance. So English language is peculiarly great, complex and many-faceted advantages. Despite its multifaceted nature, participants are not interacted in conferences and are not aware about it. Language is great achievement of human civilization, and plays crucial role to distinguish human beings from other species and keeps relationship among the human beings. And its importance is increasing day by day. Today, science and technology has dramatically changed the world .Language is the spin of modern science and technology. Therefore language is not only the means of communication but also a medium of changing the world.

1.1.1. Importance of the English Language in Nepal

English is one of the largest and most widely used languages, being used as a lingua-franca for international communication. It has got large vocabularies as well as written body of knowledge as the comparative study of other languages existing all over the world. It has become an indispensable vehicle for the transmission of modern human civilization. Rana (2008), says “If we look at the media, we find that more than half of the world newspapers, more than fifty percent of the scientific and technological periodicals, more than sixty percent of the world’s radio programs are broadcasted in English and it is also the language of seventy percent of the world’s mail” (p.13).

English language is the master key to the store house of knowledge and it plays the role of library language in developing countries like Nepal. It is regarded as the language with the largest vocabulary and noblest bodies of literature and medium of communication. In the context of Nepal, English language has been

regarded as the heart of education planning in government aided school. It is taught as compulsory subject from class one up to diploma level. In contrast compulsory English course, there are different optional subjects in all the levels. Similarly in the school run by a private sector, English is taught from nursery level. All the subjects except Nepali is taught in English. Therefore English language has become the source of the whole education system in Nepal. Accordingly it has occupied an important place in the academic world. It is a language of prestige in both governmental and non-governmental schools of Nepal. Nepal has got the membership of the international organization like the UNO, SAARC, and UNESCO and so on. In these organizations all people use English as a common language. We use English names for all the products of foods, clothes, machinery equipments, the manuals and instruments. Doctors, Engineers and Pilots must possess the knowledge of English. In the lack of the English language, it is very impossible to get success in higher levels of education. Another factor for the spread of the English education is that most of the donor countries providing financial assistance and technicians to Nepal to use English.

Doubtlessly the importance of English language learning is increasing day by day in Nepal. The use of English in Nepali society is a must to be familiar with the science and new technologies stored in English language. Therefore to ignore English in the present social context is to be out of the main stream of social life and such person would be seen as odd and eccentric. Thus English is inevitable in Nepal.

1.1.1.1 E.L.T. Situation in Nepal

English language is the widely used language, which has dominated most of the fields and aspects in the world, and it is the language used by most of the people in many of their concerns. It is also the central language of the UN, because of its unfathomable importance; English language has dominated the entire world that is

being used in business and trade education, science and technology. The formal history of English in Nepal starts from the establishment of the first English school named Durbar High school in 1853 A.D. after Junga Bahadur Ranas' short visit to Britain. He established this school particularly for the children of the Ranas' and had the objectives of making the Ranas' children to know English. With the change of the political system and time the curriculum has been revised many times to fulfill the communicative need of the learners. Nowadays English is taught as a compulsory subject from class one up to diploma level. In the past, it had the problem of selecting the right kind of method for teaching the language. Before the implementation of the New Education System Plan (NESP) 1971 A.D. grammar translation method was widely used. It mainly focused on grammar translation and accuracy. The grammatical rules were taught deductively translating into learner's mother tongue. The students who were taught through this method could memorize the rules but they failed to apply the language in their real life situation. Now a days the E.L.T. situation is increasing rapidly in the context of Nepal. Different new methods and techniques have been invented. They play vital role to expand English language all over the world. These methods focused on the spoken form of the language and inductive method of teaching language. With the change of the time, many changes have occurred in the field of language teaching too. Now the new syllabus for school and higher level has been on the basic of communicative approach in which it is supposed to be taught inductively.

1.1.1.2 Introduction to Secondary Level English Curriculum

Curriculum is a systematic plan for learning which includes the goals, objectives, contents, processes, resources and means of evaluation of all learning experiences planned for the students both in and out of the school. It shows the clean, straight, and convenient route of the teachers and learners without which any systematic teaching learning can not be imagined.

The English curriculum of secondary level has dual purposes one is to enable

students to exchange ideas with people of any nationality who speak or write English and the other is to expose them to the vast treasure of knowledge and pleasure available in written and spoken English.

1.1.1.3 The General Objectives of Secondary English Curriculum:

-) develop an understanding of and getting competence in spoken English.
-) communicate fluently and accurately with other English speakers.
-) develop competence in understanding a reading text.
-) gain the skills necessary to write appropriate and effective English.
-) develop an ability to use simple reference materials.
-) read, appreciate and enjoy literary texts.
-) develop an awareness of contemporary social values and norms relevant to Nepal. (Secondary school English Curriculum 2065 p-19)

1.1.1.4 The Specific Objectives of Grade 'X'

At the end of secondary level (Grade 10) students should be able to integrate, receptive and productive work in the four major skills listening, speaking, reading and writing.

1.1.1.4.1 Listening:

Students should be able to understand variety of authentic listening text, specifically they should be able to:

-) listen to spoken text, understand the gist and retrieve specific information from it.
-) record summary from the main points of spoken message and
-) respond appropriately to spoken direction or instruction.

1.1.1.4.2 Speaking:

Students should be able to speak fluently and accurately in a variety of authentic situations. Specifically they should be able to:

-) speak intelligibly with the structural and lexical levels of the secondary curriculum,
-) engage effectively in informal spoken discourse using appropriate discourse devices (pauses, tasks questions, ledges, etc)
-) communicate appropriately in a variety of formal and informal situation,
-) engage in group discussion ,expressing opinions and arguing a point of view effectively,
-) narrate a sequence of events.
-) describe an object or a process.
-) convey simple message effectively.
-) produce and respond to different question types (close, open, alternative) and.
-) express range of emotions using the appropriate phonological features.

1.1.1.4.3 Reading:

Students should be able to apply different silent reading techniques in order to comprehend a variety of authentic texts. Specifically they should be able to:

-) read short text intensively for detail understanding.
-) read longer texts extensively for general understanding.
-) show the understanding of the underlying themes and ideas of text.
-) show understanding of the arguments.
-) retrieve specific information from text by means of a variety of reading techniques e.g. skimming, scanning and synthesizing.
-) recognize the structure and organization of paragraph and longer text through developing an awareness of cohesive devices.
-) anticipate the likely continuation of interrupted texts.

-) deduce the meaning of the unfamiliar lexical items by means of contextual syntactic and semantic clues.
-) use an appropriate English-English dictionary and.
-) understand and interpret information in diagrammatic form.

1.1.1.4.4 Writing:

Students should be able to produce a variety of written text, clues for the production of these texts will range from controlled to free. Specifically students should be able to:

-) express, ideas in clear and grammatically correct English using appropriate punctuation.
-) plan, organize and develop argument.
-) describe an object or process.
-) narrate a sequence of events.
-) use a variety of styles appropriate to different texts.
-) transfer information from diagram to prose and vice-versa.
-) produce a variety of authentic text type (e.g. postcard, questionnaires, phone messages, letters, bio-data, job, application, notices and advertisements.)
-) make notes on a variety of texts.
-) write about personal experiences and opinions creatively.
-) compose dialogue.

To fulfill the aforementioned general as well as the specific objectives, this English curriculum includes variety of teaching principles and method, they are given as below.

1.1.1.5 Principles of Teaching English

-) Teaching and learning in the classroom should be learner – centered, children learn by doing- language learners learn to speak by speaking, listen

by listening, and so on teacher should give students every opportunity to use language.

-) The teachers role should be that of a manager, guide and a facilitator, not that of an authoritarian. Teachers should provide students with the materials and opportunities to use the language.
-) English should be the main medium of communication in the classroom and should be used as much as possible.
-) Students should be encouraged to guess the meaning and to predict, the content of the texts. Even when students don't guess correctly, they should be encouraged to think about possible answers. They will then be able to understand the meaning better when explained to them.
-) Teaching and learning English should be fun, games, puzzles and other fun activities should be applied and encouraged. Any thing that brings life and laughter to the classroom should be welcomed.

1.1.1.6 Teaching Methods and Techniques of Secondary Level English

-) Demonstration and dramatization.
-) Question and answer
-) Guessing the meaning of new words from their context.
-) Role play and simulation
-) Group and pair work (information-gap activities)
-) Silent reading preceded by pre- questions and use of picture cues.
-) Inquiry and discovery.

1.1.2 The Existing Assessment Process of Secondary Level English

Assessment process is one of the most important factors to produce the manpower of the country needed to it. Assessment of what is learnt becomes meaningful when it is done on an informal or continuous basis. This can give teachers a clear

picture of students' ability than a formal test or examinations. If only formal test and examinations are conducted, it is not possible to evaluate accurately the level of competence of the student at the end of each lesson as well as through the year. There should be continuous informal assessment conducted from time to time. Assessment measures how students use English. However alternative testing measures can be made for underprivileged, hearing impaired and poor eye sight students. Measuring different skills of the language, there have been mentioned, to conduct different assessment, such as assessing listening, assessing writing, assessing reading and assessing speaking.

In conclusion, it states that all the four language skills should be tested in S.L.C. examination. Students should secure thirty two percent in reading and writing and forty percent in listening and speaking to pass English in S.L.C. examination. The allocation of the marks in S.L.C. examination should be as indicated in the grid below.

Table No. 1

Listening	Speaking	full marks	Pass marks
10	15	25	(40% 25)=10
Reading	Writing		
40	35	75	(32% of 75)=24
	Total	100	34

1.1.3 Brief Introduction to Language Testing

Testing is a means of checking, whether the desired objectives to attain have been achieved or not. Tests in language teaching are the means of measuring the effectiveness of teaching and learning programs, students' progress and their performance. Khaniya (2005) had defined test as "a process of scrutinizing how far learners have learned what the teacher wishes them to learn" (p.1) However,

Nunan et al (2001) define test as a “method of eliciting a sample of an individual language behavior under standardized condition” (p.4).

From the above definitions we come to know that testing is an inherent part of teaching. In nutshell, testing should not be diverted from teaching and it should be taken as an integral part of teaching. Thus we can say that teaching and testing are mutually inclusive and complementary to each other.

1.1.4 Brief Introduction to S.L.C. Examination

The tests or examinations are the instruments for measuring students' knowledge with certain norms. Examination in this century has become an extremely important of all educational system all over the world. However, it is not free from its severe criticism. There are mainly two kinds of examinations: written and oral. The former requires the examinees to reflect their performance in written form and latter requires them to perform orally. But the written examination has played a dominant role in the whole education system in Nepal, shadowing the oral form of examination. The history of examination is not very old. In the past, Nepalese education system was influenced by religious and classical Sanskrit system of education. Both Education gave priority to rote learning. In the Gurukul system of education, a learner had to memorize the whole book, one who failed to memorize the test prescribed for him or her was supposed to have failed in the examination. The whole examination was in oral form since written examination was not encouraged. On the other hand, in 1929 AD the S.L.C examination conducted in Kathmandu for the first time. The S.L.C. examination system was initially conducted by Calcutta University and later by Patana University as an entrance examination for Darbar high school in Kathmandu. Curriculum text books were also prescribed by Calcutta University only in 1934. The board of the S.L.C. examination of Nepal was formed, under the direction of Ministry of Education in order to manage the S.L.C. examination in Nepal. Since then S.L.C. examination has been conducted through our nation. The school leaving certificate (S.L.C.) is

held at the end of the secondary education in Nepal. In this examination, subjects have been organized into compulsory, vocational and optional groups. The S.L.C. examination has become a major landmark in an individual in Nepalese society and most of the Nepalese students regard English language is the major obstacle uplifting the higher studies from the lower class.

1.1.5 Condition of English Subject in S.L.C. Examination

S.L.C. examination has great importance in Nepal. In the sense only S.L.C. passed students get chance to join higher secondary schools for their higher study. In S.L.C. examination most of the students fail in English, Math and Science. The pass percentage of S.L.C. exam has been seen to be very low in English in the past years, and the condition of English subject has not improved yet. Even in S.L.C. in 2065, nearly 42,000 students had failed in English. Similarly, in the result of S.L.C. of 2066 large number of students had failed in English compared to other subjects in S.L.C. In other word the students' failed percent in S.L.C. in English exam of 2067 is not low, because many students have failed in English (cited from the sapan newspaper in 2068 Ashar)

1.1.6 Causes to College Students Failure

Cause means the person or thing that makes something happen. Oxford Advanced Dictionary 5th Edition (p. 548)

Every human being want to get success in their life, but the desire on success may or may not be completed. In the sense success is overlapping term that has been affected by many personal, social and environmental factors. In other words the factors which disturb to learn and perform task is generally called causes.

Regarding the causes of failure of college students in Amarica Professor Doctor Rebort pitcher of Alabama University mentioned the following causes. (Cited from internet www.ctl.ua.edu/CTL_study_aids/General_tips/) causes of failure htm.

) Understanding the amount of work required

The difference in the amount and quality of work demanded by a reasonably good college and that required by the typical high school is much greater than most students realize. Prior to college, school work is usually parceled out in small units and students usually spend a minimum amount of time studying. In college, students may actually work harder than they have ever worked before and still find that their efforts are not sufficient.

) Other activities

College may be considered important to parents, teachers, employers, people searching for a job, or students who have defined career goals. But some college students get into academic difficulty because college is not really very important to them. They may have heard about the necessity of higher education.

They have agreed. If they do not understand the importance of studying in college and if they pass their time to other activities, chances are that they will not do very well in college. We can see what college students do and how they spend their time for the study. Actions reveal true values and reflect where students really give their time to for their study. While social activities are important for them though are giving their time to study rather than other activities.

) Vagueness about long-range goals

Most mature students realize that success in college demands a great deal of hard work. However, the desire for pleasure and fun is also a very strong need among adolescents. One of the signs of maturity is the ability to delay immediate pleasure and look at long-range goals. These goals do not have to be specifically defined, but they must be one's own. A student must have a sense of working toward a goal or reward that he or she really wants, whether it is the pleasure of a good grade, a still undefined career, or status and security. College work is boring grim, difficult

and even meaningless if it is not completed according to personal goals and objectives.

) **Inappropriate choice of a major**

There are few students with a very clear idea of themselves at the age of 18 or 19; consequently, many students initially may choose inappropriate fields of study. One of the purposes of college is to help students discover or create their identities through education. This process of change reflects not a lack of character, but the development of it. Students must be aware of their own development and adjust themselves according to the goals and good decisions should be taken for personal career.

) **Poor language skills**

To a large extent, the success or failure of a student in college directly hinges on mastery of the language. A student must be able to read, write, speak, and listen effectively. Being ineffective in even one of these language abilities can lead to academic difficulty. These language problems are not necessarily related to intelligence, and skill in one language area does not mean equal skill in the others. All college students, no matter how bright, are expected to improve their language skills. Listening with comprehension is a particularly neglected skill, and students often must overcome a life-time of poor listening habits.

) **Lack of personal standards of quality**

Before college, judging a student's work is largely the teacher's responsibility. The trouble with this process is that many students do not learn to evaluate their own work and to develop high standards of quality. They frequently overestimate their understanding of college material and the quality of their written work. This factor alone may lead to taking criticism personally, placing blame on instructors, and claiming "personality conflicts" with teachers.

) Interference from psychological problems

College is a time of growth and development, e.g., establishing emotional independence from parents, determining a personal value system, finding a career goal, establishing relationships within peer groups. While these demands are normal age-related tasks, they may sometimes become overwhelming and seriously interfere with academic performance.

) Failure to assume responsibility

Perhaps the greatest change and challenge facing students is dealing with the increased freedom which students experience when they are away from home. Choices are presented regarding the use of time, personal habits, social activities, and even whether or not to attend class or do assignments. These choices are accompanied by consequences. Although friends, parents, and faculty may *advise*, the choices and consequences are ultimately the responsibility of the student.

) Selection of the wrong college

There is an enormous range of institutions and academic standards. Students may find themselves at a college for which they are unprepared. The campus environment may not be personally suitable for the students. The right match of student and college is an important ingredient of college success and satisfaction.

) Lack of ability or poor high school preparation

Some students find that their educational background or their lack of effort has not prepared them for the academic demands of the college they have chosen. They may need remedial programs to make up for past deficiencies.

1.2 Review of the Related Literature

Regarding the SLC question papers and the text book, there have been carried out many researches some of which are reviewed here:

Khaniya (1990) has conducted a research on “Examination as instrument for educational change investigating the wash back effect of Nepalese English exam” and discussed the S.L.C. exam failed to assess the language skills that the S.L.C. English course intends to develop in students because it is text book and previous exam paper oriented nature. It doesn’t encourage students' teachers to focus on language skills entailed in the course objectives. Finally he concluded that

- The secondary level English teachers were not much informative.
- Only 20 percent teachers used communicative method to teach new English
- English performance of the students was very poor.

Giri (1995) carried out a research study on "People's Attitude towards the existing S.L.C. examination in Nepal”. The population of the study consisted of six groups of people: administrators, headmasters, teachers, students and guardians from kathmandu and Morang districts. He found that 44.37% people had good attitude towards the S.L.C. examination of Nepal. While 55.63% peoples were not satisfied with it.

Field man (1988-1989) mentioned in the work of Giri (1995) on “The school leaving certificate examination – A critical assessments" she commented on the preparation of S.L.C papers, condition of examination hall and careless checking of answer papers. She stated "A student doesn’t speak English for even ten minutes in 10 years of study in the language". She concluded that rote learning and rote answer should be discouraged. Essay questions, more reading passages and standardized grammar question should be used in the examination.

Mahato (2004) did his research entitled "Study on the reliability of compulsory score in S.L.C. sent up examination and S.L.C. examination" and concluded that S.L.C. examination is more absolutely favorable for urban students. But the S.L.C. sent up examination score are flexible for rural area students.

Batala (2004) has conducted his work on "validation of S.L.C. English examination." It is a Practical study which present the context and predictive validity of S.L.C. English question papers used in 2058 B.S. (2002) in the mid western development region. In this research, he focused on predictive validity of S.L.C. English examination, and concluded that the validity of S.L.C. English examination is not satisfactory.

Gyawali (2007) carried out the research on "wash back effect of listening text at secondary level" and came up with the conclusion that.

- Listening text was found to be taken as marks securing tool as they except it was pocket mark.
- No-correlation between marks obtained and students' performance.
- Listening text didn't have positive wash back effect at all.
- Present examination system of listening text was found to be very low asses ability and ineffective.

Khanal (2007) carried out a research on "A wash back effect of S.L.C. sent up examination" and came up with the conclusion that:

- Examination field requires the students to develop communicative competence.
- The examination encourages the students to guess the future question to be asked more than to develop the communicative materials.
- The teachers were not using the sufficient instructional materials.
- Even the listening text for sent up examination couldn't represent the objective of the curriculum.

Khatiwada (2008) conducted a research entitled “A study on the content validity of grade 10 English text book.” His objectives of the study were to determine the content validity of the English text book for Grade 10 in terms of general aspect language skills, language functions and language structures. He concluded that the existing text book is the only source of the knowledge for the students. And they should be updated to address the demand of the day.

The above researches are based on the S.L.C. question papers and textbook of grade ten. However no study has been carried out student's failure in English. Therefore, this is the first attempt to find out the causes of students failure in English.

1.3 Objectives of the Study

This research has the following Objectives:

-) To analyze the S.L.C. result in year of 2067 of sample schools.
-) To determine the causes of students’ failure in English.
-) To recommend some pedagogical implication.

1.4 Significance of the Study

This study is expected to promote the result of secondary level English, and provide valuable suggestion to the people engaged in English teaching at S.L.C. (secondary level). It will also be helpful to the English curriculum and text book designers. This study will also help to reduce the high rate of the students’ failure in English by providing the actual causes of students’ failure in exam. And it will provide guidelines to the stakeholders to change the existing teaching and learning process of English especially in government aided school for regarding the achievement level of the students in English.

The finding will be beneficial to the text book writers, curriculum designers, subject experts, examiners, classroom teachers and language learners. Similarly it will be useful to all students who are taking the S.L.C. exam in future.

1.5 Definition of the Specific Terms

Cause: The person or thing that makes something happen (Oxford Advanced Learners Dictionary Seventh Edition)

Failure: Lack of success in doing or achieving something (Oxford Advance Learners Dictionary Seventh Edition)

Exam: A formal written, spoken or practical test, especially at school or collage, to see how much somebody know about a subject or what somebody can do : to take an exam. (Oxford Advance Learners Dictionary Seventh Edition)

CHAPTER : TWO

METHODOLOGY

This chapter deals with the design of plans and procedures of the study which were carried out by the researcher to achieve the desired objectives of the study. The following methodology was adopted while carrying the research :

2.1 Sources of Data

Both primary and secondary sources of data were used for the study. The sources were as follows:

2.1.1 Primary Sources

For primary sources of data the researcher administrated the close ended questionnaires to the sampled S.L.C. Successful Group and Failure Group of students of Dailekh. Researcher also applied an interview schedules to collect data from other informants such as teachers, principals, parents and the D.E.O of Dailekh district.

2.1.2 Secondary Sources

The Secondary Sources for this research were related books prescribed for S.L.C. examination, i.e. text books, journals, unpublished thesis, articles and S.L.C. result of respective schools of 2067.

2.2 Population of the Study

Fifty students were randomly selected from five different schools of Dailekh. They were divided into two groups, i.e. Successful Group and the Failure Group. Similarly the researcher randomly selected five English teachers, ten parents, five

principals from each selected schools, and a District Education Officer of Dailekh.

2.3 Sampling Procedure

The researcher selected five schools through judgmental sampling procedure, and followed random sampling procedure to accomplish this study. Then he selected one secondary level English teacher, 10 students i.e. (5 S.L.C. Successful Group and 5 Failure Group) from each sampled schools of Dailekh.

He administrated questionnaires to them to get the data for the study. He used close ended as well as open ended questions. He also administrated interview Schedules and questionnaires to the District Education Officer, principals and parents.

2.4 Tools for Data Collection

As it is descriptive survey research, structured questionnaires and interview schedules were used to obtain required information from the sample. The researcher had prepared two different types of questions. Similarly the structured interview schedule and questionnaires were conducted to collect data from the principals', parents and D.E.O.

2.5 Process of Data Collection

The researcher at first visited the five government schools of different place in Dailekh district for the collection of the data. After the preparation test items, he randomly selected the students, English teachers, principals, parents and D.E.O. He made rapport with them by specifying the purpose and the significance of the study. He administrated the close ended test item to the students, and retrieved the tick items by the students. He administrated open-ended questionnaires to the English teachers. Similarly he visited principals, parents, and D.E.O for their opinions.

2.6 Limitation of the Study

The study had the following limitations :

-) This study was related to determine the Causes of Students' Failure at S.L.C. Dailekh district.
-) The data was collected using questionnaires and interview schedules.
-) The sample population was limited only to the five government schools of Dailekh district.
-) The population of the study was limited to 50 Students, i.e. (S.L.C. Successful Group and Failure Group), 5 English teachers, 5 principals, 10 parents, and a D.E.O.
-) Students both passed and failed were distributed same types of close ended questions.
-) The study was limited only to the English language test.

CHAPTER : THREE

ANALYSIS AND INTERPRETATIONS

This is the core part of study, which is directly related to the study of the proposal. Making more convenient this chapter is divided into seven chapters. First chapter is about the analyses of S. L. C. results of sample schools, the second chapter about analysis of Successful Group of students' responses; the third is analysis Failure Group of student responses, the fourth is analysis of secondary level English teachers' responses, the fifth analysis principals' response, sixth is analysis parents' responses and seventh is analysis of doe's responses.

-) Analysis of S.L.C. results of sampled schools.**
-) Analysis of S.L.C. successful group of students' responses.**
-) Analysis of S.L.C. failure group of students' responses.**
-) Analysis of secondary level English teachers' responses.**
-) Analysis of the principals' responses.**
-) Analysis of parents' responses.**
-) Analysis of the District Education Officer's responses.**

After collecting the entire questionnaire distributed to the different groups of people and responses of the interview schedule, the data were analyzed and interpreted to show the causes of students' failure in English of Dailekh district. While collecting the data, the researcher had applied two sets of question close ended open ended. Students (both S.L.C. Successful Group and Failure Group) were distributed similar close ended questions, and five English teachers were distributed open ended questions. Similarly principals, parents and D.E.O. were interviewed using the interview schedule. For the analysis and interpretation, 71 (seventy one) respondents were chosen and their responses were interpreted.

3.1 Analysis and Interpretation of the S.L.C. Result of 2067 in sampled schools of Dailekh District.

3.1.1 Jawala Higher Secondary School Bestada Dailekh.

The number of students, appeared in the S.L.C. exam of 2067 from this school, their result in S.L.C. exam and the condition of English subject of this exam, is prescribed in the following table :

Table No. 2

S.L.C. Results in year of 2067 of Jawala Higher Secondary School Bestada.

Total No.	Appeared in S.L.C. exam 2067	Passed	Percentage	Failed	percentage
84	84	43	51.20%	41	48.80%
The condition of English subject	84	51	60.71%	33	39.30%

The table shows that 84 students appeared in the S.L.C. exam from the school in 2067. 43 (i.e, 51.20%) students passed the S.L.C. exam : 41(i.e, 48.80%)students failed. Among 84 students, only 51 (i.e,60.71%) students passed the English in S.L.C. exam, and 33 (i.e,39.30%)students failed in the exam.

3.1.2 Shree Tribhuvan Model Higher Secondary School Dailekh, Bazar.

The number of students, appeared in the S.L.C. exam of 2067 from this school, their results in S.L.C. exam and the condition of English subject of this exam, is prescribed in the following table.

Table No. 3

S.L.C. Results in year of 2067 of Tribhuvan model Higher Secondary School Dailekh

Total No.	Appeared in the S.L.C. exam 2067	Passed	Percentage	Failed	percentage
110	110	30	27.27%	80	72.73%
The condition of English subject	110	65	59.09%	45	40.91%

The table shows that 110 students had taken the S.L.C. exam from this school. Only 30 (i.e,27.27%) students passed the S.L.C. exam: 80 (i.e,72.73%) students failed.On the contrary only 65 (i.e,59.09%) students passed the English in the S.L.C. exam from this school. And 45 (i.e, 40.91%) students failed in the exam.

3.1.3 Bijaya Higher Secondary School Dullu, Dailekh.

The number of students, appeared in the S.L.C. exam of 2067 from this school, their result in S.L.C. exam and the condition of English subject of this exam, is prescribed in the following table :

Table No. 4

S.L.C. Results in year of 2067 of Bijaya Higher Secondary School

Total No.	appeared in the S.L.C. exam 2067	Passed	Percentage	Failed	percentage
180	180	42	23.33%	138	76.67%
The condition of English subject	180	110	61.11%	70	38.89%

The table shows that 180 students had taken in the S.L.C. exam from this school of 2067. On the basis of this table 42 (i.e, 23.33%) students passed the S.L.C. exam. Similarly 138 (i.e, 76.67%) students failed. On the contrary among these 180 (i.e, 61.11%) students passed English, and 70 (i.e, 38.89%) students failed in English.

3.1.4 Bhairab Secondary School Daunsur, Dailekh.

The number of students, appeared in the S.L.C. exam of 2067 from this school, their results in S.L.C. exam and the condition of English subject of this exam, is prescribed in the following table :

Table No. 5

S.L.C. Results in year of 2067 of Bhairab Secondary School

Total No.	appeared in the S.L.C. exam 2067	Passed	Percentage	Failed	percentage
62	62	26	41.93%	36	58.06%
The condition of English subject		35	56.45%	27	43.55%

The table shows that 62 students appeared in the S.L.C. exam from this school of 2067. 26 (i.e, 41.93%) students passed the S.L.C. exam: 36 (i.e, 58.06%) students failed. Among these 62 students, only 35 (i.e, 56.45) students passed the English in S.L.C. exam, and 27 (i.e, 43.55%) students failed in the S.L.C. exam.

3.1.5 Krishna Higher Secondary School Lakandra, Dailekh.

The number of students appeared in the S.L.C. exam of 2067 from this school, their result in S.L.C. exam and the condition of English subject of this exam, is prescribed in the following table :

Table No. 6

S.L.C. Result in year of 2067 of Krishna Higher Secondary School

Total No.	appeared in the S.L.C. exam 2067	Passed	Percentage	Failed	percentage
85	85	43	50.59%	42	49.41%
The condition of English subject	85	52	61.18%	33	38.82%

The table shows that 85 students had taken the S.L.C. exam from this school of 2067. 43 (i.e, 50.59%) students passed the S.L.C. exam: 42 (i.e, 49.41%) students failed. Among these 85 students, only 52 (i.e, 61.18%) students passed the English in S.L.C. exam, 33 (i.e, 38.82%) students failed in English in the S.L.C. exam.

3.2 Analysis and Interpretation of the Responses Obtained from the S.L.C. Successful Group

This section deals with the analysis and interpretation of the responses obtained from the S.L.C. Successful Group. 25 Successful Group of students were selected from different government schools of Dailekh district, only 8 close ended types of questions were given to the students to collect the data, these questions were related to determine the causes of students' failure in the S.L.C exam . The obtained information from the S.L.C. Successful Group about the causes of failure are presented in the following table.

Table No.7
Responses Obtained From the S. L. C. Successful Group

S.N.	Statements		SA	A	N	D	SD
1	There is no proper English environment in school so that most of the students fail in English in S.L.C. exam	F	2	23	-	-	-
		P	8%	92%	-	-	-
2	The negligence of the students in English is the prime cause of fail are in S.L.C. exam	F	-	21	1	1	2
		P		84%	4%	4%	8%
3	There is no proper management of additional activities to learn English in the classroom.	F	7	17	1	-	-
		P	28%	68%	4%	-	-
4	Lack of ability and poor primary as well as lower secondary levels preparation lead the students failure.	F	1	13	7	3	1
		P	4%	52%	28%	12%	4%
5	Students ten to cheating instead of preparation.	F	-	8	2	15	-
		P	-	32%	8%	60%	-
6	Poor language skills also lead to failure.	F	2	19	4	-	-
		P	8%	76%	16%	-	-
7	Most of the students fail in S.L.C. exam in psychological problem.	F	-	25	-	-	-
		P	-	100%	-	-	-
8	The course of S.L.C. English is not specific to students and it is not interesting to the students.	F	-	10	5	10	-
		P	-	40%	20%	40%	-

The above table shows the Successful Group of students' opinions to determine the causes of students' failure in exam.

In response to the statement no.1, of the respondents are positive. The total sample population responded differently 8% of the respondents strongly agreed and 92%

of the respondents agreed. None of the respondents strongly disagreed, nor remained neutral.

Statement no.2, shows that 84% of the respondents agreed, 8% of the respondents strongly disagreed, 4% of the respondents disagreed and 4% of the respondents remained neutral

In response to the statement no.3, 28% of the respondents strongly agreed, 68% of the respondents agreed, and 4% of the respondents remained neutral.

Statement no. 4, shows that, the informants responded differently. 4% of the respondents strongly agreed, 52% of the respondents agreed, 4% of the respondents strongly disagreed, 12% of the respondents strongly disagreed and 28% of the respondents remained neutral.

Statement no. 5, shows that, 60% of the respondents disagreed, 32% of the respondents agreed and 8% of the respondents remained neutral.

In the response to the statement no. 6, 8% of the respondents strongly agreed, 76% of the respondents agreed and 16% of the respondents remained neutral.

Statement no. 7, was accepted by the total sample population, and neither of the respondents strongly agreed, agreed, strongly disagreed, agreed nor remained neutral.

Statement no.8, shows that 40% of the respondents agreed, 40% of the respondents is agreed and 20% of the respondents remained neutral.

This can be concluded that a large number of Successful Group of students supported that the causes of students failure in English in S.L.C. exam are mainly psychological effect in learning, lack of English environment, lack of proper

practice in English, lack of additional activities to learn English language, poor basic knowledge in English, hopes in cheating instead of deep study, poor in language skills.

3.3 Analysis and Interpretation of the Responses Obtained from the S.L.C. Failure Group

This section deals with the analysis of the responses obtained from the S.L.C. Failure Group. 25 students of this group were selected from different government schools of Dailekh district. They were also given similar 8 types of close ended questions for collecting data. The obtained information from the S.L.C. Failure Group about the causes of failure in English in the S.L.C. exam is presented in the following table, which is given next page.

Table No. 8
Responses Obtained From the Failure Group

S.N.	Statements		SA	A	N	D	SD
1	There is no proper English environment in school so that most of the students fail in English in S.L.C. exam.	F	-	22	3	-	-
		P	-	88%	12%	-	-
2	The negligence of the students in English is the prime cause of failure in S.L.C. exam.	F	3	10	2	9	1
		P	12%	40%	8%	36%	4%
3	There is no proper management of additional activities to learn English in the classroom.	F	5	15	2	3	-
		P	20%	60%	8%	12%	-
4	Lack of ability and poor primary as well as lower secondary levels preparation lead the students failure.	F	1	9	7	3	5
		P	4%	36%	28%	12%	20%
5	Student ten to cheating instead of preparation.	F	-	7	3	13	2
		P	-	28%	12%	52%	8%
6	Poor language skills also lead to failure.	F	1	19	3	2	-
		P	4%	76%	12%	8%	-
7	Most of the students fail in S.L.C. exam due to psychological problem.	F	5	18	-	2	-
		P	20%	72%	-	8%	-
8	The course of S.L.C. English is not specific to students and it is not interesting to the students	F	1	14	6	1	2
		P	4%	56%	28%	4%	8%

Statement no.1, shows that, It was accepted by almost the total sample population. 88% of the respondents agreed and 12% of the respondents neither strongly agreed, disagreed and remained neutral.

Statement no.2, shows that 40% of the Failure Group agreed, 12% of the strongly agreed, 36% of the respondents disagreed, 4% of the respondents strongly disagreed and 8% of the respondents remained neutral.

In the response to the statement no. 3, 20% of the respondents strongly agreed, 60% of the respondents agreed, 12% of the respondents disagreed and 8% of the respondents remained neutral.

Statement no. 4, shows that 4% of the respondents strongly agreed, 36% of the respondents agreed 20% of the respondents strongly disagreed, 12% of the respondents disagreed and 28% of the respondents remained neutral.

In the response to the statement no. 5, 28% of the respondents agreed, 8% of the respondents strongly disagreed, 52% of the respondents disagreed and 12% of the respondents remained neutral and neither of the respondents strongly agreed.

Statement no. 6, shows that 4% of the respondents strongly agreed, 76% of the respondents agreed, 8% of the respondents disagreed and 12% of the respondents remained neutral.

Statement no. 7, shows that the respondents are positive, 20% of the respondents strongly agreed, 72% of the respondents agreed and 8% of the respondents disagreed.

In response to the statement no. 8, 4% of the respondents strongly agreed, 56% of the respondents agreed, 8% of the respondents strongly disagreed, 4% of the respondents disagreed and 28% of the respondents remained neutral.

3.3.1 Conclusion:

After interpreting the responses obtained from the Successful Group and Failure Group, it can be concluded that, the following are the causes that the students failure in the S.L.C. in English exam.

-) Lack of English environment in schools.
-) Negligence of the students in English.
-) Lack of additional activities to learn English in the classroom.
-) Poor language skills lead to failure.
-) Poor primary level preparation.
-) Students tend to cheating instead of preparation.
-) Due to the psychological problems of the students.

3.4 Analysis and Interpretation of the Responses Obtained from the Secondary level English Teachers'

The English teachers of Dailekh district were distributed questionnaires to obtain responses from them to determine the students' failure in English in the S.L.C. exam of Dailekh district. Every teacher was asked six questions. It is interpreted and analyzed as follows.

In response to the question, **'How many students were appeared in the S.L.C. exam from your school and what is their condition in English?'** They replied that Dailekh is very remote district from capital; the communities are undeveloped from the modern word civilization due to poverty and illiteracy. The students can't get different text books in time due to the lack of transporting. Due to the lack of awareness of the parents, they do not care about the study of their own children or they think that their children cans pass the exam when they admit to the school once. The students have to involve in the earning due to their weak economic status, so many students are irregular in the school, As a result, their successful percent is very low in the S.L.C. exam, and the condition of the students in English is not satisfactory.

To analyze the responses of the question, **‘To what extent do you think that all the students couldn’t pass in English in the S.L.C. exam?’** The conclusion is seen as follows.

Concerning this question there appeared different sayings, but the theme was same. If we deserve the sayings of the teachers, many agreed that English is the international language, and it is started to learn after Nepali language. Due to the hindrance of the Nepali language learners can’t get enough time, to speak, listen, read and write, consequently they become weak in English language. And they have poor basic English knowledge, they are irregular in the school, they have lack of ability to understand English questions clearly, they have the habit of cheating and they have unclear handwriting are the main causes of students in failure English in the S.L.C. exam.

In response to the question **‘What are the causes that make students fail in exam?’** The conclusion is that. There are many causes that make students failure in English, among them some of the major causes that the secondary level English teachers are mentioned. They are like, poor English knowledge, lack of proper guidance of the parents at home, English as the foreign language, lack of the proper English environment, poor writing skill of English, cheating system, flexible educational policy, lack of proper supervision of the classroom teaching, traditional method oriented teaching and learning process, lack of practice are some of the major causes which make the students fail in exam.

To analyze the responses of the question, **‘What do you think? Which one of the major cause that students are failed in the S.L.C. in English exam?’** In the responses to this question, majority of secondary level English teachers focused that. Being English is the foreign language is one of the prime cause that the students fail in English.

The question **‘Do you agree? Poor lower secondary level preparation is one of the causes of the students’ failure? if yes please describe’** The conclusion is that due to the poor lower as well as secondary level preparation learner can’t understand the recommended S.L.C. course ,consequently they become fail.

The question, **‘What do you think? What step should be taken to improve the students’ condition in English?’** In the response to this question the respondents focused the given procedure to improve the condition of the English language. Coaching class and extra activities of English language should be conducted, there must be applied scientific examination system and there should be proper supervision of that language from the respective field.

Some specific responses given by some secondary level English teachers' are as follows.

Rijal, Mr. Mani Ram (teacher, of Shree Bijaya Higher Secondary school Dullu, Dailekh) responded that ‘English is the international language, which is not used in our daily works or daily communication, the students base is not very good in English so they depend on only in cheating, if so that, they become fail in English’.

Thapa, Mr. Sher Bahadur (teacher of Shree Tribhuvan Model Higher secondary school Dailakh Bazar). Responded that ‘prime cause of students’ failure in English is English as the foreign language in Nepal’.

Shai Mr Top Bahadur (teacher of Shree Krishna Higher secondary school lakandra, Dailekh) responded that. "If we want to reform the students' failure in English, there should be complete band of cheating in exam".

The following responses have been obtained from most of the teachers.

) Being English as the foreign Language.

-) Basic language is poor which is in primary level.
-) Students are not well guided at home.
-) Students tend to cheating instead of preparation.
-) Translation method is the medium of teaching.
-) Unscientific evaluation system.
-) Lack of proper English environment in School.
-) Poor hand writing skill in English.
-) Lack of proper supervision of class room teaching.
-) Lack of practice at home of the students.

3.5 Analysis and Interpretation of the Responses Obtained from the Principals'

To find out the causes of students' failure in English in the S.L.C. exam. The interview was administrated with the principals of Dailekh district using the interview schedule. Five questions were asked to them about the causes of students' failure in English regarding the S.L.C. exam. The responses obtained from the principals are analyzed as below:

In response to the question, '**How do you observe the S.L.C. result of last year of your school?**' And the conclusion is that the S.L.C. examination of 2067 was conducted in rule and regulation in the study in the S.L.C. examination in 2066. The successful percent of the students of 2068 S.L.C. exam was low in some of the schools and moderate in others. And it shows that there was the improvement on teaching and learning from all aspect.

In the response to the question '**To what extent most of the students become fail in the S.L.C. exam in English?**' They responded that most of the students become fail in the S.L.C. in English exam due to the given causes such as lack of practice in English subject, they are not cautious in exam, low achievement of

students' in English, math and science, poor teaching strategies of the teachers, incompleteness of course in the scheduled time, lack of social environment in English language., motives of cheating system and negligence of the students about the rules and regulation of the school.

Similarly to analyze the question '**What are the major causes that lead students fail in S.L.C. exam?**' And the conclusion are that lack of deep study, lack of standardized examination system, lack of professionalism on teachers, lack of proper English writing skill, lack of enough listening and speaking practice in English , lack of sufficient opportunities to the students for the regular study in school, insufficient facilities to the English teachers, cheating from guide and guess paper, low achievements of students in English, math and science, incompleteness of course in scheduled time, unscientific continuous evaluation system, traditional method oriented teaching process, English as foreign language, poor teaching and learning activities, low attendance of students in the classroom, lack of appropriate preparation for exam, political impact, lack of behavioral curriculum, lack of proper teaching materials, disturbed examination centers and psychological factors are some of the internal and external causes of failure.

To analyze the question, '**what do you think what step should be taken to improve the students failure in English?**' And the conclusion is that, English is the foreign language in the context of Nepal. Therefore first of all, there must be created proper teaching environment of that language, creating effective classroom learning situation or providing sufficient teaching materials of teaching English. Secondly there must be the management of qualified English teacher. Thirdly there must be applied scientific assessment system and completed the courses in scheduled time. Fourthly there should be the students attention on study by organizing interaction program among teachers students' and parents regarding the poor base of students. Finally there must be the strict rule to use teaching materials

in school in teaching time to raise the positive attitude of students' toward study. As a result the students' failure percent in the S.L.C. exam may be decreased.

specific sayings of principals.

- K.C.,Mr. Khem Raj (principal of Shree Tribhuvan Model Higher Secondary School Dailekh Bazar) responded that 'To improve the failure of the students in exam, there needs improvement on teaching and learning situation of the school.'
- Bhandari, Mr. Keshave (principal of Shree Bijaya Higher Secondary School Dullu Dailekh) responded that 'Students fail in the S.L.C. exam due to the low achievement in English, Math and Science.'
- Adhikari, Mr. Kamal Prasad. (Vice principal of Jawala Higher Secondary School Bestada Dailekh) responded that 'The exiting education system of Nepal is not behavioral and it can't include the norms and values of contemporary society.'

The following responses have been obtained from most of the principals.

-) Poor basic knowledge of the students in English.
-) Lack of deep study in subject matter.
-) Incompleteness of course in scheduled time.
-) Lack of standardized examination.
-) Lack of essential teaching materials.
-) Lack of professionalism on teachers.
-) Lack of qualified English teachers in schools.
-) Traditional method oriented teaching.
-) English as the foreign language.
-) Political impact in education system.

-) Lack of appropriate preparation for exam.
-) Low achievement of students in English, Math and Science.

3.6 Analysis and Interpretation of the Responses Obtained by District Education Officer of Dailekh District

For conducting research on the causes of students failure in the S.L.C. in English exam. The interview was administered to the D.E.O of Dailekh district using the interview schedule. He was asked 4 questions to response about the causes of students' failure in English in the S.L.C. exam. The responses obtained from the D.E.O are analyzed as below.

In the response to the question, **'How do you observe the S.L.C exam in your own district of previous year?'** He was a new comer of this district, so that he didn't tell any word about it.

In the response to the question **'In what extent most of the students fail in English?'** And the following responses were given by him. Prime cause that most of the students fail in English is, it is the foreign language and there is no proper social environment to increase its knowledge to the students, there is no system of counseling program among the English teachers, principals, and the parents about the causes of students' failure. are some of the reason to fail the students in the S.L.C. exam.

In the response of the question, **'what are the main causes that the students fail in English?'** And the result is that first of all English as the foreign language and there is no enough social environments to cultivate it, secondly the lack of the qualified subject teacher in English language.

In the response of the question **‘what suggestion would you like to give to make the proper environment in teaching in English in your own district in coming days?’**

To make the proper environment of teaching English. He would conduct counseling program among teachers’, students’, Principals’ and parents’. On the basis of this counseling program, he would motivate the English teacher toward the effective teaching of English. He would bring an advance package to make all the teachers responsible on their profession.

The following responses obtained from the D.E.O.

-) Lack of counseling program regarding the S.L.C. exam among teachers, students and parents.
-) Lack of subject teacher in English.
-) Lack of trained teacher in English.
-) English is being the foreign language.

3.7 Analysis and Interpretation of the Responses Obtained from the Parents’

To determine the causes of students’ failure in the S.L.C. exam, the interview was administered to the 10 parents of Dailekh, district using the interview schedule. They were asked four questions to response about the causes of students’ failure in English in the S.L.C. exam. The responses obtained from the parents are analyzed as below :

In the response of the question. **‘How do you observe the S.L.C. exam of Dailekh district?’** And the conclusion is that, from few years ago, the S.L.C. exam of Dailekh district had not conducted according to the norms and values of educational policy. Therefore, there have been entered many flexible options in the S.L.C. exam of Dailekh district such as low attendance of teacher in school

due to the political biasness and parents hope to see their children pass without study.

In the answer to the question ‘**To what extent most of the students fail in English in the S.L.C. exam?**’ And the following result is drawn e.g. economic condition of the students, political biasness, low investment of parents in educational field, incompleteness of course in time, exam oriented teaching and learning process, irresponsible policy of the state, lack of skilled teacher in English, English as the international language, poor base of students, lack of sufficient teaching materials in English, lack of proper social environment of English are some of the major reason the students failure in English in the S.L.C. exam.

In response to the third question ‘**what are the causes? That students fail in S.L.C. exam?**’ They replied that the causes of students’ failure in the S.L.C. exam are traditional method oriented teaching system, low follow of instructional plan in teaching, poor knowledge of students in English, lack of social environment of English, lack of proper materials, unscientific examination system, untrained teachers, low regularity of teachers and students on their duty, political oriented in educational administration, poor guidance of parents to their children, lack of regular learning activities in school, examination oriented concept of teachers, and students and motivation of students on guess paper and guide etc are the causes of students failure in exam.

In response of the fourth question, ‘**what do you think, what are the responsible factors to make the students failure?**’ The conclusion is that uninteresting teaching and learning environment of the school, political interference on schools, the existing examination system, the poor physical environment of the schools, economic and social condition of the students, unfavorable geographical structure, human resource, low achievement of the students in primary level, and negligence

of government in educational field are the main factors that lead the students in failure.

Specific responses given by parents.

- Thapa, Karna Bahadur : (Toli Jaisi 8 Dailekh) responded that ‘students unpunctual behavior on study and political interference in schools are the main causes that the students fail in exam.’
- Sharma Ganesh Prasad : (Katti 1 Dailekh) responded that ‘teachers, students, parents, national policy of education, and existing examination system are the main responsible factors to make the students fail in exam.’
- Upadhaya, Madhave : (Dullu Dailekh) responded that ‘exam oriented teaching and learning process make the students fail in exam’.
- Thapa, Bakhat : (Layanti Bindrasaini 7 Dailekh) responded that ‘if there is no improvement of existing S.L.C examination system in remote area, it will invite evils in education and provide incapable man power for the country.’

The following responses have been obtained from most of the parents.

-) Poor economic condition of the students.
-) Parents low investment in education.
-) Low regularity of students and teachers in the school.
-) Incompleteness of the course in scheduled time.
-) Exam oriented teaching and learning process.
-) English is being the international language.
-) Use of traditional methods and procedures.
-) Poor knowledge of students in English.
-) Lack of social environment in English.

-) Lack of teaching materials.
-) Lack of qualified subject teachers.
-) Lack of proper system in school to teach on the basis of students need, interest and age.
-) Teachers' low response on their duty.

3.7.1 Conclusion

After interpreting the responses obtained from different respondents i.e.(teachers, principals, parents and a D.E.O.) in the above page. The following conclusion is drawn. It is presented in points.

-) Students have poor basic knowledge in English.
-) Students are irregular in schools.
-) Incompleteness of the courses in scheduled time.
-) English is being a foreign language.
-) Translation method oriented teaching in schools.
-) Lack of teaching materials in schools.
-) Poor economic condition of the students.
-) Lack of sufficient supervision in teaching and learning process in school.
-) Parents low guidance to their children.

CHAPTER : FOUR

FINDINGS AND RECOMMENDATIONS

This is the concluding chapter and the most important part of the present research study. This chapter consists of all the things in a nutshell on the basis of objectives of the study. It deals with the major findings and recommendations.

4.1 Findings

The major findings of the study after the analysis and the interpretation of the data are summarized as follows.

-) Students have poor basic knowledge in English.
-) Lack of teaching materials in the school.
-) Students tend to cheating instead of preparation.
-) Incompleteness of the course in the scheduled time.
-) Lack of professionalism in teaching.
-) English is being a foreign language.
-) Translation method oriented teaching in the school.
-) Lack of additional activities to learn English in the school.
-) Parents low guidance to their children.
-) Lack of sufficient supervision in teaching and learning process in the school.
-) Poor economic condition of the students.
-) Due to the psychological problems of the students.
-) Poor knowledge in language skills.
-) Disturbed examination centers.
-) Exam oriented teaching and learning process.

-) Lack of co-operation between teachers, students and parents.
-) Lack of qualified English teacher in the schools.
-) Lack of proper handwriting skills of the students in exam.
-) Unscientific examination system of the school.
-) Lack of behavioral curriculum and education.
-) Fearness of the students not understanding English.
-) Political pressure in the education field.
-) Cheating concept of the students.

4.2 Recommendations

On the basis of the finding from the analysis and interpretation the researcher has made the following recommendations.

-) Emphasis on English should be given in government schools.
-) Teaching materials should be provided to the students.
-) Students' motive should be discouraged towards guess paper and guide.
-) Examination systems need to be improved.
-) There must bring interesting package to raise teachers' attention toward teaching profession.
-) Course must be completed in scheduled time.
-) Traditional method oriented teaching should be discouraged by applying scientific method oriented teaching learning activities.
-) Extra curricular activities in English should be done.
-) Standard continuous assessment system should be conducted in the class room.
-) Disturbed examination centers should be discouraged.
-) School should bring proper co-operation among teachers, students and parents to conduct education program.

-) Parents should be careful about their children.
-) There must be regular supervision of teaching learning process from the respective field.
-) Counseling program should be conducted to reduce the fail number of the students in English language test.
-) Government should provide some opportunities to those students who can't attend in the schools regularly due to their economic condition.
-) To develop the language skills of the students, some conversational activities such as exercises and dialogues should be included in the text book.
-) The curriculum designer should design the text book including the psychological problems of the students.

This research work is done after a careful analysis of all the responses of the respondents and an intensive study of the problem by the researcher, it may not be a full-fledged outcome and it might have certain limitation, however the researcher believes that this research work has addressed some of the weak aspects of government, curriculum, teachers', students', parents and political pressure in educational field that make student fail, and it may be an insightful task to further strengthen the weak areas pinpointed.

References :

- Bhandari, J. (2009). *Wash book effect of internal assessment. (A case of language testing). Department of English language Education Surkhet : Surkhet Campus (Education).*
- Burns, A. (1997). *Introduction to research methods.* London:Longman.
- CDC, (2055). B.S. *Secondary Level English curriculum.* CDC. Bhaktapur.
- CDC, (2064). B.S. *Secondary Level English curriculum.* CDC Bhaktapur
- CERID, (1998). *S.L.C examination in Nepal,* Kathmandu.
- Giri, R.A.. (1995). *People's attitude towards the existing S.L.C examination in Nepal,* An unpublished M.Ed thesis, Kathmandu: T.U.
- Hornby, A.S. (2005). *Oxford advanced dictionary.* Oxford university press.
- Khanal, Muna. (2007). *A wash back effect of S.L.C. sent up examination.* An unpublished M.ED thesis Kathmandu: T.U.
- Khaniya, T.R. (1990). *Examination as instrument for educational change: Investigating the wash back effect of the Nepalese English exam.* An unpublished Ph.D thesis, U.K: The University of Edinburgh.
- Khatiwada, R.K. (2008). *A Study on the contend validity of grade 10 English book.* An unpublished M.ED thesis, Kathmandu: T.U.
- Kshetre, A.K. (2001). *A study on the wash back effect of the S.L.C examination.* An unpublished thesis, Kathmandu: T.U.
- Kumar, R. (1996). *Research methodology.* London: Sage publication.

Mahoto, D.K (2004). *A study on the reliability of compulsory mathematics score the S.L.C send-up examination and S.L.C examination*. An unpublished M.Ed thesis, Kathmandu: T.U.

Norton, L.S. (2009) *Action research in teaching and learning*, London :
Routledge.

Nunan, D. (1993). *Research methodology in language in language learning Cambridge*. Cambridge: university press.

Pokhrel, Parbati. (2009). *Relevance of Radio and Television support program in S.L.C exam*.an unpublished M.Ed thesis, Department English language Education Surkhet : Surkhet campus (Education).

Retrived on July 4, 2011 [http:// www.ctl . ua .edu/CTL study
Aids/Skills/General/Tips/causes of failure.htm](http://www.ctl.ua.edu/CTL_study_Aids/Skills/General/Tips/causes_of_failure.htm)

Shubhechhhu, G. and Youghang, S. (2011). *Research methodology in language education*. Kathmandu: New Hira books Enterprises.

Yule, G. (1996). *The study of language*.U.K:Cambridge university press.

Appendix – II

The questionnaire for secondary levels English teachers'

Name:

Name of the school:

- 1) How many students were participated in S.L.C exam from your school ?
And what is their condition in English ?

- 2) To what extent do you think that all the students couldn't pass in English in S.L.C exam?

- 3) what are the causes that make students failure in Exam?

- 4) What do you think, which one of the major cause that students failure in S.L.C English?

- 5) Do you agree? Poor lower secondary level preparation is one of the cause of the students failure? If yes please describe.

- 6) What do you think? What step should be taken to improve the student's condition in English?

students condition in English?

Appendix - IV

Interview schedule for parents'

Name:

Date:

1. How do you observe the S.L.C exam of Dailekh district?
2. To what extent most of the students fail in English ?
3. What are the causes of students failure in exam?
4. What do you think? What are the responsible factors to make the students failure?

Appendix – V

Interview schedule for D.E.O (Dailekh)

Name:

Date:

1. How do you observe the S.L.C exam in your own district of previous year?
2. In what extent most of the students fail in English?
3. What are the main causes that students are failed in English?
4. What suggestion would you like to give? To make the proper environment in teaching English in your own district in coming days ?

Appendix – VI

List of the selected schools for this study

s.n	Name of the schools
I)	Jawala Higher Secondary School Bestada Dailekh
II)	Tribhuvan Higher Secondary School Dailekh Bazar
III)	Bijaya Higher Secondary School Dullu Dailekh
IV)	Bhirab Secondary School Daunsur Dailekh
V)	Krishna Higher Secondary School Lakandra Dailekh