CHAPTER ONE

INTRODUCTION

This study is about 'Current Practices of Using English in the English Classroom.' It consists of five interrelated chapter. This introductory chapter consists of background/context of the study, statement of the problems, objectives of study, research questions, significance of the study , delimitations of the study and operational definition of key terms.

1.1 Background of the Study

Thousands of language are spoken around the world. Every languages has its own value or status on its certain regions. But some languages in the world like French, German, English, etc. have their own status around the present day world and among these languages the English language has dominated almost every area of the world. In other words, we can say that English is the universal language which is spoken in almost every nation of the world like our own country Nepal. Present day world is narrowed down with the view of global home with the linkage of this global language. Today's new generation cannot imagine their life without knowing the English language. At least within decade, this language will be made a basic need for almost all the people in the world.

Bhattarai (2004, p. 1) writes;

> English has created it is own empire in the world. The concept of globalization has played the role of an activator in extending this empire. More than half of the world's books and three quarters of international mails are written in English. This fact gives the evidence of being it as global languages.

Nepal is not out of reach from the effect of English. It has gained the position of international language. English language is the richest, most common, popular, widely accepted means of communication and it is the language of education, trade, commerce, business, mass communication, sports, low, international affairs, hotel, tourism, international negotiations and so on with its basic use.

In this contexts, Bhattarai (2004) writes;

> The value of English is that of the core subjects. It is taught from grade one up to higher level i.e. bachelor degree as a compulsory subject. Most of the technical subjects are taught in English in Nepal Therefore, it is certain that until one does not have this knowledge s/he cannot progress in any field. (p. 15)

The demand of English language teaching and learning in Nepal has been increasing day by day despite various constraints like – resources, diverse needs, expectations and heterogeneity of learners and limited opportunities for exposure to and the use of English in Nepalese context. The English language in Nepal has been used for various purposes such as survival, functional, professional and academic, etc. (Khaniya,2007 p.12).The public and institutional schools are using English as compulsory subject or as a medium of instructions form the elementary level. The English medium schools have treated their territory as English speaking zone which has laden indirect pressure on the students to have strong command over English though it is a difficult task as we possess Nepali or any other language as our mother tongue. It has been argued that if we continue to do what we have always done, we will continue to get the same result. We need to change our ways, open up our inner eyes and look around to perceive change. Furthermore, the more empowered we are, the more challenges get unfolded before us. We need to prepare a

generation that is going to cope with a world which is more complex and changing than the problems we face today. The challenges we face today are not the same challenges the people will face tomorrow since shows a continuous explosion in the field of teaching and learning along with the changing demand of the new generation which is being influenced by the development in the ever growing field of science and technology.

This research work is an attempt to find out the effects of such policies implicitly one hand , the teachers understandings about students actual level of performance in English on the other.

1.2 Statement of the Problem

English is one of the most important languages not only in Nepal but for the entire world. Realizing such a fact, Nepal also introduced English as foreign language. In Nepal, English has got emphasis for many years. English has been included from grade one to Bachelor level. But the problem in teaching English is still in the great number. In the practical life, the students are not in the position to acquire English as they desire. There occur many problems in teaching field of English. Not only the teachers are the main source or creator of such problems but also due to many other concern all English teachers have been facing problems. The teacher as well as the learners are compelled to face problem while teaching and learning English gets started in public schools.

English language teachers have been facing many problems during their teaching. Here are some problems that teachers are facing in English as a foreign or second language the problems creates to used GT methods in classroom, frequently used mother tongue between teachers and students ,it is also determined by the lack of teaching materials to use in classroom, lack of language proficiency in teachers own his subject matter, loss of school administration policy, unavailability of textbook, poor environment to communicate each other in English classroom.

1.3 Objectives of the Study

The objectives of the study were as follows;

 a) To find out the current practices of using English in the English classroom.

b) To find out the problems in using English in the English classroom.

c) To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answer of the following research questions.

a) How is English being used in public secondary schools ?

b) What are the problems in using English in the public school?

1.5 Significance of the Study

Since the primary objective of the study is to find out the current practices of using English in the English classroom and problem in using English in the English classroom in public school, this study provides an insight to the teachers, parents to grasp how the level of practice English can be boosted up. Especially, it is expected that much benefit will be gained and by the grass root stakeholder such as parents, teachers and the students who have been prioritized throughout the study. The parents will be benefitted in the sense that they are the core of the study and they will be conscious of their own weaknesses and will bring some necessary changes in their behaviors which will, after all, help the students to modify their learning styles and strategies keeping in mind the fact that they too have their own responsibilities to develop performance in English.

This research will be significant and helpful for the English teachers, students, educational administrators, policy makers, trainer, textbook writers, school

supervisor, resource person and those who are interested in carrying out research on different aspects of using English. It will be fruitful for the teachers, students and for those who are engaged in the realm of teacher development.

1.6 Delimitations of the Study

The study had following limitations;

- ﹚ The area of study was limited only to the teachers and students in public school at Surkhet district.
- ﹚ The study was limited to current practice in using English at grade nine.
- ﹚ The sample size of the study consisted of fifteen secondary level English teachers and thirty students as the sources of primary data.
- ﹚ The tools and techniques of data collection were a set of questionnaire and observation checklist.

1.7.Operational Definitions of the Key Terms

Current Practice: The term current practice refers to present situation or practices or activities.

Issues: A problem or an important subject which cannot be solved immediately.

Practice: A way of doing classroom in teaching and learning activities.

Perception: The ability to perceive, or the act of perceiving.

Performance: In this study ,the term means the way the students can execute something in a systematic way.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section provides information of previous research work and other related literature to use English of teacher. The related theoretical literature, implication of the review and conceptual framework of the study are mentioned in this chapter.

2.1 Review of Related Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to the factors that directly or indirectly associated with the using English in the English classroom. The theoretical review of related literature are mentioned in below.

2.1.1 English Language Teaching

Thousands of languages are spoken around the world. Every language has its own value or status own its certain region. where English is spoken has a native people of the world are deeply indebted to the language for playing vital roles in the development of the trade, transport and communication in the world.

Several attempts have been made to develop effective approaches and techniques for teaching English in world as well as in Nepal. Now, the new syllabus for school has been designed on the basis of the communicative approach in which grammar is supposed to be taught inductively. Richards and Rodgers (2002.p.1.) write;

> Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied

linguists and others sought to develop principle and procedures for the design of the teaching method and materials drawing on the developing field of linguistics and psychology to support a succession of proposal for what were thought to be more effective and theoretically sound teaching method. Language teaching in twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies.

2.1.2 Importance of Using English Language

English has been practiced and used all over the world by millions of people. English has become the voice of progress, modernization, globalization and development. Today, English has also become an immensely dispersed and diversified international mass of communication. English, now no longer remains the private property of the English speaking countries, like Britain, American and Australia.

It has rather developed and globalized as an inclusive channel of communication and education throughout the universe English is considered as a language of civilized, qualified and professionally highlighted persons. In the context of Nepal, English is regarded as the language used by the academically qualified and intelligent people and rest of the people (who do not know English) are as the backwards.

According to the survey of UNESCO (1953, p. 3), "More than sixty countries of the world use English as an official language, about one hundred and sixty millions people listen to English radio programmed and over sixty millions children study English at primary level". Then we must say, English is the gateway through which everyone can learn history, culture, life style, socio-economic status, level of education and so on. Similarly, English is the main language of the world's books, newspapers, advertising, academic conference,

diplomacy, business and the bridge of all people to go to the any corner of the world. It is the official, international language of air traffic control. In the same way by showing the important of English, Harmer (2008, p. 13) states;

> English is also, of course a mother tongue for many people in the world though as we shall see, such native speakers are increasingly out-numbered by people who have English as a second or third language and use it for international communication.

In the context of Nepal, the English language is taught and learnt as a second and foreign language. It is used in different media, travel tourism, science and technology business, banking. Public and private school to university medical and so on. So, people are directly or indirectly influenced by English language in their daily communication and has brought change day by day. In recent years. English is taught for specific purposes for education, business, tourism, agriculture, etc. Similarly, the English language has been used differently in different situations according to the need of the speakers, such as doctors, judges waiters, nurses lectures of non-English subjects, traders and so on.

2.1.2.1 English as a Foreign or Second Language

English has been widely taught as a foreign or second language, often with trade and commerce in mind, since before the sixteenth century. It is highly popular though ELT (English language Teaching). So many materials are published for this purpose that the publishers like Oxford University press collects large amount from it. The necessity of learning English is because of the extension of commerce, technology popular culture and globalization. Some scholars call it new of colonialism. This is why ELT department is also recognized as service department, whereas English literature department is seen as academic department.

According to Mitchell & Myles (2004, p. 5), "Second languages are any languages other than the learners' native language of mother tongue".

PoPe (2002, p.31) writes,

> 'English as a second or foreign language, they enter into English for Special Purpose (ESP) or English for Academic Purpose (EAP). They orient the learners to specific areas like business computing, engineering or law and so on. Teaching English as a foreign or second language is believed to be effective and lively by including the content of literature'.

2.1.2.2 English as a Lingua France (ELF)

The term Lingua Franca is used to refer to the language which is used as a contact or link code among the people who have different native languages. A language be it standard or vernacular, can be a lingua franca if it serves as a regular means of communication between different linguistic/ethnic groups. English, which is an international language, can be the lingua franca among the people in the world whose native languages are different. Similarly, an under standardized variety of Nepali language can also be lingua franca for the Chinese and English students of a university in Nepal. They do not know each other's language, and their knowledge of Nepali language though very little can be useful for some kind of communication. In this regard, Wardhaugh (2008, p. 59) views; "People who speak different languages and are forced into contract with each other must find some 'way' of communicating, that is what we call lingua franca".

UNESCO (1953, p. 2) also defines lingua franca as a language which is used by the people whose mother tongues are different in order to facilitate communication between them.

The lingua franca are learnt as the link or contact language. English is also used in lingua franca.

2.1.2.3 The Spread of English Over the World

Among all the languages in the world, English is the most prestigious and dominant language which has high2est speakers. It is an international language and vital tool for communication to each other.

Bhattarai (2006, p. 15) says more about the importance of English;

> English is the only language with which the educated mass, their
>
> dialogue with the rest of the world. Thus, English is the great liberator, a
>
> common language for the oppressed and oppressor, the democrat and the
>
> dictator for putting their causes before the world. Ultimately, we are in
>
> the need of more English to guarantee humanity democracy and peace.

There are thousands of languages spoken all over the world and no one needed to learn all. The language, which is richest in spoken population, richest in culture, spoken by majority people and internationally recognized as an official language, must be learn and that is English.

2.1.2.4 English as a School Subject

English is the language of international education, commerce, technology and communication. According to PoPe (2002, p. 29), for most of its history 'English' at school has meant the basic skills of literacy: learning to read and write. For only a small part of that history, from the late nineteenth century onwards, has 'English' meant learning to read and write about literature Latin was the dominant medium of instruction at both school and university during the Middle Ages and much of the Renaissance, and even when English began to take over this role in the sixteenth century the chief languages and literatures

studied were still classical. The emphasis in English was on handwriting and grammar and standardizes spelling and punctuation. All these were taught chiefly with a view to composing business letters, annotating accounts and drafting routine agreements. Anything more specialist, in the legal medical and scientific spheres, or anything more self-consciously literary, would be developed with classical models in mind, perhaps in Latin for PoPe (ibd). It is interesting to reflect that 'English literature' did not exist as a school or college subject for Chaucer, Shakespeare, Milton, Wordsworth, Austen or the Brontes; even though their work are now part of what is taught under that name. Women were at a peculiar disadvantages. They were formally debarred from a high degree of literacy. Significantly, however, this gave women something of a head start in the writing and reading of such low status genres as personal letters and journals, as well as the kinds of vernacular novel associated with them.

For PoPe (2002,p.29.) The teaching of English at school has been heavily influenced by the church for much of its history. It still is in some specifically religious schools and colleges. Therefore, it is to such institutions as the eighteenth and nineteenth-century charity schools, Sunday schools and Dissenting Academies that we must look for the beginnings of anything like mass education in English.

Meanwhile, in the British Empire, education of 'natives' in English was almost wholly under the control of missionary schools of one denomination or another many of these schools taught English through and with a view to reading to Bible, which had been widely available in English translations since the sixteenth century. The moral and cultural framing of 'English'. The primary focus here is English at school but the relevance of those arguments to university 'Schools of English' is obvious enough.

2.1.3 History of English Language Teaching in Nepal

Among the world languages, the English language is the most prestigious language which has highest speakers. It is an international language and play the vital tool for communication to each other who do not share common language as the mother tongue, i.e. used a foreign language.

Awasthi (1979, pp. 1-3) writes;

> The introduction and development of English in Nepal is closely connected with the establishment of British rule in India and the rise of the Rana rule in Nepal, in the 19th century. Ranas sons were taught English at first with the view in mind that the Rana rule in Nepal would have easy actress to British Empire. Regarding the history of the English language in Nepal. The history of the English language in Nepal, as quoted in the pages of the annals of the Malla period, goes back to the seventeenth century when king Pratap Malla ruled over Kathmandu. Though at that time, the English language was not popular among the ordinary people, the inscription at Hanuman Dhoka states that king Pratap Malla knew fourteen languages including English.

Awasthi (ibid.), further writes, during the Rana autocratic rule over Nepal, the prime minister and rich families hired Begali or English tutors to teach their children. Prime minister Jung Bahadur Rana who was extremely interested in the English system of education opened a school in his palace in 1844 to educate his own children. The school opened by Jung Bahadur Rana in 1844 after returning from England, was that first school in the history of formal education in Nepal. The objective behind the establishment of this school was

to amity and harmonious relationship with England and to include the Rana children. The same school is known as Bhanu High School now a days.

About the History of ELT, Bhattarai (2006, p. 11) adds; "English, in Nepal has made the history of one and half a century now. Its importance and its use in multiple fields is increasing day by day in Nepal. The opening of Tri-chandra college in 1918 B.S. provided impetus for the formal beginning of English in higher education. There was no college and university for higher education in Npeal until Tri-chandra college was opened. After that many schools were established throughout the kingdom during the latter part of the Rana regime which further enhanced the popularity of English in Nepal. During the 103 years of Rana regime, as Khanal (2011, p. 5) writes, "321 primary schools, 200 lower secondary schools and 11 secondary schools were established". Now a days, English is taught as a compulsory subject from grade one to bachelor level in Nepal.

Emphasizing the importance of English Sharma (2006, p. 25) writes, "Keeping away from the treasure of English is almost an intended suicidal". Relating to the context of why Nepalese people would learn English, Malla (1977, as cited in Sharma, 2006, p. 25) writes, "We shall have to learn English not because of its prestige value but because of its practical utility particularly in the face of our own limitation, materials as well as non-materials.

The NESP (2028, p. 4) brought a great change in the history of Nepalese education. The NESP principally stressed the need of teaching any one of the U.N. Language at school. However the NESP declared English as a compulsory subject in Nepal. From then, it is taught and learnt from beginning level in Nepal.

In Nepal, English is also taught for specific purpose in the faculty of science in the institute of medicine, engineering, forestry, college of banking, finance studies, agricultural institute and business. English is medium of instruction for

science subject at all levels of college and most of the subjects of management, education humanities at T.U. and other universities.

2.1.4. Issues in ELT Teacher Education in Nepal

The history of English language teaching in Nepal is about a half a century .Earlier education was limited to the member of the royal family and there were not any public schools across the country .English language education was started very late in Nepal. Formal beginning in the higher education started only after the opening of Tri-Chandra College in 1975B.S. At that time, literature was the focus of study and the reading and writing skills are more emphasized. Teaching and learning could not be satisfactory due to many reasons. As mentioned by Awasthi (2003,p.3), there are various issues regarding ELT teacher education in Nepal, which are as follows:

) The class size of the teachers training classroom is still large and this makes the training very theoretical.

) Both newly set up primary teachers training centers and university campuses lack appropriate physical facilities, no teacher training institution is equipped even a language lab.

) The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.

) The finding of the researchers carried out so far mostly by master degree students have not yet been considered for implementation.

) There is lack of coordination between or among the in-service and pre-service teachers training programs run by different agencies and institutions.

- The government policy regarding the training of teachers for the higher education level. AS a result, the teachers training at the higher level or classes are virtually untrained.

- Availability of materials and access to electronic resources has been a luxury until now for a large majority of teachers.

- There is lack of data base of English teachers of all level of education.

- Refresher training for the teacher educators and trainer is more or less in frequent.

- Lack of adequate English language proficiency of the English teachers teaching from primary level to university level.

2.1.5 Global Challenges of ELT

There have been lots of problems regarding teaching English in the world as well as in Nepal. According to Harmer (2008, p. 21) some of the problems that world have been facing are as follows:

- **Use of Mother Tongue:** Use of mother tongue is problem in the classroom. Very often students use their mother tongue even the teacher wants them to be using English to activate their knowledge of the language.

- **Mixed Ability Class:** Mixed ability class refers to the class of mixed ability students or heterogeneous class. In mixed ability class there includes many different kind of students in terms of level and learning ability.

∫ **Large Class Size:** Large class size is another problem in language teaching and learning. Large class size means not the physical but having large number of students. We find many classes are big where English language teaching becomes noisy and less appropriate to achieve the objectives of course. Students class become less interesting and less interactive.

∫ **Dealing with Homework:** Dealing with homework is another challenge in ELT classroom. For example, how much and what sort of(reading or writing, subjective or objective, form the textbook or outside)homework is to be given ?

∫ **Encourage less Motivated Students:** Motivation as the internal desire to do something in order to achieve something.one of the main problems in ELT is the lack of motivation for learning English.

∫ **Giving Feedback:** Giving feedback is also challenge in ELT. Challenge related to giving feedback include; how to give feedback, when to give feedback, whether the two components (assessment and correction) separate or not etc.

2.1.6 Language Acquisition and Learning

Language acquisition and learning are two distinct but independent ways of developing competence in the second language. Acquisition is subconscious whereas learning is a conscious phenomenon. From the same token, some linguists claim that acquisition is related to the first language and learning to the language. Krashen (1985) claims that adults can access some natural language acquisition device(LAD) that children use to acquire second language

and that learning does not turn into acquisition. The distinction between acquisition and learning can be shown as follow:

Language acquisition is a subconscious process in which a learner learns a language informally as his first language as his first language. The learner picks up a language from the field where he lives, plays, works through the contact with other language speakers in a natural setting.

Language learning, i.e. instructed SLA is a conscious process. It takes place in a formal of artificial environment. The learners learn a language in a confined situation such as classroom as guided by the teachers and textbooks. So, the learners know about the language but do not pick it up because he has the explicit knowledge about the language. Formal teaching is the major source of learning. The distinction shows that language can be gained through formal and informal ways i.e. consciously and subconsciously.

2.1.7 Factors Affecting Language Learning

There are a number of factors that seem to have strong effect on success or failure in language learning. These factors not only affect the success of language learning but they also determine the route and rate of SLA.

i)   The Input

Input is the first and the most important factor of learning. Unless we get input, it is not possible to acquire or learn a language. Krashen's (ibid) Input Hypothesis claims that we acquire or learn in an amazingly simple way when we understand the message. He also claims that second language are acquired "by understanding message, or by receiving comprehensible input i.e. i+ 1." He defined a learners' current state of knowledge as I and the next stage as i+1. We move from i, our current level to i+1, the next level along the natural order, by understanding input containing i+1(Krashen, ibid). Generally, comprehensible input refers to the sort of linguistic information that is slightly beyond the learner's existing level. Both the quality and the quality of input are influential in determining the rate of SL.

ii)   Attitude

Brown (1985, as cited in Ellis, 1985) writes that 'attitudes refer to the set of beliefs that the learner holds towards member of target language groups (e.g. whether they are seen as 'interesting' or 'boring', 'honest' or 'dishonest' etc.) and also towards his own culture'. Attitude is one of the most important factors in language learning. By and large, it refers to the way of thinking or behaving towards something. Without positive attitude, we can hardly expect learning to take place. Attitude can also be classified as educational and social. Instances of social attitudes would be attitudes towards culture, social groups and so on. Hence, attitude creates the motivational factors to learn any foreign language. The learners who have positive attitude towards the target language can learn the very language eagerly and effectively.

iii)   Motivation

Gardner (1980, as cited in Ellis, 1985) notes that 'motivation involves four aspects, effortful behavior, a desire to attain the goal and favorable attitude towards the activity in question In general, motivation appears to be the second strongest predictor of success, trailing only aptitude. 'Simply motivation is a kind of internal drive that encourages somebody to pursue a course of action. It is a said that motivation is a term which occurs during the second rather than first language learning. If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever necessary to reach that goal. The learners are motivated to learn a language in a number of ways. Some learners are driven by integrative motivation, some others by instrumental and similarly others by resultative motivation. To sum up, different learner learn a particular language for different purposes that affect the regulation in language learning.

iv)   Age

Age is a major affecting factor in language learning. Lennenberg (1967, as cited in Gas and Selinker, 1994) noted that 'automatic acquisition from more

exposure to a given language seems to disappear after puberty, and foreign languages have to be taught and learned through a conscious and labored effort. Foreign language accents cannot be overcome easily after puberty (p. 406)'. It is believed that children are curious to learn language but their span of concentration is considerably less than that of adults.

According to Critical Period Hypothesis (Krashen, ibid) their ability to learn language naturally and effortlessly is linked to cerebral plasticity which terminates around the age of ten years when puberty sets in. Therefore, children pick up any language effortlessly but adults have to struggle.

v)   Physical Condition

Physical condition simply refers to the landscape where the institution is located and also the classroom atmosphere. The physical condition of the classroom varies from institution to institution and place to place. In the context of Nepal, as it has already ben stated in the previous section, there seem to be over crowed and not well-managed classrooms. Neither do the students have enough places to sit nor, they have the facility of well-equipped technology. It has been argued that the physical condition where the students can participate in different activities in a prosperous manner, language learning takes place in a better way. Thus, physical condition also determines the success of language of learning.

vi)   Personality and Learning Styles

According to Gass and Selinker (1994), the term learning style refers in a broad way to the preference that an individual has of obtaining, processing and retaining information, In other words, it refers to show individuals approach the task of learning. The term personality generally includes various variables that indicate the personal quality of an individual. Some learners who are much happier with the books rather than with other people are called introverted learners while those who depend on other people much more than on books are extroverted learners (Ellis, ibid). Furthermore, some of the learners are found

to be field dependent whereas others are not. From the same token, some learners seem to be highly risk takers but other learners do not dare to take any risks. There are also found that kinds of learners who possess low aptitude, higher degree of anxiety and affective filter because of what they happen to learn very little of the language in question (Krashen, 1985 as cited in Gass and Selinker, 2008, p.402). So, personality and learning styles play a very important facilitating or inhibition role in learning of any language. Contrary to it, however in our language classes, the same thing is imposed on the learners regardless their personality and learning styles.

vii)   Teacher and Teaching Techniques

Among various sources of input i.e. linguistic information, the teacher is the major source of input beside the textbooks and the classroom itself in the case of instructed second language acquisition (Ellis, 1992).
Similarly, Long (2003) suggests:

There is considerable evidence to indicate that SL instruction does not make a difference. He argues that its effects hold (a) for children as well as adults, (b) for intermediate and advanced learners as well as beginners, (c) on integrative as well as discrete point tests, and (d) in acquisition-poor environment.
In addition, the teacher is required to use a number of strategic methods of techniques based on the nature of teaching item and the level of the students. The varied teaching techniques employed by the teacher may not meet the needs and wants of the learners. To sum up, it can be said that the roles of the teacher and different approaches, methods and techniques used in the classroom play a very crucially important roles in language learning.

2.2 Review of Related Literature

English for Specific Purposes (ESP) course is wide spread and recent in practices. Few studies have been carried out in this field, in context of Nepal. These reviewed researches are related to this study but not the exact one. The

researcher has been carried out research on Use of English in Public Schools. Some of the related major research works and articles are reviewed here below:

Gaire (2005) carried out a survey research entitled 'A study on students opinions about Learning English'. The primary objective of the study was to find out the students' opinion about learning English as a foreign language. Two hundred students from different Kathmandu valley based colleges were selected through purposive non random sampling procedure for the study. The data were collected through a set of questionnaire. It was found that: around ninety percent (90%) of the students were interested in learning English. The students focused on the importance of pronunciation, vocabulary and grammar. They were of the opinion that English is the very important language without the knowledge of which they cannot achieve better opportunities in the present scenario.

Sharma (2006) in his article talks about "Problem with Student discipline in English Classroom". The main objective of his study was to find out the problem with student discipline in English classroom. The researcher used non random sampling procedures for the study. He took higher secondary level students of Nepal. The research tools used by him were classroom observation and questionnaire to teachers. The teacher faced problem to mixed ability classes. The causes of this problem were; lack of knowledge of multiple intelligence, unable to understand child psychology.

Katy (2008) carried out,

the research entitled "Challenges Faced by English Language Teacher" in Tanzania. The main objective of her study was to find out the challenges faced by Tanzanian teacher while teaching English as a foreign language. She used observation as a tool of data collection. She studied the Tanzanian learners challenges. She found various challenges in teaching English in Tanzania. They are lack of good command of English language both spoken and written form,

21

no confidence from the part of teachers, the teachers are not assisted by teaching materials, lack of subject knowledge, lack of differentiation between pupils and the allocation of the teachers; and lack of knowledge of students level.

Gnyawali (2010) in his M.Ed. thesis entitled "The Need of English in Public Administration" was also reviewed. The main objective of this study was to find out need of English in Public Administration under the survey research. He selected 25 public school of Jhapa districts for data collection. He used observation as a tool of data collection. In his thesis his will of knowing in what special situation English needs. Concluded that English for specific purposes (ESP) course should be designed and taught to the people entering into bureaucracy in the form of training of some months or it should be included as an optional course in university curriculum and those who like for their career in public administration may study it, so that the professional demands of English will be fulfilled to some extent.

Dhamala (2011) carried out a research entitled 'A Study of Primary Teachers Perceptions Towards English". The main objective of his study was to find out the perception of primary English teacher towards in English. He selected 40 teachers from private and government aided school of Bhaktapur district. He used observation as a tool for data collection for every detail of activities, procedures, comments and suggestions. Finally he found that there were varieties of activities in primary level teacher.

Lamichhane (2012) also conducted a research on "Use of Task-based Language Teaching in Nepalese context". The main purpose of this research was to find out the use of TBLT in Nepalese context. His research was survey research. He used both primary and secondary sources for data collection. The primary sources of data his study was kaski district from government aided school. He used simple random Sampling procedure for selecting his population, He used questionnaire as a tool for data collection. He found that task based language

teaching and communicative language teaching were adopted by teachers in same way.

Thapa (2012) conducted study entitled "Teachers Perception Towards Using English as a Medium of Instruction in Community Schools". It aimed to find out whether the use of English as a medium of instruction is judicious or not. Both the primary and secondary sources of data were used while carrying out the research. The data were collected through the questionnaire and interview. For the primary source of data, 50 teachers were selected from the community schools using purposive sampling procedures. The major findings of the research were (a) the use of English as a medium of instruction in schools is not beneficial, (b) the use of English does not help the progress of students, (c) almost 80% of the teachers opinion that English as a medium of instruction is beneficial for the students. It is based to them for students but it is difficult for them to understand the content, and (d) the teacher opinion that their schools have started English medium because of the pressure of parents and to prevent the flow of students towards English medium schools.

However, many research have been conducted to find out the use of English in different field using survey research. There is no research conducted on the current practices at secondary level in Department of English Education, T.U., Kirtipur. The present is a new area of research in our context. So my research is on "Current Practices in Teaching English".

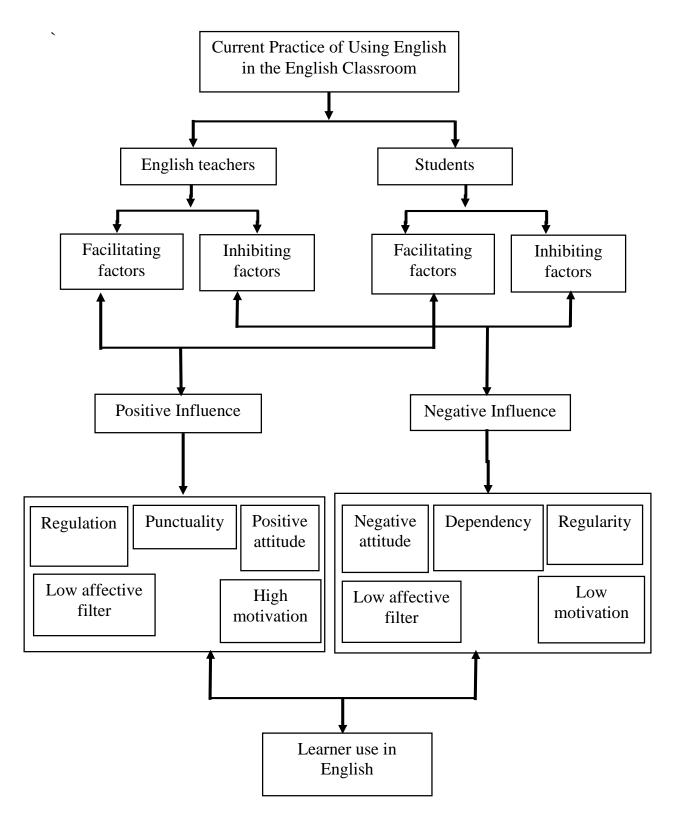## 2.3 Implication of Review for the Study

Though above mentioned research studies are indirectly related to my research. It is unique in itself in the sense that no research work has been carried out to identify the current practices in teaching English, by adopting the same methodology and research design that I adopted. This research study differs from the reviewed research works in term of following:

⟩ **In term of research objectives-** many research studies have been carried out in our department to find out the challenges/issues faced by learners and teachers but my researcher primarily done to find out the current practices of using English in the English classroom.

⟩ **In term of study place or location-** many ELT based studies were done in the various districts. But this study is also limited to Surkhet district, it is different in other criteria. I.e. study objectives and study area.

⟩ **Study areas-** many research studies were individually concerned with various problems or practices of languages skills and aspect of ELT. But this study concerned with current practices of using English in the English classroom in public schools on the selected of ELT.

These reviewed studies clearly helped me to specify the title and conduct the research systematic way. This research helped to find out the current practice of English language in the school at Surkhet district and it will help to proper way to use and apply teaching methodology and instruments.

2.4 Conceptual Framework

The study on "Current Practices of Using English in the English Classroom"
was based on following conceptual framework.

```
              Current Practice of Using English
                  in the English Classroom

         English teachers                    Students

   Facilitating    Inhibiting        Facilitating    Inhibiting
   factors         factors           factors         factors

        Positive Influence                Negative Influence

   ┌──────────────────────────┐    ┌──────────────────────────┐
   │ Regulation  Punctuality   │    │ Negative    Dependency    │
   │             Positive      │    │ attitude               Regularity │
   │             attitude      │    │                          │
   │ Low affective  High       │    │ Low affective      Low   │
   │ filter      motivation    │    │ filter          motivation │
   └──────────────────────────┘    └──────────────────────────┘

                    Learner use in
                      English
```

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following procedures adopted to achieve the set objectives:

3.1 Design and Method of the Study

The researcher followed survey research design for this proposed study. Survey research is a type of research which tries to study the large and small population by selecting and studying samples in order to accomplish the research purpose. Kindder (1981, p. 81) says that

> Survey is the best research design carried out to find out public opinion,
>
> and the behaviors and attitudes of different professionals to access
>
> certain activities and study certain trends almost at a single point of
>
> time. No other research strategy matches the strengths of survey
>
> research in its potential for handling external validity.

Similarly, Cohen et al. (2010, p. 209) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation.

Cohen, et al. (2010, p. 209) have given the following processes of survey research:

1. Define the objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. Decide the kind of survey required (e.g. longitudinal, cross sectional, trend study. cohort study).

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct. e.g. longitudinal. cross sectional. cohort, trend study.

3. Formulate research questions or hypotheses (if appropriate): the null hypothesis and alternative hypothesis.

According Cohen et al (1996, p.74). this is the third phase in survey research. In this phase step researcher prepare research questions. More than this if s/he feels required then formulates hypothesis. In Kumar's view "...a hypothesis is a hunch, assumption, suspicion, assertion, the reality or truth of which you do not know."

4. Decide the issues on which to focus.

Within one area there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on « hick we are interested to conduct research.

5. Decide the information that is needed to address the issues.

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6. Decide the sampling required.

In this phase we need to decide what-kind of sampling procedure that we are going to use to select the study population. e.g. random sampling, non-random sampling, or mixed sampling.

7. Decide the instrumentation and the metrics required.

Here, in this phase we as a researcher have to decide instruments and metrics that will be required to conduct the research.

8. Generate the data collection instruments.

In this phase we have to generate instruments required for data collection. e.g. questionnaire, opinion form, test items and so on.

9. Decide how the data will be collected (e.g. postal survey, interviews).

After preparing the tools for data collection we have to decide the process the process/ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10. Pilot the instruments and refine them.

After preparing the instrument it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does what is intended to do. After piloting the Instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

11. Train the interviewers (if appropriate).

If the researcher is going to use interview as a tools of data collection he need to be trained. Otherwise, actual data may not be obtained.

12. Collect the data

After doing these all aforementioned points researcher collects the data using various research tools as his/her plan.

13. Analyze the data

Raw data themselves may not give any sense/information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like-mean, mode, median and so on.

14. Report the results

Finally, after analyzing the data we have to prepare the report of our research. Survey research is the best research design carried out to find out public operation behaviors and attitudes of different professional to access certain activities.

Survey is the best research design carried out to find out the public operation, behaviors and attitudes of different professionals to access certain activities. So that researchers followed survey research .

3.2 Population, Sample and Sampling Strategy

Survey research demands a large number of population. The population of the study consisted of English teacher and students of different secondary school of Surkhet district. The required sample was selected according to the purpose of the study and feasibility of researcher. The researcher sampled 15 teachers and 30 students from 15 different schools using non random sampling strategy. I observed 15 classes of each English teachers.

3.3 Study Area/Field

The researcher studied the current practices of using English in the English classroom and problems to using English in the English classroom in public schools at Surkhet district.

3.4 Data Collection Tools and Techniques

Basically, the researcher used two types of tools for the data collection, viz. two sets of questionnaire (one for the teachers and one for the students) and observation checklist.

3.5 Data Collection Procedure

The following steps were adopted to collect data:

i) The researcher went to the field, took permission and built rapport with the head teacher.

ii) Then, the researcher purposively selected the secondary English teachers and students.

iii) Later, the researcher requested the secondary English teachers to supply the information.

iv) Then, the researcher explained the task and gave the questionnaire to teachers and students. It took 15 minutes.

v) Next, the researcher observed English classes. It took 40 to 50 minutes.

vi) Finally, the researcher collected the filled up questionnaire and took left from the school.

3.6 Data Analysis And Interpretation Procedure

Collected data were analyzed and interpreted by using quantitative and qualitative devices . Percentage and table used statistically for the interpretation and description of close ended as well as open ended questions and data of observation . checklist were analyzed descriptively .

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter deals with the analysis, interpretation and presentation of data.

4.1 Analysis of Data and Interpretation of the Result

The researcher collected valuable data of their views, ideas and attitudes by distributing the different questionnaire and observation form to the different teachers and students. Broadly analysis have been made in term of questionnaire and in term of class observation.

4.1.1 Analysis of Data and Interpretation of Results on the basis of Questionnaire

The researcher used two sets of questionnaire, one was for the teachers and the other for the students. These two sets of questionnaire have been interpreted ,analyzed and presented separately below;

4.1.1.1 Analysis of Data and Interpretation of Result on the basis of Questionnaire to the teachers

This section deals with the analysis of data and interpretation of result on the basis of questionnaires to the teachers are mentions below within questionnaire.

A. English medium in classroom

This question is concerned with whether the teachers used English as medium of instruction in classroom. There are four alternative i.e. frequently, sometimes, rarely and never. The result has been presented in the table next page:

Table No. 1

English medium in classroom

Frequently		Sometimes		Rarely		Never	
No of teachers	Percent	No of teachers	Percent	No of teacher	Percent	No of Teachers	percent
2	13.32 %	3	19.98 %	10	66.20 %	0	0

The table above shows that 13.32% teachers used English frequently in classroom and the reason behind, it is that the teachers are frequently interested in using language in classroom and 19.98% teachers used English sometimes and the reason behind it is that the students do not understand English language properly. And 66.20% teachers used rarely and the reason behind it is that they do not understand English language and feel difficult to use in the classroom.

The data shows that majority of teachers rarely use English medium in their classroom and lowest of the teachers frequently use English medium in their classroom.

B. Ability to conduct extracurricular activities in English medium

This question is concerned with whether the teachers organize the extracurricular activities in English medium in school. There are two alternatives i.e. yes and no. The result has been presented in the following table:

Table No. 2

Ability to conduct extracurricular activities in English medium

Yes		No	
Number of Teacher	Percent	Number of Teacher	Percent
2	13.32 %	13	86.68 %

The above table clearly shows that 13.32% teachers organize the extracurricular activities in English medium for the students and 86.98% teachers do not organized their extra activities.

The data shows that majority of teachers do not organize the extracurricular activities because they don't have proper knowledge about extracurricular activities and felt bored to do that kinds of activities.

C. Students' ability in understanding English

This question is concerned with whether the students understand English language while teachers speak English . There are two alternatives i.e. yes and no. The result has been presented in the following table:

Table No. 3

Students' ability in understanding English

Yes		No	
No of Teachers	Percent	No of Teachers	Percent
3	19.98 %	12	80.02 %

The above table clearly shows that 80.02% teachers told that the students do not understand teachers' English in classroom and 19.98% teachers expressed positive response in this question.

The data shows that majority of the teachers said that the greater number of students do not understand the English language because English is second language for the students and they cannot get explore the language.

D. Use of English in Classroom

This question is concerned with whether the teachers use English in classroom .There are two alternatives i.e. yes and no. The result has been presented in the following table:

Table No. 4

Use of English in Classroom

Yes		No	
No of Teachers	Percent	No of Teachers	Percent
5	33.33%	10	66.67%

The above shows that 33.33% teachers speak English in their classroom and 66.67% teachers do not speak English in their classroom.

The data shows that majority of the teachers do not speak English in their classroom because students do not understand the English language properly.

E. Use of mother tongue in teaching English

This question is concerned with whether the students use mother tongue while teaching English in classroom. There are two alternatives i.e. yes and no. The result has been presented in the following table:

Table No. 5

Use of mother tongue in teaching English

Yes		No	
No of Teachers	**Percent**	**No of Teachers**	**Percent**
8	**53.33%**	**7**	**46.67%**

The above table clearly shows that the 53.33% teachers said that the students are use mother tongue in their classroom and 46.67% teachers said that students do not use.

The data shows that majority of the students use mother tongue in their English class because they feel easy to speak with their teacher in mother tongue.

F. Use of techniques in teaching English class

This question is concerned with whether the teachers use technique to teach English in classroom. There are two alternatives i.e. teacher centered and student centered. The result has been presented in the following table:

Table No. 6

Use of techniques in teaching English class

Teacher centered		Student centered	
No of Teachers	**Percent**	**No of teachers**	**Percent**
11	**73.33%**	**4**	**26.67%**

The above table shows that the 73.33% teachers use teacher centered techniques and 26.67% teachers use student centered techniques in their classroom.

The data shows that majority number of the teachers use teacher centered techniques because of time limitation, lack of teaching materials and so on effected the English language classes.

G. Managing mixed ability class

This question is concerned with whether the teachers feel difficult to in managing mixed ability/ diversity in classroom. There are two alternatives i.e. yes and no. The result has been presented in the next page:

Table No. 7

Managing mixed ability class

Yes		No	
No of Teachers	**Percent**	**No of Teachers**	**Percent**
9	60%	6	40%

The above table shows that in total 60% teachers felt difficult to manage the mixed ability classes and 40% teachers didn't feel difficult to manage mixed ability classes.

The data shows that greater number of teachers feel difficult to manage mixed ability classes because they do not have knowledge about child psychology.

H. Teachers' ability to handle new technology

This question is concerned with whether the teachers are able to handle new technology in the classroom. There are two alternatives i.e. yes and no. The result has been presented in the following table:

Table No. 8

Teachers' ability to handle new technology

Yes		No	
No of Teachers	Percent	No of Teachers	Percent
2	13.32%	13	86.68%

The above table shows that in total 13.32% teachers have ability to handle the new technology in classroom while teaching English and 86.68% teachers do not handle the new technology.

The data shows that the majority of the teachers do not have ability to handle technology because they have lack of training about the new technology.

I. Use of lesson plan

This question is concerned with whether the teachers prepared lesson plan to teach English in the classroom. There are two alternatives i.e. yes and no. The result has been presented in the following table:

Table No. 9

Use of lesson plan

Yes		No	
No of Teachers	Percent	No of Teachers	Percent
0	0	15	100%

The above data shows that in total 100 % teachers do not prepare the lesson plan in their classroom.

The data shows that all teachers do not prepare the lesson plan because there is not strict rule and regulation and lack of time.

J. Parents encouragement in using English

This question is concerned with whether the parents encourage their children to use English. There are two alternatives i.e. yes and no. The result has been presented in the following table:

Table No. 10

Parents encourage to use English

Yes		No	
No of Teachers	Percent	No of Teachers	Percent
2	13.32%	13	86.68%

The above table shows that 13.32% teachers get some incentives from parents to teach English language and 86.68% teacher do not got parents incentives.

The data shows that the majority of the teachers do not get any kinds of incentive to teach English language because of most of the parents are illiterate and busy in their works**.**

K . Problems faced in using English

This question is concerned with whether the teachers faced the problem to teach English in classroom. There are two alternatives i.e. pronunciation, Multilanguage and others. The result has been presented in the following table:

Table No.11

Problems faced in using English

Pronunciation		Multi language		Other	
No of Teachers	Percent	No of Teachers	Percent	No of Teachers	Percent
9	60%	4	30%	2	10%

The above table shows that 60% of teachers face the problems for using English pronunciation in classroom, 30% teachers faced problems in teaching English in classroom.

The data shows that major problems of pronunciation faced by teacher because English language is not the mother tongue for the English teacher.

4.1.1.2 Analysis of Data and Interpretation of Result on the basis of Questionnaires to the students

This section deals with the analysis of data and interpretation of result on the basis of questionnaires to the students are mentions below within questionnaire.

A. Use of mother tongue in classroom

This question is concerned with whether the students use mother tongue in English classroom. There are four alternative i.e. always, sometimes, rarely and never. The result has been presented in the table next page:

Table No. 12

Use of mother tongue in classroom

Use of mother tongue in classes	Students
Always	59.99%
Sometimes	26.66%
Rarely	13.32%
Total	**100%**

The table shows that 59.99 % students of those schools said that the teachers always use mother tongue in classroom, whereas 26.66 % students said that teachers sometimes use mother tongue. 13.32 % students said that the teacher rarely use the mother tongue. So, it was found that majority of teachers use mother tongue in classes.

B. Students satisfaction in the use English by teachers

 This question is concerned with whether the students satisfied with their teachers to teach English in classroom. There are three alternative i.e. yes, no and sometimes. The result has been presented in the following table.

Table No. 13

Students satisfaction in the use English by teachers

Satisfied with your teacher to teach	Students
Yes	56.61%
No	9.99%
Sometimes	33.30%
Total	**100%**

As presented in the above table 56.61 % students said that they are satisfied with teachers to use English. Similarly,9.99 % of the students unsatisfied with teachers and 33.30% students were sometimes salsify with teachers taught English in the classroom.

C. English environment in school

This question is concerned with whether the schools have supporting English environment. There are two alternative i.e. yes and no. The result has been presented in the following table.

Table No. 14

English environment in school

English Environment in school	Student
Ye s	13.32%
No	86.58%
Total	**100%**

The above table shows that, 13.32 % students of those schools said that the school had English environment ,whereas 86.58% students are the against the English environment in school.

D. Use of new technology in the classroom

This question is concerned with whether the teachers use of new technology in classroom while to teach English. There are three alternative i.e. yes, no and , sometimes. The result has been presented in the following table.

Table No. 15

Teachers use new technology in the classroom

New technology (Computer, Mobile, Tape record etc)	Students
Yes	63.66%
No	29.97%
Sometimes	63.27**%**
Total	**100%**

The above table clearly shows that 6.66 % students of those schools said that teachers use new technology in classroom. Similarly, 29.97 % students of those schools said that teachers do not use new technology because of many causes. Likewise, 63.27 % students of those schools said that teachers use new technology sometimes.

E. Medium of test on English language

This question is concerned with whether the teachers take written or oral test or both. The result has been presented in the following table.

Table No. 16

Medium of test on English language

Medium of test on English	Student
Written	26.66%
Oral	13.32%
Both oral and written	59.99%
Total	**100%**

The table presented above shows that there are medium of test on English language. The researcher found that 26.66 % students said that teacher take written test in English language. Likewise, 13.32% students said that the teacher take written or oral test in medium of English language and 59.99 % students said that teachers use both oral and written test in English to check students' progress.

F. Students' feeling in using English in classroom

This question is concerned with whether the students' feeling in using English in classroom. There are four alternative i.e. feel very happy, boring, distracted and unhappy. The result has been presented in the following table.

Table No. 17

Students' feeling in using English in classroom

Students feel using English	Student
Feel very happy	43.29%
Feel distracted	9.99%
Feel boring	29.97%
Feel unhappy	16.65%
Total	**100%**

The above the table shows that, 43.29 % students of those schools said that they feel very happy to use English in classroom. Likewise, 9.99 % students of those schools said that they feel distracted and 29.97% students feel boring to use English. 16.65 % students said that they felt unhappy to used English. Above the data analysis of the students, most of the students use their mother tongue in the class and they were satisfied with their teachers to teach in class but there was not practice to communicate in English language in their classroom due to lack of school environment.

4.1.2 Analysis of Data and Interpretation of Result on the Basis of Classroom Observation

This section deals with information by observing classroom and find out percentage according to observational points. we can learn variety of things from observation.

Fifteen classes from sample school were observed to identify how teachers use in English language. Item No. one to ten were developed to tick in checklist. The checklist with three options i.e. frequently, sometimes, rarely were designed to identify the different teaching activities chosen while observing the classroom has been presented in next page.

Table No. 18

Observation form for the teachers

S.N.	Observational points	Frequently %	Sometimes %	Rarely %	Total %
1	Use of mother tongue	39.99	26.64	33.30	100
2	Nepali code mixing in English classroom	100	-	-	100
3	Teacher's command over the target language	33.30	46.62	19.98	100
4	Frequency of using English sentences	13.32	53.28	33.30	100
5	Participation of students on English using tasks.	6.66	53.28	39.99	100
6	Starting the class use in Greeting English	79.92	13.32	6.66	100
7	Teacher and student to use in classroom	6.66	53.28	46.62	100
8	Extra-curricular activities in English medium	-	66.66	33.30	100
9	Use of English interaction between students and teacher.	6.66	59.94	39.99	100
10	Teacher's praise the students who use English in the class	33.30	46.62	19.98	100
	Total	**31.18**	**41.50**	**27.32**	

From the class observation, it was found that 39.99% teachers frequently used mother tongue in classroom. Similarly, 26.64% teachers sometimes use mother

tongue and , 33.30% teachers rarely used same statement. Majority teachers use frequently mother tongue in their classroom and least of teachers rarely use in their classroom.

In the second item deals with the Nepali code mixing in English classroom 100% teachers frequently used because English language is second language for the Nepali learners in English class.

In third item,33.30%, teachers had frequently command over the target language. Similarly, 46.62% teachers had sometimes command over target language and 19.98% teachers had rarely command that statement. Majority teachers have sometimes command over the target language in their subject and least of the teacher had rarely command over in their subject.

In the fourth item, 13.32% teachers are frequently used English sentences in classroom. Similarly, 53.28% teachers are sometimes used English in classroom and 33.30% teachers are rarely use same statement. Majority teachers sometimes use English sentences and least of the teachers frequently use English sentences in their class.

In the fifth item, 6.66%, students frequently participated in English using task. Similarly, 53.28% students sometimes participated and 33.30% students rarely participate in same activities. Majority teachers have sometimes participate on English using task and least of the teachers have frequently participate in English using task in their classroom.

Similarly, 79.92%, students are frequently starting the class used in greeting English. Similarly, 13.32% students are sometimes starting class used in greeting English and 6.66% rarely used their classroom. Majority teachers frequently use in greeting and least of the teachers rarely used in their class.

In seventh item , 6.66%, teachers and students frequently used of English in classroom. Similarly, 53.28% teachers and students sometimes used and

46.62% teachers and students rarely used in same statement. Majority teachers and students sometimes use English language in class and least of the teachers and students frequently use English language in classroom.

In those school, there was not frequently used English in extra-curricular activities. Similarly, 66.66% teachers sometimes held extra-curricular activities in English and 33.33 % rarely used extracurricular activities in English language. Majority teachers sometimes held extracurricular activities in English medium and no one school frequently held this activities

In ninth item, 6.66% teachers and students frequently used of English interaction .Similarly, 59.94% teachers and students sometimes used interaction and 39.99% rarely interaction between them. Majority teachers had sometimes interaction with their students and least of teachers frequently interaction with them.

At last , 33.30 % teachers praise to the students to used English frequently. Similarly, 46.62% teachers sometimes praise to students and 19.98% teachers rarely praise the students to used classroom. Majority teacher sometimes praise the students to use English classroom and least of the teachers rarely praise to use English in classroom.

To sum up, despite the variance in their perception, it has been generalized that students and teacher were solely responsible factors behind the students poor learning English in classroom. The teachers were not able to maintain the classes properly, they were frequently using mother tongue in English classes due this fact the students rarely greet their teachers in English and lack of teacher and student interaction, the teaching learning process became vague. Lack of expert teachers the extra-curricular activities were not run well in those schools.

4.2 Summary of Findings

This section consists of summary of findings. Findings have been listed separately on the basis of objectives of the study.

a) The purpose of the first objective was to find out the current practices of using English in the English classroom, i.e., how English is used in the English classroom. The finding related to this objective have been listed below;

i) Most of the students used mother tongue in the classroom because there are lack of strict rule, lack of mother tongue education, illiterate parents.

ii) Most of the teachers responded that their students could not understand them if they teach through English medium. The cause of being so were; due to English as a second language, lack of exposure to the students.

iii) It was found that the majority of the teachers faced problems to handle mixed ability classes. The cause of this problem Were; lack of knowledge of multiple intelligence, lack of training to the teachers, unable to understand child psychology.

b) The purpose of the second objective was to find out the problems in using English in the English classroom. The findings related to this objective have been listed below.

i) In the public schools, teachers frequently used Nepali terms in their classroom. 100 % teachers used mixed Nepali terms out of 15 sample teachers.

ii) It was found that majority of teachers were selected 'sometimes' options in the observation form and use of GT method in English classroom. It was found the lack of teaching materials while using English in the English classroom..

iii) It was found that most of the teachers entered in the classroom without plan and seem to be passive in using teaching materials in language classroom.

iv) It was found that most of the teachers were not able to handle new technology because of the lack of training, lack of technology in schools.

CHAPTER FIVE

CONCLUSIONS AND RECOM MDENDATION

This study is naturalistic and contextual in nature. Researcher collected the data from the natural setting. So, the findings was derived from scrupulous analysis and interpretation of data found in real life situations. Appropriate recommendations was also be suggested. Moreover, the implications of the study was recommended for three different level viz. policy level, practice level, further research.

5.1 Conclusions

This chapters present the overall summary and the conclusion of the present research findings, which is drawn from the discussion, and interpretation of the collected data and it ends with the implications of the study as it is suggested for policy, practice, and further research levels respectively. The present study is about current practices in using English in the English classroom. It aimed to find out the problems in using English classroom and current practices of teaching English in the English classroom. The study is incorporated within five chapters.

Chapter one deals with introduction. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of study, delimitation of the study and operational definition of the key terms used in the study.

The second chapter is about the discussion of both theoretical and empirical literature related to this study. It also includes the implication of review for the study and conceptual framework.

Similarly, the third chapter concerns with the methodological part of the study which, further comprises design and method used in the study, population,

sample and sampling procedure, study area or field, tools tor data collection, procedures of data collection, and the procedures of data analysis and interpretation.

The fourth chapter is the analysis and interpretation of the results. It includes the analysis and interpretation of the data obtained through questionnaire and the discussion of result derived from the data analysis and interpretation.

The final chapter includes the major conclusions and the recommendations for further improvements. The recommendation is here by presented to policy related, practice related and further research related area.

This is a study concerned with various major aspects of current practices in using English in the English classroom. Although this study has found several positive aspects of current practices in using English condition of public schools in surkhet district such as small classroom size, general classroom management and simple appropriate condition of physical facility. It is discovered several serious problems i.e. mixed ability classroom, minimum use of modern ELT technologies in the learning process, frequent use of Nepali and language in the name of solving the comprehension problems of the students. Lack of library related to English language, lack of teachers' involvement in professional development activities. Use of text books as a sole source, use of teacher centered techniques, exam oriented teaching and learning activities, not using of communicative method in the ELT classroom due to the lack of supporting resources and time. Thus, current practices in teaching English in public school in Surkhet district is not up to the level of people.

5.2 Recommendations

On the basis of the findings, following recommendations have been made for pedagogical implications. They have been listed on following three levels;

5.2.1 Policy Related

Policy is a principle to guide discussion and achieve rationale outcomes. The recommendation for policy related concerns to the policy makers, course developers, writer and other concerns bodies related to the academic field of enquiry. From this research the researcher would like to suggest following recommendations at this field.

) Maximum schools have lack of infrastructure and trained teachers. It should conduct teacher training and develop the infrastructure.

) It should formulate the policy regarding to various aspect of ELT such as physical aspect, teaching materials, professional development, method, technique and evaluation.

) It should take permission from Ministry of Education to run English as medium of instruction. The government should help the school to run effectively.

) Government as well as all the agencies that are related with education should help and co-operate with the school to improve the quality of the education in the English medium. They should be responsible to improve quality of education in English medium.

) The teacher are required to use the English language through English utilizing the proper tools and techniques to better the performance of the students .

) It was found out that one of the causes of students' poor performance is the parents' economic status. Hence scholarship programs are required to be initiated by the government.

5.2.2 Practice Related

The research will be applied in day to day practice for teachers, students and method lists in following way.

)   It should be provided with sufficient time, situation to present speech in English by conducting programme to make them perfect in their study.

)   Mainly the new teacher feel difficultly to use English medium. So the senior trained teachers should help and facilitate them in teaching.

)   There is also a lack of interaction between the teachers and students in and out of the classroom. It would be better to manage student friendly language classroom and to create the English environment.

)   The teachers are required to use the English language through English utilizing the proper tools and techniques to better the performance of the students.

5.2.3   Further Research Related

The present research will be very helpful for those who want to carry out source for the reseachers.further research in the similar topics. Some ways are

)   This research should provide a valuable secondary source for the researchers.

)   It seems important to carry out a research to identify the causes of teachers unwillingness to transfer their training in the classroom for better results.

)   It should be provided new information to administrator teacher, students and concerned people to be investigated.

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Checklist for the Class Observation

I am going to carry out a research on **Current Practices of using English in the English Classroom** under the supervision of **Mr. Resham Acharya**, Department of English Education, T.U. I was observe the classes of selected teacher with the help of the checklists below:

School's Name:

Teacher's Name:

Teaching Class:

Date of Class Observation:

S.N.	Observational points	Frequently	Sometimes	Rarely	Remarks
1	Use of mother tongue				
2	Code mixing in English of Nepali				
3	Teacher's command over the target language				
4	Frequency of using English sentences				
5	Participation of students on English using tasks.				
6	Starting the class use in Greeting English				
7	Teacher and student to use in classroom				
8	Extra-curricular activities in English medium				
9	Use of English interaction between students and teacher.				
10	Teacher's praise the students who use English in the class				

Name of the observer: Observed class:

Youbaraj Khatri

M. Ed English

T.U. Kirtipur

Appendix II

Dear Teachers,

These questionnaire is an integral part of my research study entitled "**Current practices of using English in the English Classroom**", under the supervision of **Mr. Resham Acharya**, Department of English Education, T.U., Kirtipur. I hope that you will be valuable contribution to complete the research work. Moreover, the findings in turn, will have greater significance to take necessary action to the required direction in the days to come.

Research

Youbaraj Khatri

Questionnaire for Teacher

Personal Details of the Information

Name:

Name of School:

Subject:

Date:

1. Do you teach in English medium in classroom ?

   (i) frequently   (ii) sometimes   iii)Rarely   iv)never

   Give reason to support your view

   ……………………………………………………………………

   ……………………………………………………………………

2) Do you organize the extracurricular activities in English medium for the student ?

i) Yes   ii)No

   Give reason to support your view

   ……………………………………………………………………

   ……………………………………………………………………

3) Do your students understand if you speak English in classroom **?** If not, why ?

   ……………………………………………………………………

   ……………………………………………………………………

4) Do you speak English in Classroom?

      i) Yes   ii) No

5) Do your student use mother tongue while teaching English?

   ……………………………………………………………………

   ……………………………………………………………………

6) Which technique do you use to teach English class? Why?

   ……………………………………………………………………

   ……………………………………………………………………

7) Do you feel difficult to manage mixed ability / diversity in class ?

      i) Yes   ii) No

   Give reason to support your view

   ……………………………………………………………………

   ……………………………………………………………………

8) Are you able to handle new technology in the classroom while teaching English? If not Why?

   ……………………………………………………………………

   ……………………………………………………………………

9) Do you prepare lesson plan to teach English on the Classroom?

      i) Yes   ii) No

   Give reason to support your view

   ……………………………………………………………………

   ……………………………………………………………………

10) Do you get any incentives from parents to teach English ? If not why ?

   ……………………………………………………………………

   ……………………………………………………………………

11) What problems do you face for teaching English in classroom ?

   ……………………………………………………………………

   ……………………………………………………………………

Questionnaire for the Students

Student's Name:

School:

Choose one you like most

1) Does your teacher use of mother tongue in classroom ?

   i)Always   ii)Sometimes   iii)Rarely iv)Never

2) Are you satisfied with your teacher to taught in classroom ?

   i)yes   ii)No   iii)Sometimes

3) Is there supporting English environment in your school ?

   i) Yes   ii)No

4) Do your teacher use any new technology in the classroom while
    teaching English ?

   i)Yes   ii)No   iii)Sometimes

5) What is the medium of test on English language ?

   i)Written   ii)Oral   iii)Both oral and written

6) How do you feel while using English classroom ?

   i) Feel very happy ii) Feel boring iii)Feel distracted iv)Feel unhappy