

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background

The history of English language teaching in Nepal is not so long .We can say English language teaching formally started when Janga Bahadur Rana established a school at Thapathali after returning from his visit to Europe. The school is named Durbar High school and this is also the first educational institution in Nepal. So, we can say that English Language Teaching (ELT) and development of formal education in Nepal took place simultaneously.

Regarding the English language development in Nepal Shrestha (2008) states:

The history of ELT is as long as the history of formal education. After crossing various ups and downs, i.e., political and other types of barriers, ELT came to the public access. The democratic movements contributed a lot to it. At the very outset, English was taught and learnt as the library language and it was also used as the reference language. Nowadays, English language has grown as an essential thing to everybody. It has been the world language and in Nepal also its popularity and use has been expanded. It is taught as a compulsory subject from pre-primary /primary to the Bachelor level. English language teaching has grown as a professional and a

challenge in Nepal. Therefore, the horizon of English in Nepal is widening every next day. (p.27)

In the context of Nepal, different governmental and non-governmental organizations have been conducting teacher development programs. Under the Ministry of education (MoE), NCED (National Center for Educational Development) is one of the main organizations which have been organizing different programs for school teachers. To train the teachers in government aided schools in Nepal, NCED has been conducting teacher professional development (TPD) program for two years. Similarly, British Council organizes different short-term and long-term teacher training in collaboration with different partners for the different level of teachers. American Embassy, Nepal English Language Teachers Association (NELTA), Global Action Nepal (GAN), Higher Secondary Education Board (HSEB), Nepal Teacher Training Initiative (NTTI) are some other organizations who have been working actively in the field of ELT in Nepal.

The British Council has been operating in Nepal since 1959, when Nepal was a relatively stable but under-developed country ruled by a monarchy. Since then there have been huge social and political changes, including the murder of most of the royal family, a 10 year Maoist insurgency, and the establishment of democratic government in 2008. ([www.britishcouncil.org/nepal-english-learn-english-mobile.htm](http://www.britishcouncil.org/nepal-english-learn-english-mobile.htm). Retrieved 1 July, 2014)

The British Council has established good relationships with the Ministry of Education, District Education Offices, more than 200 schools, the Nepal English Language Teachers Association (NELTA), and many other local partners through its number of projects. It aims to build on these relationships to enable us to have a significant impact on teaching and learning and on education policy at a national level. Looking such role of it's, in this study I have explored its role in the area of ELT.

([www.nelta.org.np/about/british-council-nepal.html](http://www.nelta.org.np/about/british-council-nepal.html) Retrieved 25 June, 2014)

Therefore, it can be concluded that though Nepal is not much developed country in the field of ELT in terms of ELT resources and materials the status of Nepal has been upgraded a lot in comparison to the past. Many local and international projects are working in the field of ELT in Nepal. Among them British Council is one which has been working actively in collaboration with some other local partners in the field of ELT in Nepal. In this study I have explored its role in the field of ELT.

## **1.2 Statement of the Problem**

English has been taught in Nepal for over a century as s foreign language, but there are still many problems in teaching and learning English. English language teaching at the schools level has still a miserable condition. No doubt, there are many problems in English teaching/learning. Among them, the inadequacy of reading material is the one. Nepal is a developing country. We cannot expect good communication facilities all over the country. Unless, we make tremendous progress in the field of transport, we cannot even imagine sufficient textbooks for the students. In some schools of rural areas, one

textbook is shared by nine or ten students. Without sufficient textbooks, the students cannot learn and the teachers cannot teach as required by the course objectives. If the schools have some teaching materials, they are not in harmony with the objectives specified in the curriculum.

Regarding the ELT situation of Nepal, Karn (2010) says:

The scarcity of well-trained teachers is another problem in Nepal. Many English teachers are not trained for teaching English in the primary level schools of Nepal and equally they are not efficient for their jobs. Most of the English teachers in Nepal do not have the opportunity of in-service training which is also one of the major problems in the field of ELT in Nepal. If got, they do not have opportunity for refreshment training which ultimately has an adverse effect on total ELT situation. (as cited in Regmi, 2009, p.14)

So far as the physical facilities are concerned, they are not in sufficient quality as they are required in the schools. According to the National Education System Plan(1971-76, as cited in Regmi, 2009)" Most of the lower secondary schools of our nation do not have the proper building and furniture for the students. It has become great obstacle for the teachers to motivate the students to learn due to the overcrowded noisy classroom situation". The lack of co-ordination between primary education and lower secondary education both in teaching and evaluation also creates a gap among the students of concerned levels and course designers are far from the realities of class situation. The teachers have no

working spirit for achieving the objectives aimed in the top. The students are only passive listeners in the class without a responsive and inquisitive attitude and the position of English in lower secondary level schools is, indeed, awful.

Similarly, in the case of community and public schools students have a single period of English language i.e. of 40-45 minutes only which clearly shows the lack of exposure of English to the Nepalese students. Apart from that they do not get chance to learn and use English. The lack of access of reading and listening materials is another problem. In the rural areas of the country the students do not have libraries in the sufficient amount.

According to the Ministry of Education and Sports (2005), "Seventy percent of the students in the rural areas of Nepal do not have the access to the learning materials".

It is quite obvious that the role of various agencies both governmental and nongovernmental plays vital role in the reformation, improvement and progress of teaching and learning of English Language. There are so many things to do in this field. Every months and year there has been change and reformation regarding the methodology of teaching and testing students. In this regard, the country like Nepal needs to get support and facilitation from the various famous and popular Organizations like NELTA and British Council. Regarding to the problems and challenge towards teaching and learning English it is always important to have monitoring for the proper judgment. Therefore, this study "Role of British Council in Developing ELT situation of Nepal" has made an attempt to find and analyze the situation and contribution of British Council in the field of ELT in Nepal with a special focus on ETTE project.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- a) To find out the role of British council in developing English language teaching situation in Nepal.
- b) To find out the impact of English for Teaching: Teaching for English (ETTE).
- c) To recommend some pedagogical implications.

Every research in this world is object oriented and the researcher follows the pre-defined objectives throughout his/her research. The pre-defined objective works as a direction to accomplish the research. Therefore, to accomplish my research I had defined the above mentioned objectives which helped me to complete my thesis.

### **1.4 Research Questions**

The following research questions were set for my survey research.

- a) What are the areas being addressed by the program of British Council to improve the situation of ELT in Nepal?
- b) What kinds of activities are conducted in the project ETTE?
- c) Whether the participants of ETTE have been adopting the skills of training or not?

The objectives need to be so structured that lead the researcher to undertake the study systematically in order to carry out the research. Research questions design is mostly based on the objective of the appropriate methodology and consequently to discuss, analyze and interpret the data. Furthermore, it aids to the findings and implications of the finding of the study. Therefore in a nutshell, it can be said that every research has its own significance and importance which directly or indirectly helps to the concerned people or authority. The present research aims to find out the role and impact of British Council in the field of ELT in Nepal. The findings of this study have suggested some pedagogical implications in the field of Teacher Professional Development. This study was supposed to address the above questions:

### **1.5 Significance of the Study**

Teaching and learning of English is one of the important aspects of Nepalese academy and the practical requirements of the learners as well. There are various changes and modification in the English Language Teaching Methods. Teachers need the exposure from the internationally standard and well experienced organization. The current situation of teaching and learning of English language in Nepal demands the support and assistance for the betterment of the field. There are various things to do for the improvement of total ELT scenario. This study was a primary attempt to study about the role of British council in developing ELT situation of Nepal.

It aimed to find out the different teacher training programs run by The British Council with special focus on ETTE. So, the findings of this study will be directly useful for the teachers who are teaching at various levels at school. And will be beneficial for novice teachers and experienced teachers as well as those persons who are willing to use new and different types of modern technologies and techniques to develop them professionally. It is equally useful for the researchers who want to carry out researches, educational administrators, and policy makers and so on. It will be significant to teachers, educators as well as persons and organizations who want to launch teacher training programme.

The findings of this study have suggested some pedagogical implications in the field of English language teaching. All the persons who are directly or indirectly involved in the teaching and learning process will be benefited from this study.

### **1.6 Delimitations of the Study**

This study was limited to the following points:

- i. The study was only limited to the role of British Council in Nepal
- ii. This study was delimited to the primary school level teachers.
- iii. It was only delimited to the methodology of teaching English.
- iv. This study was limited to the effect of ETTE (second phase) in the context of Nepal.



Finally, it can be concluded that it is impossible to include every things in this type of small research because of limited time and resource. So, the researcher had to abide by the abovementioned limitations in the study.

### **1.7 Operational Definition of the Key Terms**

**British Council:** The British Council is United Kingdom's international organization for cultural relations and educational opportunities.

**Teacher Training:** Teacher training refers to the procedures designed to equip prospective teachers with the knowledge, skills, attitude and behaviors they require to perform their task effectively in the classroom.

**Novice Teacher:** A novice teacher is a teacher who has less teaching experience and one whose teaching tends to focus on “Survival” and establishing basic classroom routines.

**International Language:** A language intended to be used by people of different linguistic background to facilitate communication among them and to reduce misunderstandings caused by language differences.

**Teaching Materials:** Teaching materials are the aids that the classroom teacher uses to support specific learning objectives, as set out in lesson plan.

**Appropriate Methodology:** Appropriate methodology in ELT means the study of practices and procedures used in teaching, and the principles and beliefs that underlie them.

## **CHAPTER TWO**

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

#### **2.1 Review of Related Theoretical Literature**

In this section the researcher is mainly concerned to the meaning of the theoretical literature of linguistic situations of Nepal, the British Council and its introduction, British Council and areas of working, objectives of the British Council, British Council and English, role of British Council in English language teaching, teacher training program run by British Council and ETTE and its introduction.

Regarding the development of education in Nepal Shrestha (2008) says:

Historically, education or literacy has always been a privilege of the elite or the higher caste in Nepal. By tradition, only Brahmins had access to education, which was in the Sanskrit medium in the early days. Nepal was unified by King Prithvi Narayan Shah in 1769, a national language called Gorkhali emerged, which is now known as Nepali. This was the language spoken by the king and his subjects. All other languages were relegated or suppressed for political reasons. This may have been done in order to keep the newly conquered states under control, and prepare a platform to develop Nepali as a lingua franca. Yet, literacy was limited to either the rulers and the upper-caste people or the elite. (p.28)

When we look back to the history of English language teaching (ELT) and learning the first credit goes to Janga Bahadur Rana, the founder of

Rana regime in Nepal who established modern school for the first time in 1910 BS where English was taught as a subject. Though the door of English education was opened only for Rana family, it was an appreciable initiation from the side of the first Rana Prime Minister Janga Bahadur Rana. We came to know that English language teaching was started in Nepal during the first decade of 20th century.

Regarding the English language development Rai (2004) says:

Mr. Ross and Mr. Canning were the first ELT teacher in Nepal who were brought from Britain. Later another Rana Prime minister Bir Samsher Rana opened the door of English Education for public. In 1971 National Education System Plan (NESP) was implemented by Panchayat Regime in 1971. After implementation of NESP, English teaching and learning was expanded throughout the nation. English was prescribed from primary level to higher level as a core subject. After the reinstatement of democracy second time in the country, National Education Commission was formed in English Education better than previous plan. (p.215)

Similarly, the census report of Nepal 2011 states that there are 3345 speakers of English in Nepal. But the use of English is far wider than this number indicates. Thousands of people use English in their daily life matter such as education, business, communication, bureaucracy. It functions as the language of prestige. English is considered as a means of upwards mobility. It has been used as an international language and a link to the rest of the world. For these reasons, it has been not only taught as a

compulsory subject at public schools and university levels but also used as a medium of instruction in almost all the private schools and some of the government aided schools. Besides, it has been employed as medium of science, technology and commerce.

English language teaching began in Nepal during the Rana regime. Since then, the English language has been taught and learnt as a foreign language in the schools and college of Nepal. When we scrutinize the current status of English and its teaching, we find that little attempts have been made to document its present status of affairs. The use of English has extended by leaps and bounds. English language teaching institutes, English medium schools and colleges are mushrooming. Some 50 regular publications, including dailies, weeklies, and magazines, are regularly published in English. A large number of books, journals and periodicals are produced in English. Nepali literature- stories, poems, and essays have been translated into English for wider readership. Similarly, cyber culture has fascinated the younger generations immensely and, therefore the use of English in present situation has been gone up. In our society, speaking in English adds to own status. All these have ultimately led to craze among Nepalese to learn and speak English.

Regarding the ELT situation of Nepal Karn (2010) says:

Today, English is not only a subject taught in the academic institutions but is also a medium of instruction, means of communication between students and teachers, and the language of trainings and conferences. English medium schools have treated their territory as "English Speaking Zones". This has transformed

the role of every teacher to be an English teacher first. A considerable number of interviews and good number of programs on television, radio take place in English.

English is becoming the most prestigious lingua franca without which no communication can be taken place among the different language speakers of the world. There are some researches carried out to investigate the existing ELT situation of Nepal which point out its major problems and suggest recommendations for their rectification. (p.30)

Khan and Cornwel (2001) wrote the role of ELT organization in development of teachers through effective in service teacher training programs, empowering teachers by providing them with forum to discuss issues facing them at the local level of Bangladesh. Being a well positioned organization of Bangladesh, BELTA is taking to the new and accessible height in that country. It has launched English language teaching improvement project(ELIP) to develop the status of ELT. Similarly, another project has launched called the program to motivate, train and employ women teachers (PROMOTE). Its aim was to strengthen the quality of gender sensitivity of teaching.(as cited in Regmi 2011, pg.n.25)

Briggs (2008) says about the TESOL, one of the popular ELT organizations in the world "It has local affiliates in about 100 countries. Each one of the affiliates adopts the TESOL missions and values. Its mission is to ensure excellence in ELT to the speakers of other languages. To point out its missions: professionalism in language, collaboration in a

global community, interaction of research and reflective practices for educational improvement, respect for diversity and multiculturalism".

Related to the ELT situation of Nepal Bhattarai (2001, as cited in Ojha, 2009) says:

Davies et, al (1984) is the most intensive study carried out to pinpoint the ELT situation of Nepal. In this report they conducted a nationwide survey of ELT situation analyzing the running syllabi, textbooks, teaching methods and aids, teachers-their training and proficiency level, student's proficiency level and examination system. They conclude that the country needs English but it is difficult to produce proficient output in the existing situation. To sum up, their suggestions to improve ELT elements in Nepal are to: Increase trained teachers and apply better teaching methods, open a training center, introduce various supplementary materials, overhaul the examination system make classroom environment conducive and so forth (p.37).

Guefrachi and Troudi(1956) wrote the MOEY(ministry of Education and Youth) of UAE has conducted a program to enhance English language teaching and learning in the country. Its main aim was to develop teachers' profession and help bridge gap between the university teachers, teacher trainers and the MOEY teachers. English has been taught as a foreign language in UAE.( as cited in Regmi 2011, p.25)

According to Bhattarai (2001) the entire development of ELT situation includes several factors such as curriculum, textbook, teacher training and so forth.

Finally, it can be concluded that lots of research have been carried out focusing the development of English language, its present situation and its importance in the context of Nepal and the role of other national and international organization in the development of ELT in Nepal.

Therefore, I have consulted some of the related researches to give a complete shape and to fulfill the objectives of my research.

### **2.1.1 British Council and its Introduction**

British Council is United Kingdom's international organization for cultural relations and educational opportunities for the people of the UK and other countries and builds trust between them worldwide. Founded in 1934 and incorporated by Royal Charter in 1940, the British Council is registered charity in England, Wales and Scotland. It is a global organization with more than 190 offices in 110 countries and territories. It affects the lives of around 500 million people every year- almost a tenth of the world population. (B.C. Prospects, 2014)

Each year it works with millions of people, connecting them with UK, sharing culture and the UK's most attractive asset: English, the arts and education. It has eighty years of experience of doing this. It aims to bring high quality English materials to every learner or teacher who wants them around the world. It works with governments to transform whole education systems to increase opportunity and employability through English. It also delivers English teaching and train teachers by radio, web and broadcast in developing and post conflict countries. ([www.teachingenglish.org.uk/teacher-training](http://www.teachingenglish.org.uk/teacher-training) Retrieved 10 June, 2014)

The purpose of British Council is to create international opportunities for the people of the UK and other countries and build trust between them worldwide. It connects people from the UK with people around the world, creating casting ties and building trust between them. It builds awareness and understanding of the UK which encourages people to visit study and do business in the UK, so configuring to long terms prospected and security. It benefits people in the countries where it works by offering them international cultural & educational opportunities and helping to support growth & stability. ([www.britishcouncil.org/nepal-english-learn-english-mobile.htm](http://www.britishcouncil.org/nepal-english-learn-english-mobile.htm).Retrieved 1 July,2014)

It has been working in Nepal since 1959, starting with a library at Kantipath. It now offers services in six cities in Nepal and employs more than thirty staff members. Its office and learning centre is based in Kathmandu. British Council has been involving in ELT. It is now providing services using range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world have become central to language practices.

Mcsharry (2013) says:

Under the British Council's 2016 Strategy it has targeted its resources on the areas where it has most impact. These include more widespread and better quality teaching by providing state sector English teachers with an international standard of training; more widespread and better assessment by working with partners



to reform the state sector learning assessment system; becoming a premier centre for professional development and cultural convention space. British Council is working closely with the Ministry of Education on aspects of language policy, teacher training, and examination reform, providing individual support through its Learning Centre and offering learning opportunities to the wider population by providing access to quality.

According to corporate plan 2013–2015, British Council

- ) supports effective English language teaching policy and English teacher
- ) improves the quality of English teaching in schools worldwide
- ) supports the English language needs of students and teachers
- ) expands its range of self-access English language learning products offered through the internet and mobile technology, as well as through print and broadcast media
- ) invests in and expand its global network of high quality English teaching centers
- ) continues to develop its award winning digital learning content
- ) continues to promote the UK as an English language learning destination
- ) increases access to effective English assessment, to support the learning of English worldwide
- ) gives greater access worldwide to UK school and professional qualifications

J continues to invest in its high-performing British Council bilingual, bicultural primary and secondary school .

Therefore, we can conclude that British Council is an international organization dedicated to the improvement and development of English language worldwide. It has been involved in the field of ELT for years and years. It has its great impact in Nepal also. Each year in Nepal, most of the other local organizations working in the field of ELT collaborate with British Council to promote and enhance professional development of the teachers.

### **2.1.2 British Council and Areas of Working**

The British Council (BC) has a global network of professionals with an intimate understanding and extensive knowledge of a range of international development sector. Following are the major areas of working in the network of British Council:

- a) **Civil Society:** It works directly with civil society to enable people to contribute to positive change and the development of more inclusive, open and stable societies.
- b) **Education:** It works with government, teacher, school leaders and civil society partners to help improve school education and learning outcomes through whole-system reform.
- c) **English for development:** It works with governments, institutions, teachers and learners to provide English language learning and teaching solutions that create life-changing opportunities for individuals.

- d) **Justice, security and conflict resolution:** It works with partners across the whole justice sector and civil society to help strengthen the rule of law, ensure access to justice and address and resolve conflict.
- e) **Public sector reform:** It supports public sector reform that encourages open government and close relations with citizens to build trust and accountability and create more inclusive, open and prosperous societies.
- f) **Skills and employability:** It supports the development of high-quality skills systems that are aligned with the future needs of industry and that help forth individuals and economics to prosper.  
([www.britiscouncil.org.np-teacher-development-and-education-in-context](http://www.britiscouncil.org.np-teacher-development-and-education-in-context).Retrieved on may 2014)

In reference to the points made earlier, I concluded that the area of working of British Council is not only confined to the above mentioned points but it is far-fledged. As this research focuses on the role British Council in developing ELT situation of Nepal therefore I had discussed the areas of working of British Council confining to the field of ELT only.

### **2.1.3 Objectives of British Council**

The British Council has the following objectives:

- ) To promote a wider knowledge of the United Kingdom.
- ) To develop a wider knowledge of the English language.
- ) To encourage cultural, scientific, technological and other educational co-operation between the United Kingdom and other countries, or
- ) To otherwise promote the advancement of education.

In a nutshell, it can be said that British Council aims to promote the educational level of the countries associated with it. Especially, it aims to enhance the level of English language of the teachers and learners involved in the field of ELT. It can be concluded that in general, it encourages cultural, scientific, technological and other educational co-operation among the countries associated with it.

### **2.1.4 British Council and English**

The English language is one of the British Council's greatest assets connecting people around the world and helping to build trust for the UK partners to provide people globally with greater access to the life-changing opportunities that come from learning English and from gaining internationally respected UK qualifications.

The British Council does this through face-to-face teaching and blended courses; through supporting English language teaching and learning in public education system; through providing materials in a wide range of media for self access learning and by managing English language examinations and other UK qualifications across the world.

**Face-to-face teaching:** In face-to-face teaching it has taught learners at over eighty two teaching countries in nearly fifty countries, growing and adapting its services as demand has increases and customer preferences have changed.

**The British Council English for Education System:** It involves working at policy level with ministries of education worldwide to improve the quality of English teaching in schools, and to support growing demand for English in further and higher education. Working more at his level allows it to create greater impact on increasing by greater impact.

**Self access learning:** It continues to build on the success of its English learning websites, including learn English and teaching English and the newly introduced learn English Teens. Through self-access channels it is now able to work on a much larger scale than before and to reach people who have not traditionally had access to English teaching.

**Examinations:** It has administered three million UK examination in over eight hundred fifty towns and cities worldwide, continuing to promote the UK as high quality assessment provider and helping people gain access to trusted qualifications of support their career and study prospects. ([www.teachingEnglish.org.UK/teachertraining](http://www.teachingEnglish.org.UK/teachertraining). Retrieved on june 2014)

Based on what I have laid out above, I was able to conclude that English language is one of the greatest assets of British Council and it is an inevitable part of it. It can be said that through the use of different programs and courses British Council spreads the use of English worldwide.

### **2.1.5 Role of British Council in English Language Teaching**

Since its inception, the British Council has been involved in English language teaching. Through its various teacher and student- centered programs it has been involved in the field of ELT for more than eighty years. It organizes various seminars and workshops for the teachers. Similarly, it provides various ELT materials and guidance to the learners. Following are the some roles of British Council in the field of ELT.

- i. Addresses issues, questions and concerns of everyday English language teaching practice.

- ii. Provides language teachers and learners guidance, materials, equipment and premises with a view to helping them achieve their learning needs.
- iii. Organizes provisions/activities for professional development thereby allowing teacher and trainee-teachers to update their professional know-how.
- iv. Provides center members materials and equipments in order to support their specific professional as well as academic needs.
- v. Provides professional development programs such as short term training packages, workshops, seminars and so on.
- vi. Supports its members for an efficient delivery of a language course.

Considering all the factors, which have been discussed above I found that British Council has a great role and impact in the field of ELT. Through its numerous branches in different countries, it has been involved in different programs like providing trainings, organizing workshops, delivery of language course, providing ELT materials and guidance.

### **2.1.6 Teacher Training Programs Run by British Council**

British Council has been providing a lot of teacher training programs either face –to-face or by online. Most of the trainings are of tailored one

i.e. designed according to the needs of the country and situation.

Following are some of the regular trainings which the British Council provides through online service.

**A. Moderate Courses**

These courses are the teacher training courses which are led by the British Council moderator. These courses have fixed start and finishing dates. These courses deal with the essential principles and practice of ELT. Following are the types of Moderated courses which are provided by the British Council.

**i. Primary Essentials:** This is a primary teacher development course for teachers of English teaching young learners aged seven to eleven years old. It provides an introduction to the essential principles and practice of primary English language teaching. The course takes about three to four hours a week over twelve weeks and aims to help teachers:

Z Identify some of the key areas associated with teaching English to children.

Z Identify key techniques for using songs and games to enhance children's learning.

Z Understand how different learning styles affect the way we learn and identify different techniques for exploiting different learning styles.

Z Define how lesson plan is linked to syllabus and curriculum and explain how the curriculum can define what and how you teach.



Z Identify a variety of classroom management factors which affect the learning conditions in the young learner classroom.

Participants are assessed at the end of each unit, and these assignments form a portfolio on which the participants are given a final assessment of distinction/pass fail.

- ii. **Teacher Knowledge Test (TKT) Essentials:** The TKT essential course provides an introduction to English language teaching methodology for teachers who want to develop expertise in communicative language teaching (CLT). It is suitable for both beginning teachers who need to develop knowledge of key concepts in ELT and experienced teachers who want to update their methodology. This course covers the key concepts in the theory of communicative language teaching. It provides a comprehensive introduction to knowledge for the teacher about language learners and actual classroom practice. The course structure and content is based on the syllabus of the Cambridge ESOL teaching knowledge test. It can be taken in preparation for the Cambridge ESOL teaching knowledge test or as a teacher development course of its own.
- iii. **Content and Language Integrated Learning (CLIL) Essentials:** Teachers learn to use model language, evaluate language challenges in the classroom, develop enquiry based learning to improve assessment methods and feedback. Practical examples throughout the course reflect a range of subjects and age groups. Final assessment on

the course consists of one 500 word essay and one lesson plan with rationale.

**iv. In-service Teacher Development Workshops:** These workshops have been designed for teachers wishing to develop a deeper understanding of the four topics covered, but perhaps who do not have full time for a full course. The topics are process writing, grammar, learning styles and becoming a reflective practitioner. Each workshop provides input on main concept as well as practical guidance on teaching techniques and methodology. Activities include reflection tasks, quizzes and games. The tasks and activities serve as templates which participants can adopt for their own classrooms. Each workshop concludes with guide's activities to promote reflective practice and sources for further reading. They are appropriate for teachers working in any educational context-primary, secondary, tertiary or adult. The series benefits teachers of English who want to understand and implement current trends in English language teaching.

## **B. Self Access Courses**

Self Access Courses are the type of courses which one can start at any time and the learners have freedom to study when they want. These courses are suitable for both primary and secondary teachers. These courses include learning technologies for the classroom, Special educational needs and Steps to success which are discussed below:

- i. Learning Technologies and the Classroom:** This is a teacher development course that introduces teachers of English to the main aspect of using new technologies in the language classroom. The course modules cover a range of web technologies, with topics including using the internet, cyber well being for learners, using office applications, using online video and audio, and using social networking and other web technologies for educational purposes.
- ii. Special Educational Needs:** The course is aimed to teachers of English as a subject or teachers teaching through the medium of English working in mainstream learning contexts. It is suitable for both primary and secondary teachers and not just for special educational needs specialists.
- iii. Steps to Success:** This is teacher training course which is meant for the person who is finishing his studies to be a teacher or is in his first two year of teaching. It helps the teacher by making the transition from student teacher to professional and put the theory that he/she has learnt into practice.  
([www.teachingEnglish.org.UK/teachertraining](http://www.teachingEnglish.org.UK/teachertraining).Retrieved on june 2014)

Finally, it can be concluded that British Council has a great role and impact in the area of teacher training also. Thousands of teachers are benefited every year around the globe by the different types of trainings provided by British Council. The another benefit of British Council's

training program is that one can choose the training of his/her need either face to face or through on-line services.

Among the various programs conducted by British Council, English for Teaching: Teaching for English (ETTE) is one of the leading projects. It is a program for reaching teachers in marginalized areas in Central and South Asia. ETTE particularly targets teachers who have not so far received training or development opportunities.

### **2.1.7 ETTE and its Introduction**

ETTE is a language and methodology project which aims to reach teachers in both rural and urban areas who have not have had much previous access to support activities and operate in marginalized and under resourced area. The project involves ten countries in the Central and South Asia region: Afghanistan, Bangladesh, Iran, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan and Uzbekistan

This major project was set up by the British Council following discussions with ministries of education in the seven participating countries. It addresses a number of common needs that were identified, and caters also for country-specific needs. ETTE is particularly designed for teachers who live in far-flung areas and who have not yet benefited from training or development opportunities.

ETTE focuses on classroom language and methodology in an integrated way, aiming to increase teachers' confidence in their skills and language competence and to provide them with a rich fund of practical, context-specific skills, ideas and resources. The approach is flexible, allowing the

emphasis to move between teaching and language, depending on needs and ability, but never losing sight of either.

In terms of language, ETTE concentrates on what happens in the classroom, taking as its benchmark language level B1 of the Council of Europe's Common European Framework of Reference for Languages.

In terms of methodology, ETTE combines a core of skills relevant to all teaching situations, with a number of context specific skills which respond to the particular needs of the countries involved and the groups within each country. A flexible, responsive approach is made possible by creating a package of resources and training processes rather than merely a linear series of courses. These include courses, but also mentoring, peer support and guided self-access.

The training achievements were measured in four different ways: Classroom dissertation, daily reactions progress, reflection upon it and its implications in their context. The evaluation report was recently submitted by Richard Thompsons Associates from UK, and the results are extremely encouraging. The trend of community schools currently changing their Medium of instruction from Nepali into English particularly in the primary level has received mixed feedback. However, teachers, parents and a majority of stakeholders feel that the most important step for a state school to be in par with private schools is to change their medium of instruction into English. But on the other hand, there are many who feel that language of instruction shouldn't really matter and content is what holds prime importance.

(<http://www.britishcouncil.org.np/english-teaching-teaching-english-ette>  
.Retrieved on May 2014).

Regarding the progress of ETTE, Bates (2005) says:

ETTE is using the best existing resources aimed at improving teachers' language competence, providing practical methodological guidance, plus resources emerging from the British Council Global Products for English Teachers. It makes this possible by using a new flexible model of delivery that combines direct and indirect delivery of face-to-face printed, electronic and on-line services. It helps schools teachers improve their performance in the classroom by enhancing their access to materials, methods and opportunities for their professional training and development.

Ultimately, it can be summarized that ETTE is one of the major project of British Council which works in the rural and marginalized areas for the teachers who have not yet benefited from any sort of training. The teachers who have participated in the training are supposed to be benefited in Basic English teaching methods, classroom instruction, general classroom management and language competence through face to face, printed and on-line services.

### **Focus**

1. Improving classroom performance of teachers of English, especially those teaching in remote or marginalized areas

2. Increasing teachers' access to a variety of developmental methods and ELT materials
3. Strengthening the capacity of Teacher Associations to contribute to the development of ELT and to act as partners to government.

**Client, stakeholders, partners**

- Ministries of Education
- Key national in-service teacher training institutions
- English Teacher Associations

The project includes:

- Z Teacher training in English and learners centered methodology.
- Z Training in mentoring and peer support.
- Z Establishing English language corners for teachers in remote areas.
- Z Peer-support groups to support continuous professional development of teachers.

ETTE runs teacher training courses in all participating countries. The courses offer teacher opportunities to learn newer and better teaching ideas, share their experiences with other teachers and immediately put new ideas into practice.

Through these courses teacher will learn:

- Z Basic English teaching methods.
- Z Classroom instruction.
- Z Activity based instruction.

- Z General classroom management.
- Z Presenting new language.
- Z Pronunciation.
- Z Giving a clear and accurate model of spoken English.

### **ETTE in Nepal (First Phase)**

British Council has been working in collaboration with the department of education, Global Action Nepal (GAN) and the Nepal English Language Teachers Association (NELTA) on a three year project (2008-11) which aimed to improve the ability of primary school English teachers, especially in remote or marginalized areas, to teach the language effectively. British Council trained over thousand teachers in thirteen districts and over fifty trainers and mentors throughout Nepal. In two and a half year ETTE training was expanded to many remote districts of Nepal like Kailali, Solukhumbu, Baglung, Gulmi, Manang, Lamjung, Makwanpur and Nuwakot.

### **ETTE in Nepal (Second Phase/ETTE+)**

To promote a communicative approach to teaching in Nepal, the British Council, in association with partners including the Nepal English Language Teachers Association (NELTA), Global Action Nepal (GAN), and the National Centre for Educational Development (NCED), initiated a cascade teacher training project from April 2013-April 2014: ET:TE+ (English for Teaching: Teaching for English). The impact extended beyond 3,000 teachers.



**General Introduction:** English for Teaching-Teaching for English (ETTE+) is a British Council teacher training project initiated to support the development of communicative English language teaching in government primary schools in Nepal.

British Council in partnership with Nepal English Language Teachers Association (NELTA) and Global Action Nepal (GAN) implemented ETTE+ project in Chitwan and Lamjung district respectively in 2012/13 with support from the Department of Education and local District Education Office. Approximately one hundred and fifty primary level teachers from sixty six government schools in Chitwan and one hundred and fifty teachers from thirty one schools in Lamjung participated in a fifteen day intensive training. Child centric interactive methods and activities using English as Medium of Instruction were illustrated and primarily focused during the training. Teachers were also highly encouraged to use group, pair and collaborative work among students. ([www.globalactionnepal.com](http://www.globalactionnepal.com) Retrieved on June 10)

The training achievements were measured in four different ways: classroom observations, daily reactions, progress, reflection upon it and its implications in their context.

A baseline study was carried out particularly in Classroom teaching learning, Teachers and students Language level, classroom management using participatory research tools like spider web. After completing this process a baseline report was produced. A visual clips and photography was also prepared for impact study at the end of the project.

## **Objectives:**

- ) To enhance English language proficiency of primary level teacher.
- ) To promote interactive and participatory teaching and learning situation in child friendly environment.
- ) To promote the use of teaching materials in teaching.

Besides those of the main objectives, there were some specific objectives as:

## **Specific Objectives:**

- ) To enhance the skills and analyzing the learners errors and work accordingly.
- ) To enhance the skills of giving feedback to their learners.
- ) To develop the skills of lesson planning and annual teaching plan.
- ) To enhance the skills of pronunciation i.e., intonation, sound, stress, rhythm, sentence stress etc. and use of paralinguistic features of language.
- ) To enhance the skills of teaching different language skills etc were some of the specific objectives of this very training.

## **Planning Phase**

The whole school Improvement has taken the key approach of the project which starts from revisiting School Improvement Plan (SIP) and its process through the involvement of all stakeholders concerned including VDC representative and District Education personnel. The project staff will facilitate it and formulate plan with activities, resources and actors.

During this time they also analyze stakeholders, develop resource mapping.

### **Implementation Phase**

A project implementation team was formed in the respective district consisting of DEO/DDC/VDC/cluster representative and local educational NGO.

All cluster primary teachers attended the course to improve their English as well as pedagogical skills and awareness through reflection sessions. The support was provided to transfer the pedagogical skills and awareness inside the classroom.

A series of Continuous Professional Development (CPD) opportunities was given to the teachers through teacher's clinic, mentoring and 360 degree feedback mobilizing volunteers/focal teachers and RPs. There was also mechanism for networking of teachers to provide them opportunity for peers support and other professional activities such as publications, meetings and seminars. Media/mobile was also mobilized to support teachers and students to improve their language skills.

The volunteers intensively supported the schools for six months and after that the volunteers gradually decreased their intensity. Then there was some follow activities to support them and insure the involvement and continuation.

School formed English Children club to reinforce and practice what they have learned inside the classroom and enhance their language skills and knowledge through organizing extracurricular activities.

**Training approach/modality:**

The trainings were basically activity based. In the training, the participants were made aware of the theoretical aspects of child friendly activities through different activities that illustrated the concept. Group work and collaboration were hugely used.

The training was residential and school based depending on the nature.

Each day the teachers got opportunity to reflect over the sessions delivered and methodology used along with its implications in their context.

Each day they had time for peer teaching but on the very first day it was just introduction of the peer teaching format and ways to provide feedback. From the very beginning, the trainee teachers were prepared for their self reflection and peer feedback.

At the end of the training, the trainee teachers made an action plan to ensure implication of their learning and at that point it was highly recommended to incorporate some ways of follow up and support by the trainers or someone who was familiar with the GAN training approach and the content and process adopted in the training.

## **Project areas**

Throughout the one year project period; The project was implemented in two districts: Chitwan and Lamjung .Schools in the selected resource centers was divided in clusters. In each cluster one focal teacher was developed and two volunteers (one Nepalese volunteer and one overseas volunteer) were assigned in each cluster.

## **Project Partners:**

### **Central level**

British Council, GAN, Department of Education and NCED were the key partners of the project at the central level for over all planning, approach and generating resources. British council was basically responsible at policy level as well as for resource management. Global Action Nepal and NELTA were implementing partner with the responsibility of facilitating and coordinating with government line agencies and other development partners who are working in the same districts.

### **District level**

Education Training Centre (ETC), Local partner Organization, District Education Office (DEO), and Lead RC School.

The baseline and monitoring and evaluation were carried out by a UK/Nepal team associated with the Institute of Education, London, which included the Aptis test and indicators from the classroom. BC Nepal standardized this team in classroom observation indicators to assess whether there was any transference of the training into the classroom. The

training manuals and master training were split into two: the first as with ETTE consisted predominantly of a series of lesson plans which could be implemented in low resource classrooms; the second was more pedagogical in nature and required adaptation by both the master trainers and the teachers to implement ([www.globalactionnepal.com/](http://www.globalactionnepal.com/)retrieved on June 13).

## **2.2 Review of Related Empirical Literature**

Many researchers have already carried out their researches on the role and impact of many national and international organizations in the field of ELT in Nepal and some articles are published in different journals on the teacher's professional development and ELT development. Among them, I have reviewed some research works under the department of English Education, T.U. and some articles from the different journals which are somehow related to my study.

Rossner (1992) carried out a short survey to find out the teachers responses indicated four key areas that the teacher is concerned with. They are: a) Developing language and other skills like counseling, meditation, computing. b) New experiences, challenges and opportunities for teachers to broaden their repertoire and take new challenges and responsibilities. c) Needs and wants of the individual teacher in ways that suit that individual. d) Bottom-up approach in decision making about what developing teachers need (as cited in Gnawali, 2008, p. 37-38).

Arthur (1997) wrote about the works and roles of IATEFL in ELT development world widely. It is a common forum for teachers, teacher

trainers, researchers, writers, publishers and so forth from all over the world to share and air their view, problems, experiences and developmental ideas and present educational values to public bodies. This organization raises the teachers' level of professionalism throughout the ELT world. It enables the international network of such activities it has been publishing ELT journals and implementing various projects globally. (English Today, Vol.13, p.50)

Bhattarai (2011) carried a research on 'Delivery of Training by NELTA Members.' He conducted his study among fifteen members of NELTA who had been teaching at secondary level in both government-aided and private schools of Rupandehi district. He used non judgmental sampling procedure to conduct his survey and he used checklist and questionnaire as a tool. The study aimed to find out the delivery of training in teaching and learning activities by the NELTA members (teachers) in terms of students' motivation, methods and techniques used and evaluation system. Similarly, it aimed to explore the NELTA members, perception toward delivery of training. This study concluded that most of the NELTA members implemented the skills they had learn from the training in the classrooms. Teachers' perceptions toward training of NELTA were good and they accepted training as indispensable organ of language teachers.

Gautam (2011) conducted a research on 'Perception of Teachers on NELTA Activities for Professional Development'. The objectives of the study were to identify the perception of teachers on NELTA activities for professional development and to find the NELTA members applying the ideas learnt in its programs in their professional life. Forty-five in-service

teachers who were the members of NELTA of Morang district were the sampling population of this study. Gautam used non-random purposive sampling procedure to conduct his survey. Similarly, he used questionnaire including both open ended and close ended questions as a tool. The study concluded that majority of the teachers used the ideas learnt from NELTA programs. Similarly, the study showed that the perception was that NELTA members had developed their reading habit and writing something in the professional life.

Though various studies have been carried out in the field of ELT and few on teachers' professional development solely, still there is the lack of research in the area of ETTE's role in ELT development, one of the popular teacher training programs of the nation. Although some of the articles in different journals have raised this issue, none of them have dealt with the contribution of ETTE to the teachers, development and curriculum development of the English language. Therefore, I carried out this study to find out the role of British Council and ETTE (second phase) in the above mentioned issues.

### **2.3 Implication of the Review for the Study**

Determining and reviewing the related literature is the central and most important task for research problem which improves the methodology and contextualize the findings. Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding. Kumar (2009) states a literature have a number of implications:

- i. It provides a theoretical background to the study.



- ii. It helps to refine research methodology.
- iii. Through the literature review you are able to show how yours finding have contributed to the existing body of knowledge in your profession.
- iv. It enables to contextualize the findings (p. 30).

Out of six different studies reviewed, all were conducted regarding the role of different organizations in the field of ELT. These studies are to some extent related to my study. After reviewing these works I have got lots of ideas regarding my topic. In order to conduct those research they have used survey research design and I have also followed the same i.e. survey research design. Therefore, after reviewing those research works, I got ideas on the process of survey research design. Likewise, I have used as a tool of data collection and I have also used the same tool of data collection. Therefore, from this they are similar.

Following are the implications of related literature which are beneficial for my study.

- i. I reviewed the study of Ojha (2009) "Language Planning in Education with Special Reference to ELT in Nepal" which helped me for piloting the research tools which became handy to become my study full-fledged.
- ii. Arthur (1997) carried out a research on "The works and roles of IATEFL in ELT development word widely" which give me the

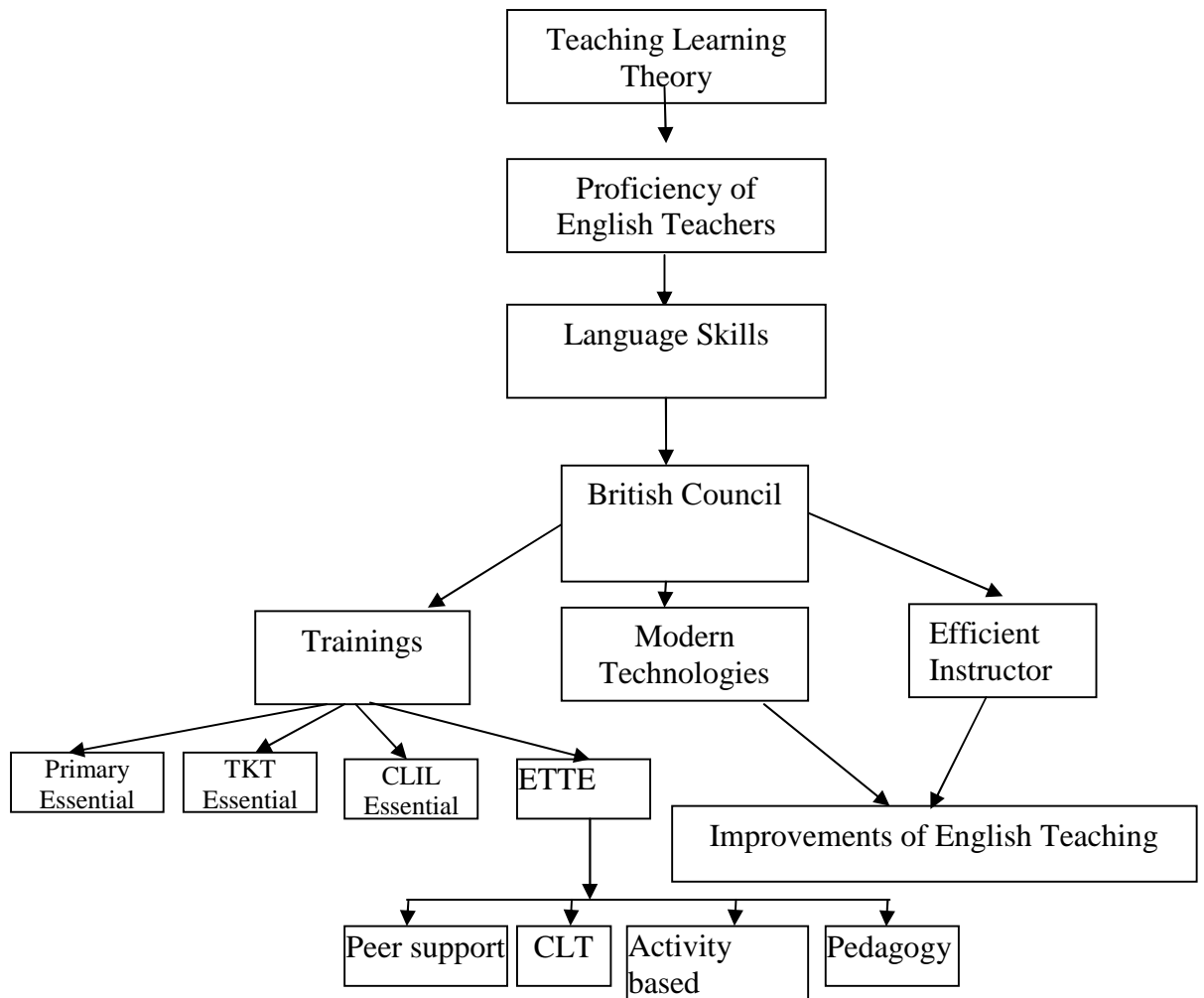
theoretical knowledge on ELT development and which is helpful on the ways of providing some effective pedagogical implications.

- iii. "Perception of Teachers on NELTA Activities for Professional Development" by Gautam (2011) becomes guideline for comparing and contrasting the role of British Council and NELTA.
- iv. "Delivery of Training by NELTA Members" by Bhattarai (2011) also provides me the insight to compare and contrast the two different organizations.
- v. Similarly the research entitled "Journal of Educational Research.Vol.1, No.1" by Shrestha (2008) helps me to refine the research methodology and to derive the findings of the study.

Based on what I have laid out above , I was able to conclude that literature review has a great implications in any research work. It provides theoretical background, refines research and helps to contextualize the findings. In this thesis I have also reviewed six different literatures which helped me in different ways to accomplish my thesis.

## **2.4 Conceptual Framework**

Conceptual framework has been developed on the basis of the previous researches and studies carried out in the similar topics. In this regard, the researcher has consulted researches of various writer and researchers. The idea can be present in the following framework.



It can be simplified from the above diagram that teaching –learning theory helps in the proficiency of English language teachers to develop their language skills. In relation to this, British Council provides different sorts of trainings with the help of its efficient instructors which ultimately leads to the improvement of English language teaching.

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methodology was adopted to fulfill the above mentioned objectives:

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

This study followed survey research methodologies in the context of my work. Survey research is one of the most used methods of investigation in educational research. It may scope from a large scale investigation like census to a small scale study like SIP or even a small classroom study. It can be carried out either by a group of researcher or by an individual. It mainly depends upon the nature of the study. Data in a survey research is collected only at a single point of time aiming to obtain an overview of a phenomenon, event, issue or a situation. It is cross-sectional study.

Focusing the importance of natural situation in survey that one collects data from all or part of a population to assess the relative incidence, distribution and interrelations of naturally occurring phenomena is the characteristics of survey.

In survey research, the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them. The questionnaire, or survey, can be written document that is completed by the person being surveyed, an online questionnaire, a face-to-face interview or a telephone interview.

Using surveys, it is possible to collect data from large or small populations.

In this regard, Rosers (1988) opines:

Survey research in education involves the collection of information from members of a group of students, teachers or other person associated with the other educational process and analysis of this information to illuminate important educational issues. Most surveys are based on samples of a specified target population; the group of person in whom interest is expressed. The researcher often wishes to generalize the results obtained from the sample to the population from which the sample to the population from which the samples were drawn. (p.234)

The discussion above entails that survey is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, phenomena, events and or situation. The finding of survey is generalizable and applicable to the whole group. It is the best research design carried out to ding out public operation, and the behaviors and attitudes of different professionals.

According to Nunan (1992) the main purpose of a survey research is to obtain a snapshot of conditions, attitudes and events at a single point of time. That is to say data in a survey research is collected only at a single point of time aiming to obtain an overview of a phenomenon, event, issue or situation.

The characteristics of the survey research are:

- Survey is one of the cross-sectional studies.
- Survey generally addresses a large group of population in reference to the educational information.
- The structured tools are used to collect quantifiable data.
- Selection of the representative sample is a must.
- Data in a survey is collected only at a single time.
- Survey's findings are generalizable and applicable to the whole group.
- Survey is a hypothetic-deductive study.

According to Nunan there are eight steps procedure of survey research.

They are:

- i. Define objectives
- ii. Identify target population
- iii. Literature review
- iv. Determine sample
- v. Identify survey
- vi. Design survey procedure
- vii. Identify analytical procedure
- viii. Determine reporting procedure

As I had to find out the role and impact of British Council in developing ELT situation of Nepal, I found survey research design more relevant in my case to find out the attitude and opinions of the people involved in the project ETTE. As it was not possible to interview all the teachers involved in the project I interviewed forty English teachers of Lumjung district because the finding of the survey is generable and applicable to the whole group. Through this research, I explored some roles and effects of British Council in Teaching English.

### **3.2 Population and Sample**

Three hundred participants of ETTE programs were my study population. Forty English language teachers from 20 schools who have participated in the ETTE (Second phase) and who are teaching at primary level of the Lamjung District were my study sample population. All of them were from government aided schools. For this I selected two teachers having more than two years of experience in teaching profession from each school. I also selected three members of management committee for interview.

### **3.3 Sampling Procedure**

The total sample size consists of forty primary level teachers (who have participated in the ETTE) from Lamjung district. The sample was taken from twenty selected schools representing two teachers from each school. The selection was done through purposive non-random sampling procedure to elicit the data.

### **3.4 Data Collection Tools**

In order to collect data, I used a set of questionnaire. The questionnaire was used to find out the current roles and functions of British Council in Teaching English and the effectiveness of ETTE program in Nepal.

### **3.5 Data Collection Procedures**

The researcher collected the data from the primary teachers of Lamjung district as a primary source by administering the questionnaire. For this purpose the researcher followed the following steps:

- i. At first I went to the selected schools of Lamjung district, talked to the authority, make good relationship with them and explain them the purpose of the study to get permission to consult with the primary level teachers.
- ii. After getting permission from the authority, I consulted the teachers who have participated in ETTE and who are teaching in the school, built rapport with them, explained them the purpose of the research and requested them to take part in responding the questionnaire.
- iii. Then I distributed the questionnaires.
- iv. Finally, I collected the questionnaire thanking the informants and school authority for their co-operation.

### **3.6 Data Analysis and Interpretation**

The systematically collected data was discussed, transcribed, analyzed, interpreted and presented descriptively using appropriate statistical tools, diagram, tables, charts and illustrations.



## **CHAPTER FOUR**

### **RESULT AND DISCUSSION**

In this chapter, the systematically collected data from the primary sources have been analyzed and interpreted. The data was collected with the help of questionnaires consisting of both open-ended and close-ended questions that were constructed based on the objectives of the study. Interview was also used in the process of data collection. The study was carried out to explore the role of British Council in developing the ELT situation of Nepal.

The result and discussion of data collected from the questionnaire have been presented in this chapter. This study primarily aimed at finding out the roles and impact of British Council in the development of ELT situation of Nepal. The researcher analyzed and interpreted the data collected with the help of questionnaire, consisting of thirty items that were responded by the primary teachers of Lamjung district who have participated in ETTE training conducted by British Council. This chapter is devoted to the result and discussion of collected data from primary sources. Tabulation of information and then its discussion is followed by results and discussions using tables and description.

## 4.1 Results

On the basis of the discussion and interpretation of the data the following result have been drawn:

- i. British Council addresses issues, questions and concerns of everyday English language teaching practice.
- ii. It provides language teachers and learners guidance, materials, equipment and premises with a view to helping them achieve their teaching and learning needs.
- iii. ETTE training focuses on time management also i.e. how much time to spare in presentation, practice, evaluation and feedback activities in the classroom.
- iv. It provides its members materials and equipments in order to support their specific professional as well as academic needs.
- v. It was found that the participants of ETTE get ample chance to learn innovative ideas of using sufficient materials in their classroom from the training.
- vi. It provides professional development programs such as short term training packages, workshops, seminars and so on.
- vi. British Council supports its members for an efficient delivery of the language course.
- vii. It was found that almost all the participants implement the knowledge and skills gained from the training from the British Council.

Therefore, it can be concluded from the above points that the result of my study was very much positive towards the role of British Council in developing ELT situation in Nepal. It was found that British Council has been contributing in the professional development of the teachers in the field of ELT.

## **4.2 Discussion**

This section is mainly concerned with the presentation, analysis and interpretation of the data. The collected data from the respondents were presented, analyzed and interpreted to explore the current role of British Council to develop ELT situation of Nepal. I have analyzed the systematically data under the four main headings:

- a. Respondents view on British Council
- b. Activities and aspects of the training focused by ETTE.
- c. Implementation of knowledge and skills gained from the training
- d. Role of British Council in the improvement of teaching and learning of English language

Any research work needs some base to discuss and analyze the systematically collected data to get the desired outcome. Therefore, I have also analyzed my discussion in the four different categories to meet my research objectives which are mentioned above.

### 4.3 Respondents' View on British Council

The first category of the questionnaire was related to the respondents view on British Council. So they were asked two different questions related to British Council.

#### 4.3.1 Aspect of ELT that British Council Focuses More

The first item of the category asked to the respondents was “On what aspect of ELT British Council focuses more?” Out of total forty participants, fifty percent i.e. 20 respondents said British Council focuses more on organizing workshops and seminars. Similarly, twenty percent of them said teacher training is focused more; fifteen percent respondents replied that IELTS examination is focused more. Likewise, ten percent of the respondents said it focuses on Delivery of language course. Therefore, it can be concluded that majority of the respondent viewed that British Council organizes workshops and seminars for the professional development of the teachers. The given responses can be shown in table number one.

**Table No.1**

**Respondent's View on British Council**

<b>S.N</b>	<b>Themes</b>	<b>Number</b>	<b>Percent</b>
i.	Organizing workshops and seminars	20	50
ii.	Teacher training	8	20
iii.	IELTS examination	6	15
iv.	Delivery of language course	4	10
v.	Effective ELT policy	2	5
	Total	40	100

### 4.3.2 Medium that British Council Uses to Develop ELT

In the next category the researcher asked them “Through which medium British Council helps to develop ELT situation in Nepal?” as a second item of the first category. Majority, sixty two and half percent of the total respondents replied that the internet helps to develop ELT situation in Nepal. In the same way, twenty percent of the respondents said print media facilitate to develop ELT situation. Similarly, ten percent of the respondents said face-to-face communication also helps to some extent. Similarly, Five percent of the respondents replied mobile technology as their answer and finally two and half percent of the participants said Broadcast media also helps to develop ELT situation in Nepal. Therefore, it can be said that internet technology helps to develop ELT situation rather than any other media in Nepal. The given responses can be shown in table number two.

**Table No. 2**  
**Development of ELT through Different Media**

<b>S.N</b>	<b>Themes</b>	<b>Number</b>	<b>Percent</b>
i.	Internet	25	62.5
ii.	Print Media	8	20
iii.	Face-to-face	4	10
iv.	Mobile technology	2	5
v.	Broadcast media	1	2.5
	Total	40	100

#### **4.4 Activities and Aspects of the Training Focused by ETTE**

The second category of the questionnaire was related to the respondents view on activities and aspects of training focused by ETTE. In this category the respondents were asked seven different questions which are discussed below in separate headings.

##### **4.4.1. Material Development**

The first question that was asked was “What did you learn in terms of material development?” Out of forty, sixty percent of the respondents said that they learnt sufficient use of materials. Fifteen percent of them said that they learnt good match between material and subject matter.

Similarly, twenty percent said that they got knowledge on relevant and appropriate use of materials. Likewise, five percent replied that they adapted easily available or made materials. In a nutshell, it can be concluded that more than fifty percent of the participants learnt sufficient use of material in terms of material development from the training. The given responses of the respondent can be shown in table number three.

**Table No.3**  
**Material Development**

<b>S.N</b>	<b>Themes</b>	<b>Number</b>	<b>Percent</b>
1.	Sufficient use of materials	24	60
2.	Relevant and appropriate	8	20
3.	Good match between materials and subject matter	6	15
4.	Easily available or made	2	5
	Total	40	100

#### **4.4.2 Teaching and Learning Procedure**

The fourth item of the question was related to the teaching and learning procedure. The question that was asked in this category was “What did you learn as a teaching learning procedure from the training?” According to the data obtained from the respondents it was found that Fifty percent of the respondents learnt the use of appropriate strategies /methods.

Twelve and half percent of the respondents learnt proper use of teaching materials. Similarly, seven and half percent of them learnt encouraging students’ participation in various activities. Likewise, seven and half percent respondents learnt to ensure whether students were placed at the centre of teaching. The result also showed that five percent of them learnt to bring variations in teaching learning activities. Similarly, five percent respondents learnt associating stories/experiences. And again it was found that five percent of the respondents learnt paying proper attention to the passive students. The data also showed that two and half percent of the respondents learnt use of classroom dynamics. In the same way, the result concluded that two and half percent of the respondents learnt to maintain two way traffics. Finally, two and half percent of the respondents were found to learn summarizing the lesson. Finally, it can be concluded that the majority of the participants learnt use of appropriate methods and strategies from the training which can be presented in table number four.

**Table No.4**  
**Teaching and Learning Procedure**

<b>S.N</b>	<b>Themes</b>	<b>Number</b>	<b>Percent</b>
i.	Use of appropriate methods/strategies	20	50
ii.	Proper use of teaching materials	5	12.5
iii.	Encourage students' participation in various activities	3	7.5
iv.	Students were placed at the centre of teaching	3	7.5
v.	Associate stories/experiences	2	5
vi.	Bring variations in teaching learning activities	2	5
vii.	Pay proper attention to the passive students	2	5
viii.	Use of classroom dynamics	1	2.5
ix.	Maintain two way traffic	1	2.5
x.	Summarize the lesson.	1	2.5
	Total	40	100

#### **4.4.3. Classroom Management**

The fifth item of the question was related to the classroom management. The question that was asked was "How do you manage your classroom?" Sixty percent of the respondents were found to arrange seating in such a way that students can be seen easily by the teacher. In the same way, twenty five percent respondents said that they arrange seating in such a way that teacher can have place to reach to every students. Finally, fifteen percent respondents said that they learnt students can have place to be merged in pair or group. The data obtained from the respondents is shown in table number five.



**Table No.5**  
**Classroom Management**

<b>S.N</b>	<b>Themes</b>	<b>Number</b>	<b>Percent</b>
i.	Students can be seen easily by the teacher	24	60
ii.	Arrange such a way that teacher can have place to reach to every students	10	25
iii.	Students can have place to be merged in pair or group.	6	15
	Total	40	100

#### **4.4.4. Time Management**

Regarding time management out of forty respondents twenty percent said that they give priority to presentation. Fifty Percent of them said that they prioritize practice/activities. Similarly, fifteen percent said that they focus on evaluation. Likewise, ten percent give their emphasis on giving feedback and finally, five Percent said that they summarize the lesson. Therefore, it can be concluded that practice/ activities was more focused in terms of time management in the training which is shown in table number six.

**Table No. 6**  
**Time Management**

<b>S.N</b>	<b>Themes</b>	<b>Number</b>	<b>Percent</b>
i.	Practice	20	50
ii.	Presentation	8	20
iii.	Evaluation	6	15
iv.	Feedback	4	10
v.	Summarize	2	5
	Total	40	100

#### 4.4.5. Discipline

In the question number seven, the researcher asked the respondents about discipline. The 7<sup>th</sup> question was “how did you find discipline in the classroom?” In its answer, out of forty, fifty seven and half percent of the respondents replied that they found well managed discipline whereas twenty percent found students behave well and rest of them said teacher behaves well which can be shown in table number seven.

**Table No. 7**

#### **Discipline**

<b>S.N</b>	<b>Themes</b>	<b>Number</b>	<b>Percent</b>
i.	Well managed discipline	23	57.5
ii.	Teacher behave well	9	22.5
iii.	Students behave well	8	20
	Total	40	100

#### 4.4.7. Evaluation and Feedback

The ninth item addressed to the respondents was about their views towards evaluation and feedback. In answer to the question two and half percent of the respondents said that they are interested in Pre-teaching evaluation. Similarly five percent said that they evaluate students while teaching. Likewise fifty percent said that they go with Post teaching evaluation. Twelve and half percent of the respondents said that they use variety of evaluating and feedback giving tools. Moreover, seven and half percent respondents said that they give appropriate feedback at the right time and two and half percent of the respondents went with giving delayed feedback. Likewise, seven and half percent respondents assure that the objectives have been achieved. Five percent assign homework at

last and finally, seven and half percent respondents said that they keep the record of students' evaluation. In a nutshell, it can be said that post teaching evaluation is a mandatory aspect of evaluation and feedback therefore it was focused more which can be shown in table number eight.

**Table No.8**  
**Evaluation and Feedback**

<b>S.N</b>	<b>Themes</b>	<b>Number</b>	<b>Percentage</b>
i.	Post-teaching evaluation	20	50
ii.	Use variety of evaluating and feedback giving tools	5	12.5
iii.	Assure objectives have been achieved	3	7.5
iv.	Give appropriate feedback at the right time	3	7.5
v.	Keep the record of students' evaluation	3	7.5
vi.	Assign homework at last	2	5
vii.	While teaching evaluation	2	5
ix.	Give delayed feedback	1	2.5
x.	Pre- teaching evaluation	1	2.5
	Total	40	100

#### **4.5 Implementation of Knowledge and Skills Gained from the Training**

The third category of the questionnaire was related to the respondents view on implementation of knowledge and skills gained from the training. In this category the respondents were asked seven different questions which are discussed below in the separate headings.

#### **4.5.1. Managing Physical Constraints of the Classroom**

Some of the classrooms are found to be well equipped while others seem to be in primitive and poor conditions in terms of technology, furniture, and so on. To manage such classroom, teachers' initiative works as a medium of solution.

The first item of the category addressed to the participants of the ETTE was "Do you manage the physical constraints of the classroom?" Out of forty respondents, seventy five percent of them said that they always manage. Fifteen percent of the respondents said that they frequently manage the physical constraints of the classroom. Similarly ten percent said they rarely manage the class and finally none of them said that they ever manage the physical constraints of the classroom. Therefore, it can be said that maximum of the teachers manage the physical constraints of the classroom after having the training. The given responses can be shown in table number nine.

**Table No. 9**

#### **Managing Physical Constraints of the Classroom**

<b>S.N</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
i.	Always	30	75
ii.	Frequently	6	15
iii.	Rarely	4	10
iv.	Never	-	-
	Total	40	100

#### **4.5.2 Minimizing Challenges and Managing Large Class**

In the context of large classes, teachers generally feel greater problems and challenges. It is true that large classes have some specific challenges. In this condition, teacher support explores the ways in which the problems and difficulties of large classes should be at least minimized and managed.

The second item of the category addressed to the participants was “Do you minimize challenges and manage large class?” In response to the question seventy five percent of the respondents replied that they always minimize challenges and manage large class. Fifteen percent respondents said that they frequently manage large class and ten percent replied that they rarely minimize challenges and manage large class and finally none of them said that they ever minimize the classroom challenges and manage large class. Finally, we can conclude that most of the participants minimize challenges and manage large class which can be shown in table number ten.

**Table No.10**

#### **Minimizing Challenges and Managing Large Class**

<b>S.N</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
i.	Always	30	75
ii.	Frequently	6	15
iii.	Rarely	4	10
iv.	Never	-	-
	Total	40	100

### **4.5.3. Make Teaching Effective by Using Materials Available in the Classroom.**

The next concern of the questionnaire was “Do you make teaching effective by using materials available in the classroom?” Majority of the respondents, eighty percent agreed with that and they replied that they make teaching effective by using available materials in the classroom. Only fifteen percent of them frequently make teaching effective by using available materials in the classroom. And none of them ever make teaching effective by using materials available in the classroom. So, we can conclude that eighty percent of the participants use materials in their classroom to make their teaching effective which can be shown in table number eleven.

**Table No.11**

#### **Make Teaching Effective by Using Materials Available in the Classroom.**

<b>S.N</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
i.	Always	32	80
ii.	Frequently	6	15
iii.	Rarely	2	5
iv.	Never	-	-
	Total	40	100

### **4.5.4. Making Teaching- Learning Interactive**

In connection to the question “Do you make teaching-learning interactive?” Seventy percent of the respondents said that they always

make teaching-learning interactive. Similarly, twenty percent of the respondents were found to make teaching-learning interactive frequently. Likewise, ten percent said that they rarely make teaching-learning interactive. Therefore, from the data obtained it was concluded that maximum of the participants make their teaching learning interactive after having the training which can be shown in table number twelve.

**Table No. 12**

**Making Teaching- Learning Interactive**

<b>S.N</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
i.	Always	28	70
ii.	Frequently	8	20
iii.	Rarely	4	10
iv.	Never	-	-
	Total	40	100

**4.5.5. Using Student -Centered Techniques**

Next the question to the respondents was “Do you use student-centered techniques”? In response to the question maximum of the respondents i.e. sixty percent said that they always use student-centered techniques and thirty percent of the respondents that they frequently make it and ten percent replied that they rarely use student-centered techniques and finally none of them were found using student-centered techniques. At last, it was concluded that majority of the participants use student centered techniques in the classroom which they have learnt from the training which can be shown in table number thirteen.

**Table No. 13**

**Using Student -Centered Techniques**

<b>S.N</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
i.	Always	24	60
ii.	Frequently	12	30
iii.	Rarely	4	10
iv.	Never	-	-
	Total	40	100

**4.5.6. Error Correction**

Another part of my questionnaire was related to the error correction techniques and timing practiced by the teachers. According to the responses got from them, seventy percent of the participants always correct the mistakes of the students, twenty percent frequently correct. Similarly, ten percent of the respondents rarely correct the mistakes of the students and none of them correct the mistakes. Therefore, it can be concluded that maximum of the teachers correct the mistakes of the students which is shown in table fourteen.

**Table No. 14**

**Error Correction**

<b>S.N</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
i.	Always	28	70
ii.	Frequently	8	20
iii.	Rarely	4	10
iv.	Never	-	-
	Total	40	100



#### **4.5.7. Practice of Pronunciation in Classroom**

The next question was related to the pronunciation. The respondents were asked “How much time do you spend for pronunciation”? In response seventy five percent said that they spend enough time to the pronunciation. Ten percent of the respondents said that they give more than enough time to the pronunciation. Similarly, ten percent said that they give less than enough time and finally five percent said that they give no time for pronunciation. Therefore, it can be generalized that maximum of the teachers spend enough time for pronunciation in the classroom which is given in table number fifteen.

**Table No. 15**  
**Practice of Pronunciation in Classroom**

<b>S.N</b>	<b>Responses</b>	<b>No. of Teachers</b>	<b>Percentage</b>
i.	Enough	30	75
ii.	More than enough	4	10
iii.	Less than enough	4	10
iv.	No time	2	5
	Total	40	100

#### **4.6 Role of British Council in the Improvement of Teaching and Learning of English Language**

The fourth category of my questionnaire was related to the role of British Council in the improvement of teaching and learning of English language. In this category informants were asked six different questions which are discussed below in table number sixteen.

#### **4.6.1. An Umbrella Organization for Other Organizations Working in the Same Field**

The first concern in this category was “British Council is working as an umbrella organization for other organizations working in the same field” In response to the above concern, majority of the respondents i.e. sixty percent strongly agreed with it. Twenty five percent of them agreed with the given view. Ten percent of them were not decided whereas five percent of them disagreed with the statement that British Council is working as an umbrella organization for other organizations working in the same field. Therefore, in a nutshell, it can be said that most of the participants believed that British Council is working as an umbrella organization for other organizations working in the same field. Their responses can be shown in the number sixteen.

**Table No. 16**

#### **An Umbrella Organization for Other Organizations Working in the Same Field**

<b>S.N</b>	<b>Responses</b>	<b>Number</b>	<b>percent</b>
i.	Strongly agree	24	60
ii.	Agree	10	25
iii.	Undecided	4	10
iv.	Disagree	2	5
v.	Strongly disagree	-	-
	Total	40	100

#### **4.6.2. A Volunteer Organization Committed to the Betterment of ELT Situation of Nepal**

The next concern in this category was “British Council is a volunteer organization committed to the betterment of ELT situation of Nepal.”

Sixty percent of the respondents strongly agreed with the statement whereas five percent of them disagreed. Five percent of the respondents were undecided about it and thirty percent agreed with the statement.

Finally, we can conclude that more than fifty percent of the participants believed that British Council is a volunteer organization committed to the betterment of ELT situation of Nepal. The given responses can be shown in number seventeen.

**Table No. 17**

#### **A Volunteer Organization Committed to the Betterment of ELT Situation of Nepal**

<b>S.N</b>	<b>Responses</b>	<b>Number</b>	<b>Percent</b>
i.	Strongly agree	24	60
ii.	Agree	12	30
iii.	Undecided	2	5
iv.	Disagree	2	5
v.	Strongly disagree	-	-
	Total	40	100

#### **4.6.3. British Council Organizes Different Sorts of Short-Term Teacher Training**

The next part of the questionnaire was British Council organizes different sorts of short-term teacher training for the improvement of ELT. In response to that seventy five percent of the respondents strongly agreed

with the statement whereas five percent were undecided. Fifteen percent agreed with the statement that British Council organizes different sorts of short-term teacher training for the improvement of ELT and five percent disagreed with the statement. In a nutshell, it can be said that majority of the participants are in favor of the view that British Council organizes different sorts of short-term teacher training for the improvement of ELT which is clear in table number eighteen.

**Table No. 18**

**British Council Organizes Different Sorts of Short-Term Teacher Training**

<b>S.N</b>	<b>Responses</b>	<b>Number</b>	<b>percent</b>
i.	Strongly agree	30	75
ii.	Agree	6	15
iii.	Undecided	2	5
iv.	Disagree	2	5
v.	Strongly disagree	-	-
	Total	40	100

**4.6.4. British Council has been Enhancing Professional Development of Teachers**

The next concern was related with the view whether British Council has been enhancing professional development of teachers or not. In response to the above view, majority of the respondents i.e. eighty percent strongly agreed with the statement whereas two and half percent of the respondents disagreed. Two and half percent of the respondents were

undecided and fifteen percent agreed with the view. By observing the view of the respondents it can be said that there is no doubt in the statement that British Council has been enhancing professional development of teachers which can further be justified in table number nineteen.

**Table No. 19**

**British Council has been Enhancing Professional Development of Teachers**

<b>S.N</b>	<b>Responses</b>	<b>Number</b>	<b>percent</b>
i.	Strongly agree	32	80
ii.	Agree	6	15
iii.	Undecided	1	2.5
iv.	Disagree	1	2.5
v.	Strongly disagree	-	-
	Total	40	100

**4.6.5. British Council Introduces Innovative Techniques and Methodologies for Teaching and Learning**

The second last concern of the category was that the British Council introduces innovative techniques and methodologies for teaching and learning. In response to the above statement seventy five percent of the informants strongly agreed with the statement. Only two and half percent of the informants disagreed with the statement whereas twenty percent agreed with the above view. And two and half percent of the respondents were undecided about it. Finally, it can be concluded that there is no doubt in the mind of the participants about the fact that British Council

introduces innovative techniques and methodologies for teaching and learning which can be further justified in table number twenty.

**Table No. 20**

**British Council Introduces Innovative Techniques and Methodologies for Teaching and Learning**

<b>S.N</b>	<b>Responses</b>	<b>Number</b>	<b>percent</b>
i.	Strongly agree	30	75
ii.	Agree	8	20
iii.	Undecided	1	2.5
iv.	Disagree	1	2.5
v.	Strongly disagree	-	-
	Total	40	100

**4.6.6. British Council Organizes Seminars, Workshops and Disseminates the ELT Materials**

The last concern of the questionnaire was that British Council organizes seminars, workshops and disseminates the ELT materials for the betterment of the ELT scenario. As a response to the above statement, eighty percent of the informants said that they strongly agree whereas two and half percent said that they cannot decide. Two and half percent respondents disagreed with the view .On the contrary, fifteen percent said that they agree with the view. The responses of the informants can be summarized in the following table. Therefore, it can be said that maximum of the participants believe that British Council organizes seminars, workshops and disseminates the ELT materials for the betterment of the ELT scenario which is given in table number twenty one.

**Table No. 21**

**British Council Organizes Seminars, Workshops and Disseminates  
the ELT Materials**

<b>S.N</b>	<b>Responses</b>	<b>Number</b>	<b>percent</b>
i.	Strongly agree	32	80
ii.	Agree	6	15
iii.	Undecided	1	2.5
iv.	Disagree	1	2.5
v.	Strongly disagree	-	-
	Total	40	100

## **CHAPTER-FIVE**

### **SUMMARY, CONCLUSION AND IMPLICATIONS**

#### **5.1 Summary**

This research work entitled "Role of British Council in developing the ELT situation of Nepal " has been carried out to explore the role and impact of British Council in developing the ELT situation of Nepal. The primary data was collected from the forty primary level English language teachers and school management committee from Lamjung district selected by using non-random judgmental sampling procedures. The data was obtained from the respondents through the close-ended and open ended questionnaire and interview. The systematically collected data have been analyzed and interpreted descriptively and using simple statistical tools.

This study consists of five chapters. The first chapter deals with introduction, statement of the problem, rationale of the study, objective of the study, research question, significance of the study, delimitations of the study and operational definition of the key items. The second chapter contains review of related literature, implication of the review of the study and theoretical framework. The third chapter deals with design of the study, population and sample, sampling procedures, data/Information collection tools, Data/information collection procedures, data analysis and interpretation procedures. The fourth chapter deals with results and discussion. The fifth chapter consists of summary, conclusion and implication.



This chapter concerns with the main findings of this study. Regarding the objectives of the study, it was intended to find out and analyze the contribution of British Council in terms of overall ELT development in Nepal. To fulfill the objectives, a survey was made to elicit the data. I attempt to report the main findings of the study drawn on the basis of data analysis and interpretation. My study focused on exploring the current role and impact of British Council in developing the ELT situation of Nepal. Here, I have come up with the following findings on the basis of data analysis and interpretation and presented below:

- a. More than 60 percent of the respondents showed their positive attitude towards British Council and they said that British Council has great contribution to the delivery of language course, organizing workshops and seminars, teacher training and conducting IELTS examination.
- b. Regarding the medium of development of ELT, 62.5 percent of the informants said that British Council uses the Internet technology.
- c. Sixty percent of the informants considered of British Council as a common platform for the development of ELT materials.
- d. Fifty percent of the respondents viewed that British Council has been helping in the use of appropriate methods and strategies in the field of ELT.
- e. A large number of the informants i.e. 60 percent said that British Council was working as an umbrella organization for the organizations working in the same field.

- f. More than half i.e. 60 percent of the respondents viewed British Council as a volunteer organization committed to the betterment of ELT situation of Nepal.
- g. Seventy five percent of the respondents took British Council as a common platform which organizes different sorts of short-term teacher training in the field of ELT in Nepal.
- h. Majority of the teachers, 80 percent viewed British Council as a non-governmental apex body for the enhancement of professional development of the teachers.
- i. It was found that almost all the participants implement the knowledge and skills gained from the training from the British Council.

Considering all the points that have been discussed above, I found that more than fifty percent of the participants are satisfied with the current services, activities and programs of British Council. It was also found that more than seventy percent of the participants apply the knowledge and skills in their classroom which they have gained from the training. The findings also proved that British Council is a volunteer organization which works as an umbrella organization for other organizations working in the same field and committed to the betterment of ELT in Nepal

## 5.2 Conclusion

The present study entitled, Role of British Council in the development of ELT situation of Nepal is a survey research focusing on the impact and role of British Council. Respondents of this research have provided their valuable responses in the field of ELT in Nepal with a special focus on the programs of British Council. The knowledge and skills gained in such program must be implemented in teaching profession. Therefore, finally, by analyzing the obtained data, I have come up with the following conclusion.

- a. British Council is an organization where all the English Language teachers can participate equally regarding the matters like sharing the ideas in the field of ELT, identifying different problems and solving them.
- b. Professionals involved in the field of ELT can use the internet technology to get enough resources and materials from the website of British Council.
- c. Similarly, it can be concluded that from the ETTE training teachers can learn innovative ideas of using sufficient materials in their classroom.

- d. If the English language teachers join British Council they will get ample chance to know about different new methods and techniques for effective teaching.
- e. In the same way, it can be concluded that if the teachers join the training held by British Council they can learn new and different techniques of classroom management.
- f. If the teachers are having problem with time management in the classroom they can take advantage from the ETTE project of British Council.
- g. Teachers can manage physical constraints of the classroom, minimize challenges and manage large classes if they get chance to be involved in ETTE project of British Council.
- h. It can be concluded that to make teaching-learning more interactive and to use more student-centered techniques in the classroom teacher can knock the door of British Council.
- i. Regarding the matters like correct pronunciation and error correction techniques teacher can contact British Council.
- j. As it is working as an umbrella organization in the field of ELT, many other organizations and projects involved in the field of ELT can collaborate with it.

- k. Not only traditional way but also it follows innovative and new technology in the field of ELT which directly helps all the professionals involved in the field of ELT.
- l. British Council provides language teachers and learners guidance, materials, equipment and premises with a view to help them achieve their learning needs.
- m. Teachers and students can get materials and equipments in order to support their specific professional as well as academic needs from British Council.
- n. Professionals involved in the field of ELT can get support for an efficient delivery of a language course.

Finally, it was concluded that if the abovementioned conclusions are taken into the consideration, the professional involved in the field of ELT can get enough benefit from the ETTE project of British Council which ultimately will help in the upliftment of the total ELT field in Nepal. Furthermore, it was also concluded that majority of the respondents were satisfied with the current services, programs and activities of British Council and it has a great role in developing ELT situation of Nepal.

### **5.3 Implications**

Every research study should have its implications in one or another ways. So, this research work has also some implications. It will be implied in

the various levels viz. policy level, practice level and further research level. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The implications on these levels have been presented separately below:

### **5.3.1 Policy Level**

Policy makers and curriculum designers should analyze the needs and interests of the learners and teachers. This study will be benefited to those who are in the policy making level. It can help to suggest curriculum developer, syllabus designer and administrative authorities by showing the contribution of British Council in the field of English Language teaching in Nepal.

### **5.3.2 Practice Level**

Untrained teachers seemed to be following the outdated teaching techniques and methodologies so they should be acknowledged about the latest teaching techniques, activities and strategies of teaching. This study makes a significant contribution for English language teachers for their professional development. Novice teachers involved in the field of English language teaching face problem in their day to day teaching therefore to overcome with such problems they would get idea of using the resources of British Council. Similarly, teachers may be able to use the platform of British Council to enhance their professional development.

### 5.3.3 Further Researches

English language teaching is really a complex task because it is really a challenging job. The changing needs and interests of the learners and society or country are changing continuously. So, the teachers are engaged in the lifelong learning. The teachers should participate in different education training to update their knowledge. They should gain knowledge and skills from such trainings. The teachers should share their problems, experiences, materials and many more activities related to teaching professional while participating in such trainings. The followers can consult the following research work to carry out research on role of different organization in the field of ELT because it would be the yardstick for their research work. In further research level, this research study will be implied for the following purposes:

- ) To carry out a similar research work on the basis of its findings.
- ) To find out the role and impact of nongovernmental organizations in the field of ELT.
- ) It will provide new area of the study.

In a nutshell, it can be concluded that every research work has its own implications therefore this research has its own implications at policy level, practice level and for further level also. Furthermore, it may be implied to carry out a similar research and to find out the role and impact of non-governmental organization in the field of ELT.

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## **Appendix-II**

### **Survey questionnaire**

#### **Sample of Question Sheet for Primary Level Teachers**

Dear Sir/Madam

This questionnaire is a part of my research study entitled "Role of British Council In Developing ELT Situation of Nepal " under the supervision of Dr. Anjana Bhattarai, Reader, Department of English Education T.U. Your co-operation in completing the questionnaires and your response will have great value in accomplishing my research. I appreciate your sincere opinion and assure you that your responses will be completely anonymous. Please feel free to response required by the questionnaires. I assure that the responses made by you will be exclusively used only for the present study and remain confidential.

Thank you for participation and cooperation.

Researcher  
Ayush Bhatt

Name :

Address :

Age :

Nationality :

Academic Qualification :

Sex :

**A. Please give your own opinion.**

1. Does it seem relevant for non-native teachers like you? How?

.....  
.....

2. What kinds of activities are conducted in the project ETTE?

.....  
.....  
.....

3. Have you adopted these skills of training in your class?

.....

4. What other types of trainings British Council provides especially for Teaching English?

.....  
.....  
.....

5. What sort of change have you observed in your performance after training?

.....  
.....

6. What type of reading techniques do you use in student learning?

.....  
.....

7. What strategies would you use to help struggling readers?

.....  
.....

8. Do you use audio-video materials to enhance students' listening skills?

.....  
.....

9. What strategies do you use to enhance students' writing skills?

.....  
.....

10. How do you motivate to speak to the students who are of shy nature?

.....  
.....  
.....

11. What strategies do you use to teach grammar?

.....  
.....  
.....

12. What are various vocabulary strategies that you use in the classroom?

.....  
.....  
.....

13. Did you find any new perception of teaching pronunciation to the beginners?

13. How do you perceive students' grammatical mistakes?

.....  
.....

14. Did the training help you in maintaining the balance between teacher-centered and students-centered activities in the classroom?

.....  
.....

15. Describe a teaching strategy you use to maximize the learning potential of all the students after your training.

.....  
.....  
.....

16. Has it enhanced your practice of Communicative Language Teaching methodology?

.....

17. Are you confident enough to manage the classroom according to the teaching-learning activities?

.....  
.....

18. How do you approach a mixed ability class?

.....  
.....

.....

19. How do you keep your students engaged 90-100% of the time?

.....  
.....  
.....

20. Do you use more materials to supplement the lesson after having the training?

.....  
.....

21. How often do you use flash cards to teach the young learners?

.....  
.....

22. Apart from textbook what other reading materials do you take in the classroom?

.....  
.....

23. How do use technology to enhance student learning?

.....  
.....

24. How would you make sure students had equal opportunities in the classroom?

.....  
.....  
.....



25. Do you feel you would be able to cope with the demands of teacher training?

.....  
.....

26. Can you develop a support mechanism for the English teachers working in more outlying and under resourced regions of Nepal?

.....  
.....

27. Are you encouraged from the training, how?

.....  
.....

28. How ETTE can be effectively organized in the field of ELT in Nepal?

.....  
.....

29. Was your training followed-up?

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30. If got chance, would you like to participate in the training once again?

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Thank you very much!