

**ENGLISH LANGUAGE TEACHERS IN A CROSS CULTURAL  
CONTEXT**

**A Thesis Submitted to the Department of English Education  
In partial Fulfillment for the master of Education in English**

**Submitted by  
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**Faculty of Education  
Tribhuban University, Kritipur  
Kathmandu, Nepal  
2015**

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## DECLARATION

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

Date: 2071-12-27

.....

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. NabinAdhikari** has prepared this thesis entitled”**English Language Teachers in a Cross Cultural Context**” under my guidance and supervision.

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## **DEDICATION**

Dedicated to

My parents and well- wishers who inspired and supported in every steps of my  
life.

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**Nabin Adhikari**

## ABSTRACT

This research study entitled” **English Language Teachers in a Cross Cultural Context**” was conducted to identify the challenges faced by English language teachers in a cross cultural context and to find out the causes of those problems. Questionnaire was used as the tool for collecting data. Forty secondary level English teachers of Kathmandu valley were selected for data non-randomly. Twenty public and twenty private school teachers were selected for data collection. The researcher collected the data both from primary and secondary sources for the study. This study concludes that the students in the class are multilingual and are of different cultures. Due to the students’ varied cultures the teachers felt difficult to manage and organize the class. The teachers do not have modern equipment of teaching to handle the class effectively. They face problems in handling the specific cultural terms in the class. They do not get required trainings in time. The schools do not have multicultural libraries for the linguistic supports. They do not have linguistic supports and even do not build such supports. The students feel comfortable in their mother tongues. The teachers are less confident in the class. They completely rely on the prescribed text book in the class. The present text book does not include the activities related to the cultures of students. The teachers depend on the British variety of English which does not help to develop the cross cultural communicative competence of the students. The present allocated time is not sufficient in the class.

This research work consists of five chapters: introduction, review of literature, and conceptual framework, methods and procedures of the study, results and discussions and summary, conclusion and implications. The first chapter deals with the general background of the topic, statement of the problem, rational of the study, objectives of the study, research questions, significance of the study.

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## LIST OF SYMBOLS AND ABBREVIATIONS

&	-	And (Ampersand)
CUP	-	Cambridge University Center
CT	-	Culture teaching
Dr.	-	Doctor
EAP	-	English for Academic Purposes
Ed	-	Education
ESL	-	English as a Second Language
etc.	-	And so on (From Latin etcetera)
GT	-	Grammar Translation
i.e.	-	That is
M.Ed.	-	Master of Education
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
p.	-	Page
Regd.	-	Registration
ibid	-	In the same book and page number (from Latin 'ibidem')
ICC	-	Intercultural Communicative Competence
e.g.	-	Example
OPU	-	Oxford University Press
Prof.	-	Professor