

CHAPTER ONE

INTRODUCTION

This is the research work entitled "English language teachers in a cross cultural context." This research work consists of altogether five chapters. They are: introduction, review of the related literature and conceptual framework, methods and procedures of the study, results and discussion, and summary, conclusion and implications respectively. This introductory part consists of the background, statement of the problems, objectives of the study, delimitations and definitions of the important terms.

1.1 Background

The world is regarded as the global village. The people of the world are united to each other. They have the feelings of the world brotherhood; it is because of the English language. This is the one and only language which is spoken all over the world. So, it is taken as an international language. Focusing on the global socio-linguistic status of the English language, Harmer (2007, p.13) opines that nobody owns English. He also states that there are not 'haves' and 'have –not' of the English language. It is well known as a global or international lingua- franca. It is widely used language among the people. It functions as the bridge among the people who speak different languages.

Since the concept of the global village is developing, English has been a means of survival skill and versatile tool of social bond of people at every corner of the globe. The English language is taken as an inseparable part of the present day world because it is the principal language of the global communication and a gateway to the world body of knowledge. The use of English in academics, media, administration, international communication, information technology, human rights and development has been indispensable. Today English is no longer confined to understanding and creating literature of foreign country. This view is clearly expressed by Awasthi et al.(2003,p. iii) " English is a

widely used medium of communication for different purposes, not only the vehicle of writing or reading British or American literature" The value of English is so much that it has attracted a large mass of people world over. As a result, the non-native speakers of English are more than its native speakers. In this regard, Harmer (2008) says:

English is also, of course, a mother tongue for many people in the world, though, as we shall see, such native speakers increasingly outnumbered by people who have English as a second or third language and use it for international communication (p.1 3)

The users of English have multiplied by leaps and bounds, and English is now a language of common mass, not only of a few elites. English is now used more often as a lingua franca than as native language, and the majority of competent English speakers are not native speakers, but second language users. The increasing requirements for people to use English for various purposes have accelerated the teaching and learning of English in every nook and corners of the world. Today English is the most widely studied foreign language in the world. It can be clearly observed in the words of Richards and Rodgers (2005, p.3) " Today English is the world's most widely studied foreign language ,500 years ago it was Latin for the dominant language of education, commerce ,religion, and government in the western world."

The English language teaching in the present context has become more challenging. It is the language which is taught and learnt all over the world. It is dominantly studied as second or foreign language. It is used in non-native situations where the learners have their own mother languages. It is taught in such a situation where we can find the growing cultures of the students. The issues of cultural diversity have put obstacles in teaching the English language. Today English classes are witnessing an increased number of students in terms of racial, cultural and ethnic diversity. The classrooms are receiving a large

number of students with different cultures and customs. The diverse composition of students in the classroom has brought many challenges as well as opportunities to teachers. In this context, the role of ELT teachers is highly demanded. In this scenario, this present study seeks to analyze the challenges faced by English teachers in a cross cultural context and to suggest the effective measures to cope with such challenges.

1.2 Statement of the Problem

English is taught and learnt in different contexts and conditions of the world. Many schools and universities in the world have included English as a key subject for their academic sessions. Likewise, in some situations, it is taught for academic purposes (EAP) and on the other hand, it is taught for specific purposes (ESP). English has been used as a lingua- franca around the world today. It is highly taught as foreign or second language all over the world. There is a penetrating effect of English in every sectors of today's society. In this regard Phillipson (1992) and Cook (1994, 1998) state:

Not everyone sees the growth of English as a benign or even desirable phenomenon. Many people worry about what it means for the cultures and language it comes into contact with, seeing its teaching as a form of cultural or linguistic imperialism. (as cited in Harmer, 2007 p.16)

It is the language which is used all over the world either as native language or as foreign or second language. It is no longer the language of so called native speakers (i.e. American, British and so on) because the non- native speakers of English have already outnumbered its native speakers. It has already become the global language which it not only a means of disseminating new knowledge in any fields throughout the world but also a means of intercultural communication. The main goal of teaching and learning the language in the diverse classroom is to develop the intercultural communicative competence of

the learners. That means, to make the learners able to communicate and to express the ideas among the students who are from different cultures. Today's English language classroom is regarded as the miniature society. We see different cultures are in struggle for existence. In such a situation students' cultures and teacher's culture may vary. And, the students themselves have diverse composition of the cultures. In the other words, we can see the different representatives of the cultures in the class. In this paradigm, teaching language has highly become a challenging task. The language teachers should not impose his/her culture to students. They should need to promote the diverse cultures of students in the class. They should work as critical educators and they should be as cultural diplomats to develop the cross cultural knowledge among the students. Thus, the present study "English language teachers in a cross cultural context" attempts to see and analyze the challenges faced by ELT teachers in a cross-cultural context.

1.3 Rationale of the Study

English language teaching has become more challenging due to its global spread. It is the language which is taught in those countries where it is not acquired as the first language or mother tongue. In the present world, it has more non native speakers than native speakers. The ownership of English language by native speakers has been challenged. In this view, Harmer (2007, p.17) states "Nobody owns English". It is the international language which is spoken all over the world. It has been already established as a link language among the people who belong to different languages. It is not the language which is taught in monolingual and monoculture situation. It is taught among the people who have diverse cultures. That means it is taught in multicultural situation. Teaching English in such situation has both opportunities and challenges. The goal of language teaching will be expanded. The language teachers should create the environment for cross cultural understanding.

It is taught for the people who speak different languages. The main purpose of teaching English is to communicate with the people of different languages. In Nepal, more than 92 languages are spoken. These national languages create the multicultural composition of the class and make teaching complex. In this situation, teaching the English language means creating the multicultural knowledge of the students. Thus, this study entitled "English language teachers in a cross cultural context" seeks to analyze the challenges faced by the non native English teachers in the TESOL context.

1.4 Objectives of the Study

The overall objectives of the present study are as follows:

- a. To find out the challenges faced by ELT teachers in a cross cultural context.
- b. To suggest some pedagogical implications.

1.5 Research Questions

This study will be oriented to find out the answers of the following questions.

- a. What are the challenges faced by ELT teachers in a cross cultural context?

1.6 Significance of the Study

Teaching has always been a difficult job. Due to the development of newer and nobler methods and techniques, it has become more challenging. Language teaching is moving from simplicity to complexity, from uniformity to diversity and from oneness to pluralism. Similarly, teaching to a culturally heterogeneous group is intellectually challenging expertise. Everybody can teach and can be a teacher but very few persons can be good teachers. The higher forth of responsibility and duty to fulfill the needs and demands of the contemporary society and make the learners competitive in the

globalisedvillage has come on the shoulders of the teachers. It is possible by dynamic and versatile teachers who can act different roles in the language classroom as per the demand of the classroom situation and the level of students.

The multicultural composition of the class demands teachers as critical educators and cultural diplomats. The teachers need to promote all the represented colures of the students. The study "English language teachers in a cross cultural context" strives to see the possible challenges the ELT teachers face in a cross cultural context. It is therefore, the findings of the research work will be meaningful insights to those people who are concerned with language teaching and learning activities. Particularly, novice teachers will get significant assistances from the findings of the study. They can get noble ideas about how to present themselves according to the activities involved in the classroom situation. It will be equally beneficial for ELT trainers, curriculum designers and textbook writers as well to meet the objectives of English education. Finally, the study will be significant to the researcher who wants to study in the similar areas and those who have felt the need of information to the related areas.

1.7 Delimitations of the Study

The delimitations of the study will be as follows:

- a. The study was limited to theKathmandu valley.
- b. It was limited to forty secondary level teachers of different private and public schools of Kathmandu valley.
- c. It was limited only to questionnaire as the tool for collecting the data.
- d. Purposive non –random sampling procedure was used to select the population.
- e. It was limited to analyze the principal problems faced by ELT teachers in a cross cultural context.

- f. It was limited to the juncture of cultures in the class.

1.8 Operational Definitions of the key Terms

- Cultural diplomats- Teachers who deals with representation of cultures in class (Here)
- Intercultural communication- The communication between and among the people from different cultures
- Intercultural communicative competence- The ability to communicate between and among the people from different cultures
- Cross cultural context- The diverse composition of cultures brought by both teacher and students.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2. Review of the Related Literature and Conceptual Framework

This topic consists of theoretical literature, review of the related literature, implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

English is a major international language and one of the six official languages of United Nations. It is taught and learnt in various contexts of the world. All the people around the world speak this language. It has established as the link language among the people who speak various languages. It is the international language and its growth is accelerating so rapidly that nobody can escape from it. According to Harmer (2010, p.10) "It is the international and a vital tool for any students to be successful in communication". For him(ibid), although English is not a language of the target native or first language speakers it has become a lingua franca because of historical, economic and cultural factors which influenced and sustained the spread of the language. It is the language of international education, commerce, technology and commutation. Nepal is the TESOL context of English language and it is taught as a foreign language and learnt for the purpose of communication with people. It is usually taught as a school subject and rarely used as a language of communication.

2.1.1 Historical Background of English Education in Nepal

English language is taken as foreign language in Nepal and it is used for very special purposes such as trade, tourism, education and so on. Very simply, foreign language refers to a non-native language which is learnt in the environment of one's native language. Moreover, such a language is most commonly learnt within the context of the classroom. English has been an

increasingly popular foreign language among the people of Nepal and it has formally introduced in the school level education system about one hundred fifty years ago, that is 1854. According to Awasthi (1979), "The history of English language in Nepal goes back to seventeenth century, when King PratapMalla ruled over Kathmandu"(as cited in Bhattarai, 2006 p.1). When prime minister JangaBahadurRana returned from his journey of England, he established a school popularly known as Durbar school where English was taught as one of the subjects. The children of the common people were not allowed to attend the English class. The English education was limited to Ranas family. The study of the Englishlanguage for common people was a dream at that time. By the change in the period after democracy, we can find a lot of changes in the educational system. Tribhuvan University was established. The general people got opportunities to study the English language inside the country. Different plans and policies were made to improve the educational status of the country. Such as: National Education-2010, National Education system-2018, National Education system plan-2028, National Education commission and so on. These all plans and policies were made to uplift the educational status of the country. Regarding the development of English education in Nepal Bhattarai (2006) writes:

English teaching situation is built upon different historical facts and the way a nation responds to them largely, the decision on the questions which foreign language, what type of it and how much of it is decided by the political, historical as well as administrative stand points which the elitist academia hold.(p.12)

2.1.2 Schooling and Present Status of the English Language

The importance of English has been accelerated in Nepal. It comes at top priority so all the people want to learn it. In Nepal, currently we can see two

types of schooling background with Nepali and English mediums and three types of schools at each level of school education namely government aided, community and private schools. The products of English medium schools feel more comfortable in using English for personal development and communication to modern scientific innovations such as e- mail and internet. The people who are educated from the private schools are expected to get better jobs with the attractive salary and search for the new life in the world.

In government funded community schools, English is taught from grade one as a compulsory subject since 2003 BS. English is accepted as a compulsory subject in the curriculum of Nepal. Many government aided schools have started to teach through English medium by replacing the subjects. In the words of Awasthi,

Nepal is providing education through six universities about 100 constituents and their affiliated colleges, some 1500 higher secondary schools and 42100 schools of which 7154 are privately run and the rest are publicly run. English occupies a prominent position in the total education system in Nepal (as cited in Bhattarai and Gautam 2007, p.32).

Due to the growing demand of English, all the people want to learn it. They want to learn it for better job and standard life. It is believed that people who do not know English they are regarded as linguistically handicapped. Thus, the parents do not send their children to government schools. They prefer private schools for education. The face of government schools are declining day by day. Nepali people especially adults have been immensely attracted towards English language due to the keen interest in cyber culture. People learn English in Nepal for academic and occupational purpose. The general reasons behind learning English are:

- For economic purposes
- For successful career
- For communication
- To keep updated with knowledge in different fields
- To participate in international programs and conferences and so on

2.1.3 Intercultural Approach

Intercultural approach is an approach to language education which keeps culture at the centre of all language learning activities. That means, this approach keeps cultures at the heart of language learning and teaching activities. It is the demand of today. But it does not mean the total replacement of communicative approach of Hymes(1978). It is regarded as the combined form of communicative approach and culture. The main purpose of intercultural approach is to develop the intercultural communicative competence of the learners, not just communicative competence of the learners. Thus, this has become a buzz word.

Corbett (2003, p.20) defines intercultural approach in the following ways:" The intercultural approach differs from earlier approach to teaching culture by moving intercultural knowledge and skills centre stage making them all integral part of curriculum".

The aim of modern language teaching is to develop the intercultural communicative competence (ICC) of the learners. The term 'intercultural communicative competence' refers to the ability to express ideas and communicate successfully with the people of other languages. ICC includes understanding the language and the behavior of the target community and explaining it to members of the home community and vice-versa. In the other words, an intercultural approach trains the learners to be cultural diplomats (Corbett, 2003, p.2) - being ability to deal with cross- cultural activities. It is the fact of today's teaching world in second language classrooms and to deal

with the fact what is demanded is intercultural approach. According to Corbett (2003, p.30) the intercultural approach assimilates some of features of earlier approaches to culture in the curriculum. For example, an intercultural approach assumes that:

- a. Cultural topics (Exploring how personal and group identities and values are contracted) are interesting and motivating.
- b. Acculturation (the abilities to function in another culture while maintaining one's own identity) is important.
- c. Cultural awareness rising is an aspect values education.
- d. Intercultural language education should cast a critically reflective eye on its own workings.

Similarly, Byram (1997) has given the five saviors of intercultural competence (as cited in Corbett, p.32). The saviors are the formulations of the kinds of knowledge and skills needed to mediate between cultures. These are specified as follows:

- a. Knowledge of self and other of how interaction occurs of the relationship of the individual to society.
- b. Knowing how to interpret and relate information.
- c. Knowing how to engage with the political consequences of education: being critically aware of cultural behaviors.
- d. Knowing how to discover cultural information.
- e. Knowing how to be, how to relativise oneself and value the attitudes and beliefs of the other.

He also states that the set of saviors incorporates and transforms the goals of communicative curricula, even those in which culture found some kind of place. In an intercultural curriculum, the learner is still expected to accumulate facts about the target culture, and how something of how people from the target culture might be expected to behaves.

In a nut shell, the major objective of language teaching is to enhance the intercultural communicative competence of the language learners. Intercultural communicative competence means the ability to communicate and talk with the people of other languages. The language teachers need to promote the cross-cultural knowledge of the learners. He or she should work as cultural diplomats.

2.1.4 English Language Teachers as Cultural Diplomats

English is taught and learnt throughout the world. It is the language which is highly studied as second or foreign language. English language teaching in the present context has become more challenging. The issues of linguistic and cultural imperialism, political and cultural identity, and methodological diversity have made the teaching and learning English more complex. Today English language classes are witnessing an increased number of students in terms of racial, cultural and ethnic diversity. Classrooms are receiving a large number of students with different needs and abilities. They do not have same customs and traditions. Culture is the important factor which makes classroom site diverse. Learners bring different cultures with them so that every classroom is pluralist multiculturalism and every classroom is cultural arena where different cultures are always in struggle.

Teaching English in such situation is more challenging because the teachers should give priority to all the cultures brought by the students. The main aim of language teaching in such situation becomes to develop the intercultural communicative competence of the learners. Corbett (2003, p.2) states that the teachers should make the learners as cultural diplomats. That means, to be able to communicate and express ideas among and between diverse students. Thus, English language teachers should be cultural diplomats. They should take account of all cultures and how they influence the attitude and study the styles of their students. They should not impose their own cultures to students. They must work with the cultures that they encounter. They should be better

informed about local cultures of students and adopt their teaching styles accordingly. For teacher as a critical educator should constantly engage in creating a culture of a third kind through the give and take of classroom dialogue between teacher and students. So, teachers as critical educators should be cultural workers or cultural diplomats.

2.1.5 Diversity in ELT Classes

Diversity in the ELT classes is natural phenomenon. It is as natural as in the society. The classroom is a miniature society in which the students as of different age, cognitive style, culture, education, ethnicity, language proficiency, gender, identity and so on. Therefore, it is self-explanatory that each student in the class is a different individual. Because of such a diverse composition of the classroom the teachers' responsibilities have been multiplied.

All the ELT classes are diverse in one way or another. In this regard, Shrum and Glison(2000) clearly say:

In any given language classroom there may be students who differ from each other in motivation, goals for learning, aptitude, zone of proximal development, ethnic or national origin, gender, socio-economic status and linguistic or cultural heritage. Even in classes in which students appear to be relatively homogenous in background and goals, they may differ along some other dimension. (p.255)

Ur (1996, p.304) mentions the following differences between learners in diverse classes:

- Language learning ability.
- Cultural background.

- Attitude to the target language
- Intelligence
- Learning experience
- Age or maturity
- Personality
- Motivation
- Independence
- Education level
- Language knowledge
- Learning style
- Mother tongue
- World knowledge
- Gender confidence interest
- Self- discipline.

She states that cultural background of the students is the major component of the diverse classroom. In such a class the teachers have to prioritize all the cultures brought by the students. He or she needs to create third culture in the classroom. The term third culture indicates the class room culture made or created by teacher and students by considering the cultural representatives. In such a classroom, the students will have the feelings of respect and honor to other students who belong to different cultural background. The students are from different cultural background. The representations of cultures in the classroom are changeable and inevitable. The class room culture is regarded as the dynamic site.

It would be surprising, if it remains unchanged. If the classroom culture is always changeable, the teaching methodology will be no more than just appropriate methodology. The teachers should need to conduct the action research to select the appropriate methodology. To select the appropriate methodology in the classroom where different cultures and ideologies are always in struggle is a challenging task. The teachers need to carry action

research with ethnography that is ethnographic action research. In this regards, Holliday (1994, p.198) states that action research needs to be ethnographic in approach. The notion ' ethnographic' is an approach which studies the behaviors of groups of people with special reference to cultures, while action refers to action for research. This kind of research should be carried out in a continuous manner to solve the classroom problems.

2.1.6 Teaching English in a Cross Cultural Context

English is only the language which is spoken all over the world. There are huge numbers of people who use this language than other languages. The spread of English language is ubiquitous. People from different corners are interested to learn this language. They have the belief that having known the English language; they can bolster their life in community and in a highly competitive world. No doubt, this is only the language which is promoting the bilinguals in the world. However, the teaching situations may vary. It is not taught in same ways and situations or conditions. And we can find the multicultural situation of teaching this language. In this regard Edwards (2010, p.207) opines:

Monoculturalism is no longer seen as practical, an accommodation that allows some cultural duality can then be seen as an attractive option. Such a posture is likely to become more a pervasive global monoculture casts its long shadow over all others.

English as the foremost medium of international communication at the present time is called upon to mediate a whole range of cultural and cross cultural concept, to a greater degree than in the past. The notion culture comes in front while teaching the language. The culture of the language should be taught while teaching the language. Language teaching will be worthless if we do not give attention on the cultural aspects of the language. It is the language which is highly studied as the second or foreign language. It is taught among the

students who belong to different languages. English language teaching in present context has become more challenging. The issues of linguistic and cultural imperialism, political and cultural identity and methodological diversity have made the teaching and learning English more challenging and tough. Today English language classrooms are witnessing an increased number of students in terms of racial, cultural and ethnic diversity. Classes are receiving a large number of students with different needs and abilities. The diverse composition of students in the classroom has brought about many challenges as well opportunities to teachers and curriculum designers as well. In this context, the role of English language teachers is highly demanded. The good and versatile teachers are expected to be able to recognize the diversity among the students, formulate necessary strategies and address those diversity differences.

Generally, cross – cultural context refers to including people who have different customs and beliefs. The students do not belong to same customs and traditions. While learning the language, their customs and beliefs may create some problems. The language teachers should be cultural diplomats. He or she should work as the critical educators. They should need to promote the students' intercultural competence which is the main goal of language teaching. People of different religious, political and social groups with various mental set- ups come to learn English as a second or foreign language. Racism and bullying can cast a cloud in the sky of a language class if instructors do not bring in cross – cultural discussion and let students step in to the process of having their say. The notion intercultural communication was not dominant before the Second World War. It came into existence after the Second World War. In this regard Claire Kramssch(as cited in Carter and Nunan,2001,p.201) opine:"The term intercultural communication becomes prominent in TESOL only in the 1980 as the necessary supplement to communicate language teaching first developed in Europe in the early 1970s." He says the credit of intercultural communication goes to Georgetown University linguist Robert

Lado and anthropologist and US Foreign Service institute (FSI) officer Edward T. Hall. Lado's *Linguistics Across cultures* (1957) was the first attempt to link language and culture in an educationally relevant way.

Teachers in multicultural classrooms must be open to their students and put forth the effort needed to get know their students inside and outside of class. If a teacher is hesitant about being open, the class will reciprocate and the students will become estranged from one another and the teacher. In order to be open, the teachers must be interested in their students fearless willing to try new and different things, sure of themselves in order to talking things personally, and non- judgmental of his or her students. Many cultures have many different mores and folk ways. Teachers must be open to what the students are doing and find out why they do and what they do. This openness will create communication in the class, which will ultimately develop in to a class that is learning, understanding and culturally fluent. In addition to openness, teachers must know the learning patterns of the students in their class. Teachers must understand the learning patterns of the students who grew up in a culture other than their own.

Miller (1988) suggests that one very simple way for teachers to add multicultural ideas and contents to his or her curriculum to build a classroom library of multicultural literature (as cited in [www. lib. edu/ diversity](http://www.lib.edu/diversity)). No matter what subject you teach you can build a library of books by and/ or about different cultures. The best way to handle culture clash is to open, knowledgeable, and not to be afraid to tell about the cultural differences in class, no matter what discipline the teacher is teaching. An open teacher will create an open class and open class will have open lines of communication that will create a positive and beneficial learning environment for everyone.

Bonttle and McCormic(as cited in [www. uto/edu/diversity](http://www.uto/edu/diversity)) suggest six basic principles for teachers to use when evaluating their culturally diverse classroom. These are:

- a. Building multicultural programmers.
- b. Showing appreciation of differences.
- c. Avoiding stereotypes.
- d. Acknowledging differences in children.
- e. Discovering the diversity within the classroom.
- f. Avoiding pseudo multiculturalism.

They state that showing appreciation of differences is very important because a teacher who does not show appreciation of all differences in their class will not get a chance to attempt any of the five principles. The teachers need to pay attention to their verbal and non-verbal language when he or she responds to students who speak differently. The teachers should think that all classrooms are the premise that every child is unique. All children or students are different and beautiful in their own way; no student should feel excluded from the class. If they feel they are excluded on the basis of race, ethnicity or color, they will be frustrated. Teacher need to show the color of our world every time when they attend the class.

2.1.7 Challenges and Opportunities in a Cross Cultural Context

Any teaching and learning context in the world is always a very dynamic and complex environment with a host of variables and focuses at work that influences social interaction and productivity. The cross cultural context has an even higher level of dynamic complexity as there are culture shaped institutional structures and norms interesting with people of different cultures. It can be exciting, dynamic, creative and productive, but it can also be stressful, confusing, frustrating and non-productive if teachers, learners and what is being taught are not integrated properly.

Generally, cross cultural context refers to including people who have different customs and beliefs. In a cross cultural context, there are three dimensions (Sultana, 2011).

- a. Bilingual teachers but students from different cultures.
- b. Native English speaking teachers but students from other cultures.
- c. Teachers and students from the same culture but the cultural context of English lessons are from a different culture.(p.155)

The English language classroom provides an obvious multicultural context of learning and teachers need to help the students understand and appreciate the differences and similarities among the various ethnic, religious and cultural groups. The teachers should be able to seize the opportunities to foster tolerance and understanding in classroom of diverse cultural background. Teaching in such a class is not an easy job. The English language teachers should create such an environment that all the students or learners should feel respect and honor themselves and to their cultures. Such classes have both challenges and opportunities. The teachers should minimize the challenges and maximize the opportunities. If they are able to do so, the intercultural communication can be maintained in the class. In such classes the problems may occur from classroom management to teaching and evaluation. The teachers should allow the differences in the class and avoid the discrimination. He / she should work as agents to bring changes in the class. Sultana (2011, p.155) states the first and foremost problem faced in teaching English in a cross cultural context is the language itself. She says both teachers and students face some limitations in different ways, dealing with language. She further opines that the learners might have language shock and cultural shock. According to her, the English language teachers should not avoid the brought cultures in the class. Sometimes the content itself can be a problem for the learners. As they are being taught a different language, most often different cultures also come into play simultaneously. Guest (2002) has argued that attempts to identify natural characteristics for the purpose of comparing and contrasting lead to over implication and stereotypes of cultural characteristics. This may lead to contradictions among the learners sometimes (as cited in Sultana, p.155).

Sultana (ibid) says that frustration; anxiety and stress also occur whether people cannot find all the things they are accustomed to doing in their everyday lives. For example, sometimes because of differences in activities, norms, rituals, traditions etc. that are found in the content of lessons being taught in the English classroom, students from different background cannot cope with that successfully; ultimately frustration, stress and anxiety arise. She further states, both teachers and students do not get enough linguistic support. According to her, good teaching requires considerable linguistic supports. Teachers must utilize and build this supports in to their courses, methods of classroom instruction and overall interaction with students whenever they are native or non-native English speaking teachers.

Sultana (2011, p. 155) provides the following strategies to removing stereotypical language.

- Being aware of words, images and situations that suggest that all or most members of a racial group are the same.
- Avoiding racial identification except when it is essential to communication.
- Being aware of possible negative implications of color symbolism and usage that could offend people or reinforce bias.
- Avoiding language that has questionable racial or ethnic connotations

She states the English language teachers have to ensure the followings for students,

- a. Maximum exposure of English language. Inside the classroom, maximum exposure of English should be ensured. The medium of instruction will be English only. Using mother tongue should not be encouraged.
- b. Equipments used in the classroom. The equipments like multimedia, DVD, blocks etc. should be used in teaching.

- c. Focus on all skills. All the four skills along with grammar and vocabulary should be focused.
- d. Ensuring more and more practice. The students should be engaged in classroom activities more and encouraged to use English outside the class.
- e. Multi- cultural approach in context. The teachers should adopt multicultural approach in teaching and selecting the content of the English course.

The students in the class should be provided explanations or glosses. They should compare the cultures in the class. But he/ she should be aware with the culture clashes. The teachers should focus the students' cognition. The cognitive supports consist of providing the students with adequate cognitive frameworks upon which the new information and skills can be attached in their minds. This includes the use of advance organizers such as outlines, models, concept maps and other graphic organizer, overhead transparencies or just writing and drawing on the board.

Fish (1988) states the lack of multilingual textbooks and libraries to address the expectations of children. He says due to lack of text books and libraries the students cannot get chance to utilize their own cultural and linguistic knowledge while learning the English language. In such classes, the English teachers might feel difficulty to teach addressing the cultural and linguistic diversity. He states the teachers might have the problems in evaluation process. (as cited in Edwards, 2010 p.104)

Fish (1988, *ibid*) states the problem of assimilation in a cross cultural context. He believes in some ultimate assimilation. It is assimilation of choice, one might say and not a forced or legislated one; nonetheless assimilation groups or individuals within groups, may wish to maintain markers of ethnic distinctiveness, but most will acquiesce at some point to the social pressures and benefits associated with mainstream life.

Subedi (2011, p.17) says that there is a huge gap between socio-cultural reality and teaching of English in Nepal. He condemns that our practices of teaching English have not been able to address socio- cultural realities. He appeals that we can design syllabuses and can develop viable methods of teaching by considering our own multicultural and multilingual realities. He also mentions that now there is no point in following British or American Standard English to teach English. He states that the pragmatic policy proposed by professor by Awasti should be adopted for placing English in multicultural and multilingual context of Nepal.

However, the multicultural classroom can be an example, if we organize the class from micro level to macro level. Fish (ibid) says that all good education is multicultural in nature anyway. To make such classes effective and to get ample opportunities, reforms should be made from policy level to implementation level. Then only, the students and teachers get benefits from such classes. Holliday (2011, p.iii) states the English language fosters intercultural communication among the children from diverse cultural as well as linguistic background.

Edwards (2010, p.228) states the soft and hard multiculturalism to express the benefits and challenges of multiculturalism in the class respectively. According to him, soft multiculturalism acknowledges diversity, and may even make some formal accommodation to it at educational or social policy levels, and a hard version that underpins deeper and more permanent structural alternatives. He states in hard multiculturalism, the language instructors might have the problems in the recognition and cultivation of diversity

2.2 Review of the Related Empirical Literature

A number of research works have been carried out in the field of ELT. In the department of English education, many applied researches have been

conducted to see and analyze the challenges faced by ELT teachers. Some of the related literatures related to my topic are as follows:

Bhattarai, G.R. and Gautam, G.R. (2005) presented a review of the changing status of English language situation in our context and the changing perspectives revealed through the curriculum, textbooks and the ELT market. They discussed the different facets of reality like socio- cultural, linguistic, philosophical etc. which area met by teachers in the class. They expressed that the English language teachers should be dynamic and they should come out of the confined classroom situation and look for professional linkage with the professional network. They opined that today's English teachers need to equip himself or herself with the information technology of the literature in ELT.

Ghimire(2010) carried out a research on " Roles of teachers in the English language classrooms". The main objective of the study was to find out the perceived attitudes of teachers towards their roles in English classrooms. To meet his objective he selected three teachers of secondary level of Kritipur municipality and all the students of ninth grade. He sampled the population through purposive non-random sampling. He has used participant observation and questionnaire for collecting the data. Finally, he found the perceived attitudes of teachers towards their roles in English classrooms. He found the following roles of teachers:

- Teachers have dominant role when GT method is in use.
- The teachers try to play the roles according to the classroom situation and interest of the students to some extent.
- The teachers have symmetrical perception toward traditional and modern roles from controller to facilitator.

Poudel(2010) conducted a study entitled "Teaching English in the multicultural classroom of higher education". The one of the objectives of his study was to identify the problems and challenges of multicultural classroom. In order to

meet this objective, he sampled 20 teachers and 30 students based on judgmental sampling process. He concluded that the students are deprived of the convenience to the right to get education in their own language. The teacher felt comfortable in Nepali and the students also felt comfortable in their own language but the goal of teaching is to make competent in English. Moreover, he also found the lack of students' motivation towards ELT, handling the multicultural background students as the problems and challenges of multicultural class.

Rai(2010) has carried out a research on "Challenges faced by Bantawa learners learning English as a foreign language." The main objective of the study was to identify the challenges faced by Bantawas learners learning English as a foreign language and their causes. To meet the objective, he selected 10 secondary level teachers and 100 Bantawa native students of the class ten in Bhojpur district as the sample size. He sampled the population through judgmental sampling procedure. He has used questionnaire, observation form and oral interview for collecting data. In this research, he found out the following challenges faced by the Bantawa learners in learning English.

- Problem in physical facility.
- Problem of mother tongue.
- Problem in number of students.
- Problem of teaching techniques and methods.
- Problem in teaching materials.
- Problems in textbook.

Dulal(2011) carried out a research on " Teachers' perception on the use of culture in teaching English" The one of the objectives of his study was to find out perceptions of English teachers towards the use of culture in teaching the English language. To meet the objective, he selected 50 secondary level English teachers working in Kathmandu valley. Half of them were from government aided schools and rest from private schools. Questionnaire was

used as the research tool for data collection. He found the following views on the use of culture.

- The teachers perceive CT (culture teaching) in terms of environment, number of students in class, modification and so on.
- The teachers feel difficult to accustom to the learners in CT.
- Around 75% teachers do not perceive that CT means teaching English to learn English and so on.

Similarly, Bhattarai (2011) carried out a research on "Managing multilevel diversity in the ELT classes." One of the major objectives was to explore the challenges of diverse ELT classes and the strategies for coping with challenges. In order to meet the objective, he selected 40 secondary level English teachers working in the Kathmandu valley and 40 students studying in secondary level in the Kathmandu valley as the sample size. He used two sets of questionnaire (close-ended and open- ended questions) as the research tools for eliciting the required information of the study. He found the following challenges in managing multilevel diversity in EIT.

- The English teachers are aware of diversity in ELT classes.
- They take diversity as natural phenomenon.
- Most of the teachers feel very difficult to decide what kind of instruction and task is appropriate for the students.
- The diverse composition of students in the classroom makes the task of planning and execution of the plans difficult for the teachers and so on.

Holliday, a keynote speaker in 16th NELTA international conference (2011), where he posed some questions on what form of English to teach , the rules of correctness, multicultural and multilingual experiences shared by students and finally explored the opportunities of English in a multilingual and cross cultural context. He argued that the English language can foster intercultural communication among the children from diverse cultural as well as linguistic

backgrounds. Focusing on the importance of children's prior knowledge, he reiterated that teachers of English should capitalize multicultural experiences that children bring in to the classroom while teaching English.

Subedi(2011) in his plenary speech in 16th NELTA conference focused on deconstruction of some taboos like English is only what is spoken and used in Britain and America, and emphasized on teaching English in multilingual and multicultural situations. He critically assessed the consequences of detaching teaching English from cross cultural context of Nepal. Analyzing the socio-political discourses, he strongly condemned that our practices of teaching English have not been able to address socio cultural realities. He argued that methods of teaching failed to suture the diverse experiences of English teachers in this, country and is critical about teachers' resistance towards change.

2.3 Implication of Reviewfor the Study

Several researches have been carried out in the field of ELT. Some of them have been carried out to seek and analyze the challenges faced by the English teachers in the classrooms. In Nepal, the people have also conducted researches in areas of ELT. Teaching English in our context is different from other context. Thus, the researchers mainly focused the following issues.

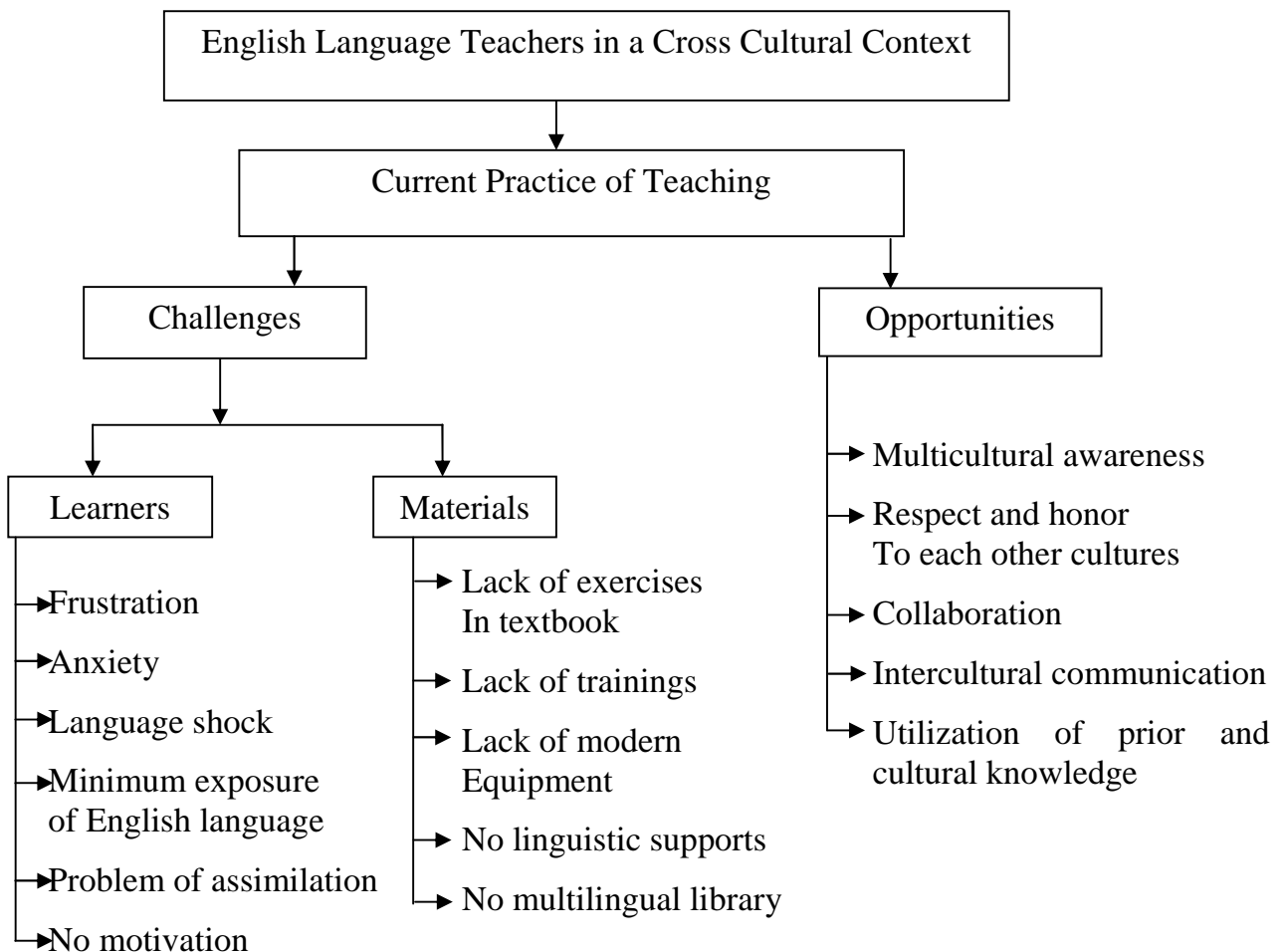
- Teaching English in remote areas
- Teaching English in large classes
- Problems of teaching in under resourced classes and so on

In the aforementioned topic I have reviewed five different researches conducted in ELT field. All the researchers are somehow related in the study. So, I have used them in my study. Out of them, the two researches 'managing diversity in ELT classes and the teachers' perception on the use of culture are linked with my study because these two researches focus on the use of culture in the language classrooms. And the three researches expanded my knowledge on ELT. All of the above studies are survey design and I adopted the same

design. After reviewing those researches, I got ideas on the process of survey design, likewise the researchers have used questionnaire and observation as the tools for data collection and I will also use the same tools for collecting data. However, nobody has conducted the researches to see the problems in a cross cultural situation. Teaching in a cross cultural context has become a burning issue in the present world. I got the insights on it after the 16th NELTA conference where Subedi gave his plenary speech on teaching English in a cross cultural context.

2.4 Conceptual Framework

The study "English language teachers in a cross cultural context" was based on following conceptual framework.



CHAPTER THREE

METHOD AND PROCEDURES OF THE STUDY

3.1 Research Design

To find out the challenges faced by English language teachers in a cross cultural context, I adopted the survey research design. It is the most commonly used method of investigation in educational research. It is a superficial study of an issue or phenomenon. Survey research in education can be carried out either by a group of researchers or by an individual. Specifically, it is carried out in a large number of populations in order to find out the public opinions on certain issues, to assess certain educational programme and to find out the behavior of certain professional and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

Cohen and Manion(1985) defines the survey research in the following way:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small scale studies carried out by single researchers. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and or events at a single point of time (as cited in Nunan, 2010 p.140)

Similarly, Nunan(2010 p.140) states that surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics. Survey research design is a type of research design which is used to find out people's attitudes, opinions and the specified behavior on certain issue, phenomenon or situation. In this research design, the researcher collects data at a single point of time aiming to obtain an over view of phenomenon, event, issue or situation. It is a non-manipulative study in the sense that the

researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is done to test the hypothesis rather than constructing hypothesis. In this research design, the researcher constructs the hypothesis before collecting the data. Therefore, it is called as hypothetic- deductive method. The researcher collects the data by using the research tools to test the hypothesis at a single point of time. Sampling is a most to carry out the investigation because it addresses the large group of population However, the sampling should be representative and generalizable. So far as it is concerned in education, it addresses the educational problems and generalizes its findings on the basis of representative sample of a specified taught population.

The survey research in education passes through a series of steps. While talking about the process of survey, we have to be clear for what do we want to find and how will results be written up and presented. For this, different researchers have suggested the survey research procedure differently in their own style. It is not a recursive study because all the research procedures do not go simultaneously but it is a stepwise study. Therefore, Nunan (1992 p.142) suggests the following eight- steps procedure of survey research in a more comprehensive way.

Step 1: Define objectives- What do we want to find out?

Step 2: Identify target population- Who do we want to know about?

Step 3: Literature review- What have other said or discovered about the issue?

Step 4: Determine sample- How many subjects should we survey, and how we identify issue?

Step 5: Identify survey instruments- How will the data be collected: questionnaire or interview?

Step 6: Design survey procedure- How will the data collection actually be carried out?

Step 7: Identify analytical procedure- How will the data be assembled and analyzed?

Step 8: Determine reporting procedure- How will results be written up and presented?

3.2 Sources of Data

Both primary and secondary sources of data were used to achieve the objectives of this research.

3.2.1 Primary Sources of Data

Secondary level teachers of the Kathmandu were the primary sources of data.

3.2.2 Secondary Sources of Data

Various books e.g. Abbott (1981), Cobett (2010), Edwards (2010) etc., journals, articles; websites were used as the secondary sources of data.

3.3 Population of the Study

The total population for this study was all the secondary level English teachers from both private and public schools. But, forty secondary level English teachers were the sample of the study.

3.4 Sampling Procedures

I adopted purposive non-random sampling procedure to collect information for the study. Adopting this procedure, 40 secondary level English teachers both from government- aided and private schools were selected

3.5 Tools for Data Collection

Questionnaire consisting of both closed and open-ended questions for the teachers utilized as the tool for collecting data. Questionnaire was distributed to forty teachers.

3.6 Data Collection Procedure

For collecting the required data, the field was visited after preparing the research tools. Then selected institutions and authorities were contacted to establish rapport with them and made them clear about my purpose. After that, they were asked to grant the permission to collect the data. After granting the permission, we (researcher and informants) fixed the time for data collection. The researcher went and requested them to fill up the questionnaire given to them. After collecting the filled questionnaire, they were thanked for their help.

3.7 Data Analysis and Interpretation

After collecting the data, firstly, it was edited and coded. Then it was classified based on the common properties and features. After that, the data was tabulated and classified. Finally, analysis and interpretation were held statistically and descriptively.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter attempts to present the analysis and interpretation of gathered from the primary sources. Forty secondary level English teachers working in the Kathmandu valley were the primary sources of the data. The questionnaire was used to gather the responses. The results of the analysis and its discussion and interpretation of the responses elevated from the questionnaire have been presented in this chapter.

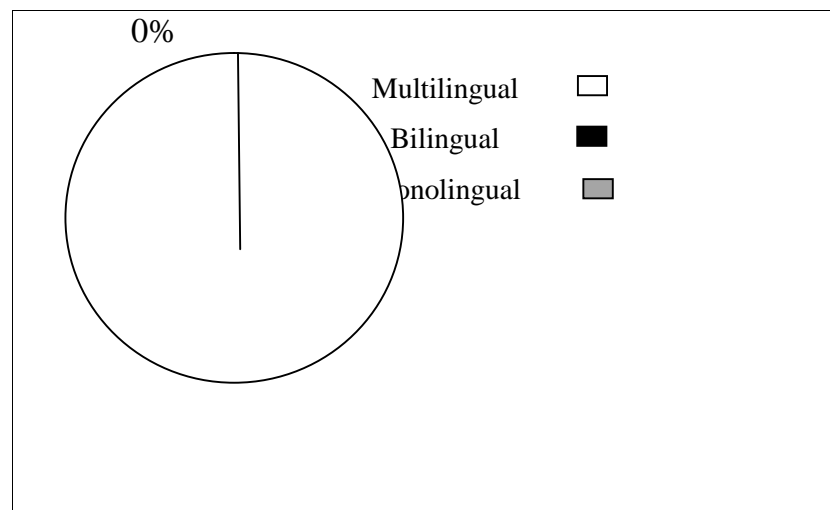
4.1 Results and discussions of Data of the Questions

Results and discussions of the responses of the teachers have been presented as follow.

4.1.1 Kind of Learners in the Class

The respondents were asked about the kind of learners of their classes and it was found that all the learners were multilingual. The responses obtained from the informants have been presented in the figure below.

Figure No. 1
Kind of Learners in the Class



As indicated in the figure above, out of the total respondents, 100 percent students were multilingual. The data indicates that all the learners were able to use more than two languages.

4.1.2 Do all Learners belong to same Culture Community?

The respondents were requested to provide their responses of learners' culture community. It was found that the students were of different culture communities.

4.1.3 Castes of the Students

The respondents were requested to mention the castes of their students. The castes of the students as mentioned by the teachers are Magar, Tamang, Chhetri, Newar, Sherpa, Brahmin, Rai, Yadhav and Muslim

It was found that the classes are composed of varied castes of students in both government aided and private schools. But, only Muslim students were found in private schools.

4.1.4 Management and Organization of Cultural Representations in the Class

The teachers were asked whether they felt difficulty to manage and organize cultural representations in the class or not. Their responses on this question have been presented below.

Table No. 1

Management and Organization of Cultural Representations in the Class

S.N.	Management and organization	Private		Public	
		No. of teachers	Per.	No. of teachers	Per.
1	Yes	20	100%	20	100%
2	No				

This table is self-explanatory that all the respondents both from public and private schools felt difficulty to manage and organize the cultural representations in the class while teaching. The respondents were asked to express their opinion in management and organization of cultural representations. All the respondents both from public and private schools had same opinion. They expressed that the linguistic and cultural gaps among students created problem in the management and organization of cultural representations in the class.

4.1.5 Use of Student- Centered Techniques

The respondents were asked to mention whether the used student- centered techniques or not. The responses obtained are shown as below.

Table No.2
Use of Student-Centered Technique

Technique	Private		Public	
	No. of teachers	Per.	No. of teachers	Per.
Student-centered	15	75%	7	35%
Teacher- centered	5	25%	13	65%

This table shows that 75 percent of private school teachers used student centre techniques and 25 percent teachers used teacher centered techniques. On the contrary, 35 percent government school teachers used student centered techniques and 65 percent teachers used teacher centered techniques.

The adopted student- centered techniques by teachers are group work, pair works team work, group discussion, dramatization, role play, project work, collaboration and task based learning techniques

4.1.6 Involvement of Students in a Group Discussion

The respondents were asked to mention whether they involved their students in a group discussion or not. Their responses on this have been represented as below.

Table No.3
Involvement of Students in a Group Discussion

Group discussion	Private		Public	
	No. of teachers	Per.	No. of teachers	Per.
Yes	20	100%	5	25%
No			15	75%

The above table shows that 100 % teachers of private schools involved their students in a group discussion. But only 25% of public teachers involved their students in a group discussion and 75% did not involve their students in a group discussion.

The second question was asked to find out their responses of involving students in a group discussion. It was found that private school teachers felt easy to involve the students in a group discussion because the students were low in number. They stated that group discussion promotes better learning. However, the public teachers had two different responses. 15 teachers did not involve in a group discussion because of high number of students in a class. But, 5 teachers had the same opinion as like private teachers.

4.1.7 Use of Teacher Mother Tongue in Class

The respondents were asked whether they used their mother language or not. Their responses on this have been presented as below.

Table No. 4
Use of Teacher Mother Language in Class

S.N.	Mother language	Private		Public	
		No. of teachers	Per.	No. of teachers	Per.
1	Yes	11	55%	15	75%
2	No	9	45%	5	25%

This table shows that 55% private teachers and 75% public teachers used mother tongue respectively. That is Nepali language. However, 45% private and 25% public teachers did not use their mother language.

The additional question was asked to express the reason for using the mother tongue or for not using. It was found that 11 private teachers and 15 public teachers used their mother language in the class because they felt easy in their mother language. But, 9 private teachers and 5 public teachers did not use their mother tongue because their mother languages and students' were different.

4.1.8 Modern Equipment of Teaching

The respondents were asked whether they used modern equipment of teaching or not. Their responses on this have been presented as below.

Table No. 5
Modern Equipment of Teaching

S.N.	No. of teachers	Responses			
		Yes	Per.	No	Per.
1	Private	5	25%	15	75%
2	Public			20	100%

This table shows that only 25% of private teachers used the modern equipment of teaching and 75% of them did not use the modern equipment of teaching.

However, the public teachers did not use modern equipment of teaching because they did not have access of modern equipment of teaching.

4.1.9 In service Teacher Trainings

The teachers were asked whether they got in service trainings or not. Their responses showed the following data.

Table No. 6
In service Teacher Trainings

S.N.	No. of teachers	Responses			
		Yes	Per.	No	Per.
1	Private	10	50%	10	50%
2	Public			20	100%

As the above table shows, 100% of public teachers responded ‘No’ and 50% private teachers responded ‘Yes’. It was found that 50% private teachers got the in service teacher trainings and 50% did not get. On the contrary, 100% public teachers did not get in-service teacher trainings.

4.1.10 Capitalization of the Multicultural Experiences of Students in the Classroom

The respondents were asked whether they capitalized the multicultural experiences or not the following data. Their responses have been presented in the following table.

Table No. 7
Capitalization of Multicultural Experiences

S.N	No. of teachers	Responses			
		Yes	Per.	No	Per.
1	Private	8	40%	12	60%
2	Public			20	100%

The above table shows that 40% private teachers capitalized the multicultural experiences of students, 60% teachers did not capitalize the multicultural experiences of students. On the contrary, 100% public teachers did not capitalize the multicultural experiences of students.

The respondents were asked to provide responses in support of their responses. It was found that all the public teachers did not utilize the multicultural experiences of students because of large class and lack of additional materials of teaching. However, 40% private teachers utilized the students' multicultural experiences because their previous experiences foster the intercultural communication among the students. The 60% private teachers did not utilize the multicultural experiences of students due to lack of materials.

4.1.11 Programs or Activities Related to the Cultures of Students

The respondents were asked whether they designed any programs or activities related to the cultures of students or not. Their responses have been presented below:

Table No.8
Activities Related to the Cultures of Students

Number of students	Responses			
	Yes	Per.	No	Per.
Private	15	75%	5	25%
Public			20	100%

The above table shows that 75% of private teachers designed the programmes or activities related to students' culture and 25% teachers did not design any such programmes. However 100% of public teachers did not design any programmes related to the cultures of students.

The respondents were asked to give the reasons on that and it was found that the public teachers did not design due to large class, lack of time and lack of

sources. Fifteen private teachers designed the programmes because such programmes helped the students to use the language contextually. The five private teachers had the same opinion as like public teachers.

4.1.12 Appropriateness of Present Textbook in a Cross Cultural Context

The teachers were asked whether the present textbook was appropriate in a cross cultural context or not. It was found that the present textbook was not appropriate in a cross cultural context to have inter-cultural communications. It was found that the present textbook did not support the varieties of learners and the textbook did not incorporate the exercises and activities related to the students' cultures.

4.1.13 Materials Available in the School

The respondents were asked whether they were satisfied with the teaching materials available in the school or not. It was found that all the teachers were not satisfied with the teaching materials available in the class. They stated that the materials were not enough and appropriate to the target level.

4.1.14 Acknowledgement of Differences in Children before Teaching

The respondents were asked whether they acknowledged the differences in children before teaching or not. Their responses have been presented below.

Table No.9
Acknowledgement of Differences in Children

Number of teachers	Responses			
	Yes	Per.	No	Per.
Private	2	10%	18	90%
Public			20	100%

The above table shows that only 10% of private teachers acknowledged the differences in children before teaching, 90% of private teachers did not

acknowledge the differences in children before teaching. On the contrary, 100% public teachers did not acknowledge the differences in children.

The respondents were asked to provide the reasons on that and it was found that the public teachers had problem in acknowledging the differences in children due to diverse composition of students' cultures. Only 10% private teachers acknowledged the differences in children because that helped to tackle the problem they were facing and that guided them to select the appropriate methods and techniques.

4.1.15 Focus on all Skills with Grammar and Vocabulary

The respondents were asked whether they focused on all skills with grammar and vocabulary or not. Their responses have been presented below:

Table No.10
Focus on all Skills with Grammar

Number of teachers	Responses			
	Yes	Per.	No	Per.
Private	20	100%		
Public	20	100%		

The above table shows that all the teachers from private and public teachers focused on all skills along with grammar and vocabulary. They stated that focusing on all skills, grammar and vocabulary made teaching effective, memorable and long lasting.

4.1.16 Frustration, Anxiety and Stress while they are being Explained the Different Cultural Terms

The respondents were asked whether their students felt frustration, anxiety and stress while they are being explained the different cultural terms or not. Their responses have been presented below.

Table No. 11
Frustration, Anxiety and Stress while Teaching

No. of teachers	Responses			
	Yes	Per.	No	Per.
Private	20	100%		
public	20	100%		

The above table shows that the students of both private and public schools felt frustration, anxiety and stress while they are being explained the different cultural terms. The respondents were asked the reason for that and it was found that the gap among the cultures created frustration, the anxiety and stress among the students. Students were out of tract while they were being explained the specific cultural words.

4.1.17 Involvement of Students while Explaining Words Related to their Cultures

The respondents were asked whether they would ask the students if they found the words related to their cultures or not. All the respondents responded ‘Yes’. That means, the teachers both from private and public schools would ask their students if they found any words related to students. The teachers’ responses have been presented below.

Table No.12
Students' Involvement in Class

No. of teachers	Responses			
	yes	Per.	No	Per.
Private	20	100%		
Public	20	100%		

4.1.18 Linguistic Supports while addressing the Specific Cultural Words like Dhannacha, Samachakhewa etc.

The respondents were asked whether they got any linguistic supports by school or curriculum development centre or not. Their responses have been presented as below.

Table no. 13
Linguistic Supports while Addressing the Cultural Specific Words

No. of teachers	Responses			
	Yes	Per.	No	Per.
Private	2	10%	18	90%
Public			20	100%

The above table shows that 90% private teachers did not get any linguistic supports while addressing specific words, only 10% teachers got the linguistic supports. But, the public teachers did not get the linguistic supports. It was found that public schools did not have such teaching materials as linguistic supports.

4.1.19 Multilingual Library

The respondents were asked whether they had a multilingual library or not. Their responses have been presented as below.

Table No. 14
Multilingual Library

No. of teachers	Responses			
	Yes	Per.	No	Per.
Private			20	100%
Public			20	100%

This table shows that the teachers both from private and public schools did not have access to multilingual library. It was found that lack of materials and due to financial problem the schools did not have the facility of multilingual library.

4.1.20 Students’ Values, Assumption and Identities Shaped by Local, National and Global Socio Cultural Settings and Expectations

The respondents were asked whether their students exercised their values, assumption and identities shaped by local, national and global socio- cultural settings and experiences or not. Their responses have been presented below.

Table No. 15

Students' Values, Assumption and Identities Shaped by Local, National and Global Socio-Cultural Settings and Expectations

No. teachers	Responses			
	Yes	Per.	No	Per.
Private	4	20%	16	80%
Public			20	100%

This table shows that 80% private students did not exercise their values, assumption and identities, only 20% students exercised their values, assumption and identities shaped by local, national and global socio-cultural settings and expectations. However, 100% public teachers did not exercise the students' values, assumption and identities shaped by local, national and global socio-cultural settings and expectations.

The respondents were asked to provide reason on that and it was found that due to the diverse cultural composition in the class the teachers felt difficult to exercise the students' values, assumption and identities.

4.1.21 Buildings Linguistic Supports while Teaching

The respondents were asked whether they built linguistic supports or not. Their responses have been presented below:

Table No. 16
Building Linguistic Supports while Teaching

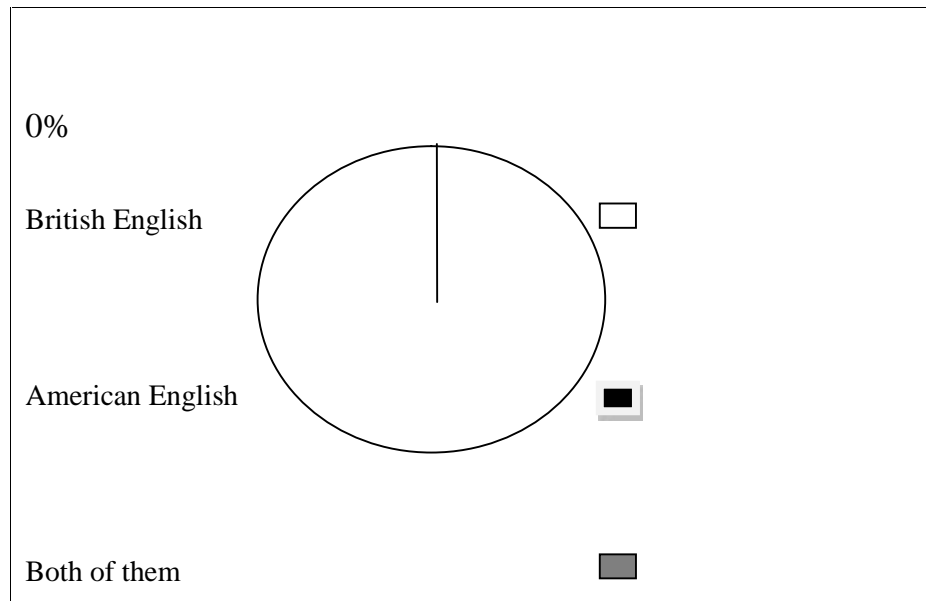
No. of teachers	Responses			
	Yes	Per.	No	Per.
Private	5	25%	15	75%
Public			20	100%

The above table shows that 75% private teachers did not build linguistic supports while teaching or addressing any specific words. Only 25% private teachers built or collected necessary materials while addressing the specific words. But, the public teachers did not collect or build the linguistic supports. The respondents were asked to state the reason on that and it was found that the materials were not available. Though they were available, they were very expensive.

4.1.22 Variety of English

The respondents were asked which variety of English they adopted or used in teaching. Their responses have been presented as below:

Figure No.2
Variety of English



As indicated in the figure above, out of the total respondents, 100% of them adopted British variety of English in teaching. It was found that they used this variety because it was the prescribed variety in academia. It was taught to them and it had been used for decades.

4.1.23 Use of Student- native Language

The respondents were asked whether their students wanted to use their own languages or not while learning English. Their responses have been presented as below:

Table No.17
Use of Students' Native Language while Learning English

No. of teachers	Responses			
	Yes	Per.	No	Per.
Private	20	100%		
Public	20	100%		

The above table shows that 100% students both from private and public schools wanted to use their mother languages while learning. It was found that they felt confidence in using their mother languages and they could have better understanding through their mother languages.

4.1.24 Motivation of Students to have Cross Cultural Communication

The respondents were asked whether they motivated their students to have cross cultural communication or not. And it was found that all the teachers motivated their students to have cross cultural communication. It was found that the motivation helped to have cross cultural communication promoted tolerance among the students, made classroom teaching more communicative and teaching was problem oriented.

4.1.25 Avoidance of the Word that have Questionable Racial or Ethnic Value

The respondents were asked whether they avoided any words that had questionable racial or ethnic value. All the respondents agreed on it. That means they avoided such words because they created misunderstanding among students, destroyed the harmony of the class and created debate among students.

4.1.26 Non-verbal Language in the Class

The respondents were asked whether they used non-verbal language in the class or not. It was found that all the respondents used the non-verbal language in the class. They used the non-verbal language because it made the class clear on the topic. They used non-verbal language for better understanding. This method brought activeness in the class. It made class alive.

4.1.27 Use of Materials other than Textbook

The respondents were asked whether they used the teaching materials other than textbook or not. Their responses have been presented below.

Table No.18
Use of Materials other than Textbook

No. of teachers	Responses			
	Yes	Per.	No	Per.
Private	20	100%		
Public	18	90%	2	10%

The above table shows that 100% private teachers used the teaching materials other than textbook. But, only 10% public teachers used the teaching material. 90% public teachers did not use the teaching materials. It was found that due to lack of teaching materials, large class and expensive materials they were unable to use the teaching materials. The private teachers used such materials because the textbook was not enough for learning.

4.1.28 Design of Instruments and Task in a Cross Cultural Context

The respondents were asked whether they agreed on deciding appropriate level of instruments and tasks is challenging in a cross cultural context or not. All the respondents both from private and public schools agreed with the statement. It was found that due to cultural diversity it was difficulty to decide appropriate level of instruments and tasks. It was found that lack of materials caused problem in deciding appropriate level of instruments and tasks in the class.

4.1.29 Plan in the Class

The respondents were asked whether they moved according to the plan they had or not. Their responses have been presented below.

Table No. 19
Plan in Class

No. of teachers	Responses			
	Yes	Per.	No	Per.
Private	17	85%	3	15%
Public	13	65%	7	35%

The above table shows that 85% private teachers moved according to the plan they had or prepared. It was found that teaching would be effective, co-operative and motivating when the teachers went on plan. Only 15% private teachers did not move on plan. It was found that going on plan was difficult for them because of lack of time in class. Only 65% public teachers moved according to the plan and their responses were same to private teachers. 35% public teachers did not move on plan due to lack of materials and lack of time in the class.

4.1.30 Confidence in a Cross Cultural Context

The respondents were asked whether they felt confidence in a cross cultural context or not. It was found that all the respondents felt less confident in a cross cultural context. It was found that they felt less confident due to linguistic and cultural diversity of class.

4.1.31 Sufficient Exercises in the Textbook according to the Cultural Composition Included in the Textbook

The respondents were asked whether the exercises were sufficient according to the cultural composition included in the textbook or not. It was found that the exercises were not sufficient according to the cultural composition included in the textbook. It was found that the exercises did not foster inter-cultural interaction of the class.

4.1.32 Student Collaboration in the Class

The respondents were asked whether they involved their students in collaboration or not. Their responses have been presented as below.

Table No. 20
Collaboration of Students in the Class

No. of teachers	Responses			
	Yes	Per.	No	Per.
Private	20	100%		
Public	10	50%	10	50%

The above table shows that 100% private teachers involved their learners in collaboration. It was found that collaboration enhanced better learning and inter-cultural communication. But, 50% public teachers involved their students in collaboration and 50% did not. 50% public teachers had same opinion as like private teachers. It was found that 50% public teachers did not involve their students in collaboration due to large class and lack of time.

4.1.33 Allocation of time in the class

The respondents were asked whether the allocated time was enough or not. It was found that the available time was not sufficient in the class. It was found that due to large class and multilingual and multicultural settings, the time was not enough in the class.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter is concerned with the findings drawn from the analysis of the data, conclusion, findings and implications on the variation levels i.e. policy level, practice level and further research.

5.1 Summary

- The students were multilingual.
- The students were of different culture communities.
- The castes of students were Muslim, Sherpa, Magar, Gurung etc.
- All the teachers both from private and public schools felt difficulty to manage and organize cultural representations in the class.
- 75% private teachers used student centered techniques and 25% of them did not use. But 35% public teachers used student- centered techniques and 65% of them did not use.
- The student- centered techniques were group work, pair work, group discussion, dramatization, role play, project work, collaboration and task based learning.
- All the private teachers involved their students in a group discussion. Only 25% public teachers involved their students in a group discussion and 75% did not involve the students in a group discussion.
- 55% private teachers used their mother language in class, i.e. Nepali and 45% did not use their mother languages. Similarly, 75% public teachers used their mother language (Nepali) and 25% teachers (public) did not use their mother language.

- 75% private teachers did not use modern equipment of teaching, only 25% private teachers used such equipment but all public teachers did not use the modern equipment of teaching.
- Half of the private teachers got in service teacher trainings and half did not get such trainings. But, all the public teachers did not get in service teacher trainings.
- All the public teachers felt difficulty to capitalize the multicultural experiences of students in teaching. Only 40% private teachers utilized the multicultural experiences of students and 60% private teachers did not utilize the multicultural experiences of students.
- 75% private teachers designed the programs and activities related to the cultures of students and 25% private teachers did not design any such programs and activities due to large class and lack of materials whereas all the public teachers did not design the programs or activities due to lack of materials and large class.
- The present textbook was not appropriate in a cross cultural context due to lack of appropriate culture related exercises.
- The teachers were not satisfied with the materials available in the class. The materials were not enough and appropriate to the target group.
- Only 10% private teachers acknowledged the differences in children before teaching, 90% of them did not acknowledge the differences in children before teaching due to diverse composition of students' cultures whereas 100% public teachers did not acknowledge the differences before teaching due to cultural representations of students in the class.
- All the teachers both from private and public teachers focused on skills with grammar and vocabulary because focusing on skills along with grammar and vocabulary made learning effective and long lasting.

- All the students felt frustration, anxiety and stress while they are being explained the different cultural terms due to the gap among the cultures.
- All the teachers involved their students while explaining words related to their cultures, if they found any words related to students' cultures.
- Only 10% private teachers got linguistic supports from school administration, 90 of them did not get such supports whereas all the public teachers did not get the linguistic supports due to the lack of materials and lack of fund.
- All the schools did not have multilingual library due to financial problem and lack of materials.
- Only 20% private teachers exercised students' values, assumptions and identities shaped by local, national and global socio cultural settings and expectations. 80% public teachers did not exercise the students' values, assumptions and identities whereas all the teachers of public did not exercise the values, exercises and identities shaped by local, national and global socio cultural settings due to varied cultures and identities of students.
- Only 25% private teachers built the linguistic supports themselves, 75% of them did not build due to lack of materials whereas all the teachers of public did not build due to financial problem and lack of materials.
- All the teachers adopted British variety of English because they were taught British variety and it was the prescribed variety.
- All the students wanted to use their mother languages while learning English because they felt confident in their own languages.

- All the teachers motivated their students because motivation promoted cross cultural communication and made learning process effective and memorable.
- All the teachers both from private and public teachers avoided the words that had questionable racial or ethnic values because such words created debate and misunderstanding among the students.
- All the teachers used non verbal language in the class because it created activeness in the class and made teaching long lasting.
- All the teachers used teaching materials other than the textbook.
- All the respondents did not design any tasks and activities in a cross cultural context because they had no enough materials to design instruments and tasks due to varied cultural representations.
- Only 85% private teachers moved according to the plan, 15% of them did not move due to lack of time in class whereas 65% public teachers moved according to plan and 35% public teachers did not move according to the plan due to lack of time and large class size.
- All the teachers were less confident in the class due to linguistic and cultural diversity of class.
- The exercises in the textbook were not sufficient according to the cultural composition included in the textbook because they did not incorporate all the cultures of students.
- 100% private teachers involved their students in collaboration whereas only 50% public teachers involved their students in collaboration and half of public teachers did not involve their students in collaboration due to lack of time and large class.

- The allocated time was not enough in the class.

5.2 Conclusion

Teaching English has become more challenging and complicated. The growing cultures in the class are shading clouds in the class. Subject knowledge is not only sufficient for teaching. The language teachers should have the knowledge of cultural representations to manage and organize the class. For the effective teaching and learning the teacher should adopt the student centered techniques. Through the involvement of students in collaboration and group the teacher should involve the learners in intercultural communication. The teachers need to minimize his/ her own language and cultures and should need to maximize student's cultures. The teacher should be equipped with modern equipment of teaching for better learning. They should not only depend on the textbook. They need to construct and search the teaching materials expect textbook. Sometimes, the teachers should build the linguistic supports in dealing with specific cultural words. They should ask students, if they found the words related to students' cultures.

The teachers should be provided with in service teacher trainings. The language teachers should design the tasks and activities related to students' cultures. They should need to acknowledge the differences in children before teaching and focus on skills along with grammar and vocabulary. They should have a plan before teaching. To create the multicultural awareness, the language teachers should not solely depend on British or American variety.

5.3 Implications

Every research study should have implications in one or another ways. So, this research has also some implications. The findings will be utilized in the varies levels i.e. policy level, practice level and further 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

In policy level this research study will be implied or utilized to formulate policy regarding the various aspects of teaching in a cross cultural context. This research work can be used to get the insight about the understanding of the secondary level English teachers to the problems of teaching in a cross cultural context so that the concerned authority will be able to formulate the policy to expand their horizon of understanding. It can be used to design the books and teaching materials in the cross cultural context.

5.3.2 Practice Level

In practice level, this research study will be implied for launching the need based trainings and other programs for the challenges of teaching in a cross cultural situation. This research work can also be used to carry out action research in order to solve the problems such as use of textbook as a sole source, use of Nepali language in the English classroom and so on. The English teachers can get the insight to analyze the textbook and they can design the task and activities related to the cultural terms of the students. The teachers can build the linguist supports or the materials which they need in the cross cultural context. The teachers can search the teaching materials which they need. They can help the students to foster the inter cultural communication among the students who are of different cultural background. The teachers can create the multilingual awareness among the teacher and students. The teachers can use the multiple varieties of English in the class to foster the inter cultural communicative competence of the students. The teachers motivate the students in learning the language in the cross cultural context.

5.3.3 Further Research

This research work can be used to carry out similar researches on one specific aspects of teaching in a cross cultural context. The teachers can compare the teaching situation of public and private schools by carrying out research on cross cultural context of teaching. The teachers can use this research work to design the activities in the class room situations. They can get the insights to plan the lesson along with designing the effective ways of teaching.

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Appendix-1

A List of 20 Government aided Schools

1. MahendraBoudha H. Sec. School, Boudha.
2. Janak Kalian H. Sec. School, Boudha.
3. PashupatiMitra Sec. School, Chabahil.
4. BalBawashai Sec. School, Sifal.
5. ShramRastriya Sec. School, Kumaripati.
6. RatnaRajya H. School, Baneshwor.
7. BishwaNiketan H. Sec. School, Tripureshwor.
8. ShreeeGureshwori H. Sec. School, Sinamangal.
9. SaraswatiNiketan H. Sec. School, Brahmatol.
10. Janaprabat Sec. School, Kalimati.
11. Panchahanya Sec. School, Chauni.
12. Nilbaharni Sec. School, Tankeshwor.
13. Janapath Sec. School, kalanki.
14. Kuleshwor Sec. School, kuleshwor.
15. Janabikash Sec. School, Balhku.
16. Gitamata H. Sec. School, Bijeshwor.
17. Sitala H. Sec. School, Bohoratar
18. Tarun Sec. School, Balaju.
19. JuddhoDaya Sec. School, Chhetrapati.
20. Nepal Yubak Sec. School, Paknajol

Appendix-2

A List of 20 Private Schools

1. Dibya Deep Jyoti English School, Lokanthali.

2. Odyssey international school, Dhapasi.
3. Peace Point Academy, Gausala.
4. Middle Point Academy, Satdobato
5. Om GyanMandir, Lokanthali
6. Progressive Academy, Chahabil
7. Active Academy, Dhapasi.
8. Deepika Eng. School, Chahabil
9. SawarshwatiKunja H. sec. School, Ratopul
10. AnkurVidhyashran School, Battisputali
11. Care Eng. Sec. Boarding School, Gausala.
12. Ekta Eng. School, Balwatar.
13. Tri- Star Eng. School, Lokanthali.
14. Unique Eng. Boarding School, Lokanthali.
15. Kantipur Secondary School, Maharahgunj
16. SiddhartaVidyaSadhan H. Sec. School, New Baneshwor.
17. DeshTilak High School, Battispuatali.
18. Loyala Sec. School, Baneshwor.
19. Cambridge Public School, Old Baneshwor

Southwestern School, Basundhara