CHAPTER ONE
INTRODUCTION

This introduction unit on "Existing Situation of Teaching English in Taplejung District" consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language can be defined as a means of communication which is used by human beings. We can express our feelings, needs, desires, thoughts, and experiences through language. According to Richard and Rodgers (1985, p. 153), "Language is human species' specific innate possession which distinguishes them from the other creatures in the universe". Thus, language is species- specific. It is possessed by only human beings. Similarly, Sapir (1971, p. 8) states, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". Thus, language is human specific. There are several languages spoken in the world. While learning these languages, people have to face several challenges. Most of the challenges are related to language learning which cannot completely be resolved. Learners' challenges occur due to specific sources. The challenges involve large area of uncertainties and speculations.

Language exists in the minds of the people, and not on the ground. Many languages in a region are a fact of linguistic diversity; many languages of a person are a fact of multilingualism and so is the use of multiple languages in various domains. According to Lewis (2009, p. 18), there are 6,909 living languages recorded in the Ethnologue database. Among them, the English language is the most widely used language. The English language is taken as a lingua-franca for the speakers from different language communities in the

world. The English language is mother tongue for English speakers and second language or foreign language for the speakers of other languages.

All human languages have common as well as distinctive characteristics that make human language different from other systems of communication. It also needs to specify in what way individual human languages differ from one another. Although all human languages have a great deal in common, which enables us to translate from one language to another without too many difficulties; it is equally obvious that they are also different from one another.

1.2 Statement of the Problem

Taplejung district lies in eastern development region of Nepal. It is one of the most remote areas of Nepal. The reports have shown that it occupies 54th position in terms of HDI and 55th position in terms of poverty. Most of the people of this district are very poor. They cannot afford their children's study. Many parents are illiterate in this district. They do not know the importance of English language. They think that sending their children to school is sufficient. They do not provide time and opportunity to learn English language at home. Children are busy in household works rather than doing homework and reading books at home. They do not get time even to do homework. Students do not attend school regularly. As a Taplejung resident, I have seen that girls do not go to school at the time of menstruation in some places in this district. They believe that if they go to school at that time, the God will become angry with them. Some VDCs are very far from headquarter i. e. Lelep. Concerned authorities like district education officer, resource person, school inspector and other stakeholders do not monitor and observe the situation and education. Therefore, the researcher tries to identify ELT situation in Taplejung district and the challenges the Taplejung English teachers have been facing.

1.3 Objectives of the Study

The objectives of the study were as follows:

   a. To find out existing English language teaching situation in terms of syllabus, textbook, teacher training, materials and classroom facility, and

   b. To suggest some pedagogical implications.

1.4 Research Questions

The following were the research questions for the study:

   a. How is the Existing Situation of Teaching English Language in Taplejung District?

   b. What problems have the secondary level English teachers in Taplejung?

1.5 Significance of the Study

Teaching to a linguistically heterogeneous group is really an intellectually challenging enterprise. Every person can teach and can be a teacher but very rare persons can be good teachers. The high portion of responsibility and duty to fulfill need and demand of the contemporary society and make the learners competitive in this globalized village has come on the shoulder of the teachers. The dynamic and versatile teachers can only solve the problems. Therefore, the findings of the research will be meaningful insights to those people who are concerned with language teaching and learning activities. Particularly, teachers and would be teachers get sufficient benefits from the findings. It will be equally beneficial for the ELT trainers, curriculum designers, textbook writers and policy makers.

1.6 Delimitations of the Study

This study had the following delimitations

   i. This study was limited in Taplejung district only.

ii. This study was limited to teachers of secondary level only.

iii. This data were collected from teachers of public schools only.

iv. This study was limited to sixty ELT teachers only.

v. This study was limited to existing situation of Taplejung district.

vi. Only pre-formulated questionnaire were used for data collection.

1.7 Operational Definitions of the Key Terms

English Language Teaching- Here, it refers to the teaching and learning practices of English language in Taplejung district.

Present Situation- Here, the term present situation refers to the existing or happening practice or activities at the time of research.

Materials: In this study, the word materials is related to things or instrument which helps in teaching learning process.

Syllabus: It is an academic document that communicates course information.

Textbook: A textbook is a book used for the study of a subject.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section provides information and previous research works and other related literature to challenges of teachers and ELT situation. Kumar (2009, p. 30) says, "The literature review is an integral part of the entire research process and it makes a valuable contribution to almost every operational step." No separate research has been carried out on "Existing Situation of Teaching English Language in Taplejung District." The related theoretical literature, empirical literature, implications of the review for the study and conceptual framework of the study are mentioned in this chapter.

2.1 Review of Related Theoretical Literature

This sub-chapter deals with different theoretical perspectives related to challenges of ELT teachers and ELT situation. The theoretical review of related literature is mentioned as below:

2.1.1 ELT Situation in Nepal

Different assumptions have been raised out when English was initiated in Nepal. It can be assumed that English was started in Nepal during the prime Ministership of Bhimsen Thapa. During his Prime Ministership, British government opened "Gorkha Bharti Kendra" (an office to join British Army) to people who came to select the army spoke English and also the army who came to Nepal to live spoke English. People saw that army got good salary. So people in Nepal were attracted towards English. However, in formal education, it is linked with the establishment of Darbar High School (1854) the first English medium school in Nepal. This school was established by Prime Minister Janga Bahadur Rana, after his return from England to give formal education to his children and other ruling Rana family members. The Rana guarded the school as treasure for as many as three decades and then shifted to

"Rani Pokhari"(1981) to the lower level classes of the society. No particular social class is now confined to that school.

In the higher education, English was started formally with the establishment of Tri-Chandra College (1919). Before the establishment of the S.L.C. board and the T.U. examination board (1956), English occupied a vital position for the medium of instruction in Education in Nepal. English might have been introduced in Nepal because of the colony of English speaking people in closely neighboring country, India.

During the Rana Regime (i.e. before 1951), there were only a limited schools and college including Darbar High School providing education in the English medium. A number of schools and colleges established after the overthrow of Ranacracy in 1951. The common Nepali people also started to get opportunity to have modern education. The expansion of the English language was widened with the spreading of modern education too. To quote the words of Kansakar (1979, p.15), the teaching of English can be viewed from two different purposes; It can be taught for international purpose that is carrying on international relations on a world scale and also for national purposes, as for example, for using it as a lingua Franca. In Nepal, English is taught with the first purpose. It is essential to communicate with the outside world through the English language sunccinctly speaking, it is a window through which we peep at the worlds outside.

Today, out of the total approximately 31 thousand primary to higher secondary schools i.e. grade one to nine), almost half the numbers are English medium. In such schools, all subjects except the national language, Nepali, are taught in English whereas, in government owned public schools, all subjects except the English language are taught in the national language Nepali. However, both these streams meet finally at the same point; compete for the same end when students sit for the same School Leaving Certificate Examination at the end of

the tenth grade or higher Secondary Education Board Examination at the end of the twentieth grade.

Altogether about five hundred thousand students appear in each of these national examinations every year, and half of that go for the university level examinations. An alarming number of students from the Nepali medium schools fail because they cannot secure pass marks in English (the failure rate of the students in English at school level is about 55%. at the university it is about 65. This results in huge wastage in resources. This is the situation of the total education system from the primary to university levels in Nepal. Despite this people have always given higher importance to the teaching and learning of English. The reason behind this is that on the one hand it is helping them to grow and grab different opportunities available within and beyond the boarders. It stands synonymously with quality of education and knowledge about the wider world, it offers attractive career for those who can afford it whereas for those who remain behind, the world is narrow, opportunities limited.

> A bitter truth Nepal has experienced regarding the use of English is that even today a large mass of population living a destitute life in extreme poverty, ignorance and marginal conditions cannot send their children to schools. Even if they can, it is the Nepali medium government aided schools that are within their reach. Thus, the English language has been perceived both as a dividing and promoting instrument in case of Nepal. This situation is associated with the political situation too. (Bhattarai, 2006, p. 15)

2.1.2 Global Challenges of ELT

There have been lots of challenges and problems regarding teaching English in the world as well as in Nepal. According to Harmer (2007), some of the challenges that world has been facing are as follows:

2.1.2.1 Mixed Ability Class

Mixed ability class refers to the class of mixed ability students or heterogeneous class. In mixed ability class, there include many different kinds of students in terms of level and learning ability. The learners are individually unique and different from others because of various socio-affective and cognitive factors such as age, motivation, aptitude, intelligence and so on. The L2 teachers have to manage their classrooms by considering all these factors. L2 input, feedback and assessment need to be given to the learners according to their individual characteristics and uniqueness. This makes the job of teachers really challenging, complex and vague.

2.1.2.2 Large Class Size

Large class size is another problem in language teaching and learning. Large class size means not the physical but having large number of students. In the context of large classes, teachers generally feel greater burdens and challenges than in small classes. It is certainly true that large classes have some specific challenges that the smaller classes do not have.

2.1.2.3 Use of Mother Tongue

Use of mother tongue is another problem in the classroom. Not only students use their first language but also teachers are habituated to use their mother tongue. This means both teachers and students frequently use mother tongue in ELT classrooms. And they claim that English language is very difficult to teach according to modern trend. Due to mother tongue influence, each learner may

perceive English language as difficult to understand and most of them fail in the exam.

2.1.2.4 Dealing with Homework

Dealing with homework is another challenge in ELT classroom. Doing homework by the students is one of the problematic areas for English teachers. Students very rarely do their work as a regular work. They do not have habit of doing English homework. On the other hand, if the students do the work, the teacher will not have time to check their work. Teachers feel this job boring and time consuming. It is because of the two sides of negligence of doing and checking homework, it has become one problematic area where serious attention is necessary to pay.

2.1.2.5 Motivation

Motivation is the internal desire to do something in order to achieve something. It is viewed as a key factor in influencing L2 learning. It is a non-language factor which is basically concerned with socio-psychological aspects of a learner. The learners have different degrees and mode of motivation. The strength of motivation serves as a powerful predicator of the L2 achievement. This is to say, strong motivation in acquiring L2 implies that the learner is likely to achieve higher level of L2 proficiency. One of main problems in ELT is lack of motivation for learning English.

2.1.2.6 Giving Feedback

Deviated form of L2 can be modified to make it a target like form with the help of feedback. The learner gets feedback to improve his/her output in second language and the deviated form is modified to become an appropriate one. However, giving feedback is one of the challenges in ELT. e.g. how to give feedback and when to give feedback, etc.

2.1.3 Challenges of ELT in Nepal

English language teaching and learning began in Nepal more than one and half century ago when Janga Bahadur Rana started Darbar high school in 1910 B.S. However, ELT situation has not got much improvement yet. Despite its long history, there are many challenges in this field. According to Bhandari and Adhikari (2011, p. 313), the challenges of ELT in Nepal are as follows:

2.1.3.1 Lack of Stable ELT Policy

Though English is being taught for a long time, Nepal lacks a stable ELT policy. Different commissions were formed time and again to reform educational strategies in Nepal which recommended different policies towards English language. For example, English was introduced from grade one before 2028 B.S. After the recommendation of NESP, English was introduced from grade four only. Then, again English was introduced from grade one. Many activities for indigenous groups are pleading for primary education in mother tongue and our education policy seems to support this issue. This might displace English from elementary classes.

2.1.3.2 Controversy Over Medium of Instruction

English language has a colonial history. People argue that there is a political interest of the colonizers behind teaching English. They argue that they are trying to extend their cultural, religious and commercial imperialism through English language. Making English as a medium of instruction and teaching it displaces our original, cultural and religious life style. On the other hand, some scholars claim that English can serve as a lingua franca or official language in Nepal. Because of these controversies over English language, It has been a medium of instruction in many of our educational institutions.

2.1.3.3 Lack of Research

ELT policy in Nepal lacks any authentic researches and surveys. Plans, policies and objectives of ELT curriculum are not based on any research and need assessment.

2.1.3.4 Lack of Language Proficiency in Teachers

Some ELT surveys in Nepal have pointed out the lack of required linguistic proficiency among English teachers in most of our schools. As a result, the standard of English language teaching is very low in Nepal.

2.1.3.5 Lack of Suitable Infrastructure

Most of our schools lack good infrastructure and resources. Our classrooms are crowded in such a way that some students hardly get a seat. This creates a difficulty even for a trained teacher to perform the activities effectively. In many classrooms, we don't have any teaching aids except some pieces of chalk and a duster.

2.1.3.6 English beyond the Approach of Poor

English education is very expensive in Nepal. Common people who are economically deprived cannot enroll their children at English medium school. As a result, there is difference in the proficiency of students between English medium and other schools.

Similarly, according to Sharma, (2011), there are many challenges of ELT in Nepal. These are: no sufficient provision of special/regular training for English language teachers, no transfer of training into action in practice, lack of modern technology and knowledge of its operation, lack of teacher devotion in teaching and learning activities, lack of motivation on the part of students, no sufficient physical facilities, mixed ability class, dealing with homework, TTT exceeding STT, lack of teaching materials, very poor listening ability, linguistically

heterogeneous classes, large size classes, use of mother tongue in ELT classrooms, overload for teachers, no systematic selection and appointment of teachers, lack of proper guidance, family background, cultural diversity, socio-economic status, illiterate parents, lack of feeling of cooperation and competition, no strict implementation of academic calendar, no practice of continuous evaluation system, lack of lab for teacher and students, etc.

2.1.4 Issues in ELT Teacher Education in Nepal

English language Education started very late in Nepal .Formal beginning in the higher education started only after the opening of Tri-chandra college in 1975 B.S. At that time, literature was the focus of the study and reading and writing skills were more emphasized. As mentioned by Awasthi (2003), there are various issues regarding the ELT teacher education in Nepal which are as follows:

-) The size of the teacher training classroom is still large and this makes training very theoretical.
-) Training centers lack appropriate physical facilities and no teacher training institution is equipped with even a language lab.
-) The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
-) The findings of the researches carried out so far mostly by Master degree students have not yet been considered for implementation.
-) There is lack of co-ordination between/among in-service and pre-service teacher training programmes run by different agencies and institutions.
-) Availability of materials and electronic resources have been a luxury until now for a large majority of teachers.
-) There is lack of data base of English teacher of all levels of education.
-) There is lack of adequate English language proficiency of the English language teachers from primary level to university level.

According to Parajuli (2012) Issues and Challenges in Nepal are as follows:

English has been grown as global language. It has been used widely in every sector such as in the field of science, technology, commerce and international relation. The English language has been taught for many years in Nepal. To glance it's history, started when Rana people established durbar high school at Dakhchowk, Thapathali. At that time, they had invited two English teachers to manage the school and the curriculum design. Since then, though there were no strong government policy documents regarding teaching of English. The school level curriculum includes English as a subject. It has been taught as compulsory subject in the school from grade one.

Similarly, English language teaching has grown as a big industry and profession. In Nepal it is taught as a foreign language. For several reasons EFL instruction often does not accomplish its objectives and leaves students without an adequate level of proficiency in English. Despite its long history, it has some issues and challenges. Some of them can be mentioned below:

1. Lack of well-trained teachers.
2. Mixed ability classes.
3. Over-crowded large classes.
4. Poor physical facilities of the academic institutions. 5. Linguistically heterogeneous classes.
5. Inadequate professionalism in English teachers.

The major share of English language teaching in the world each in the hands of non-native speaker teaches and Nepal is also not an exception. Of course, the major issue is the EFL environment itself because there is an overall lack of English speakers for students to interact with. In Nepal the school level to university level are extremely crowed in such way that some students even do not get the seats. If there is no good sound management provisions and the

teacher has to take every responsibility to manage the classroom. It is very difficult for the teacher to handle the classroom activities. In almost every classes, the number of students is at least more than 50. The students in the class are the different achievement and proficiency levels. Some can speak English and some cannot. At the same time language teaching is more challenging. It is not the content, the methodology is more important. The teachers get high stress but are paid low salaries. English language teachers are not getting the training according to the changes in the methodologies. Language teaching required an extensive amount of time, but the time provided for the instruction not sufficient. In Nepal most of the schools do not have listening materials like cassettes, CD player, etc. even teachers are not well trained to operate the new technology. The cultural and linguistic diversity of our country is another great challenge for ELT. The roles and status of the teacher and students are perceived differently in different culture. In Nepalese culture there is define distance between teachers and students. This type of practices may function as a barrier for smooth teaching. Similarly Nepal is country of linguistic diversity. Some languages are still advocating against expansion of English language properly. Many people think that the linguistic identities have been lost due to English. Therefore, maintaining a proper balance between English and other languages in one of the big challenges of the ELT. The globalization has brought English to all corners of the world and our country Nepal has also influenced by this language very much. Whatever the reason is, the condition or status of ELT in Nepal is still growing. Our government has bring new strategies for improve the academic and professional skill of untrained teachers. The major problem of ELT in Nepal is the use of students' mother tongue in the class. When a teacher makes his/her students practice in pairs or groups, some students start speaking their mother-tongue if the teacher is working with other pairs. In addition to it, some teachers who are used to using the GT (Grammar Translation) Method

find it easy to use students mother-tongue in English classes. By the result, students cannot be exposed to English.

At last there are many challenges and problems in ELT in Nepal. But these problems can be solved in different ways. The teachers need to analyse the situations and find the apt solutions that can be properly used. Despite some problems, ELT situation in our country is, to some extent, satisfactory.

2.1.5 Situation of Taplejung District

According to Central Bureau of Statistics of Nepal (2011). There are 5255 secondary school, 8340 lower secondary school and 14062 primary school in Nepal. Among them, 216 primary schools, 109 lower secondary schools and 70 secondary schools in Taplejung district. Similarly, there are 1085 primary level teachers, the number of lower secondary level teachers is 436 and there are 280 secondary level teachers. Likewise, the number of primary level students is 32,348, there are 12,944 students in lower secondary level and the number of secondary level students is 4,670.

ELT situation of Taplejung district is not satisfactory. It is remote area of Nepal. Still transportation has not reached to all area of this district till now. Therefore, books are not available on time. Most of the students fail in English subject in this district. Most of the teachers are not trained. Due to lack of electricity and its knowledge teachers do not use modern ELT technologies in classrooms. The status of infrastructure is not good.

2.2 Review of Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Very little researches have been carried out on the ELT situation. However, some researchers in the department of English Education have been carried out about problems and

challenges. Here, this section is an attempt to review the related studies, articles and reports. Some of them are as follows:

Baral (2011) carried out a survey research entitled "Difficulties in Reading Comprehension." The major objectives of the study were to explore difficulties in reading comprehension and to explain the causes of poor reading comprehension. Data were collected through questionnaire. Sixty secondary level (Grade 10) students studying in different schools of Kaski district and twenty English language teachers at the same level and same place were the sample of the study. Twenty schools of Kaski district were selected through judgmental sampling procedure and one teacher was taken from each school. For the selection of the students, six schools among twenty schools were selected through purposive sampling procedure. His major findings were : lack of knowledge about grammatical structure of the language in students, lack of inspiration and motivation, lack of exposure in English, lack of using teaching materials, etc.

Parajuli (2011) conducted a survey research entitled "Challenges of Teaching and Learning Reading Skills at Secondary Level." The primary objectives of the study were to find out problems of teaching and learning reading skills of secondary level and to analyze the causes of those problems. He used questionnaire and observation checklist as tools for data collection. Five secondary level English teachers from five different community schools as well as 50 (ten from each five) secondary level students from the same schools of Sindhupalchwok district were randomly selected for data collection. He found the following major problems: recognizing words, internalizing the sense of text, meaning of vocabulary, lack of adequate exposure, etc.

Similarly, Rai (2011) carried out a survey research entitled "Challenges Faced by Bantawa Learners Learning English as Foreign Language." The primary objective of the study was to identify challenges faced by Bantawa learners

learning English as a foreign language. He used questionnaire, observation and interview as tools for data collection. Hundred Bantawa respondents learning English as a foreign language were selected through judgmental sampling procedure from ten different schools. Ten students from each school were selected. Except these students, ten secondary English teachers also were the sample of the study. Major findings of the study were: physical facilities, number of students, teaching materials, textbook, interest of the students, etc.

Likewise, Basnet (2012) carried out a survey research entitled "Challenges Faced by Novice Teachers." The main objective of her research was to identify challenges faced by novice teachers. In order to answer her research questions, she selected eight novice teachers teaching English at different schools and six experts. She selected English teachers from different colleges of Kathmandu valley through judgmental sampling. The main tool of data collection of her study was questionnaire. Finally, she found the following challenges: lack of preparation for addressing the needs of a diverse students, lack of professional development activities, lack of preparation for difficult assignments and lack of classroom management skills to support students' learning.

Similarly, Wagle (2012) carried out a survey research entitled "Challenges Faced by English Teachers at Primary Level." The major objectives of this study were to find out challenges faced by English teachers of primary level and causes of the challenges. She collected data from questionnaire and observation. Twenty five primary level English teachers were selected from the fifteen different schools of Syngja district through judgmental sampling procedure. The major findings of this study were: lack of physical facilities, lack of exposure to the students, lack of mother tongue, poor economic condition, illiterate parents, etc.

2.3 Implications of the Review for the Study

One of the important parts of any research study is reviewing the related literature. It gives the researcher necessary theoretical back up related to his/her study and leads him/her to go ahead in right path.

While reviewing the literature, I have gone through various theoretical works and empirical research studies. The above reviewed studies are to some extent related to my study. After reviewing these studies, I have gained many ideas regarding the process of research. For example, Baral's (2011) study about difficulties in reading comprehension has implication on the present study in a sense that this study reveals some challenges of teaching and learning like lack of inspiration and motivation, lack of exposure in English, lack of using teaching materials. Moreover, I have gained ideas about formulating the objectives form her study.

Likewise, Parajuli's (2011) and Rai's (2011) research works have direct and indirect implication on this study. These studies entail lack of English language environment, students' background knowledge, physical facilities, number of students, teaching materials, textbooks, interest of the students and homework. Not only this, I have learnt the methodology from these studies. From the same token, the review of Basnet's (2012) and Wagle's (2012) research works have implication on this study. These studies include lack of professional support, lack of physical facilities, illiterate parents. I have also learnt about formulating research tools and techniques from these studies.

Through the intensive study of the aforementioned and other related literature, the researcher came to know the fact that previous research works missed the study on the present ELT situation in Taplejung district. Though some of the above mentioned research studies are indirectly related to my research, it is

unique in itself in the sense that no research work has been carried to identify the present ELT situation in Taplejung district. Hence, this research work is different from the above mentioned researches.

2.4 Conceptual Framework

The proposed study was based on the following conceptual framework.

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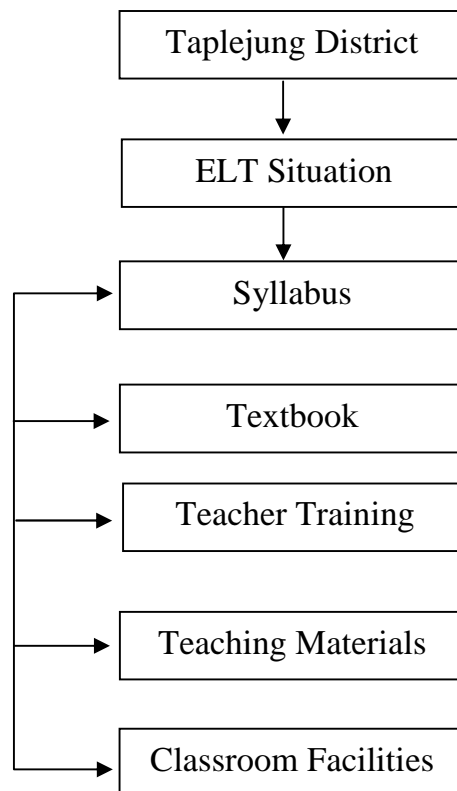
CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

Methodology and procedures are the vital elements of a study. If any research mark follows appropriate methodology and procedures, it will obtain its objectives. This chapter incorporates design and method of the study, population, sample and sampling procedures, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure.

3.1 Design and Method of the Study

The design of this study was survey research design. Survey research studies large and small population or universe by selecting and studying sample chosen from the population. According to Cohen and Manion (1985):

> 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 researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes, and/or events at a single point in time. (p.140)

Thus, from the above explanation, we can say that survey research is carried out to elluminate important educational issues. Here, the data are collected from the sample which is generalizable to the whole population. Survey research design is a type of research design which is used to obtain a snapshot of condition, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. 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 carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study, not an explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than the other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Since my study was related to educational issues and tried to get factual information, the use of survey research design was reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, the researcher had to follow the systematic process.

1) Define the objectives

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

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

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

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

This is the third stage in survey research. In this phase researcher prepare research questions more than this if s/he feels required then formulates hypothesis.

4) Decide the issues on which to focus

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

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

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

6) Decide the sampling required

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

7) Decide the instrumentation and the metrics required

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

8) Generate the data collection instruments

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

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

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

10) Pilot the instruments and refine them

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

11) Train the interviewers (if appropriate)

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

12) Collect the data

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

13) Analyze the data

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

14) Report the Results

Finally, after analyzing the data we have to prepare the report of our research.

3.2 Population, Sample and Sampling Procedure

Survey research demands a large number of populations. The populations of the study were all the secondary level English teachers of Taplejung district. Since, it is a small-scale study, it was difficult to collect data from each and every member of the respondents. So, the required sample was selected according to the purpose of the study and feasibility of the researcher. The researcher sampled forty English teachers from forty different community schools of Taplejung district to meet the objectives of the study.

The researcher selected forty secondary level English teachers of different schools by using purposive non-random sampling procedure.

3.3 Study Area/Field

The area of this study was Taplejung district and the field of it was concerned to find out existing English language teaching situation in terms of syllabus, textboo, teacher training, materials and classroom facility.

3.4 Data Collection Tools and Techniques

Tools are the most important elements of any research. For this, the researcher used pre-formulated questionnaire with both closed ended and open ended questions.

3.5 Data Collection Procedure

The researcher collected data using the following procedure.

(a)   First of all, I went to the selected schools with an official letter from the Department.

(b)   I got permission from the authority to consult the English language teachers.

(c)   I built rapport with the concerned teachers and explained them about the purpose of my study.

(d)   I provided them with questionnaires to fill them up and asked to participate in interview.

(e)   Then, I collected required information with the help of interview schedule and questionnaire and thanked them for providing information.

3.6 Data Analysis and Interpretation Procedure

Being a survey research, it has the characteristics of both qualitative and quantitative analysis. In this study, the researcher has analyzed the raw data descriptively and statistically. Simple statistical tools such as frequency and percentile are used to record , analyze and interpret the data.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and Interpretation of Results

In this chapter, the researcher has presented the analysis and interpretation of data which were collected from the sample. The raw data were analyzed both qualitatively and quantitatively. On the basis of nature, the qualitative data were analyzed and interpreted descriptively in a narrative form. Contrary to it, the qualitative data were analyzed and interpreted by using simple statistical tools such as measure of frequency and percentile. The researcher has presented the data in frequency tabulation and cross tabulation as per their nature and need.

4.1.1 Analysis of ELT Situation in Terms of Syllabus

From the collected data through the use of questionnaire, it was found that out of forty teachers, 28 teachers replied that they did not study the syllabus and only 12 teachers responded that they studied syllabus. The responses of forty teachers of different forty schools are as follows:

Table 1: ELT Situation in Terms of Syllabus

No. of Teachers	percentage	Study the syllabus	Do not study the syllabus
12	30	✓	
28	70		✓

The table shows that majority of the teachers 28% (i.e.70%) responded that they did not study the syllabus and only 30% teachers responded that they study syllabus. It also be generalized that majority of the Taplejung English teachers do not study and follow the syllabus while they taught ELT classroom

4.1.2 Analysis of ELT situation In Terms of Textbook

Textbooks are the main source of teaching and learning activities. In our country, we cannot imagine teaching and learning without textbooks. So textbooks are most essential things. The data were gathered through the help of the question "Are the textbooks available on time ?" To the response of this question, their responses are given in the following table:

Table 2: Causes of not Getting Books on Time

S.N	Causes	No. of teachers	Percent
a	Remote area	25	62.5
b	Students weak economic condition	5	12.5
c	Lack of awareness	5	12.5
d	Lack of school's responsibility	5	12.5

The above table clearly shows that 25 (62.5%) teachers responded that due to remote area they do not get books on time. Similarly, 5 (12.5%) teachers responded that due to students' weak economic condition they do not get books on time. Likewise, 5 (12.5%) teachers responded that due to lack of awareness and 5 (12.5%) teachers responded that due to lack of school's responsibility they do not get textbooks on time.

4.1.3 Analysis of ELT Situation in Terms of Teacher Training

A large mass of Taplejung English language teachers have not been able to follow the trends due to lack of training and lack of resources available to them. The teachers working in the remote areas have been deprived of the online resources, conferencing and unware of the emerging trends in the field and consider themselves to be underprivileged.

The following table shows the data presented by teachers.

Table 3: Teacher Training Situation

S.N	Situation	Frequency	Percentage
1	Trained	15	37.5%
2	Untrained	25	62.5%
3	Implementing training	8	20%
4	Not implementing training	32	80%

The above table clearly shows that 15 (37.5%) teachers replied that Taplejung students were guided by trained teachers and remaining 25 (62.5%) teachers responded that they were guided by untrained teachers. It can be generalized that most of the Taplejung English teachers are untrained .Similarly, the researcher asked the respondents about implementation of training. In this regard, only 8 (20%) teachers replied that Taplejung English teachers implemented the training and 32 (80%) teachers presented that they did not implement. It can be said that even trained teachers do not implement in the classroom whatever they learnt in the training.

4.1.4 Analysis of ELT Situation in Terms of Materials

Teaching materials play vital role in teaching and learning process. The data related to the teaching materials were collected with the help of questionnaire. There are not sufficient teaching materials in Taplejung district. Most of the Taplejung English teachers do not prepare locally available materials. The condition of teaching materials of Taplejung district is given below:

Table 4: Condition of Teaching Materials in Taplejung District

S.N	Teaching Materials	Condition	
		Available	Not available
a	Tape recorder	10	30
b	Black/White board	40	-

c	Pocket Chart	25	15
d	Realia	8	32
e	Pictures	30	10

The above table clearly shows the condition of teaching materials of 40 different schools.

a)   Tape Recorder

Out of 40 schools, only 10 (25%) schools had tape recorder. On the other hand, there was not any recording device in 30 (75%) schools. So it creates problem to teach listening pronunciation etc.

b)   Black/White Board

In the case of black/white board, 10 (25%) schools had white boards and 30 (75%) schools had blackboards.

c)   Pocket Chart

Pocket charts were available in 25 (62.5%) schools but teachers were not using pocket charts properly for teaching learning purpose.

d)   Realia

Similarly 32 (80%) schools did not have any realia. Teachers did not use realia to teach the name of fruits vegetables, etc. Realia gives concrete knowledge of the things to the learners. Without realia, there occurs problem to the teachers to teach English.

e)   Pictures

The pictures were available in 30 (75%) schools, but the actual case was that the schools had such teaching materials but the teachers didn't use them properly for teaching and learning.

4.1.5 Analysis of ELT Situation in Terms of Classroom Facility

Classroom facilities play crucial role for teaching and learning English language. The learner achievement in the contexts where online resources, language lab, etc. are available is obviously different from that in the contexts where such facilities are not found. Almost all the Taplejung teachers do not use online resources and language lab for teaching and learning purpose. The following table shows the data given by the respondents.

Table 5: Conditions of Classroom Facilities in Taplejung District

Classroom facilities	Condition
Desk and benches	Available in 40 schools
Environment	Silence in 10 schools
Electricity	Available in 12 schools
Library	Only in 3 schools

Table 5 clearly presents the condition of 40 different schools of Taplejung District.

a)   Desks and Benches

Desks and benches are available in all school.

b)   Environment

The environment of 30 (75%) schools was good. But, other 10 (25%) schools had noisy environment

c)   Electricity

Likewise the table presents that electricity was available in 12 (30%) schools but not in 28 (70%) schools. Electricity is essential to operate modern technology.

d)   Library

Library was not available in 32 (80%) schools out of 40 schools. It creates problems for students to read

4.1.6 The Responses of Teachers Regarding Teacher Related Aspects

Under this heading, the responses of the teachers regarding the different selected ELT areas and reasons behind their responses are discussed. The teachers were provided questionnaire having related to the different selected areas. The responses of the teachers are analyzed as follows:

a)   Using Reference Books as Teaching Resources in Addition to Course Book

Regarding the condition of using reference books, teachers were asked a question whether they use any reference books as teaching resources in addition to course book.

Ten (25%) teachers replied 'Yes' i.e. they used reference books apart from textbook. They said that they used different related reference books, practice books, teachers' guide. But, 30 (75%) teachers replied that they did not use them because they lack such materials. It can be said that majority of Taplejung teachers are only depending on textbook.

b)   Using Modern ELT Technologies

Teachers were also asked whether they use modern ELT technologies i.e. email, internet, computer, audio/visual aids, IT based materials in the class. All teachers replied that they did not use modern technologies due to lack of electricity and lack of resources available to them.

c)   Use of Authentic Vs Non-authentic Materials

In order to gather information regarding the use of authentic and non-authentic materials in the class, the teachers were asked what kind of materials do they use in their classroom normally and they were also asked whether their schools have sufficient teaching materials for supporting English language teaching. Three respondents i.e. 8.5% replied that they used authentic materials in their class very often but 37 (92.5%) respondents replied that they did not use authentic materials. Regarding the answer of second query, a large number of respondents replied that their school does not have sufficient teaching materials.

d)   Use of Teachers' Guide

To collect information regarding the use of teachers' guide in the school, teachers were asked whether they follow teachers' guide.

From the selected teachers, four (10%) replied that they used teachers' guide whereas, other thirty six (90%) responded that they did not follow it. Behind their responses they presented the reason that it was not available in the school.

So, most of the teachers taught the course without teachers' guide. This may lead them in wrong way and they might not achieve the knowledge which they were supposed to be achieved.

e.   Appropriacy of Present Secondary Level English Textbook

Teachers were also asked about the appropriacy of present secondary level English textbook. Almost 90% teachers answered 'Yes' i.e. present textbook is useful and appropriate but 10% teachers responded 'No' i.e. present textbook is not useful and appropriate for the students of secondary level because it could not address the real problems of students. Though most of the teachers said that present textbook is appropriate, it would be worth saying that present

secondary level English textbook should address the problems and should be changed according to the demand of time.

f. **Availability of Physical Facilities**

The teachers were also asked about the physical facilities available in their schools. In the response to this query, eight (20%) teachers replied that their schools have good physical facilities such as classroom, physical infrastructure of school building, electricity, pure drinking water and library.

They replied that physical facilities of their schools were not good due to the weak economic condition of schools and lack of proper management. As a result, good learning environment was not seen in those schools.

4.2 Summary of Findings

The main aim of the study was to find out existing English language teaching situation in terms of syllabus, textbooks, teacher training and classroom faculty, so, I selected forty English teachers of Taplejung district. Different questions were asked related to existing situation. The collected data were analyzed and interpreted to come to the findings. On the basis of the analysis and interpretation, the findings of this study are as follows:

〕 Most of the teachers (70%) did not study and follow the syllabus. They only teach the textbook.

〕 Textbooks were not available on time in Taplejung district due to remote area, student's weak economic condition, lack of awareness and lack of school's responsibility.

〕 Most of the Taplejung teachers (80%) did not implement the training in the classroom.

) Most of the schools did not have any kind of modern and major teaching materials such as teacher's guide, audio-visual aids which are very essential for developing the students' language proficiency.

) The major physical facilities such as well managed classroom, good school building, surrounding environment and electricity were not available in some of the schools and those which were available also not sufficient and well enough.

) Most of the teachers used textbook as the sole source of teaching due to lack of other relevant materials in the schools.

) Teacher did not use any authentic materials.

) Most of the selected teachers (87%) taught the course without following the teacher's guide because of its unavailability in schools.

) Most of teachers (i.e. 90%) said that the present secondary level English textbook is appropriate and useful because it helps the students for real communication though it should be changed according to the demand of time.

) Teachers did not have sufficient materials for supporting English language teaching due to the lack of sufficient budget and lack of poor planning and management.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

This section includes conclusions and necessary recommendations drawn from the earlier selections.

5.1 Conclusions

The present research work entitled "Existing Situation of Teaching English Language in Taplejung district" is an attempt to find out existing English language teaching situation in terms of syllabus, textbook, teacher training, materials and classroom facility. The researcher selected forty secondary level English teachers from forty schools of Taplejung district through purposive non-random sampling procedure. The questionnaire were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables and teachers views. After the analysis of the data, it was identified several serious problems i.e. lack of major and pivotal teaching materials, no use of modern ELT technologies, lack of major classroom and physical facilities, use of textbook as sole source, no use of authentic materials, textbooks were not available on time, not implementing training in the classroom.

5.2 Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

5.2.1 Policy Related

Based on the findings and conclusions of this research, the following policy related recommendations can be made:

-) The policy should be formulated to encourage the teachers to involve in seminar and to prepare ELT journals.
-) The training should be organized to make the teacher conscious to use different existing situation for their professional activities.
-) It is necessary to revise on the current policies to bring some necessary changes in the field of ELT such as developing suitable teaching materials, proper management of physical facilities, syllabus designing, teacher training, professional development activities, use of modern ELT technology, implementing teacher training and real classroom problems should be addressed.
-) It is necessary to bridge the gap between policy and practice which lacks in the context.

5.2.2 Practice Related

The following points are listed as practice related recommendations:

-) The secondary level English teachers should be involved in learning from case analysis which help the teachers to learn from the experience of other as well.
-) The teachers of English should study the syllabus and teach accordingly.
-) It is necessary to use teaching materials.
-) It is necessary to be conscious of the weaknesses of the students in the ELT classroom.
-) It is necessary to carry out action research to solve the classroom problems which was not found in practice.
-) Teachers should get the opportunity to visit their colleagues' class to know their strengths and weakness and to provide constructive feedback to make some change, if necessary.
-) Teachers should be provide with the supportive and favorable environment required for learning and practicing.

5.2.3 Further Research Related

ELT is a broad area to study. This research is just a small part of it. There are so many things left to be studied. So that, following research level recommendations can be made on the basis of above mentioned findings of the research:

) The researcher can study and compare the ELT situation of other districts' public and private schools.

) It provides new research areas such as research on students' poor performance in English, management of mixed ability classes, effect of teachers' training for improving language proficiency of the students and so on which are left to be investigated.

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<div align="center">

Appendix-I

QUESTIONNAIRE

</div>

Dear Sir/Madam,

The questionnaire has been prepared to explore present **Existing Situation of Teaching English Language in Taplejung District**. This research work is being carried out under the supervision of **Mr. Raj Narayan Yadav**. Your cooperation in responding the questionnaire and your response will have a great value in accomplishing my research. I appreciate your perception and assure you that your response will be completely anonymous. Please, feel free to put your response as required by the questionnaire. I honestly assure you that the responses made by you will be used only for the present study and will remain confidential.

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Researcher

Bishal Bhattarai

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Personal Details:

Name of School: …………………………………………………………..

Name of Teacher: …………………………………………………………

Qualification: …………………………………………………………..

<u>Questions</u>

1.   How long have you been engaged in the field of English language teaching?

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2. Do you study syllabus?

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3. Are the text books available on time?

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4. What are the causes of not getting books on time?

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5. Have you got any training related to your profession?

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6. If you are trained, do you implement the training?

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7. What teaching materials are available in your school?

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8. What classroom facilities are available in your school?

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9. Do you use any teaching resources as reference books in addition to course book? If yes, what type of resources do you use?

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10. Do you use modern ELT technology i.e. email, internet, computer, etc. in your class?

i) Yes   ii) No

Give reasons to support your view.

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11. What kind of teaching materials do you use in your classroom?

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12. Does your school have sufficient teaching materials for supporting English language teaching? If not, list the reason.

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13. Do you follow teacher's guide? If not, why?

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14. Do you think that present English textbook is appropriate for the students of lower secondary level?

i) Yes   ii) No

Give reason to support your view.

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15. Does your school have good physical facilities? If not, list reasons to support your view.

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16. What challenges have you been facing in ELT?

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17. How do you suggest to overcome these challenges?

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18. What can a language teacher do to bring positive changes?

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Thanks for your kind cooperation.