CHAPTER ONE

INTRODUCTION

This is a study on '**Pedagogical Practices in ELT Classroom: An Ethnographic Study'**. In this study, the different problems or issues and progress of English language teaching of public schools are explored. This chapter consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, and delimitation of the study and operational definition of key terms.

1.1 Background of the Study

Much like water and air, today English language is being one of the basic needs of the world's people. It is used globally. So, English is used as a means of international communication. The use and importance of English Language teaching (ELT) is increasing worldwide, in developed as well as developing countries. Regardless, the quality of teaching and learning has decreased considerably in most countries, significant efforts have been made and applied to improve English as a foreign language (EFL) teaching and learning processes (Fareh, 2010).The English Language as lingua franca has become a focus for different language speaking communities and also an important contact language in the world.

In Nepal, English is taught as a foreign language in all schools starting from Grade 1 and up to Grade 12. It is also taught as a compulsory subject up to the Bachelor level in different universities of the country. English has also been used as a medium of instruction in schools as per the provision made by the education regulations (Sharma, 2014). Almost all teachers of English are non-native speakers of English language. Though English is taught from grade one to bachelor level as a compulsory subject, both teachers and students are feeling difficulties in teaching and learning of English language. English still has the status of a foreign language in Nepal, because there are still no

communities that use English for day to day conservations (Bhattarai, 2006). As we all know, job of language teaching is complex activity which requires a second knowledge on how to handle the children, teaching strategies curriculum, institutions' rules and regulation, etc. Likewise, availability of the materials the way of handling them and how to facilitate understanding in others are the main concern of teaching. The demand of quality ELT teachers, teachers' trainers and materials are increasing day by day in the country.

ELT practitioners talk much about the public schools in Nepal, their lack of budget, lack of resources, lack of quality teachers and lack of quality education in general. The situation seems to be grim, and it may be so in many of these schools. Moreover, the question about the lack of quality teachers in public schools is the most concerning of all. If the teachers are hired through competitive public examinations and they receive training at regular intervals, then why there is an issue with their quality? The problem may lie is not how well the students perform in the subject that these teachers teach, but in how well they are evaluated regarding their performance. It is only through evaluation of the practices of the teachers, which may include both external as well as self- evaluation that the teachers will be able to perform better.

English language teaching has an immense importance in all dimensions of learning in Nepal. Jha (1989, p.76) focused that the purpose of teaching English in Nepal can be "... seen as an effort to enable them (learners) to exchange their ideas and views with those who use English and the same time to acquire knowledge, ideas, skills and techniques imparted formally and informally through English...." Although the majority of people in Nepal speak Nepali, it is enough for "establishing effective channels of communication with the rest of the world" (Malla, 1977, p.12).Similarly, English language teaching has grown as a big industry and a profession. It has been an academic discipline as well as vocation for some people. According to Kansakar (1998, p.3), "In Nepal, English has been used for carrying international relation on a worldwide scale. The medium of communication with other countries is

English. It functions as a bridge." There is no exact data to exhibit concretely the condition of English language in Nepal. In Nepal, The major share of English language teaching in the world is in the hand of non-native speaker teacher where Nepal is also not as expectation. Of course, the major issue is the EFL environment itself because there is an overall lack of English speakers for students to interact with.

Along with finding out the different problems, issues and progress in ELT, this research attempted to present current pedagogical practices of ELT in terms of classroom management and instructional techniques in public schools' classroom of Mahottari district.

1.2 Statement of the Problem

English has played a crucial role serving different purposes across the world. In the context of Nepal, it has achieved a dominant status. It is taught as a foreign language in our context. That is why, teaching and learning of English has added many more challenges here. Our school level examination is highly textbook oriented which underestimates other language skills except reading and writing. It encourages the tradition of rote learning among the students, without understanding what they are reading. As we know, students secure high marks in examinations but they are communicatively less competent. Most of the students from Nepali medium public schools fail in English in SEE examination and higher level too.

ELT classes can have a number of problems. Some problems are related to the availability of the resource while others are related to the teachers' expertise, teaching learning contexts and methods. More prominently, the problems are with the classroom management and instructional related aspect. It is frequently heard that teachers mainly face problems while managing classroom and instructing to students. The problems are associated with different variables like management of teachers and students availability of teaching and

learning materials, physical facilities, professional development of teacher and so on. I myself as a student have observed and experienced such problems in the ELT classes. Therefore, because of those issues and curiosity to know the fact, I was interested to carry out the research in the field of ELT. Next reason behind selecting this topic was the gap seen in ELT policy and practices at public schools' classroom of Mahottari district which attracted me to carry out this research. Although several research works have been carried out in the department related to this topic, to my knowledge this is the first research on the pedagogical ELT practices of public school's classroom. The study was about finding the pedagogical practices of ELT in public school's classroom in terms of classroom management and instructional techniques and gives suggestions to solve those problems; it clearly raises the real problems that have to face as a teacher in teaching English at public school. My study attempted to deal with classroom management and instructional techniques, together with some steps that can be taken to solve the problems of instructing students well in English language classroom setting.

1.3 Objectives of the Study

The objectives of the study were as follows:

 i. To explore the pedagogical practices of public schools' ELT classroom in terms of classroom management and instructional techniques.
 ii. To suggest some pedagogical implication.

1.4 Research Question

The research question of my study was as follow:

 i. What are the pedagogical ELT practices in public school classrooms in terms of classroom management and instructional techniques?

1.5 Significance of the Study

As the topic, **"Pedagogical Practices in ELT Classroom: An Ethnographic Study**, this study had explored the current practices of ELT in terms of classroom management and instructional techniques in public school's classroom. Furthermore, this study is significant to the readers, teachers and those who are directly or indirectly involved in teaching learning activities. The teachers may be benefitted in the sense that they can have conscious of their own weaknesses and can manage students' friendly language classroom. The teachers may also be conscious towards using the new modern technology in the ELT classroom. Furthermore, this study might also open the door to do research in the similar area of other district.

1.6 Delimitations of the Study

This study was conducted in Mahottari district.That is to say, the area of the study was delimited to two public schools of Mahottari district. The study was delimited to the English language classes of secondary level.Moreover, only two ELT teachers were selected from Mahottari district by using purposive non-random sampling procedure.Classroom Observation, unstructured interview and dairy keepingwere used as tools for data collection.Hence, the study was delimited to elicit the pedagogical ELT practices in public schools' classroom of Mahottari district in terms of classroom management and instructional techniques.

1.7 Operational Definition of the Key Terms

The following important terminologies were used throughout the study:

> **Current practice**: Here, the term current practice refers to the existing or happening practice or activities at the time of research.

English language teaching: Here, it refers to the teaching and learning practices or activities of English language in Mahottari district.

Challenges: facing with the difficulties and problems to carry out the actions effectively and freely.

Classroom management: In this research, this term classroom management is a managed of physical as well as psychological management for creating learning environment.

Instructional techniques: An instructional technique can be defined as process by which instruction occurs, whether that might be lecture, group discussion, demonstration, group work, simulation and individual work.

Public school: it refers to the schools which are financially supported by the government of Nepal.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a summary and critique of research relating to particular issue or problem. This chapter consist the details of reviewed studies and their implication for the study. Furthermore, the theoretical and conceptual framework is also included under this unit.

2.1 Review of Related Theoretical Literature

This sub –chapter deals with different theoretical perspectives related to the factors the directly or indirectly associated with the English language development of the subject. The theoretical review of the related literature is mentioned as below:

2.1.1 History of ELT in Nepal

English language entered in the Nepalese education system when English medium school called Durbar High School was established in 1910 B.S. Bhattarai, (2006,p.1) states, "When the Rana Prime Minister, JangaBahadurRana returned from his visit to England, he established a school popularly known as Durbar school where English was taught as one of the compulsory subject at Thapathali. During that period the teaching learning process was only limited to Rana family". Later, Rana Prime Minster BirShamser allowed children of the general people to study there in 1942 B.S. (as cited in Karn, 2010). DevShamser established many schools in Nepal. His work ultimately helped many people to educate their children. After the established of Tri Chandra College, English was stared to be taught at higher level too. Though Rana regime established different schools and colleges, they were too less to uplift the education status of Nepal.

According to Awasthi (1979), after the rise of democracy in 2007 B.S , many commission were founded to collect the suggestion for the suggestion for the development of education in Nepal in different years. Among them, NEPC (National Education Planning Commission 2010 BS, NESP (National Education System Plan 2028 BS), NEC (National Education Commission 2045 BS) contributed greatly to the development of English language teaching. Likewise, the government allowed establishing private schools from 2038 BS, which played vital role in the development of ELT because the medium of instruction was English in those schools. Moreover, many commission, plans, policies are introduced to improve the student's proficiency in English.

2.1.2 Current Practices of ELT in Nepal

Nepal is multilingual country. National census report of 2011 AD has mentioned that Nepal accommodates amazing cultural and linguistic diversity. There are more than 123 languages spoken as mother tongue and English has got the status of foreign language. It is hard to find out a particular speech community as such that uses English for day to day communication. The status of English language in education sector is given high priority. English language is taught in public schools of Nepal from grade one as a compulsory subject. It means that English is accepted as a compulsory subject in the curriculum of Nepal starting from grade 1 to grade 12. It is also taught as a compulsory subject up to the Bachelor level in different universities of the country.

At present, English language curriculum in school and higher level has undergone regular updating and improvement in Nepal as compared to that of the past, with the main aim to develop communicative competence in the learners rather the linguistic competence alone. In Bhattarai's (2006) views "Large number of books, journals and periodicals are produced in English. Many Nepali literary texts- stories, novel, and pomes have been translated into English for wider readership (p.2)." Mainly people in Nepal are studying English for academic purpose, occupational purpose and economic purpose.

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

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

To sum up, the use of English has extended by leaps and bounds. English language institutes, English medium schools and colleges are mushrooming. Cyber culture has fascinated the younger generation immensely and therefore, the use of English has considerably grown up. In Nepal, speaking in English adds to one's status. Until recently, English was taught as a foreign language, its high demands and use have made it a second language. Today, English is not only a subject taught in academic institutions but also it is used as a medium of instruction, means of communication between students and teachers and language of training, seminars and conference. All these have ultimately led to a craze among Nepalese to learn and speak English.

2.1.3 Challenges in ELT Practices

There are lots of challenges and problems regarding teaching and learning of English in Nepal. Use of mother tongue, teacher centered ELT classroom, lack of teaching materials, management of the classroom, use of text book as sole source, lack of professional development activities, mixed ability classes/ground are the main challenges and problems in ELT practices of

Nepal. According toBhandari and Adhikari (2011, p.331-315), there are various challenges of ELT in Nepal which can be presented as follows:

a. Lack of Stable ELT Policy

Though English is being taught for long time, Nepal lacks a stable policy. Different education plans are came many times, but there is no stable and appropriate educational policy in Nepal. For example, English was introduced from grade one before 2028 BS. After the recommendation of National Education Plan (NEP) 2049, English was introduced from grade four only. The policy has been changed recently and English is introduced from grade one again.

b. Controversy over the Medium of Instruction

Formal schooling of Nepal was started from the establishment of Drabar High School in 1854, which was in English medium. Then other educational institutions are also in English medium and some are in Nepali medium. But, Bhandari et al. (2011) present some of the scholars tell that making English medium instruction and teaching displaces our original culture, religion and life style. On the other hand, some scholars claim that English can serve as a lingua franca and official language of Nepal and in primary level mother tongue is used as medium of instruction. Because of these controversies over English language, it has not a medium of instruction in many of our educational institutions.

c. Lack of Research

Though research related to ELT is being carried out in EFL context for long times, Nepal lacks the authentic research based on objectives of Nepalese ELT curriculum of school level. In our context, few researches been conducted focusing on ELT classroom which is only limited in theory but not in practice. Bhandari et al. (2011) suggest that ELT policy in Nepal lacks any authentic

research and surveys. Plans, policies and objectives of ELT curriculum are not based on any research. For example, reading and writing are given high priority in comparison to listening and speaking. As a result, our product is still not competent at listening and speaking.

d. Lack of Language Proficiency

Bhandari et al (2011) suggest that some surveys of ELT show that Nepalese English teachers have lack of required linguistic proficiency in most of our schools. As a result, the standard of English language teaching is very low in Nepal.

e. Lack of Suitable Infrastructure

Most of our schools lack good infrastructure and resources from lower school level to university level. There is overcrowded large classroom. This creates teacher difficulty to handle the class. Moreover, the teachers have to frequently deal with mixed ability students. Most of the classes have only chalk and duster as teaching materials.

f. English beyond the Approach of Poor

Bhandari et al. (2011) suggest that English is still very expensive in the context of Nepal. Common people who are economically deprived cannot enroll their children at English medium schools, for they charge expensive fees. As a result, there is wide difference in proficiency level of students' between English medium and other medium.

Despite these challenges, the future of English in Nepal is not bad. Some of the community schools have started to teach in English medium. This may improve the ELT situation in Nepal. In spite of limited resources and salary of teachers, the numbers of professional teachers is increasing. This leads the extension of the scope of ELT in Nepal.

2.1.4 Practices of ELT in Terms of Classroom Management

In course of English teaching, the teacher should manage the classroom systematically and effectively. The role of teacher in the classroom should be controller, organizer, assessor, promoter, participant resource, and observer where it is necessary (Harmer, 2008, p.56-62). Thus, classroom management is one of the essential aspects of ELT which needs to be considered for effective teaching. Classroom management includes several issues ranging from furniture arrangement to discipline management. A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for the teacher and it is to enhance the learning environment for students. A well-managed classroom will certainly be more productive than usual.

Successive and goal oriented learning is always directed by the activities that are implemented in the classroom. The activities that the teachers implement in the classes do not only help to achieve the goals of learning, but also help to manage the class. So, we can say that learning activities and good management of the class are co-related factors. Less emphasis on one factor hinders the other too. Thus, classroom management is a management of physical as well as psychological management for creating learning environment.

In this regard, Harmer (2008) mentions:

> If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students and how we talk to students and who talks most in the lesson is another key factor in classroom management. We also need

to think about what role, if any, there may be the use of the students'

mother tongue in lessons. Successful classroom management also

involves beings able to deal with difficult situations (p.34).

Focusing on the importance of classroom management Pokhrel (2007) writes:

Tools for teaching is a classroom management method with the focus on

positive aspects of it, which is the results of four factors, how teachers

regards their students (spiritual dimension), how skillfully they teach

content (instructional dimension) and how well they address student

behavior (managerial dimension) as a language, one has to consider

many factors while delivering the content in the classroom. There are

various, how, and what issues for any teacher to make his/her teaching

effective in classroom (p. 53).

By analyzing these definitions, we can say that classroom management is a
planned organized activity and procedure which allows for effective teaching
and learning taking place. Through the use of effective classroom management
practices, the average classroom teacher is expected to manage student
behavior that falls within the range from consistently attentive to mildly
disruptive. Classroom management is the key for learning to take place.
Managing a school classroom effectively is a high individualized job. What
works for one instructor does not necessary work for others.

2.1.5 Practices of ELT in Terms of Instructional Techniques

Technique is used to refer to the activities which are used in the classroom in
order to achieve the immediate goal of teaching and learning as guided by
given method and approach. It is a particular trick, strategy, or contrivance

used to accomplish an immediate objective. In other word, a technique is any of a wide variety of exercise, activities or devices used in language classroom to fulfill lesson objectives. Appropriate selected of technique is determined on the basis of subject matter, teachers' individual artistry, composition of the class, availability of the teaching materials and so on. There are various techniques being practiced in the field of language teaching. They can be categorized as teacher-centered technique and learner-centered techniques.

2.1.5.1 Teacher Centered Techniques

In teacher centered technique, a teacher plays dominant role. S/he is the authority in the classroom. This technique is more logical than psychological. Some of the teacher-centered techniques are described below:

a. Lecture

Lecture, as a technique is a pedagogical device in which the teacher delivers lecture on the subject to be taught. According to Lee (quoted in Aggrawal, 1960),"The lecture is a pedagogical technique whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem"(as cited in Phyak and Sharma 2006, p.110).It can be used to present the topic, to clarify certain problem, to motivate students, to interpret data, to express and expand personal anecdotes and to tell story. In this technique teacher is more active and learner is passive however teacher uses question-answer technique to keep learner attentive in class.

b. Explanation

Explanation is an explicit description or definition of concepts or process, which is greatly influenced by the factors like continuity, fluency, and simplicity. According to Panton (1996 p.28)"Explanation forms a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of other techniques as well as narration and description" (as cited in Phyak and Sharma 2006 p.112).The main objective of this technique is to

enable the learners taken an intelligent interest in the lesson, grasp the purpose of what is being done and develop their insight and understanding of how to do it.

c. Illustration

Illustration refers to the use of materials or examples to make the content interesting, clear and understandable to children. Illustration illuminates what is prepared or taught to children. According to Phyak and Sharma (2006, p.114), illustrations are of two types:

i. Verbal

This type of illustration includes hearing and understanding activities such as dramas, stories, metaphors, idioms. It is useful to higher level classes.

ii. Visual

Visual illustration is also called non- verbal or concrete illustration. This includes maps, charts, graphs, models, sketches etc. It is useful at lower class.

d. Demonstration

Demonstration involves presentation of pre-arranged series of events or equipments to a group of students for their observation accompanied by explanatory remarks. It depends upon needs, ideas, materials, procedures and techniques. For the effective use of demonstration, the teacher should plan all activities relating to demonstration in greater detail and rehears it. Teacher can make demonstration more effective by breaking down the demonstration into step by step pattern and by participating students in demonstration wherever possible.

2.1.5.2 Learner Centered Techniques

Learner-centered techniques emphasize on the learner and his or her individual characteristics as central in conducting instruction instead of focusing on the subject matter, external authority and educational requirements. It is more

psychological rather than logical. It is process oriented. The teacher functions as a facilitator or guide and the learners learn by doing. Individual work, group work, project work, role play, discovery techniques and strip story are some learner- centered techniques in language teaching. Songs and rhymes, games, self-evaluation, gesture, oral exercise, communicative exercise, imaginary context, body movements and drills are also included under the learner-centered techniques. The brief descriptions of some learner-centered techniques are as follows:

(i) Individual Work

Individual work is opposed to the concept of whole-class teaching -lock step learning in which all the students learn same thing using the same materials. They do not get a chance to explore their own ideas and potentialities. It is well known that all the students do not learn in the same way. Some prefer oral explanation, while others choose written ones. Certain students enjoys finding out information for themselves; others prefer being spoon-fed. According to Chikuni (2003, p.54), "Individualized learning generally means a one to one learning process. There is less direct supervision and more learner authority and responsibility for learning." In this technique, the teacher can provide different supplementary books cassettes, tapes and so on. The teacher can also provide project work to the students. In fact, individual learning fosters learners' autonomy.

(ii) Pair-work

Pair-work is a technique in which two students work together to solve a problem. It is often used in a communicative ability. Cross (2003, p.49) says, "Organization of pair work is a management task, but one which presents no real difficulties." Pair works makes students engaged in interaction to each other. In pair work, the teacher has two roles, a monitor and a resource person.

Pair work helps to develop the self confidence in the students and also develops curiosity to participant in the activity.

(iii) Group Work

Group work is another important learner-centered technique. It is useful for teaching students in an interactive way. In this regard, Payne et al. (2004, p.31) say "Group work helps students develop teamwork skills and social interactions as well as learning about various backgrounds, culture, beliefs, and attitudes". In this type of technique, a task is solved in groups. This includes initiation, monitoring, facilitation, promoting, giving feedback and so on. Group work is one of the important techniques to develop communicative aspect of language in students.

(iv) Project work

The project work is an activity which centers around the completion of task and usually requires an extended amount of independent work either by an individual students or by group of students. Much of this work takes place outside the classroom. Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often there is a gap between the language the students are taught and the language they in fact require. It is this gap the project work can help to bridge. Project works fosters learners' responsibility and independence, improves motivation and contribute to a feeling of co-operation and warmth in the class (Ur, 1996, p.232).

It is one of the most important student-centered techniques in modern language teaching. The project work provides one solution to the problem of autonomy of making the learner responsible for his/her learning. It emphasizes on group-centered experience. It is co-operation rather than competitive. This technique encourages imagination, creativity, self-discipline, responsibilities, collaboration, research and study skills.

There are different stages of project work given by different researchers. Whatever the opinions on the stages of project work are; the students generally go through the following four stages:

a. Setting Goals

At this stage students in collaboration with their friends and teacher, determine the goal of project work. The goals depend upon the nature of the project work. If the project is longer the goals should be term and if it is shorter the goals should be short term.

b. Planning

The students plan with the help of their teacher and friends to conduct the project. It involves selecting population, areas, discussion on the contents and scope of the project, duration, materials needed, and developing tools.

c. Collecting Information

At this stage, the students go to the field to collect information related to their project. For this they take interview, observe the activity, read the related literature, listen to others, discussion and display the information collected.

d. Reporting

At this final stage, the students present their findings or conclusions of the project. They can do it organizing a seminar/workshop or in the classroom. The teacher or other students provides feedback with constructive comments on his presentation.

(v) Discovery Technique

Discovery technique is very useful for language teaching. According to Harmer (2008, p.29)"Discovery technique is the technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them". This type of language teaching technique aims to give students a chance to take charge earlier i.e. before explaining the language by the teacher. Discovery activity invites the students to use their reasoning process. In discovery technique, teacher can give students a listening or reading text or some examples of English sentences and

s/he asks them to discover how the language works. Thus, the activities which fall under discovery technique make students active and thoughtful and invite them to use their cognitive powers. Discovery technique supports inductive approach to language teaching.It helps to teach vocabulary materials which allow students to activate their previous knowledge and to share what they know. According to Richards et al. (1999, p. 297) discovery technique is based on the following principles:

) Learners develop processes associated with discovery and inquiry by observing, inferring, formulating hypothesis, predicting and communicating.

) Teachers use a teaching style which supports the processes of discovery and inquiry.

) Textbooks are not the sole source of learning.

) Conclusions are considered tentative and not final.

) Learners are involved in planning, conducting and evaluating their own learning with the teacher playing a supportive role.

(vi) Strip story

This is a modified version of scrambled sentences technique. In this technique, a whole story is cut into different parts or small pieces, sometimes represented through pictures (picture story).Then, the students are asked to unscramble the strips (pieces of sentences) to make a whole story. This technique makes students communicate a lot to complete the story. The interaction among students is important. So it is an important communicative language teaching technique. It involves a lot of discussion and interactions among students. According to Phyak and Sharma (2006, p.141) procedures of using strip story in language classroom are as follows:

a.   Select a story

b.   Cut the story into strips (strips may be written sentences or pictures) and numbers of sentences should be equal to number of students.

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c.   We either can distribute these sentences randomly or we put strips in a box and ask students to draw one sentence each.

d.   Each student memorizes the sentence.

e.   The teacher collects the strips.

f.   Students move around and ask questions until they reconstruct a whole story.

g.   The teacher facilitates, whenever necessary.

The most notable point that the teacher must remember while selecting the story is whether it is suitable and relevant to the level of students or not. It would be better if the story is interesting and if it could be related to students' practical life, society and culture.

(viii) Role play

Role play technique is also an important technique in which students take the roles of different participants in a situation and act out small scenes using ones own ideas and information on role cards. It is simple and brief technique to organize the classroom. Role play is a classroom activity which gives the students an opportunity to practice the language, the aspect of role behaviour, and the actual role may need outside the classroom.

Role play is highly flexible and can be used successfully at any level of language teaching. It is an ideal vehicle for developing fluency and it also offers a focal point in lessons integrating the four skills. Its main goal is not only to put the learners' knowledge into live practice but also to improve their confidence and assurance in a very effective way. Role play is highly flexible, initiative and imaginative. It helps students to bring outside classroom environment into classroom.

2.2 Review of the Related Empirical Literature

The researcher needs to draw knowledge from the previous studies since they provide foundation to the present studies. Very little research has been carried out on the present ELT situation of public schools. However, some researchers in the department of English Education have carried out research about problems and challenges, strategies in language and present ELT practices of very limited places. Here, this section is an attempt to review the related studies, articles, reports. Some of them are as follows.

Similarly, Parajuli, (2011) studied on "Challenges of Teaching and Learning and Learning Reading Skill at Secondary Level." The main objective of his study was to find out the problems of teaching and learning in reading at secondary level. To fulfill his objective he selected 60 students and teachers randomly from different five public and five private schools of Kavreplanchowk district. In his study, he used questionnaire and observation checklist as the tools for data collection. He found the following challenges of teaching and learning reading skill at secondary level: a) Teacher centered teaching techniques were used. b) Teachers were not well trained regarding the strategies for teaching reading. c) They were confused in the ways and purpose of teaching reading. d) Practice and students' participation.

In the same way, Basnet (2012) carried out a research entitled "Challenges Faced by Novice Teacher." The main objective of her research was to identify the challenges faced by novice teacher. 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 tools of data collection of her study was questionnaire, Finally, she found the following challenges: Lack of preparation for addressing the needs of diverse students population, lack of professional support and professional development

activities, lack of preparation for difficult assignment, and lack of classroom management skills to support student learning.

Likewise, Lama (2012) carried out a research entitled "Learning of English as a Foreign Language." The major objective of the study was to analyze the techniques of learning English as a foreign language. The major tool of data collection was a set of close ended questionnaire. Both primary and secondary sources of data were used in her study. The major findings of her study were: a) Translation and dictionary use technique were used to find the meaning of difficult word. b) The students memorized the grammatical rules. c) Students liked to participate in classroom discussion. d) Students did their homework regularly.

Similarly, Chapagain (2013) carried out a research study on "Current ELT Condition Of public schools in Kathmandu valley". His main objective was to find out the ELT condition of public schools' classrooms in terms of physical facilities, students, teaching materials, professional development, mother tongue, evaluation system, teaching techniques and method and students' dependency on teachers, in Kathmandu valley. He used two different tools of date collection viz, a set of questionnaire and observation checklist. He used purposive non-random sampling procedure to collect the information for the study. Data was collected from the primary sources by administrating the questionnaire and observation tools. His findings were: a) Most of the student were bilingual and multilingual. b)Mixed ability class was common in all schools. c) Most of the students had low comprehensive level. d)Most of the schools had small number of students in class 10. e) Present teaching and learning activities of public schools are mostly exam oriented.

Sunar (2018) carried out a research entitled "Use of Communicative Language Teaching in EFL Classroom: Teachers' perception and Practices" aimed to find out the perceptions of teachers and their practices in the classroom on the use of communicative language teaching. For this study, six English language

teachers were selected and five classes of each teacher (i.e. 30 classes) were observed from Kalikot district. The sample of this study was selected through purposive non random sampling procedure. Interview and classroom observation were used as main tools for data collection. The data collected from the field was analyzed only qualitatively. The major finding of this study was that the all teachers have clear and positive perceptions on CLT but they were not using communication language teaching in secondary level to enhance linguistic competence because large class size, over-crowded classroom, domination of GT method, lack of teaching aids, infrastructures, teacher training and low level of language proficiency of learners.

2.3 Implication of the Review for the Study

The review of the related literature made me feel the need to carry out my study because I discovered the previous researchers could not explore the pedagogical ELT situation of public school's classroom in detail. However, they helped me to develop my courage and curiosity and logical and psychological factors. For instance,Sunar (2018) helped me to select research tool. Similarly,Chapagain (2013)helped me to develop objectives and research questions. Similarly, Parajuli (2011), Basnet (2012) and Lama (2013) helped me to develop theoretical background.Especially, Parajuli's (2011) study about challenges of teaching and learning reading skill at secondary level however, has implication on the present study in a sense that this study reveals some challenges of teaching and learning like, the use of teacher centered technique, lack of well-trained teacher, less focused on students' participation. Likewise, the review of Basnet's (2012) study also implies that lack of preparation for addressing the need of a diverse student population, lack of professional supports and professional development activities etc are the challenges faced by the novice teachers which have impact which have impact on teaching and learning activities. Thus, these works have direct implication to my research study.

Through the intensive study of the aforementioned and other related literature, I came to know the fact that previous research works missed the detailed study on the present ELT situation of public school's classroom. Through 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 out to identify the present ELT situation ofpublic school's classroom in Mahottari district, by adopting the same research design and methodology that have been adopted. Hence this research work is different from the above mentioned researches in sense that it has tried to explore the pedagogical practices of public schools'ELT classrooms in terms of classroom management and instructional techniques at Mahottari district.

2.4 Conceptual Framework

The present study **'Pedagogical Practices in ELT Classroom: An Ethnographic Study'** was based on the following conceptual framework:

CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the objectives of the study.

3.1 Design and Method of the Study

Research design is a plan of action that is designed to systematically answer the researcher questions of a study. Research design determines the every step of whole research process. I followed classroom ethnographic research design for conducting my research. Ethnographic design is a qualitative research procedure for describing, analyzing and interpreting a culture-sharing group's shared patterns of behaviors, beliefs and language that develop over time. Classroom ethnography refers to the application of ethnographic or sociolinguistic or discourse analytic research methods to behaviors, activities, interaction and discourse in formal and semiformal educational setting. In this regard, Green and Dixon (1993) view that if we look at a classroom from an ethnographic perspective; we see that cultures are being constructed on a daily basis. The kind of culture that is formed in the classroom determines the kind of learning that takes place. Students and teachers create patterns over time in the way they interact, understand, and believe (as cited in Homles, 2005). Therefore, this research design is one of the best methods to explore the classroom practices and it is easier to get in-depth information about classroom interaction pattern from long term observation of classroom.

In this research, I have observed English language classrooms of public school at Mahottari district in order to explore the ELT pedagogical practices in terms of classroom management and instructional technique. Similarly, I have conducted unstructured interview with English language teachers to discuss on the strategies adopted by teachers to manage their classroom and what instructional techniques they imply in the process of teaching in their class. In order to collect data from natural setting, I haveadopted participant observation

technique. I have developed the guidelines of classroom observation. Similarly, I have kept record of classroom observation on my dairy keeping note. I have observed thirty classes of two English language teachers (fifteen of each teacher. Moreover, I have conducted unstructured interview with each teacher. Therefore, I have used interview and observation as research design tools because they provided me an authentic and reliable data to precede my research work. Moreover, these research tools helped me to explore the ELT pedagogical practices in public school classrooms in terms of classroom management and instructional techniques.

3.2 Population, Sample and Sampling Strategy

The English teachers of different public schools of Mahottari district were the study population. There were two secondary level English teachers from two different public schools as the sample of the study.Sample size of the study was two English teachers. I used purposive non- random sampling procedure to select the population for the study. I observed 30 classes (i.e. fifteen of each teacher) of selected ELT teachers using classroom observation guidelines.

3.3 Sources of Data

Both primary and secondary sources of data were utilized for this study. So, I used both sources of data in order to carry out this research.

3.3.1 Primary Sources of Data

The primary sources of data were two secondary level English teachers of two different public schools of Mohattari district.

3.3.2 Secondary Sources of Data

Apart from the primary sources of the data, I had studied and consulted the books, theses, articles, journals and the materials available in internet, which were closely

related to the study. Some of them are Hammer (2007), Awasthi (1979),Kachru (1992), Sapkota(2008), Devkota(2005), Chapagain(2013).

3.4 Data Collection Tools and Techniques

In order to collect data, I collected field- based information using data collection tools; Classroom observation, dairy keeping note and interview as main tools. The major data collection techniques for this study were classroom observation and unstructured interview. Classroom observation was conducted to find out the teachers' classroom practices of English language teaching and learning activities in terms of classroom management and instructional techniques. Similarly, unstructured interview was conducted to explore teachers' perceptions and their experiences towards pedagogical practices of ELT.

3.5 Data Collection Procedures

At first, I developed observation guidelines and got prepared for conducting interview. Then, I informed the participants of the study and explained briefly on the purpose and process of the research. Using purposive non-random sampling procedures, I selected the sample for my study. After getting permission from authority, I took permission from teachers to observe their classes. I observed the class of each teacher for fifteen days regularly and recorded every day classroom activities on the dairy keeping note by observation guidelines. Then, after observing classroom, I conducted an interview with each teacher. At the same time I noted down on dairy and the interview was recorded on my mobile phone once the permission was granted by participant. Finally, I thanked the informants for their kind cooperation.

3.6 Data Analysis and Interpretation Procedures

After coding, recording and building themes from data, the data was analyzed and interpreted in a narrative way with descriptively and thematically.

3.7 Ethical Considerations

Ethical consideration is one of the most important concerns of the research work. To be ethical, the researcher's study should be more reliable and valid. In other words, in course of conducting research work, a researcher has to follow some ethical consideration. Hence, in my research work, Iconsidered the ethical issues while collecting data. I collected data in different situation from the participation entirely voluntary. All the ideas generated in this research were my own except from the cited ones. I tried my best to keep it safe from plagiarism. All identifiable personal information of the respondents was strictly kept confidently.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data. The collected data were analyzedin a narrative way with descriptively and thematically. The data obtained through the interview and classroom observation have been presented and analyzed under various themes and sub-headings:

4.1 Analysis of the Data and Interpretation of the Results

The major concern of this study was to explore the pedagogical practices of public ELT classroom in terms of classroom management and instructional techniques. I collected the information about teachers'classroom practices on ELT classroom management and instructional techniques to accomplish the goal of my study in Mahottari district. This study mainly focused on these two terms i.e. classroom management and instructional techniques. In order to get into the depth, I employed two tools; interview, and classroom observation. I described, analyzed and interpreted the information gathered from the teachers' interview and classroom observation descriptively in narrative form. Various headings and sub heading are given below in the sub section of discussion.

4.1.1Analysis of Classroom ManagementPracticed in the Classroom

For exploring the pedagogical practices of ELT in terms of classroom management, I interviewed with two teachers and observed their classroom practices. The data obtained from the teacher was analyzed and interpreted in different headings based on interview and observed classroom practices as below.

4.1.1.1 Current Situation of Classroom Management

Regarding the existing situation of classroom management in their schools,both teachers said that the existing situation of classroom management in their schools is satisfactory. However, some of the teachers' responses are quoted:

T1 said,

> *In my institution the current situation of classroom management is well-managed and effective.*

T2 opined,

> *The existing situation of classroom is progressive. It can be claimed satisfactory but, it needs slight improvement and efforts.*

On the basis of the above responses, it can be concluded that the condition of the classroom in selected schools were satisfactory. Furthermore, the teacher has to manage the classroom considering different factors such as physical facilities, number of students, and students' attitude towards activities while teaching.

While observing their classroom practices, it was found that there were quite similar conditions in the classroom of both teachers (T1 and T2). I found that the classroom of both teachers (T1 and T2) was not managed properly due to the lack of physical facilities. There were the students sitting on the benches very haphazardly. The teachers tried to follow the rotation model to manage the classroom but due to the lack of desk and benches, they were unable to manage class properly. The ways of arranging desks and benches were orderly rows which made difficulty to conduct group work, pair work, and collaboration in learning and to provide feedback to the students. The classroom management affected the students' learning and the teacher's contact with one another. Students did not equally participate in learning activities. Similarly, I saw the teachers could not manage the classroom environment, students' needs and

their interests because they did not have enough physical facilities and other excessive materials for managing class. Students had problem to see written notes on the board from the last bench. Thus, large class size and large number of students are creating problems for language learning in class.

From the overall observation, I came to know that there was a vast gap between teachers' knowledge and their classroom practices because in the interview both teachers stated that the existing situation of classroom management in their schools is satisfactory but in observation, it was found that their classroom management situation was not in good condition. Furthermore, without sufficient physical facilities, there was problem of managing the large class successfully. Hence, classroom management has great influence on teaching learning language. Rotation is way of managing the class effectively but due to the large number of students, it has created problem for the teacher to involve all students in different learning activities.

4.1.1.2 Immoral Behaviours of the Students found in the Classroom

Regarding the immoral behaviours of students, both teachers put similar ideas that students are not paying attention towards study and they usually do quarreling, side talking, using impolite words, etc. Some of the discourse expressed by teachers can be quoted:

T1 viewed,

> *In my classroom some students make a noise which hampers the whole class and they do not take participate in teaching learning activities actively.*

T2 expressed,

> *In my classroom some students perform misbehaviors like side talking, using rough language to their mates, quarreling and teasing with each other and so on.*

On the basis of aforementioned data, it can be concluded that using impolite words, teasing, noising, fighting, not doing assignment on time, and so on were the immoral or misbehaviors of students that the teachers faced in their everyday classroom practice.

During the classroom observation of both selected teachers(T1 and T2), students were not found to be serious towards their learning in both classes. Especially in the classroom of T1,I had found that some of the students made side talks which distracted the whole class. They did some unnecessary discussion with their mates and teacher. Sometimes, they expressed nonsense answer to their teacher. For example:

> *Teacher*: After teaching the lesson related to marriage (Sushila's Determination) he asked the question;*Why do u think Sushilawas not ready to get married?*
>
> *Student*: Shouted loudly, *she has already boyfriend, Sir!* His nonsense answer makes the whole class laughed and distracted.

Similarly, in the classroom of T2, students were not intrinsically motivated towards study. They were showing immoral behaviours in the classroom. Sometimes they did fighting and teasing with each other using impolite words. Moreover, it was found that students from both schools were not doing their tasks properly on time.

From the overall observation, I came to know thatthere was the same condition noticed in their real classroom practices as the interviewed teacher stated. There were some behaviours like side talk, nonsense answer, impolite word and unnecessary discussion mostly shown by the students in both classroom of T1 and T2.

4.1.1.3 Ways to Manage the Noise of Class

In order to manage the noisy class, they said that if the classes become noisy, they teach their students in using different audio-visual materials so that the students can learn the content in a fun way. Similarly, they added that they made their students engaged in providing different classroom and field based learning activities to do in pair or group.

Some of the responses given by teachers are as follows:

T1 said,

> *If the classroom becomes noisy, I often use related audio-visual materials to deliver the content because they motive, encourage, entertain, and engage them in the class. More prominently, noise of the students automatically controlled when I start teaching any content through visual materials in my class.*

T2 stated,

> *If the class becomes noisy, I divide the class into different pair and groups and provide different classroom and field based work to each pair and group and ask them to share their findings in the class. Sometimes I ask to chant a poem, narrate story, play the drama providing different characters to them related to content and so on in order to manage the noise of my class.*

On the basis of above responses, it can be said that both teachers conducted different activities to manage their noisy classes. When the class becomes noisy, they did the activities like; using audio-visual material, involving students in pair work, group work, narrating story and playing drama in order to make their classroom more effective.

While observing their classroom practices, I had found that T1 often asked his students to do the revision from previous lesson and sometimes he used to make his pupils involvement in pair work in order to manage the noise of classroom.He just asked some questions like:

> Teacher: '*Have you done your homework?*'
> Students: Shouted loudly, *'Yes Sir'………*
> Teacher: '*hey, you last bench! (*Pointing out the student who makes side talks)
> Teacher: '*Could you tell me what did you learn yesterday? Tell me five sentences.*
> Student: All students became silent.

Similarly, T2 generally used to share funny story in his classroom in order to attract the attention of students when his class became noisy. Sometimes, he also engaged his class byproviding different pair works in order to control the noise the classroom.

After analyzing the teachers' views and classroom observation, it can be concluded that both teachers (T1 and T2) did not apply the techniques and activities in their real classroom practices which they stated in the interview. It was because through interview teachers said that they used audio visual materials, involved students in dramatization and story narrating but in classroom practice, they often asked to do revision and shared the funny story in order to manage the noisy classroom. That is to say, there was a gap between teachers' knowledge and their classroom practices. To make classroom teaching and learning effective, the noise of the classroom should be well-managed. If we neglect the noise of students, it may hamper the teaching and learning process.

4.1.1.4 Problems Related to Students in Managing ELT class

Regarding the problems in managing classes related to students' interest, ability and differences, opinions came in varied ways. Some of the responses given by teachers are presented as follow.

T1 responded,

> *I have faced problems related motivation, discipline, respect and so on. If the family background of the students is good, students seem to be disciplined, friendly, co-operative and they respect all the elders and love juniors.*

T2 told,

> *It's very difficult for me to manage my class effectively because some students have lack of interest; have lower ability and some are disruptive in nature,where others are differently able students in the same class.Language diversity, heterogeneous classroom, L1 interference, lack of appropriate teaching materials, etc. were also the problems that I have been facing in managing ELT classes.*

On the basis of above evidence, it can be concluded that language differences, culture variation, nature of introvert students, family background, lack of economic availability, socio-cultural factor and student's level and interest, L1 interference, lack of using appropriate teaching materials were the reasons that hindered in managing ELT classroom.

While observing their classroom practices, it was found that there were quite similar conditions as the interviewee stated. In the classroom of T1, I had found that students were not so much co-operative and disciplined in the classroom because most of the students were from poor economicaland socio- cultural background. They did not have sense of unity and togetherness among classmates. They were not intrinsically motivated and took interest on their study which directly hinders in the process of managing ELT classroom effective. In the same way, in the classroom of T2, it was found that most of

the students were introvert having low level of understanding and interest on study. Though students were from different cultural and economic background, they were from same language background i. e. Maithili. However, there was the problem with using inappropriate materials in proper context. Likewise, students of both teachers' (T1,T2) classroom were found with the problem of L1 interference in the process of teaching and learning English language. For example:

> *Teacher:*   *'Why education is important for everyone?'*
>
> Student 1:   *'Education brings light in the darkness of our mind and it is necessary to fulfill our needs…..and….and….',* then the student said *'Sir aaudina Nepali ma vanam?'*
>
> Student 2:   Suddenly stood up and said in Nepali *'Shikshabinahamiadhurohunchau sir'.*
>
> Students 2:   *'Hamrosampurnaaawasyektashikshalepuragardinchan andyadihami sang gyanxain vane hamrojiban meaningless hunx'* and so on.

The teacher encouraged students to answer in English and said some lines in English but they extremely hesitated and were puzzled while using English and used wrong grammar and pronunciation. Some students said some line of the importance of education in their life, at that time, other students gossiping each other and the class was overcrowded. I also found similar problems like: students having poor background of English, less enough exposure to learn English language and less time to give opportunities to involve students in different teaching learning activities.

From the overall observation, I came to realize that L1interference is another biggest problem in language learning. Sometimes, teacher tried to create English environment to give equal opportunities to participate in different activities but the mother tongue interference hindered them while teaching English. Similarly, culture variation, nature of introvert students, family

background, lack of economic availability, socio-cultural factor and student's level and interest and lack of using appropriate teaching materials were the student related problems that hindered in managing ELT classroom.

4.1.1.5 Condition of Furniture for Conducting Learning Activities

Regarding the condition of furniture for conducting teaching and learning activities, the condition of furniture is very good according to teachers' responses. Views expressed by teachers are quoted:

T1 said,

> *The condition of furniture for conducting different activities in my classroom is according to their level and age. It is praise worthy.*

T2 viewed,

> *The condition of furniture for conducting activities, comfortable sitting and study is satisfactory in my classroom.*

On the basis of above responses, it can be said that the condition of furniture of both schools for conducting activities was satisfactory and praise worthy. Similarly, it was comfortable for study and conducting different activities.

While observing their classroom practices, I found that the setting of furniture was traditional in both schools. In the classroom of T1 and T2, the furniture was not arranged according to level and nature of students. Moreover, the arranged classroom furniture of both schools was not equipped and child friendly. I found all the classes were managed in orderly rows. Students of both T1 and T2 classroom were being seated only in orderly rows. Teachers could not conduct other activities rather than pair and group work due to the space of classroom and setting of furniture.

On the basis of the above responses and classroom observation, It can be concluded that the condition and setting of furniture was not modern and child friendly. It was traditional which was not the level of student and context of lesson. Furthermore, teachers' classroom practices was totally distinct than they opined in the interview. That is to say, teachers' statement was only limited to theoretical but lacks in real classroom practice.

4.1.1.6Ways of Managing ELT Classroom Effectively

In reference to what might be the ways of managing ELT classroom effectively, both teachers viewed similar ideas. They said that using learner centered techniques, maximum use of appropriate teaching materials, well setting of furniture, available of adequate teaching materials, access and use of ICT devices, and so on were the prominent ways of managing ELT classroom systematic and efficiently.

In this regard, some striking statements expressed by teachers are presented as follows:

T1 expressed,

> *I mostly use student centered techniques likegroup work, pair work, discussion, demonstrationto involve and engage my students in different teaching and learning activities in my class and provide positive feedback to them which doughtily helps me to manage my ELT classroom effectively.*

T2 told,

> *I manage my ELT classroom efficiently in various ways. I generally use audio-visual materials, supplementary materials such as picture, chart, diagram, flashcards, etc. to deliver the content in a fun way which arousesstudents' interest towards learning and makes my teaching effective. Similarly, I create learning environment to my students by*

providing them different classroom and field based activities
considering their level and interest in groups and pairs.

On the basis of above data, it can be concluded that using learner centered techniques, teaching through audio visual and supplementary materials, creating well learning environment, providing positive feedback, managing adequate physical facilities, etc. are the striking factors which need to be considered in order to manage ELT classroom effectively.

During the classroom observation of both selected teachers (T1 and T2), it was found that they used similar strategies and techniques while managing their ELT classroom effective. Especially in the classroom of T1, I found him involving his students in pair work, group work and discussion activities. Similarly, during the class, he used to praise his students and provide positive feedback like *Very good, Good, You did very well! Well done!* to them during teaching and learning process so that he could make his ELT classroom effective and efficient.In the same vein, in the classroom of T2, I found that he alsopracticed pair work, group work, discussion, role play, etc. strategies in his classroom in order to make his ELT classroom more effective. The teacher called a pair and asked to perform their dialogues in front of the class. They performed like:

> *Student1: Excuse me! You sit on my book.*
> *Student2: Oh! I'm really sorry. I did not see your book on the bench.*
> *Students1: It's ok.*

I found, only some limited materials like textbook, white board, and markers were used. Similarly, as an extra material, a teacher only used newspaper in his classroom.He tried hard to maintain large number of students and he taught them without sufficient teaching learning materials.

After analyzing the teachers' views and classroom observation, it can be said that both teachers (T1 and T2) used similar techniques and activities in their

real classroom practice. That is to say, they used learner centered techniques (pair work, group work, discussion and role play) and provided positive feedback to their studentsinorder to make their ELT classroom effective and efficient. However,during my classroom observation, I did not find any other supplementary teaching learning materials like: audio-video, pictures, ICT related materials while teaching inside the classroom. Thus, using learner centered techniques, teaching through audio visual and creating well learning environment, managing adequate physical facilities, etc. are the striking factors which need to be considered in order to manage ELT classroom effectively however, they lacks in real classroom practice.

4.1.2 Analysis of Classroom Practices of Instructional Techniques

For exploring the pedagogical practices of ELT in terms of instructional techniques, I interviewed with two teachers and observed their classes. The data obtained from the teachers and their real classroom practices was analyzed and interpreted in different sub-headings based on the interview and classroom observation as below:

4.1.2.1 Instructional Techniques Practiced by Teachers to Teach English Language

Teachers use different types of instructional techniques in the classroom to teach their students. They use these techniques in order to deliver the subject matter successfully and confidently in the classroom. Regarding the types of instructional or teaching techniques practiced to teach English language, some of the responses given by teachers are quoted as:

T1 said,

> *Basically, I use learner centered techniques while teaching English to my students so that learners are made active participant. I often make my students' involvement in activities like role play, group work, pair*

work, project work and so on in my class because these techniques develop reasoning and cognitive power of the students. I play the role of facilitator in my class.

T2 viewed,

I use instructional techniques according to the level, nature and context of the topic in my class. I apply the techniques like lecture, explanation and illustration which are useful in large class. Similarly, I apply techniques like group work, individual work, discovery technique, role play, project work because they foster my learners' autonomy and critical thinking.

On the basis of above responses, it can be concluded that teacher from school A used the student centered techniques whereas teacher from school B used both teacher centered and student centered techniques based upon level, nature, context of content. They both mostly practiced the techniques like pair/group work, role play, etc. in their classroom in order to deliver the content successfully and confidently. In addition, those practicing techniques develop reasoning and cognitive power, learner autonomy, critical thinking of the students.

While observing their classroom practices, it was found that there were quite similar conditions as the interviewed teachers stated. In the classroom of T1, I had found that he mostly practiced lecture, explanation,role play and pair work technique in order to teach his students. The teacher asked them to make their pair partner to do role play. Students were excited to choose their close partner in the task. The teacher asked the students to make a dialogue based on the specified topic and asked them to perform it in front of the class. He provided the role card like; *Tilak and Nabin are staying in a hotel. Nabin has to call his mother but he has left his cell phone at his house.*The pair performed like this;

Nabin: Is it OK if I use your cell phone?

Tilak: I'm afraid you can't. My battery is dead.

Nabin: It's ok.

Similarly, T2 mostly practiced like lecture, explanation and illustrationtechniques in his real classroom. Sometimes he used to practice group work, pair work and role play techniques in order to deliver the content effectively. During my classroom observation, telling stories and sharing experiences were mostly practiced activities by the teachers found in both (T1and T2) teachers' classroom. I noticed that, the teachers told some short stories and their life experiences to explain the lesson. When the teacher said some experience like; on the topic of *'Visiting a new place'*. He (T2) explained like:

> *'We went to the Pokhara five month ago. It was amazing place; also called city on Phewa Lake, in central Nepal.It is blessed with extreme and remarkable nature beauty. This place is famous for center of adventure like white water rafting, trekking, and paragliding and so on.We visited Phewa Lake, Temple Barahi, Devi's Fall, Gupteswor Cave, Begnas Lake, World Peace Stupa, and so on we enjoyed a lots with beautiful nature'.*

Like that, he shared his own experiences when he visited Pokhara with his family. At that time, students gave much more attention rather than doing other works. Then, the teacher asked students to tell short stories and their own life experiences, they seemed so excited to share their memorable incidents either in Nepali or English in the whole class. It helped them to build their confidence level, creativity, and thinking power.Apart from adapting their language, I observed teachers used facial expressions to show emotions such as happiness and sadness, and mime to demonstrate actions such as opening a book, drinking, writing, etc.

From the overall observation, it can be concluded that pair/group work, role play, lecture, explanation and illustration, telling stories and sharing

experienceswere the mostly practiced instructional techniques in their classroom in order to deliver the content successfully and confidently. Similarly, it was found that students understood more with gesture and facial expressionshown by teachers in ELT classroom.

4.1.2.2 Teachers' Practices of Involving Students in Pair Work and Group Work

Regarding the teachers' practices of involving students in pair work and group work, both teachers viewed the similar responses. The responses were as follow:

T1 explained,

> *I often divide the class into different pairs and assign the task to each pair and ask them to think, discuss and share the ideas with one another pairs which developself-confidence and curiosity in my students. Similarly, I divide the class into different groups according to context and nature of subject matter and provide each group some tasks to do in groups.*

T2 opined,

> *According to the nature of topic, I divide my students into pairs and involve them in different learning activities by assigning different works to each pair. I sometimes divide the class into different groups especially to teach speaking skills. I provide some hottest issue to each group to discuss and share ideas in groups which help in developing communicative competence of my learners.*

By observing the above responses of the teachers, it can be concluded teacher1 often practiced pair work as it develops their students' self-confidence and curiosity of the students towards learning. Similarly, he made his students

involved in different groups based on context and nature of the class. On the other hand, teacher2 practiced pair work according to nature of the topic. Sometimes, he practiced group works in his class as it develops communicative competence of the students.

While observing their classroom practices, it was found that there were quite similar conditions as the interviewed teachers stated. When I observed a class, I found that the teachers (T1, T2) used pair work to involve students in various learning task. The teachers provided some dialogues and texts to interact them. That helped to build up students' confidence to talk in English in front of the whole class. Sometimes, the teachers created some situations and told the students to do some activities. The teacher (T1) told them to turn page and explained that day's topic *'Apologizing'* and he wrote topic on the whiteboard. He(T1) explained some situations like *'If you or your friend stepped on your toe, how to react, how to say sorry for him/her and what should you do?'* He just gave some examples like:

> *A: Ouch! You stepped on my toe!*
> *B: Oh no! I'm ever so sorry. I didn't realize that you are nearby me.*
> *C: It's ok.*

Likewise, I found that the teachers (T1and T2) sometime used group work activities to increase students' participation and interaction in language classroom. The teachers divided students into small groups to manage the large class. It was difficult to give priority for each group but the teachers tried their best to get involved, shared, and learnt from the different students. The teacher (T2) divided class into seven groups including two benches in one group and he created the name of group like A, B, C, D, E F and G. He (T2) wrote the topic *'The government should pay for everybody's education'* on the board. Furthermore, he told them to choose the group leader for their group. After some minutes, they chose their leader then, he told them think carefully,

discuss with their friends, write something and present in front of the whole class.

From the overall observation, I came to realize that students often felt less inhibited in a pair, and they can talk about more personal feelings or experiences than they would even in a small group. It is really effective activity which includes all students in discussion and mentions the most interesting or amusing points that are made in the language class. In the same way, group work was also effective activity which helped the teachers to manage the large class properly. It supported to manage the large class but some introvert learners did not fully participate in performing classroom activities that require interactions in English. However, if the teacher organized group work or pair work, the students became more engaged and involved in those types of activities which enhance students self-confident in the classroom.

4.1.2.3 Use of Lesson Plan in ELT Classroom

Both teachers put similar views regarding the preparation of daily lesson plan for classroom presentation. They said that teachers needs to be well prepared before teaching any content to the class because lesson plan plays key role to make teaching and learning activities systematic and effective. Furthermore, some expressions viewed by teachers can be quoted:

T1 spoke,

> *I always prepare daily lesson plan because it helps me to know what to teach, how to teach and why to teach to the students and it also guides me to run my class in a systematic and effective way.*

T2 stated,

> *It is necessary to prepare lesson plan daily but I occasionally make lesson plan in my dairy due to lack of time however I mentally prepared the lesson every day to teach any content to my students.*

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While observing their classroom practices, it was found that both teachers were aware of the fact that lesson planning was essential for effective teaching. But they had been habituated teaching without lesson plans. I did not find them teaching with lesson plan. They directly teach their students using traditional method.

After analyzing the teachers' response and their classroom practices, it can be concluded that both teachers were only limited to the theoretical fact thatlesson plan is essential to make teaching and learning process effective and systematic but they never implement it in their real classroom practice. That is to say, there is vast gap between teachers' knowledge and their real classroom practice. Moreover, every teacher needs to prepare lesson plan which helps them to achieve the teaching goals and make teaching systematic and purposeful. Similarly, it guides the teacher to ensure the content, methods, evaluation and so on. More prominently, lesson plan builds confident in them directs them to run their classroom activities smoothly in an effective way.

4.1.2.4 Teaching Materials Used in ELT Classroom

Use of teaching materials in ELT classroom helps both teachers and students in teaching and learning process. Regarding the kinds of teaching materials used in the ELT classroom, teachers opined their practices which can be presented as follow:

T1 responded,

> *I use various kinds of materials in my class according to nature of the topic. Generally, I use language games, reading texts from magazines, listening scripts, grammatical exercises, texts related to literatures, models of letters cutouts from newspapers, journal and so many. I also try my best to use the materials available in the internet in my class. Sometimes, I teach stories, poems and novels through power point presentation using ICT devices. I use those materials in ELT classroom*

> *to make the learners knowledgeable, skillful and make my teaching*
> *effective, entertaining and successful.*

T2 expressed,

> *There are different kinds of teaching materials which I generally use in*
> *my classrooms. They are as follows: Audio materials: - cassette player,*
> *tape recorder, mobile phone, speaker, etc.; Visual materials:-relia,*
> *pictures, maps, cutouts, etc.; Audio- visual materials:-videos, computer,*
> *mobile phone,etc.*

After observing teachers' responses, it can be concluded that both teachers use varieties of teaching materials including ICT tools and audio- visual materials in their classrooms according to level, nature and context of lesson. They believed that teaching materials have been playing prominent roles in teaching and learning English language. The teaching materials make teaching and learning process effective, entertaining, motivating and successful.

During my classroom observation,I found that only some limited materials like textbook, white board, and markers were used. Similarly, as an extra material, teachers (T1and T2) only used newspaper in their classroom. Hence, when I was studying in school level, my teachers used to use above mentioned limited materials but at present, I still found the same materials to teach students inside the classroom. In the book, there were lots of teaching activities but due to the limited number of teaching learning materials, like textbook, white board, and marker, it was difficult for the teacher to conduct all the activities properly. When I was observing class, I found only one change from past to present i.e. we were taught with black board but now, the teacher teaches with the white board. During my classroom observation, I did not find any other additional teaching learning materials like: audio-video, pictures, ICT related materials while teaching inside the classroom. Both teachers tried hard to maintain large

number of students and they taught their students without sufficient teaching learning materials.

From the overall observation, I came to realize that teaching materials are important to make classroom activities effective and enthusiastic. But the lack of teaching materials limits to expand different activities in language classroom. Though audio-visual materials, ICT tools and computer were available in the selected schools, the teachers were not applying those materials practically in their classrooms.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with findings and conclusion of the research on the basis of collected data. It also consists of some pedagogical implications for policy level, practices level and further research on the basis of the finding of the study.

5.1 Findings

On the basis of the analysis and interpretation of the collected data, the findings have been outlined.

5.1.1 Findings Related to Classroom management

a. From the classroom observation, it was found that the existing situation of the classroom management in selected schools was not in good condition.

b. Similarly, it was found that physical facilities of classroom and sitting arrangement of students were not modern and child friendly. It was notin the favor of learners' needs and interest. In fact, it was traditional.

c. Furthermore, it was found that all the classes were managed in orderly rows.

d. Similarly, it was found that making unnecessary discussion, using impolite words, teasing, not doing assignment properly, side talks and nonsense answer were the immoral or misbehaviors of students, that the teachers had been faced in their everyday classroom practice.

e. During observation, it was found that asking to do revision and sharing the funny story were the mostly practiced activities of managing the noisy class.

f. Likewise, it was found that culture variation, nature ofintrovert students, family background, lack of economic availability, socio-cultural factor, student's level and interest, L1 interferenceand lack of using audio-visual teaching materials were the reasons that hindered in managing ELT classroom.

g. It was found that both teachers opined that using learner centered techniques, teaching through audio visual and supplementary materials, creating conductive environment, providing positive feedback, managing adequate physical facilities, etc. are the striking factors which need to be considered in order to manage ELT classroom effectively however, they rarely considered those factors in their real classroom.

h. In addition, it was found that they hardly ever used the supplementary materials like: audio-visual, pictures, ICT materials while teaching English in the classroom.

5.1.2 Findings Related to Instructional Techniques

a. It was found that explanation, lecture, illustration,pair work, group work, role play, telling stories and sharing experiences were the mostly practiced instructional techniques applied by teachers in their classrooms in order to deliver the content successfully and confidently.

b. It was found that students became more engaged and developed self-confident in them when they involved in pair and group work.

c. Similarly, it was found that the teachers were aware of the fact that lesson planning was essential for effective teaching. But they had been habituated teaching without lesson plans in their classroom practice.

d. Likewise, it was found that adequate teaching materials were available in the schools however teachers did not apply all the essential materials practically in their classroom teaching. That is to

say,text books, white board, marker and newspaper were the mostly used materials in their ELT classrooms.

   e. In addition, it was found that teachers were praising their students on their performance and providing positive feedback to them during teaching and learning process.

   f. More prominently, teachers were found to be made good use of non - verbal signal to redirect their students who were disengaged.

   g. Finally, it was found that students understood the content better with facial expression, gestures and mimes shown by teachers in the language class.

5.2 Conclusion

The present study was a qualitative study conducted to find out the pedagogical practices of English language teaching in terms of classroom management and instructional techniques. The classroom observation and interview were the main tools of data collection where thirty English language classrooms of secondary level English teachers were observed based upon classroom observation guidelines. The teachers' perceptions and their experiences were gathered by conducting interview based on different interview guidelines focusing on classroom management and instructional techniques aspects of ELT.

Based on the findings, it can be concluded that there was a gap between the teachers' knowledge about the classroom management strategies; instructional techniques that could be used in ELT classes and their practices in real classroom teaching. It was because teachers opined in the interview that they used learner centered instructional techniques, audio visual and supplementary materials and child friendly physical facilities in their classroom to deliver the English language skills. But after observing their real practices in the classroom, it was found that they mostly used explanation, lecture, illustration,pair work, group work, role play, telling stories and sharing

experiences techniques, limited materials; textbook, newspaper, white board, and markersand traditional physical facilities. That is to say, they hardly noticed using the supplementary materials like: audio-visual, pictures, ICT materials while teaching English in the classroom.

Thus, the current pedagogical practices in public ELT classroom of Mahottari district are not up to level of present scenario.

5.2 Recommendations

On the basis of the findings of the study, I would like to recommend following points of recommendations to be applicable in policy level, practice level and the further research level.

5.3.1 Policy Related

Every country has different policies in education field. From the findings of the study, I would like to put following recommendations.

⟩ One of the findings of the study shows that existing situation of ELT classroom was not progressive. Therefore, Policy level and concerned authority need to concern on revising the current policies to bring some necessary changes in the field of ELT such as developing suitable teaching materials, proper management of physical facilities, professional development activities, use of modern methods, techniques and skills, use of ICT devices in ELT class involving teacher participation which is not in practice so that the real classroom problems could be addressed.

⟩ In my observation, it was found that there wasa gap between ELT teachers' knowledge and their classroom practices. Thus,it is necessary to bridge the gap between policy and practice which lacks in context.

5.3.2 Practice Related

It is related to the actual implementation of the policies into classroom practices. Some of the implications of the study for practice related are as below;

-) One of my findings showed that classroom management is very necessary for effective learning. It promotes English language teaching and learning more lively, systematic and meaningful. Therefore, ELT teachers need to consider the classroom management aspects in order to make English language teaching and learning activities efficient and effective.
-) In my observation, it was found that lecture and illustration, explanation were the mostly practiced instructional techniques applied by teachers in their classrooms and sometimes they used pair work, group work and role play in their classroom. Therefore, teachers need to use students centered techniques to make teaching and learning activities lively, interesting, systematic, and effective.
-) From the study, it was found that teachers used classroom management and instructional techniques according to level, interest of the students and nature of the topic. Therefore, teachers can carry out action research for better learning and teaching English language according to level and nature of students which was not found in practice.

5.3.3 Further Research Related

This research was qualitative research based on classroom ethnographic research design. The findings of this research may provide as valuable secondary resource materials for other researchers who are keen interested to carry out research in related field. This study mainly focused on pedagogical practices of public ELT classroom in terms of classroom management and instructional techniques. Since my research was only limited to ELT

classrooms of Mahottari district, however, it cannot be claimed that the findings of this study are applicable for all English language classes of Nepal. Therefore, new research can analyze the other aspects of ELT which are not mentioned in my study. Some of the areas where further research can be conducted under this field are presented below:

) The further researcher can work on factors of managing ELT classes, the teachers related factor, students' related factors, economical factors and so on.

) The further action research can be conducted in the use of instructional techniques

) The further researcher can explore the case of instructional materials and their effectiveness in ELT classroom.

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Appendix I

Guidelines for Classroom Observation

Name of Teacher: Observed classroom:

Name of School: Teaching Item:

Qualification o teacher: Date:

1. Motivation to students
2. Status of Physical Facilities
3. Availability and use of teaching materials in the classroom
4. Student- Teacher interaction in the classroom
5. Pedagogical practices in the ELT classroom
6. Current situation of Classroom management
7. Behaviours of students in the classroom
8. Ways to manage the noise class
9. Problems related to students
10. Ways to manage ELT classroom
11. Practices of pair work and group work

Appendix-II

Interview Guidelines for Teachers

Name of Teacher:

Name of School:

Qualification of teacher:

Date:

1. Current situation of Classroom management
2. Behaviours of students in the classroom
3. Ways to manage the noise class
4. Problems related to students
5. Condition of physical facilities
6. Ways to manage ELT classroom
7. Instructional techniques practiced in the classroom
8. Practices of pair work and group work
9. Teaching materials used in classroom
10. Lesson plan

Interview transcription

Teacher's Name: Mr. FulganYadav

School's Name: Shree Ma. Vi. Khutta, Pipra, Loharpatti- 05, Mahottari

Researcher: What do you think about classroom management? How do you explain it in your own words?

Respondent:*Classroom management is the conductive environment for effective teaching with availability of relevant teaching materials easy to teach and learn in friendly relationship between teacher and students. It is the process of managing the class according to the need of curriculum to achieve the educational goals is also related to classroom management.*

Researcher: What is the existing situation of classroom management in your school?

Respondent: In my institution the current situation of classroom management is well-managed and effective.

Researcher: What types of immoral behavious do your students perform in the process of teaching English in your classroom?

Respondent: In my classroom some students make a noise which hampers the whole class and they do not take participate in teaching learning activities actively.

Researcher: How do you manage if your class becomes noisy? orWhat are the techniques, activities or strategies do you apply when your English classroom becomes out of your control?

Respondent: If the classroom becomes noisy I ask some questions from the previous lesson. And I often use related audio-visual materials to deliver the content because they motive, encourage, entertain, and engage them in the

class. More prominently, noise of the students automatically   controlled when I start teaching any content through visual materials in my class.

Researcher: What are the problems you have been encountered with while managing your ELT classes?

Respondents:*I have faced problems related motivation, discipline, respect and so on. If the family background of the students is good, students seem to be disciplined, friendly, co-operative and they respect all the elders and love juniors.*

Researcher: What is the condition of furniture for comfortable sitting, study, group discussion, etc. in your classroom?

Respondent:*The condition of furniture for comfortable sitting, study and group discussion in my classroom is according to their level and age. It is praise worthy.*

Researcher: How do you manage your diverse ELT classroom to make it more lively, systematic, effective and efficiently?

Respondent:*I mostly use student centered techniques like group work, pair work, discussion, demonstration to involve and engage my students in different teaching and learning activities in my class and provide positive feedback to them which doughtily helps me to manage my ELT classroom effectively."*

Researcher: What types of instructional techniques do you practice in your classroom in order to teach English language skills?

Respondent:*Basically, I use learner centered techniques while teaching English to my students so that learners are made active participant. I often make my students' involvement in activities like role play, group work, pair work, project work and so on in my class because these techniques develop reasoning and cognitive power of the students. I play the role of facilitator in my class.*

Researcher: How do you involve your students in pair work and group work?

Respondent: *I often divide the class into different pairs and assign the task to each pair and ask them to think, discuss and share the ideas with one another pairs which develop self confidence and curiosity in my students. Similarly, I divide the class into different groups according to context and nature of subject matter and provide each group some tasks to do in groups."*

Researcher: Do you prepare daily lesson plan before teaching the content? If yes, why? If not, provide suitable reasons?

Respondent: *I always prepare daily lesson plan because it helps me to know what to teach, how to teach and why to teach to the students and it also guides me to run my class in a systematic and effective way.*

Researcher: What are the teaching materials that you use while instructing English to your students in your ELT classroom? Why do you use those materials in your classroom?

Respondent: *I use various kinds of materials in my class according to nature of the topic. Generally, I use language games, reading texts from magazines, listening scripts, grammatical exercises, texts related to literatures, models of letters cutouts from newspapers, journal and so many. I also try my best to use the materials available in the internet in my class. Sometimes, I teach stories, poems and novels through power point presentation using ICT devices. I use those materials in ELT classroom to make the learners knowledgeable, skillful and make my teaching effective, entertaining and successful.*

Appendix IV

Interview transcription

Teacher's Name: Mr. RavikantSah

School's Name: Shree KishoriJanta Ma. Vi. Harinmari Bhangha-9,   Mahottari

Researcher: What do you think about classroom management? How do you explain it in your own words?

Respondent:*The management of furniture, light, seating arrangement according to the level, needs and desires of the students, teaching materials is called class management.*

Researcher: What is the existing situation of classroom management in your school?

Respondent:*The existing situation of classroom is progressive. It can be claimed satisfactory. It needs much more improvement and efforts.*

Researcher: What types of immoral behavious do your students perform in the process of teaching English in your classroom?

Respondent:*In my classroom some students perform misbehaviors like side talking, using rough language to their mates, quarreling and teasing with each other and so on.*

Researcher: How do you manage if your class becomes noisy? or What are the techniques, activities or strategies do you apply when your English classroom becomes out of your control?

Respondent:*If the class becomes noisy, I divide the class into different pair and groups and provide different classroom and field based work to each pair and group and ask them to share their findings in the class. Sometimes I ask to chant a poem, narrate story, play the drama providing different characters to them related to content, etc. in order to manage the noise of my class.*

Researcher: What are the problems you have been encountered with while managing your ELT classes?

Respondents:*It's very difficult for me to manage my class effectively because some students have lack of interest; have lower ability and some are disruptive in nature, where others are differently able students in the same class. Language diversity, heterogeneous classroom, L1 interference, lack of appropriate teaching materials, etc. were also the problems that I have been facing in managing ELT classes.*

Researcher: What is the condition of furniture for comfortable sitting, study, group discussion, etc. in your classroom?

Respondent:*The condition of furniture for comfortable sitting, study and group discussion is satisfactory in my classroom.*

Researcher: How do you manage your diverse ELT classroom to make it more lively, systematic, effective and efficiently?

Respondent:*I manage my ELT classroom efficiently in various ways. I generally use audio-visual materials, supplementary materials such as picture, chart, diagram, flashcards, etc. to deliver the content in a fun way which arouses students interest towards learning and makes my teaching effective. Similarly, I create learning environment to my students by providing them different classroom and field based activities considering their level and interest in groups and pairs.*

Researcher: What types of instructional techniques do you practice in your classroom in order to teach English language skills?

Respondent:*I use instructional techniques according to the level, nature and context of the topic in my class. I apply the techniques like lecture, explanation and illustration which are useful in large class. Similarly, I apply techniques like group work, individual work, discovery technique, role play, project work because they foster my learners' autonomy and critical thinking.*

Researcher: How do you involve your students in pair work and group work?

Respondent:*According to the nature of topic, I divide my students into pairs and involve them in different learning activities by assigning different works to each pair. I sometimes divide the class into different groups especially to teach speaking skills. I provide some hottest issue to each group to discuss and share ideas in groups which help in developing communicative competence of my learners.*

Researcher: Do you prepare daily lesson plan before teaching the content? If yes, why? If not, provide suitable reasons?

Respondent:*It is necessary to prepare lesson plan daily but I occasionally make lesson plan in my dairy due to lack of time however I mentally prepared the lesson everyday to teach any content to my students.*

Researcher: What are the teaching materials that you use while instructing English to your students in your ELT classroom? Why do you use those materials in your classroom?

Respondent: *There are different kinds of teaching materials which I generally use in my classrooms. There are as follows: Audio materials: - cassette player, tape recorder, mobile phone, speaker, etc.; Visual materials:-realia, pictures, maps, cutouts, etc.; Audio- visual materials:- videos, computer, mobile phone, etc.*

Appendix V

Name of the Selected Schools

1. Shree KishoriJanta Ma. Vi. Harinmari Bhangha-9, Mahottari
2. Shree Ma. Vi. Khutta, Pipra, Loharpatti- 05, Mahottari