

# CHAPTER ONE

## INTRODUCTION

This study is on **ELT situation of community schools in Kailali district**. This chapter consists of background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

### 1.1 Background of the Study

English is one of the important languages of the world. Much like air and water, today English language is being one of the very basic needs of the world. It has been used extensively in science, trade, technology, tourism, commerce, international relations, research and field of medicine. It has global spread and used globally. It is also treated as international language. People in each corner of the world teach and learn this language. Thus, it is a need and call of the day. There are core English speaking countries where English has the status of native language and there are periphery English speaking countries where English has the status of second and foreign language (Kachru, 1965, as cited in Harmer, 2007). It is taught and learnt in various contexts of the world. Crystal (1999) asserts that many countries around the world consider teaching of English as a major educational priority.

English language teaching is not a simple task. It is very arduous job. Wright (1990, as cited in Richards and Nunan, 1990, p. 82) views, "Teaching can be seen as a mediating between learners within the formal context of classroom". Teaching is widely understood as an act of deliberating the knowledge skills and attitudes to the learners with an aim bringing positive change in them. Regarding its importance, Ur (1996, p. 5) writes, "Besides methodology foreign language teaching has further important components such as lesson planning, classroom discipline, and provision of interest topic".

In Nepal, almost all English teachers are non-native speakers of English language. Though, English is taught from grade one to Bachelor degree as compulsory subject, both teachers and students are facing difficulties in teaching and learning English language. Therefore, teachers need to update their existing knowledge and competence to cope with the changing psychological, sociological and pedagogical theories.

## **1.2 Statement of the Problem**

Nowadays, different methods have emerged in the field of English language teaching. For effective teaching, most of the people claim that it is necessary to apply these recent methods. However, it is a matter of debate that they are applied effectively or not. From my own reflection and teaching experience, I have come to know that the learners are good rooters but not good communicators. They can smoothly say about the linguistic rules but become unable to use them in day to day communication. They secure high marks in the examination but are less competent in creativity. As a result, they cannot create new things in the real practice because they are totally guided by the tradition of rote learning. The government of Nepal every year spend huge amount of money on ELT aids and TPD training for quality education. But, after getting training, whether they can apply their knowledge in the real classroom or not or whether they can adopt appropriate methods and techniques to teach the students in the real context or not have been major concerns of present day.

Thus, above mentioned realities and considerations impelled me to carry out this research. Despite the fact that, several research works have been carried out in our English department in ELT aspects. But, there was not any research conducted on ELT situation of community schools in Kailali district up to now. Moreover, this study explored how teacher actually implemented ELT practices of community school in Kailali district.

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

The objectives of the study were as follows:

- a) To explore the ELT situation of community schools in Kailali district in terms of methodology, classroom management and motivation towards teaching and learning.
- b) To suggest some pedagogical implications.

### **1.4 Research Questions**

The research questions of my study were as follows:

- a) How is the ELT situation of community schools in Kailali district?
- b) What are the positive aspects of community schools' classroom in Kailali district?
- c) What are the problems of ELT in community schools?

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

This study was conducted aiming to explore the ELT situation of community schools in Kailali district. The findings of the study is beneficial for those who are directly or indirectly involved in English language teaching and learning activities. Basically, this study is equally fruitful for language teachers, language trainers, subject experts, policy makers, curriculum framers, textbook writers, in the sense that they can utilize this research work. Furthermore, novice English language teachers and pre-service teachers i.e. prospective teachers will get significant assistance from the finding of the study. Moreover, this study will be beneficial to all the stakeholders who are directly related to the field of English language teaching in general. Thus, I hopefully believe that this study will have global significance.

## 1.6 Delimitations of the Study

This study was delimited to the following areas:

- a) The research was conducted in Kailali district only.
- b) Eight schools were the area of this study.
- c) Data was collected only from the teachers teaching at secondary level.
- d) The respondents were eight English teachers and thirty-two students from different community schools.
- e) The study was delimited to elicit the ELT situation of community schools of Kailali district.

## 1.7 Operational Definition of the Key Terms

The following important terminologies were used throughout the study:

**English Language Teaching:** English language teaching (ELT) refers to the teaching and learning practices of English language in Kailali district.

**Present Situation:** Present situation refers to the existing or happening practice or activities at the time of research.

**Classroom Management:** In this research, this term refers to the management of the class in terms of ELT technology, seating arrangement of the students and overall environment of the class.

**Methodology:** A collection of methods, practices, procedures and rules used by those who work in some field.

**Motivation techniques:** Internal and external factor that stimulate desire and energy in people to be continually interested and connected to a job, role or subject or to make an effect to affair a goal.

## **CHAPTER TWO**

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

Literature review is a very important component of a research proposal. It is the description of the literature relevant to a particular topic or field. It incorporates two types of information, i.e. theories related to the research area and the summary of the researches already carried out in that area. This chapter includes review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

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

Theoretical knowledge is mandatory for a researcher to have enough knowledge about the selected topic of the research. The researcher cannot go further in the research process without theoretical knowledge and concept or the researcher topic. In order to get in-depth theoretical knowledge and make my research study easy, systematic and scientific, I have made my review in terms of the following aspects.

##### **2.1.1 Current Situation of English Language in the World**

English as an international language plays pivotal role in global context. It is an inseparable part of the present day world since it is a principal language for global communication and a gateway to the world body of knowledge. It is one of the most useful language in a sense that it is found each and everybody's life. It also opens the door of opportunities in the academic world. To be fact, life cannot move ahead in the absence of English. These days, the importance and inevitability of English has been expanding day by day because of globalization and miraculous of science and emerging technology.

Language is species specific and species uniform possession of human being. It

is the most advanced and powerful means of human communication. It is a means by which we can perform several things like communication, thinking, group solidarity, inter-linguistic conflict, nation building, control and creation. We cannot think of any kind of social, academic and artistic activities going on without language. The vast knowledge in different fields of human activity accumulated and stored by the use of language. In this regards Jespersen (1994, p. 49) says:

Language is not an end in itself, just as little as railway tracks, it is a way of connection between souls, a means of communication ...  
language is the most complete, the richest, the best means of communication it bridges the physical chasm between individuals.

In the same way, according to Crystal (1999), "The use of English is widespread in the world for one reason the power of people who speak it. Here, power refers to different things: such as political, technical, economic, cultural power". Similarly, Bhattarai (1995) has stated:

... English has become indispensable vehicle to the transmission of modern civilization in the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of world citizen. He is received and understood everywhere. Therefore, English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to envelop in the folds of dark curtain of ignorance (p. 217).

Hence, it can be said that English has become an important part of human life in the world. In this era of globalization, a man is incomplete if he is unknown about English language because it is needed in every steps of our life.

### **2.1.1.1. Expansion of English**

English is being one of the influential and dominant languages and its spread all over the world cannot be exaggerated. English has become a global language because of the power of people who speak it. Moreover, its spread has accelerated due to the growing need for global communication. English has so developed that it is used worldwide in its various regional intra-language forms or varieties. Such varieties of English are nowadays termed as world Englishes. Kachru (1992) describes the world of English in the three concentric circles based on the role of English, process of its acquisition in those countries and number of speakers. The three concentric circles are inner circle, outer circle and expanding circle. These circles are summarized as follows:

#### **A. Inner Circle**

According Kachru (1992), the countries that lie in the inner circles are termed as inner circle countries where English is used as the native or first or dominant language. This circle includes the countries like the United States, Britain, Canada, Australia and New Zealand. In these countries, English is only the main language of communication.

#### **B. Outer Circle**

Outer circle countries are those countries where English is used as a second language. In other words, outer circles countries are the countries where English has a long history of institutionalized functions and standing as a language of wide and popular culture (Kachru 1992). The countries like India, Nigeria, Pakistan, Singapore, South Africa, and Zambia comes under outer circle.

## **C. Expanding Circle**

Expanding circle countries are those in which English has various roles and is widely studied but for more specific purposes than in outer circle, including reading knowledge for scientific and technical purpose: such countries currently include China, Indonesia, Iran, Japan, Korea, and Nepal. In this circle English is used as foreign language.

Similarly, the countries in the world can be broadly classified into two major groups: core and periphery English speaking countries (Kachru 1992). The former one refers to those countries where English is taken as native language/ mother tongue but later one is closely associated with those countries where English is spoken as a second or foreign language. According to Crystal (2003, as cited in Harmer, 2007, p.13),

“There are currently around 1.5 billion speakers of English worldwide, of whom only some 329 million are native speakers”. He further says “A quarter of the world’s population speaks English and native speakers of English are in a proportionately ever decreasing minority”.

Here, researcher relates the idea with his topic in a sense that the domain of ELT has expanded surprisingly in the context of Nepal which have ultimately raised the question whether the ELT situation of our country is really in expanding circle or in the outer circle.

### **2.1.1.2 Issues of Global Spread of English for ELT**

Due to the global spread of English, it is regarded as a global language. Global language is the one that is used more often as a lingua franca than as a native language. In this sense, English has now gained the global status. At present, number of speakers and users of English as a foreign or second language are increasing dramatically in the periphery countries or circle. Many scholars such



as Kachru and Harmer view that number of speakers of English as second or foreign language. They also view that majority of English speakers are not native speakers but second language speakers. This condition has raised many questions or issues in the ELT world. Some of the core issues (as cited in Bhusal, 2016, p.11) are; should we think about what kind of English to teach- English or Englishes?, should we recognize world Englishes instead of talking about inner circle English?, should we teach English as lingua franca rather than as the native language of the inner circle?, should we follow native model like RP, GA for teaching process?, and should learning goal be a native-like competence?

Based on the aforementioned issues of global spread of English, I have tried to find out the questions or the core issues are same or different in our context. I will even make an attempt to study the issues of our ELT system.

### **2.1.1.3 World English Education**

Nowadays, English is going to be taught and learnt in many contexts and situations of the world. Most of the schools, colleges, and universities program in the world have included English as a key subject for their academic sessions. In many cases, schools as well as universities level subjects like science, history, and mathematics have been taught in English rather than in other languages. Likewise, in some situation, English is taught for academic purposes (EAP) and on the other hand, it is taught for specific purpose (ESP).

World English education has a debate on whether to prioritize the prestigious variety (native variety) or the non standard variety of English. Some scholars say that native or standard variety should be used as teaching model. On the other hand, Kachru (1992) views that non native variety should be used as a model. In this regard, Harmer (2007) suggests that for beginners students, a prestigious variety of the language will be depend on the wishes of the students, the variety of the teacher himself uses the learning materials that are on offer. For higher level student non-standard variety may also be exposed

with. Likewise, Farrell and Martin (2009, as cited in Sapkota, 2012, p.111) provide 'a balanced approach' to English language instruction. The term 'a balanced approach' refers to the three things: teacher should consider the teaching context, he should increase the students' current English proficiency level and he need to prepare learners future international English encounters by exposing them to other variety of English.

Another crucial debating issue in world English education is English as a lingua franca i.e. whether we should teach English as lingua franca or not. Some people view that we should teach English as a lingua franca because it is a global language. Other people views that English should not be taught as a lingua franca because it produces inequalities in communication between native and non-native speakers of English. However, English nowadays has got genuinely global status and it develops a special role which recognized in every country.

#### **2.1.1.4 Global Challenges of ELT**

Teacher is a person who helps learners to acquire knowledge and skills by giving information, guiding them and encouraging them to study. But the teachers have been facing numerous burning contests and challenges regarding teaching English in the world as well as in Nepal. Lynch (2008) says "the problems in English language teaching and learning is lack of learner's motivation, insufficient time, resources and materials and overcrowded English classes". According to Harmer (2007) some of the challenges that world have been facing are as follows:

##### **a. Mixed Ability Class**

Mixed ability class refers to the class of mixed ability students or heterogeneous class. According to Chapman and King (2003), a mixed ability classroom consists of a group of students with different level of learning abilities, interests, and skills. In mixed ability class, there include many

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

### **b. Large Class Size**

Large class size is another problem in language teaching and learning. Large class size means not the physical but having large number of students. In the context of large classes, teacher generally feels greater burdens and challenges than in small classes. It is certainly true that large classes have some specific challenges that the smaller classes do not have. Effah (2003) views the large class size in recent times has become a necessary evil for public schools in the country.

### **c. Use of Mother Tongue**

Use of mother tongue is another problem in the classroom. Not only students use their first language but also teachers are habituated to use their mother tongue. This means both teachers and students frequently use mother tongue in ELT classrooms. And they claim that English language is very difficult to teach according to modern trend. Due to mother tongue influence, each learner may perceive English language as difficult to understand and most of them fail in the exam. Little Wood and Yu (2011) view that allowing the use of L1 do not strengthen learners' cognition but may result in inappropriate transfers of the bad language habits from first language to the target language; thus, it should be abandoned.

#### **d. Dealing with Homework**

Dealing with homework is another challenge in ELT classroom. Homework can cause students to lose their interest in the academic material and become physically and emotionally fatigued, denial of access to leisure time and community activities, parental interference, copying and increases differences between high and low achievers (Skaggs, 2007 & Cooper, 1989). Students very rarely do their work as a regular work. They do not have the habit of doing English homework. On the other hand, if the students do the work, the teacher will not have time to check their work. Teachers feel this job boring and time consuming. It is because of the two sides of negligence of doing and checking homework, it has become one problematic area where serious attention is necessary to pay.

#### **e. Motivation**

Motivation is an internal desire to do something in order to achieve something. It is a non-language factor which is basically concerned with socio-psychological aspects of a learner. Regarding this, Jones & George (2008) say "Motivation is psychological forces determine the direction of a person's behavior in an organization, a person's level of effort and a person's level of persistence". The learners have different degrees and mode of motivation. The strength of motivation serves as a powerful predictor of the L2 achievement. This is to say strong motivation, in acquiring L2, implies that the learner is likely to achieve higher level of L2 proficiency. One of main problems in ELT is lack of motivation for learning English.

#### **f. Giving Feedback**

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

give feedback and when to give feedback etc.

Hence, on the basis of discussion on the challenges of ELT in the world, it can be said that there are lots of identical problems or challenges in ELT situation of Nepal. So, I have studied and compared the challenges of ELT in community schools with aforementioned challenges.

## **2.1.2 Current ELT Situation in Nepal**

Current ELT situation of Nepal presented in the different sub-heading (i.e. practice of the ELT, present scenario of ELT, strategies and provision of English language teaching and learning) are discussed as below:

### **2.1.2.1 Practice / Historical Background of English Language Teaching**

English language entered in the Nepalese education system when English medium school called Darbar High School in 1910 B.S. Bhattra (2006, p. 1) states "when the first Rana Prime Minister, Janga Bahadur Rana returned from his visit to England, he established a school popularly known as Darbar High School where English was taught as one of the subject at Thapathali. During that period the teaching learning process was only limited to Rana family". Later, Rana Prime Minister Bir Samser allowed children of the general people to study there in 1042 B.S. (as cited in Karn, 2010). Dev Samser established many schools in Nepal. His worked ultimately helped many people to educate their children. After the establishment of Tri-Chandra College, English was started to be taught at higher level too. Though, Rana regime established different schools and colleges, they were too less to develop the education status of Nepal. After the rises of democracy in 2007 B.S. many commission were founded to collect the suggestion for the development of education in Nepal in different years. Among them, National Education Planning Commission 2010 B.S. (NEPC), National Education System Plan 2028B.S (NESP), National Education Commission 2049 B.S. (NEC) contributed greatly

to the government allowed establishing private schools from 2038B.S. 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. In the same way, education act 8<sup>th</sup> amendment 2073 announced the school level education is only in two level i.e. Basic and secondary where , grade one to eight is taken as basic level grade nine to twelve is taken as secondary level.

### **2.1.2.2 Present Scenario of ELT**

Nepal is a country of linguistic mosaic. There are more than 123 languages are 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. National census report (2011) has mentioned that Nepal accommodates amazing cultural and linguistic diversity. The status of English language in education sector has given high priority. Since the importance of English in Nepal has assumed greater importance in the country, the educated mass of present day Nepal consists of people with two types of schooling background with Nepali and English medium and three types of Schools at each level of school education, via, government added, community schools and private schools. The products of English medium schools feel more comfortable in using English for personal development and communication to modern scientific inventories such as e-mail and internet due to their English language competency.

Some people think that English language is taught as a second language in Nepal but the English is not taught as second language rather English language is taught as foreign language (Shrestha, 2016), people are learning English from various private education institutions i.e. language centers. English language is taught in public schools of Nepal from grade one as compulsory subject from 2060. It means that English is accepted as a compulsory subject in the curriculum of Nepal from grade one to grade twelve. 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 past, with the main to develop communicative competence in a learners rather than the linguistic competence alone. Similarly Karn (2010) says that English language teaching has grown as big industry and a profession. Currently more than 50 publications including dailies, weeklies, and monthly magazines are regularly published in English. Bhattra (2006) views that large number of books, journals and periodicals are produced in Nepal. Many Nepali literary text stories, novels and poems have been translated into English with wider readership. Mainly people in Nepal are studying English for academic purpose, occupational purpose and economic purpose.

The new act phases out Higher Secondary Education Board, incorporates plus-two levels in school level education. The bill restructured the school level education at basic (grades one to eight) and secondary levels ( grades nine to twelve ) from the existing primary ( grades one to five) lower secondary ( grades six to eight), secondary ( grades one to ten) and higher secondary ( grades 11 to 12) levels. Similarly, the Higher Secondary Education Board was replaced by the Central Examination Board, and SLT exam became regional while central assessment will be held only in grade 8 ( Education Act 8<sup>th</sup> amendment 2073)

To sum up, the use of English has extended by leaps and bounds. English language institutions, English medium schools, and colleges are mushrooming and therefore, the use of English has considerably grown up. In Nepal speaking add to one's status. Until recently, English was taught as a foreign language, its high demand and use have made it a second language. Today, English is not only a subject taught in the academic institutions but also it is used as a medium of instruction, means of between students and teachers and language

of training, seminars and conferences. All these have ultimately led to craze among Nepalese to learn and speak English. Nevertheless, English language teaching in Nepal does not seem to have drawn the needed attention of the authorities concerned.

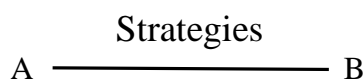
### **2.1.2.3 Strategies and Provision of English Language Teaching and Learning at Secondary Level**

Strategies and provision of English language and learning is presented in the following two different sub headings.

#### **i) Strategies of English Language Teaching and Learning**

A teacher can start his job in any way which he prefers but the most crucial thing is that the way must be student centered. What activities the teacher does to present this subject matter in the classroom all come under strategies. It is the teacher's ability to what extent he can engage students in variety of activities and enable them to be more creative, imaginative and communicative in the classroom. We can say that teaching strategies are tools, steps, techniques or activities to make language learners active and self directed in communicative activities. Strategies are those activities that a teacher conducts in the classroom systematically or in organized way.

According to Singh and Rana (2004, p. 3), teaching strategies are usually formulated in an attempt to move a student from A to point B on a continuum. For example;



(Adopted from Singh and Rana, 2004)

In the above diagram, the students are at the point A. It means students are unknown to the subject matter; they are in initial position in the classroom. The



teacher should start the subject matter employing different teaching strategies so as to understand the whole subject matter by students easily. After that, the students arrive at the point B it means, there is successful teaching and learning of language or subject matter.

Martin (2007, as cited in Rokaya, 2011, p.10) has given the more prominent teaching strategies as follows:

- a. Lecture
- b. Active learning
- c. Distance learning
- d. Integrating technology
- e. Discussion
- f. Co-operative learning
- g. Case method

In the context of Nepal, nowadays, the government of Nepal provides TPD training and other educational programs in each and every school, college and university of Nepal. Such training makes a people alert how to use those strategies in the field of teaching. The recent productive strategies such as small group work, direct instruction, discussion, problem solving, co-operative learning, student writing and role play are often tried to use them by the teacher in order to achieve educational goals. As a result, the situation of English language teaching is going to new direction. But, in our education system still have some sort of difficulties to use them contextually and appropriately. If we observe the learning process seriously, then there may find some kind of dissatisfaction. A very few numbers of teachers engage in learner centered activities as prescribed by the curriculum. In our system, learning strategies with specific learning tasks are very rare in classroom activities. As the most popular strategies the teacher uses are; explain unfamiliar words and text in Nepali, read aloud, choral reading, reading by a few students and answers the

comprehension questions using the grammar translation method.

While tackling with English language teaching difficulties every teacher has to face many problems. Teachers should have broader and extensive knowledge of teaching strategies. If the teacher doesn't know about teaching strategies there is no successful and effective teaching.

Thus, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective and more transferable to new situation. It is an extremely powerful learning tool. So, for real learning outcomes, learning strategies should be changeable according to time and situation and teachers should also pay attention on its use of effectiveness.

## **ii) Provision of English Language Teaching and Learning**

In the context of Nepal, English is taught and learnt as a foreign language starting from grade one as one of the compulsory subjects. It is taught as syllabus is taken as functional notional syllabus which primarily focuses on functions rather than form of language. Curriculum Development Center (2007, as cited in Bhatta, 2018, p.20) identifies two main purposes of learning English: firstly, to enable pupils to exchange idea with people of any nationality who speak or write English, secondly, to expose them to the vast treasure of knowledge and pleasure available in English both written and spoken.

According to the present provision of ELT curriculum developed by CDC, (2075) communication approach to language teaching and learning has been introduced and the course of schools of Nepal are designed for developing four language skills including communicative competence in English. Moreover, this course emphasized on grammar, language functions and skills based activities through communicative course. School level curriculum suggests various principles for teaching English as secondary level. For example,

teaching and learning process should be learner centered; learner should learn by doing, they should learn to speak by speaking, to listen by listening. English should be the main medium of communication in the classroom.

### **2.1.3 ELT Issues and Challenges in Nepal**

The use and importance of English language teaching is increasing worldwide, in developed as well as developing countries. Regardless of this, teaching and learning has decreased considerably in most countries; significant efforts have been made and applied to improve English as a foreign language teaching and learning process (Fareh, 2010). English language is the day of cry, demand of the era and inseparable ingredient of world communication because it has been grown as global language. It has been used widely in numerous sectors. The English language has been taught for many years in Nepal. To be specific, it has started before more than one half century ago, to glance its history; the credit goes back to Rana Prime Minister of Nepal who started Durbar High School at Dakhchowk, Thapathali in 1854. Even though, English is being taught and learnt since long, ELT situation has not got much improvement yet. Despite its long history, there are many challenges in this field. The adequate level of academic and practical efficiency has not been achieved. According to Subedi (2010, as cited in Saud, 2016, p.18), ELT has some burning issues and challenges such as lack of trained teacher, inactivity and negligence of the trained teachers, inadequate professionalism in English teachers, poor physical facilities of the academic in situation, mixed ability classes, linguistically heterogeneous classes, overcrowded large classes and over loaded teachers.

Many teachers teaching English in Nepal are trained but some are left untrained till now. Owing to lack of professional skills and techniques, untrained teachers are not able to follow modern strategies of teaching English. The next problem existing in English classes in Nepal for ages is mixed ability of the students. For instance, if a trained teacher tries to make his students work in pair work or group some gifted students can do but weak students' remains idle. Similarly, if

students in class do not share mother tongue it is difficult for the teacher to implement theory of Contrastive analysis while teaching English (Shrestha 2016). So the next problem the teacher teaching English in Nepal has been facing is use of mother tongue in the class. Likewise, in Nepal a school level English teacher has to teach 5 or 6 period a day, in some schools even 7 periods. He/she is overloaded. By the result, he/she cannot manage the required material, checking students' homework, and study individual students' problems and so on. He/she is situational compelled to follow only GT method the easiest way to teach English. The weaknesses do not go only to the government. Teachers teaching English in school level use grammar translation method and chorus drills in the classroom. Though, the textbooks are written according to CLT and task based learning.

In Nepal, the classrooms of school level to University level are extremely crowded in such a way that some students even do not get seats. In almost classes, the number of students is at least more than 50. It is very complex for the teachers to handle the classroom activities. The students in class are the different achievements and the proficiency level. Some can speak English some cannot. In private schools the teachers get high stress but are paid low salaries. English teachers are not getting training according to the changes in the methodologies. Language teaching required an extensive amount of time, provided for the instruction is not sufficient. In Nepal, most of the schools do not have listening materials like cassette, CD players etc. Even teachers are not well trained to operate the new technology. The cultural and linguistic diversity of our country is another great challenging for ELT (as cited in Bhatta, 2014, p.19).

Despite, the aforementioned numerous burning issues and challenges, the future of ELT in Nepal is not much dark. Even some government schools have started to use English as a medium of instruction; Modern computer technology and multimedia have entered out English classroom. Despite the limited resources and incentives the number of professional English is increasing. This

will definitely lead to the extension of the scope and horizon of ELT providing teachers and students a timely exposure to the innovation and explosion of academic and professional knowledge in the field of ELT.

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

Many researches have already carried out on the ELT situation and other aspects of ELT in Nepal. Among them, some researches that are relevant to my study are reviewed here.

Sapkota (2008) carried out a research study on “Role of social and economic status of marginalized groups in developing English language proficiency”. The objectives of this research were (a) to find out the proficiency of marginalized groups in terms of variables like boys versus girls, and Arghakhachi versus Kathmandu (b) to find out the role of English in uplifting their social and economic status. He used two different tools of data collection viz, a set of questionnaire and test items. The sample which was selected through purposive non random sampling procedure was one hundred students. His findings were: the students of Kathmandu district were found more proficient than the students of Arghakhachi. Similarly, the proficiency level of the girls was found better than that of the boys.

Rokaya (2011) worked on “Teaching strategies used in ELT classroom”. The main objectives of this study were to find out different strategies of teaching and to compare the strategies used by public and private higher secondary level English teachers. To meet these objectives, he selected 14 teachers as a sample size. He sampled the population through purposive non-random sampling. He used observation checklist for collecting data. Then after the collected data from observation checklist were minutely analyzed. He found that strategies like direct instruction, discussion and problem solving were used by teachers. However, strategies like student research and case study were not used by the higher secondary level teachers both public and private schools.

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

Similarly, Chapagain (2013) studied on "Current ELT condition of public schools in Kathmandu valley". His main objective was to find out the ELT condition of public schools' classroom in terms of physical facilities, students, teaching materials, professional development, and mother tongue, evaluation system, teaching techniques and method and students' dependency on teachers, in Kathmandu valley. He used two different tools of data 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 administering the questionnaire and observation tools. His findings were: (a) Most of the students 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.

Similarly, Bhusal (2016) conducted a study entitled "Present ELT situation of public schools in Nawalparashi district". The major objective of this study was to explore the ELT situation of public schools in terms of motivation towards teaching and learning, medium of instruction, classroom management and issues and challenges. To fulfill his objective he purposively selected eight different public schools from Nawalparashi district. From these schools he selected eight teachers and 32 students as sample size. Purposive non-random

sampling procedure was adopted to select the sample. He used questionnaire a research tool for collecting data. Finally, he found various challenges in his studies like: mixed ability classes, use of mother tongue in English classes lack of teaching materials in classes.

Saud (2016) who carried out the research entitled "Teachers' professional development to enhance ELT: Needs analysis for developing teacher training program in an EFL context". The study presents teachers' voices from Far Western and Mid - Western part of Nepal based on the survey data collected from EFL teachers. The researcher reached to the conclusion that teachers should be trained and given opportunities on how to put the existing knowledge into practice according to the learning context, needs and available resources creating their own context specific methodology keeping oneself up to date with global practices including the integration of ICT in the field of ELT.

In the same way, Sharma (2017) carried out a research on "Application of recent methodologies in ELT teacher's perceptions and practices". Her objective was to find out the teacher's perceptions and practices of recent methodologies in the ELT classroom. In order to carry out this research, the researcher selected thirty English language teachers of private schools teaching in Pokhara by purposive non-random sampling procedure. She used questionnaire and observation checklist as data collection tools. She found that English language teachers have positive attitude towards recent methodologies and teachers were practicing recent methodologies such as Task based language teaching, post method pedagogy, communicative language teaching method etc in their classrooms.

Bhatta (2018) conducted a study entitled "ELT pedagogical practices in public schools of Doti district. His objective was to explore and analyze ELT pedagogical practices of Doti district in terms of methodology and classroom interaction. To fulfill this objective, three English language teachers from two different schools were selected through purposive sampling procedure.

Interview and classroom observation were used as main tools for data collection. For eliciting the data, the sampled teachers were interviewed and three classes of each teacher were observed for ten days. The collected data were analyzed and interpreted by using descriptive as well as thematic tools. Finally, he found various problems such as: poor English spoken environment and minimum use of ELT modern technologies in learning process, mixed ability classes, use of textbook as sole source of teaching, exam-oriented teaching and learning activities, negligence of listening and speaking skills and indifference to daily lesson plans.

By observing the above studies, I found that the previous research works missed the detailed study on the present ELT situation of community schools. Though some of the above mentioned research studies are indirectly related to my research, it is unique in itself in the sense that no research work has been carried out to identify the present ELT situation of community schools of Kailali district, by adopting the same research design and methodology. Hence, this research work is different from the above mentioned researches in a sense that it has tried to explore the present ELT situation of community schools of Kailali district.

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

On the basis of the above mentioned theoretical perspectives, the researcher developed more insights which are significant to accomplish this study.

I have reviewed different previous research works which are related to my research work to some extent. These reviewed studies explicitly helped to specify the title, objectives, conceptual framework, methodology, and data collection and conduct the research in a systematic way. I got lots of ideas and information from previous studies which were more useful and helpful for my study. So, the theoretical and empirical literature reviews provided me a new direction for this research. To be specific, it helped me to make my research novel and unique.

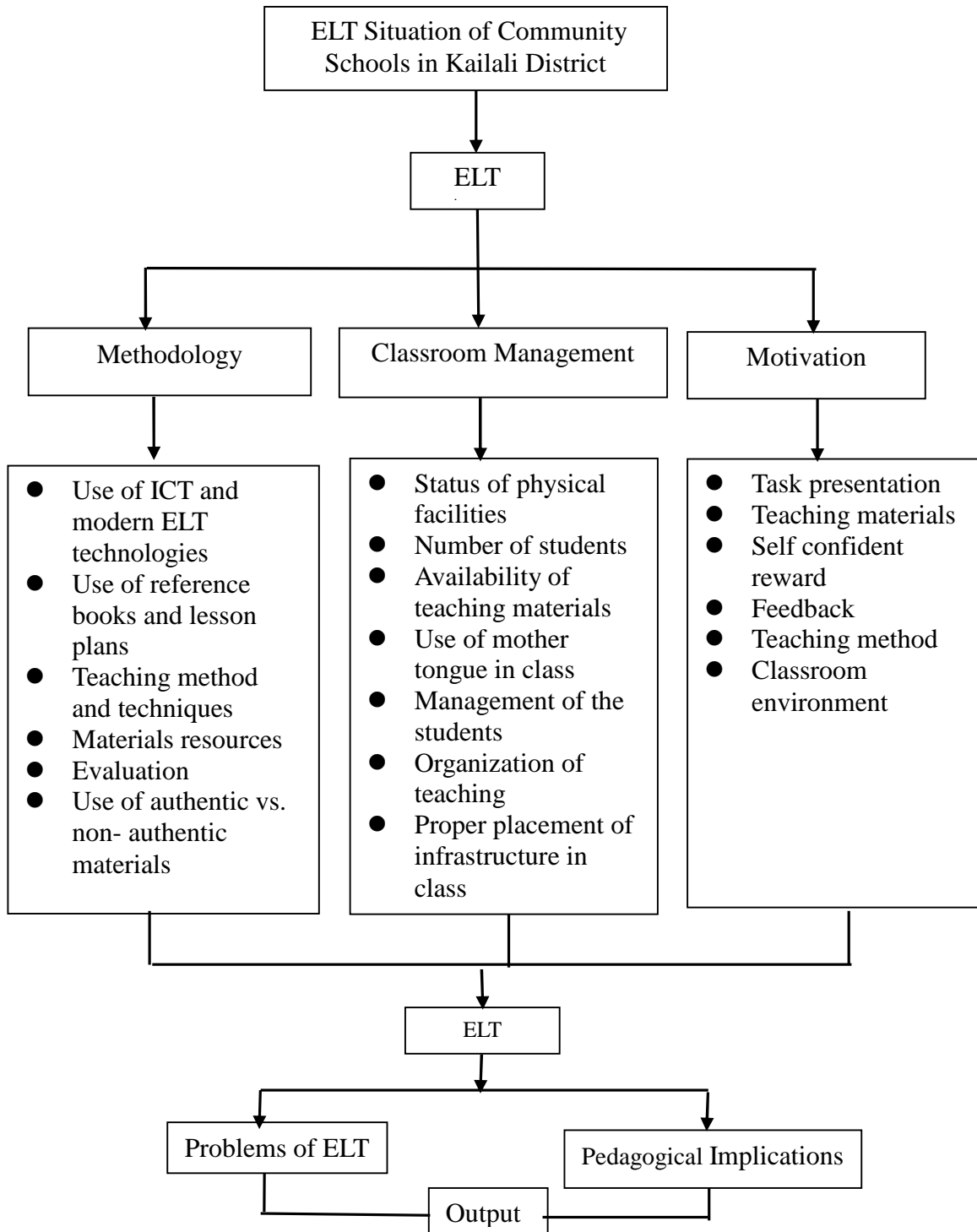


I got some ideas from Sapkota (2008) research worked updated me with the different factors like social, family, economical that affects learners in English language learning. Likewise, Rokaya (2011), Chapagain (2013) provided me lots of ideas and information about theoretical knowledge of ELT which are indirectly relevant for my study. I got insightful ideas from Wagle (2012) the main causes of challenges faced by the teachers. In the same way through the review of Bhusal (2016) research work helped me to develop the topic and its background. Likewise, Janak (2016) research work helped me how to develop sampling procedure and construct the tools. Similarly, I got insightful ideas from Sharma (2017) about the present scenario of ELT. Finally, Ramesh (2018) broadened my knowledge of selecting methodology. Some others materials like, M.Ed. Level English books, internet and google.com were helpful to get different ideas for my proposed study. The entire source helped me bring clarity and focus on the research problem, challenges, improving methodology and contextualize the findings.

Through the intensive study of the aforementioned and other related literature, I came to know the fact that even though, a number of research works have been conducted on the field of ELT, a very few of them have been conducted in ELT situation of community schools of Nepal. This research work is the first on the ELT situation of community schools in Kailali district in the department of Tribhuvan University. Thus, this research has been a new study and endeavor in the Department of English Education.

## 2.4 Conceptual Framework

The study on ELT Situation of Community Schools of Kailali district is 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 Study**

Research is a kind of inquiry to find out truth or evidence. It is a systematic process of formulating questions, collecting relevant data, relating to such questions, analyzing and interpreting the data and making the data publicly accessible.

This study was based on survey design. Survey is a research design that is most popular in social science including education. According to Cohen and Manion (1985, as cited in Nunan, 1992, p. 140), “ Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale government investigations through to small scale studies carried out by a single researcher”. It is a type of research which tries to study both large and small population by selecting and studying samples in order to find the present situation or present activities. Selection of sample that is representative to the whole group is done and data is collected from the sample. The data is analyzed, interpreted and generalized to the whole. It is one of the cross-sectional studies i.e. data is collected at a single time. Mostly structured tools are used to collect data. Data is collected in natural setting. It has a wide and inclusive coverage.

#### **3.2 Population, Sample and Sampling Strategy**

The English teachers and students of community schools of Kailali district were the study population. The sample of the study was eight English teachers and thirty-two students of secondary level of community schools. Purposive-non random sampling procedure was used to select the population for the study.

### **3.3 Sources of Data**

The researcher used both primary and secondary sources of data for the study. The primary sources of the study were eight English teachers and thirty-two students of secondary level of community schools of kailali district. Similarly, classroom observation was also the primary source of my data. On the other hand, different books, articles, journals, websites, previous researches and other published and unpublished materials were secondary sources of my data.

### **3.4 Data Collection Tools**

Questionnaire and classroom observation were used as the tools for data collection. These tools were used because questionnaire can investigate the students and teacher's perception towards the classroom situation can be reflected by observation tool. Furthermore, a set of questionnaire consisting of closed-ended and open-ended questionnaire were used for data collection.

### **3.5 Data Collection Procedures**

In order to collect data, I visited eight different community schools of Kailali district and established rapport with the authority. After clarifying the purpose and getting approval, I visited the English teachers and handed the questionnaire to them to complete within a weeks as per constrained time. After that, the researcher collected questionnaire from the respondents. Similarly, to make the required data more reliable and valid, I also observed the classes of eight English teachers with the help of observation form.

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

Survey research has the characteristics of both qualitative and quantitative analysis. In this study, I have analyzed the raw data descriptively and statistically. Simple statistical tools such as percentile, descriptive analysis are used to analyze and interpret the data.

### **3.7 Ethical Considerations**

As it is the most essential and important part to consider the ethical aspects, the participants were informed every information and plan about the study and the data collection time and place was the basis of their approval. No activities were done that may harm the participants' reputation, physical, mental and psychological aspects. Similarly, as participants may wish, the secrecy of the information was maintained. The collection data, findings and conclusion were presented honestly and systematically with no reduplication. The collected data and findings were not used for other purposes. If necessary, approval from English Education Department of Tribhuvan University and district education office of Kailali was taken to collect data from participants. Moreover, every steps of the research was conducted under the guidance of supervisors of English education department, Tribhuvan University, Kirtipur Kathmandu and final approval was provided by guidance committee.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter deals with analysis and interpretation of the raw data collected from the 40 participants (i.e. eight English teacher and thirty-two students of community schools). In this section, I have analyzed and interpreted the ELT situation of community schools of Kailali district in terms of methodology, classroom management and motivation towards teaching and learning. Similarly, I have also calculated the percentage of the data.

#### **4.1 Analysis of Data and Interpretation of Results**

The data required were collected through questionnaire and observation. The questionnaire consisted both open-ended and close-ended types of questions. I collected data from eight secondary level English teacher and thirty-two secondary level students of community schools of Kailali district with the help of observation and questionnaire. The systematically collected data has been analyzed, interpreted and tabulated descriptively in detail. The following analysis of the data has been made on the basis of the observed data. The analysis has been carried out under the following sub-headings.

##### **4.1.1 Analysis of Data from the Questionnaire**

A set of questionnaire was the tool for data collection. Mainly, open-ended and closed-ended questions were included in the set of questionnaire.

###### **4.1.1.1 Responses of Teachers**

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

## **A. Teaching Materials**

Regarding the teaching materials in community schools, eight teachers responded their different ideas. These ideas have been presented being based on different sub-topics. They are discussed as below:

### **a. Authentic and Non-authentic Materials**

Teaching materials play vital role in teaching and learning process. In order to gather information about authentic and non-authentic materials, the teachers were asked what kind of materials they use in the classroom normally. The responses provided by respondents are given on the following table:

**Table 1**  
**Authentic and Non-authentic Materials**

Categories	Responses	
	No. of Teachers	Percentage
Authentic	6	75 %
Non-authentic	2	25 %

The collected data shows that out of 8 teachers using authentic and non-authentic materials, 6 teachers (Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 6, and Teacher 8) replied that they used authentic materials in their classroom very often. The reasons behind using such materials were that they (materials) help to fulfill the objectives of the lesson plan, give clear concept about the contents and make teaching learning activities more effective and successful. On the other hand, two teachers (Teacher 1, and Teacher 7) replied that they used non-authentic materials because such kinds of materials were not available in their school. It can be generalized that the authentic materials are more used rather than non-authentic materials.

In order to elicit more information, the teachers were asked whether their school have sufficient teaching materials for supporting English language

teaching. The following table shows the responses provided by the teachers.

**Table 2**

**Materials for Supporting ELT**

Categories	Responses	
	No. of Teachers	Percentage
Yes	1	12.5 %
No	7	87.5 %

The information presented in the above table reveals that 7 teachers (Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher7 and 8) except (Teacher 1) replied that their school does not have sufficient authentic materials such as movie, newspaper and non-authentic teaching materials such as textbooks, guides for supporting English language teaching. The reasons were the carelessness of administration and poor economic condition of the school. Though authentic materials can not only be taken as appropriate teaching materials in ELT, they can be useful to give authentic information to the students. So, the teachers should use both authentic and non-authentic materials to make the classroom effective.

**b. Using Textbook**

Textbook are the main source of teaching and learning activities. In our country, we cannot imagine teaching and learning without textbooks. So textbook are most essential things. The data were gathered through the help of the question “Do you use textbook as a main source of your teaching?” The table shows summary of the statement provided by the respondents:



**Table 3**  
**Using Textbook**

Categories	Responses	
	No. of Teachers	Percentage
Yes	6	75 %
No	2	25 %

In the response to the above question, 6 teachers (Teacher1, Teacher 2, Teacher 3, Teacher 4, Teacher 5, and Teacher 6, ) responded ‘yes‘ i.e. they used the textbook as the sole source in their teaching whereas 2 teachers (Teacher 7 and Teacher 8) responded ‘no ‘i.e. they did not use textbook as a sole source. All six teachers had the same reason i.e. unavailability of other relevant and alternative materials in the schools. They strongly claimed that they use textbook as a sole source because of no alternative beyond the textbook. On the other hand, two teachers (Teacher 7 and Teacher 8) had different reasons for using the materials i.e. textbook is not sufficient for developing linguistic proficiency on the part of the students. It can be said that the text book is not only a principle sources to teach the students more effectively and successfully.

To collect the additional information from the respondents, I have included more questions regarding the use of textbook. For that the respondents were asked “Present the possible ways to minimize the problem i.e. using the textbook as a sole source” and “Do you think that present English course book is useful and appropriate for the students of secondary level?”

In response to the above question, all teachers presented different ways for minimizing the problem i.e. using textbook as a sole source. Two teachers (Teacher 5 and Teacher 7) presented their views in the same way i.e. by using other related reference materials can solve this problem. Other four teachers (Teacher1, Teacher 2, Teacher 3, and Teacher 4) expressed their views that concerned bodies should provide different relevant and appropriate materials such as teacher guide, reference books, supporting books, and curriculum for

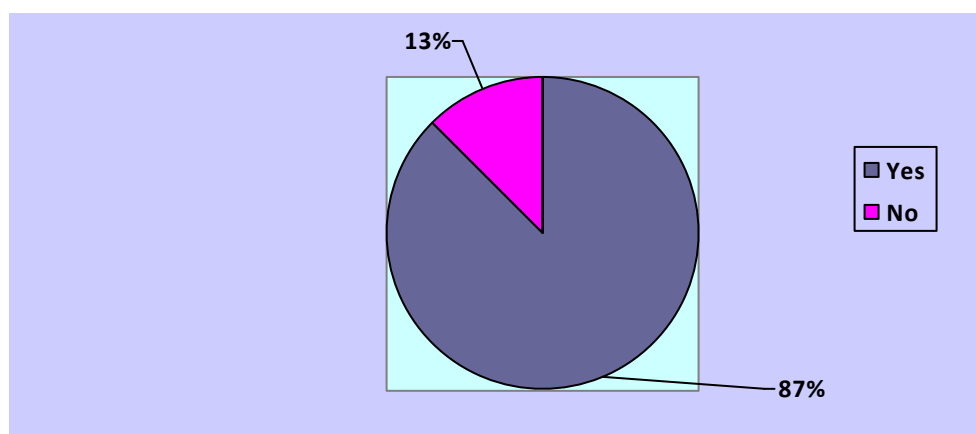
minimizing the problems. Moreover, two teachers (Teacher 7 and Teacher 8) viewed that textbook should be used as a sole source due to lack of money to buy other resources. Thus, we can say that it is not enough to have only a textbook as a main source. But, it is also necessary to have some other resources to make English language teaching more objective.

In response to the next query, 7 teachers (Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher7 and Teacher 8) responded 'yes ' i.e. present textbook is useful and appropriate whereas one teacher (Teacher1) responded 'no' i.e. present textbook is not useful and appropriate for the students of secondary level because it could not address the real problems of the students. It can be generalized that present secondary level textbook is appropriate and useful for the context.

### **c. Use of Teachers' Guide**

To collect the information of teachers about the use of teachers' guide, the teachers were asked whether they follow teachers' guide or not .The responses given by respondents of the statement are presented on the following figure:

**Figure 1**  
**Use of Teachers' Guide**



Based on the information presented in the above figure, it can said that out of 8 selected teachers, the majority of the teachers (Teacher 2, Teacher 3, Teacher 4,

Teacher 5, Teacher 6, Teacher 7 and Teacher 8) replied that they follow teachers' guide it is because one of the supporting materials that enable them to make the lesson effective and meaningful whereas one teacher (Teacher 1) replied that he did not follow because of unavailability of it in the school. Without following the teachers' guide, the teachers might not achieve the knowledge which they are supposed to be achieved. Thus, every teacher should follow teachers guide in order to get the clear concept of the given contents.

#### **d. Using Available Teaching Materials**

For the purpose of collecting information regarding use of available teaching materials, teachers were asked whether they use all teaching materials that are available in their school. The responses on the question have been presented as follows:

**Table 4**  
**Using Available Teaching Materials**

Categories	Responses	
	No. of Teachers	Percentage
Use	5	62.5 %
Not use	1	12.5 %
Only few use	2	25 %

This table clearly presents the use of available teaching materials in schools. Five teachers (Teacher 1, Teacher 3, Teacher 4, Teacher 5, and Teacher 8) responded 'use' i.e. they used such materials that are available in their school. They used them to meet the objectives of the lessons and make teaching learning process more effective and successful. On the other hand, one teacher (Teacher 2) responded 'not use' i.e. he did not use them due to lack of time. Moreover, two teachers (Teacher 6 and Teacher7) responded 'only few use' i.e. they said following all the rules and regulations hamper the objectives to complete the course on time. By observing above responses, it can be said that

most of the teachers used those teaching materials which are available in their schools.

## **B. Classroom Management**

Regarding the classroom management, the different sub-topics are included and which are presented as follows:

### **a. Teachers' View on Nature of Students**

The data related to the nature of students in the English classroom, teachers were asked about three major questions based on their linguistic ability and aptitude. Regarding the teachers' view on nature of students, the teachers were asked "Is your classroom mixed ability class?", "What kind of learners do you have in your classroom?" and "How do they manage diversities in their classroom?"

In case of first question, all teachers (Teacher 1, Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher7 and Teacher 8) replied that they had mixed ability class. So, all 8 classes of sampled schools had heterogeneous student in terms of aptitude and linguistic ability.

Regarding the second query, the perceptions of teachers on the nature of students are discussed on the following table:

**Table 5**  
**Nature of Students**

Categories	Responses	
	No. of Teachers	Percentage
Monolingual	0	0 %
Bi-lingual	5	62.5 %
Multilingual	3	25 %

This table shows that out of 8 teachers, 5 teachers (Teacher 4, Teacher 5, Teacher 6, Teacher7 and Teacher 8) responded 'bilingual' i.e. there were

bilingual students in the classroom. Likewise, three teachers (Teacher 1, Teacher 2, and Teacher 3) responded 'multilingual' i.e. there were also found multilingual learners in the classroom. But there were not found monolingual learners in any classroom of the selected schools. So, most of the selected schools had bilingual students and they had mixed ability classroom.

While asking about the third question, some teachers have the similar types of ways for managing the diversities of the classroom and some have different views upon it. Four teachers (Teacher 2, Teacher 3, Teacher 4, and Teacher 5) viewed that they could manage diversities in the classroom by carrying out action research. Similarly, three teachers (Teacher 6, Teacher7 and Teacher 8) said teacher should conduct learner centered activities such as group work, pair work, project work and so on. Likewise, one teacher (Teacher1) expressed his views that the teacher should have the knowledge of more than two languages and try to speak with the students in their mother tongue while solving the problems /issues. However, all the teachers expressed difficulty to manage the diversities of the classroom due to the different learner related factors i.e. cultural background, mother tongue, aptitude and so on.

### **b. English Speaking Environment**

For the purpose of collecting information regarding the English speaking environment, teachers were asked whether they speak English all the time while teaching English. The following table shows the responses provided by teachers.

**Table 6**

#### **English Speaking Environment**

Categories	Responses	
	No. of Teachers	Percentage
Yes	2	25 %
No	6	75 %

The above table shows that the two teachers (Teacher 3, and Teacher 4) who responded 'yes' i.e. they used English language in English classes. On the hand, six teachers (Teacher 1, Teacher 2, Teacher 5, Teacher 6, Teacher7 and Teacher 8) responded 'no' i.e. they did not speak English all the time while teaching English due to poor linguistic background and different levels of the students. It can be assumed that the teachers should speak English in the period of English but there might be an issue that if teachers do not use English in the English classes how can the students learns English.

Hence, from the data analysis, it can be analyzed that there exists poor condition of English speaking environment in the class of community schools. The potential cause can be taken to use English for limited time in the classroom.

### **c. Availability of Physical Facilities**

Classroom facilities play crucial role for teaching and learning English language. The teachers were asked about the physical facilities available in their school.

**Table 7**  
**Availability of Physical Facilities**

Categories	Responses	
	No. of Teachers	Percentage
Good	4	50 %
Not good	4	50 %

The information presented in the above table reveals that four teachers (Teacher1, Teacher 2, Teacher 5, and Teacher 8) responded that their school have good physical facilities whereas other four teachers (Teacher 3, Teacher 4, Teacher 6 and Teacher 7) responded that their school did not have good physical facilities such as classroom, physical infrastructure of the school building, electricity, pure drinking water and library.

From the analysis of data, the students of community schools are still deprived from the basic physical facilities which are not available in schools because of the weak economic condition of the school. As a result, the good learning environment does not take place.

#### **d. Evaluation of Language Proficiency**

Regarding the language proficiency test, all teachers were asked a question "How often do you test the language proficiency of your students formally?" The responses of the participants regarding the evaluation of language proficiency have been discussed in the given figure:

**Figure 2**

**Evaluation of Language Proficiency**



Based on the information presented in the above figure, it can be said that out of 8 teachers the majority of the teachers (Teacher 1, Teacher 2, Teacher 5, Teacher 7 and Teacher 8) responded that they administrated formal test three times a year. Similarly, three teachers (Teacher 3, Teacher 4 and Teacher 6) responded that they regularly conducted formal and informal tests in order to test language proficiency. But it was not responded on more than three times a year in any selected school.

Thus, this shows that most of the teacher administrated formal test three times a

year and few teachers conduct formal and informal test in a certain period of time.

### C. Methods/Techniques

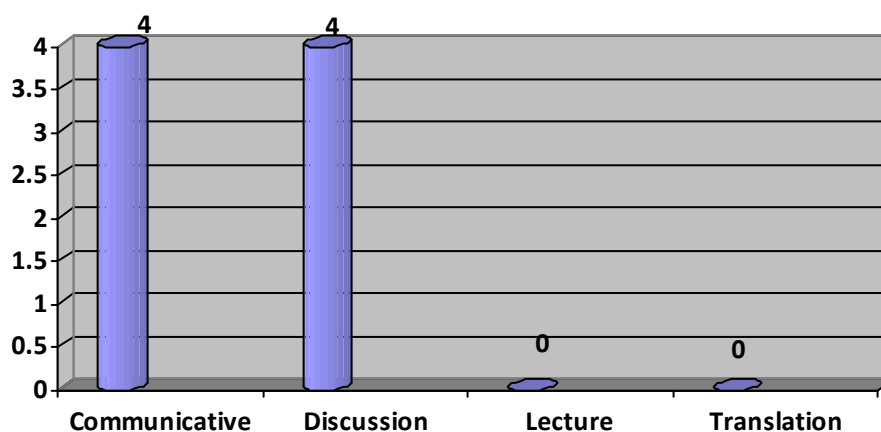
Here, I have included the responses of teachers regarding the use of methods and techniques based on different sub-topics. They are discussed as follows:

#### a. Use of Teaching Methods and Techniques

Under this heading, the responses of teachers on the use of teaching methods and techniques, the teachers were asked “Which method do you normally use in the classroom teaching?” and “Do you teach your students through communicative methods?”

Regarding the first query, the responses of the participants have been presented in the following table:

**Figure 3**  
**Teaching Methods and Techniques**



The figure shows that out of 8 teachers half of the selected teachers (Teacher 1, Teacher 2, Teacher 3, and Teacher 4) replied that they used discussion method and other half of the selected teachers (Teacher 5, Teacher 6, Teacher 7, and Teacher 8) used communicative method but no any teacher used lecture and translation method. Thus, these days, communicative and translation methods



are given a priority to be used in language class.

Regarding the second query, the responses of the participants have been presented in the following table:

**Table 8**  
**Teaching through Communicative Method**

Categories	Responses	
	No. of Teachers	Percentage
Communicative method	5	62.5 %
Other method	3	37.5 %

The collected data shows that the majority of the teachers (Teacher 1, Teacher 2, Teacher 3, Teacher 7 and Teacher 8) expressed their reasons that they mostly taught their students by using communicative method and sometimes used translation method as per the need of students as well. Moreover, three teachers (Teacher 4, Teacher 5, and Teacher 6) taught their students with discussion as well as lecture method. They often used discussion because it brings confidence on students to be participated in any kind of activities in the classroom. They also said that they did not primarily use communicative method in the ELT classroom due to the lack of supporting materials, difficulty to use in the real field and the lack of teachers' skills and knowledge. It can be said that most of the teachers used communicative rather than other methods.

### **b. Using Modern ELT Technologies**

Teachers were asked whether they use modern ELT technologies i.e. email, internet, computer, audio/visual aids. IT based materials in the class. The following table summarizes the responses of the teachers have been presented as follows:

**Table 9**

**Using Modern ELT Technologies**

Categories	Often use	Rarely use	Not use at all.
Number of teachers	4	3	1

This table clearly shows the use of modern ELT technologies. By the result obtained from data, four teachers (Teacher 2, Teacher 3, Teacher 5, and Teacher 6) often used modern ELT technologies i.e. email, internet, computer, audio visual aids and IT based materials because of the availability of the modern facilities. Contrary to it, one teacher (Teacher 1) did not use at all it due to unfamiliar of modern ELT technologies. In the same fashion, three teachers (Teacher 4, Teacher 7 and Teacher 8) replied that they scarcely use such materials due to lack of sufficient materials in schools and lack of skills to operate them. Moreover, they said that they use only cassette player in occasional case.

**c. Competence Accepting for Learning**

In order to collect the information regarding the competence for learning, the teachers were asked the question “What do you think, which competence is more acceptable for learning?”The responses have been presented as follows:

**Table 10**

**Competence Accepting for Learning**

Categories	Responses	
	No. of Teachers	Percentage
Communicative	8	100 %
Linguistic	0	0 %

In response of this question, all teachers were favor on communicative competence but none of the teachers were favor on linguistic competence. One teacher (Teacher 1) expressed his views that communicative competence gives

the direction to the learners to do real practice in the real field. Other teachers (Teacher 2, Teacher 3, Teacher 5, and Teacher 6) expressed the views similar to Teacher 1. Likewise, Teacher 4 also expressed the same view or reason. Similarly, Teacher 7 and Teacher 8 presented their views that they all liked using communicative competence to develop linguistic competence and spoken performance of the learners.

#### **d. Making Lesson Plans**

The data related to the lesson plans were collected with the help of questionnaire. The teachers were asked whether they make lesson plans before teaching every lesson or not. In this regard, the responses of the participants have been presented as below:

**Table 11**  
**Making Lesson Plans**

Categories	Responses	
	No. of Teachers	Percentage
Yes	0	0 %
No	8	100 %

The table clearly presents that 8 teachers responded 'no' i.e. they did not make written lesson plan in their diary before teaching every lesson but came with mentally prepared before teaching every lesson. All teachers said behind this reason that lack of time they cannot prepare it.

They were after all, found to be aware of the fact that they should make lesson plan but they were not found implementing in real practice.

#### **D. Motivation**

I have discussed the responses of teachers regarding the use of different motivation which are given in the following sub-topics:

### **a. Using Motivational Techniques**

In case of motivational techniques, whether the teachers use motivational technique towards teaching and learning in the classroom. In this regard, among 8 teachers of community schools, all the teachers seemed to the great extent focus on 'yes' i.e. they always would use motivational techniques to make update to the students in learning. They expressed their feelings in different ways in using motivation. Three teachers (Teacher 2, Teacher 3, and Teacher 5) stated that it is prime technique to the learners for building capacity. Similarly, half of the selected teachers (Teacher 1, Teacher 4, Teacher 6, and Teacher 7) pointed that the prizes or awards were the best as a techniques to make performance better. Teacher 8 expressed his feeling that the task presentation is one of the important techniques that encourages students to be involved and be confidence in performing the classroom task.

### **b. Providing Presentation, Feedback and Self Confident Reward**

To collect the information regarding presentation feedback and self confident reward, "Do you provide task presentation as a motivation to your students?" were asked to the teachers.

**Table 12**  
**Task Presentation**

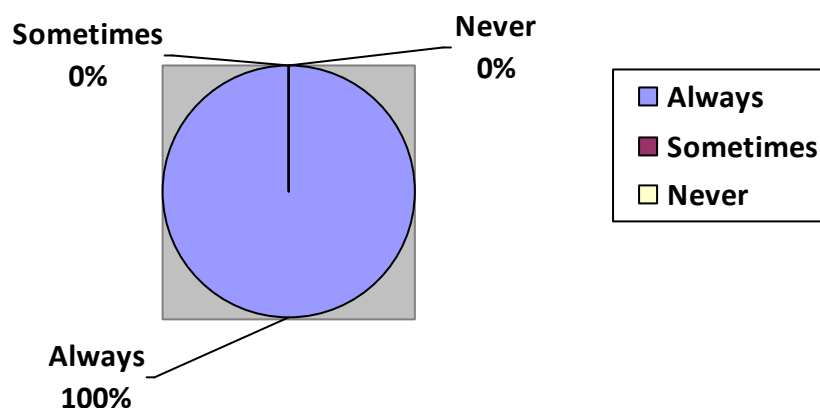
Categories	Responses	
	No. of Teachers	Percentage
Yes	6	75 %
No	2	25 %

From the above table, it can be said that 6 teachers (Teacher 1, Teacher 2, Teacher 3, Teacher 4, Teacher 6, and Teacher 7) responded 'yes' i.e. they managed task presentation as a motivation for developing capacity of the students and making more confidence in presentation. Two teachers (Teacher 5, and Teacher 8) did not provide it because there was not such an environment

where students can present their task in front of the class.

Regarding the feedback, the question “How much do you give feedback to your students?” the responses of the participants are presented as follows:

**Figure 4**  
**Giving Feedback**



The above figure presents that all teachers responded very often tried to give feedback to bring some changes in the target learning. At the same query, there were not any teachers who favor on 'sometimes' and 'never'. Thus, it can be said that almost all the students of the selected schools were given a feedback while doing the classroom activities.

To collect the information regarding self confident reward, the teachers were asked "Do you provide any self confident reward to your students in the classroom?"

**Table 13**  
**Self Confident Reward**

Categories	Responses	
	No. of Teachers	Percentage
sometimes	4	50 %
Yes	4	50 %
No	0	0 %

During the analysis of this aspect, four teachers (Teacher 1, Teacher 2, Teacher 7, and Teacher 8) replied that they give self confident reward to develop students' capacity in all four skills. Ultimately, it was also found that other four teachers (Teacher 3, Teacher 4, Teacher 5, and Teacher 6) replied that they sometimes tried to give self confident reward in order to encourage the students. But, it is necessary to give more confident reward for good results of the students. Thus, teachers most provide self confidence reward to their students when they need to learn something new.

## **E. Students' Participation**

Here, I have included the responses of teachers regarding students' participation.

### **a. Giving a Chance in Activities**

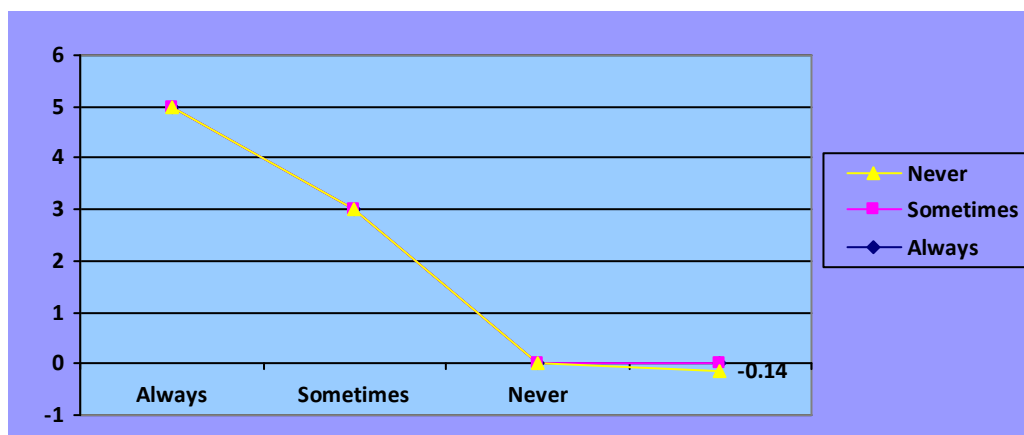
In this section, the researcher was interested to find out whether the teachers always focus on students' participation or not. For that, "Do you give a chance to your students in group work, pair work, and project work in the classroom?" and "Does your students take participate in classroom activities?" were asked to the teachers.

Regarding the first question, all teachers (8 teachers) gave same positive responses 'yes' i.e. they always give a chance to their students in group work, pair work, and project work in classroom activities. This participation encourages the students to be an active learner to achieve all kinds of knowledge in the learning process. Thus, students should be given a chance to participate in such kinds of activities.

According to second question, the responses of the teachers are analyzed as follows:

**Figure 5**

**Students' Participation in Classroom Activities**



The above figure beautifully shows that the participation of students in classroom activities. Five teachers (Teacher 1, Teacher 3, Teacher 4, Teacher 6, and Teacher 7) responded 'always' i.e. students often take participate in classroom activities. In the same manner, merely 3 teachers (Teacher 2, Teacher 5, and Teacher 8) responded 'sometimes' i.e. students scarcely take participate in classroom activities. But among the selected teachers there was not any teacher who favor on 'never'. Thus, it shows that the teachers try to conduct classroom activities regularly in order to increase the students' participations.

**b. Students' Involvement in Communication**

To identify the students' involvement in communication, teachers were asked a question "How often do your students engage in communication?" The responses of the students have been presented as follows:

**Table 14**

**Students' Involvement in Communication**

Categories	Responses	
	No. of Teachers	Percentage
Often engage	7	87.5 %
Rarely engage	1	12.5 %
Not engage	0	0 %

During the analysis of the responses, it is clearly said that 7 teachers (Teacher 1, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher 7 and Teacher 8) were found that they were favor on 'often engage' i.e. their students always engaged in communication for developing the language skill. Teacher 2 who favor on 'rarely engage' i.e. his students only sometimes engaged in communication. Contrary to them, it was seen that not any teacher who favor on 'not engage'. It shows that all the students of selected schools were given opportunities to be engaged in communication.

#### **F. Vies on ELT Problems and Solutions**

In order to collect the information about the ELT problems and solutions, I have included two questions for the participant "Do you have any issues/ challenges/problems that you are facing while teaching English language?" list them with their causes and "How do you suggest overcoming these issues/ challenges/ problems?"

While analyzing the challenging /problems, all teachers expressed their experiences in different ways. Teacher 1 mentioned 'lack of teaching materials 'as a problem and poor economic condition of the schools as a cause of that problem. Teacher 2 presented his view 'lack of regular in service training ' as a problem and lack of proper policies and planning of the concerned bodies 'as cause of that problem. Likewise, Teacher 3 mentioned that 'poor linguistic background and hesitation to use English language 'as a problems and 'less pointing on English language and lack of motivation as a causes of those problems. Similarly, two teachers (Teacher 4 and Teacher 5) mentioned same thing that 'no English environment 'as a problem and 'lack of English speaking culture in the school 'as a cause of that problem. Moreover, two teachers (Teacher 6 and Teacher 7) said that their school has a great problem i.e. low students' participation in the group and pair works due to the inhibition. Teacher 8 responded that 'the poor vocabulary ' as a problem and 'students are second language learner ' as cause of that problem.



To overcome those problems, two teachers Teacher 4 and Teacher 5 replied that teachers should give maximum exposure to English language at lower classes and should create English speaking environment. In the same way, two teachers (Teacher 1 and Teacher 6) expressed their ideas that concerned bodies should arrange proper policies and planning for service training. Similarly, two teachers (Teacher 2 and Teacher 3) expressed their views that school management committee and teachers should create the environment engaging in group work, pair work, and project work. In the same fashion, Teacher 7 advised for solving the problem is that the students should read the vocabulary and should imitate the sound what they every day listen. Ultimately, the Teacher 8 responded that the government should employ the rules for management of the teachers and students.

### **G. Ways for Uplifting the ELT Situation of Community School**

To get the information regarding the ways for uplifting the ELT situation of community school, I asked that what can a language teacher do to bring positive changes to uplift the ELT situation of community schools? From the collected data through the use of questionnaire, it was found that three teachers (Teacher 2, Teacher 4 and Teacher 5) replied the same thing that the English language is a vehicle of teaching and learning so that teacher himself should also be presented as a model. Further, two teachers (Teacher 1 and Teacher 6) responded in the same way i.e. for uplifting the ELT situation of community schools, teacher have to use audio visual materials, engage students in discussion and give them chance to present their views. By using modern ELT technologies, it can bring some positive changes to uplift the ELT situation of community schools said by Teacher 3. To be more specific, the last two teachers (Teacher 7 and Teacher 8) expressed the ways that the language teacher must update their knowledge according to pace of time and try to carry out an action research to solve the students' problems of the class and to uplift the ELT situation of community schools.

### 4.1.1.2 Responses of Students

Under this heading, the responses of the students regarding various selected ELT areas and reasons behind their responses are dealt. The students were provided with questionnaire having 22 questions related to the different selected aspect of the ELT.

#### A. Teaching Materials

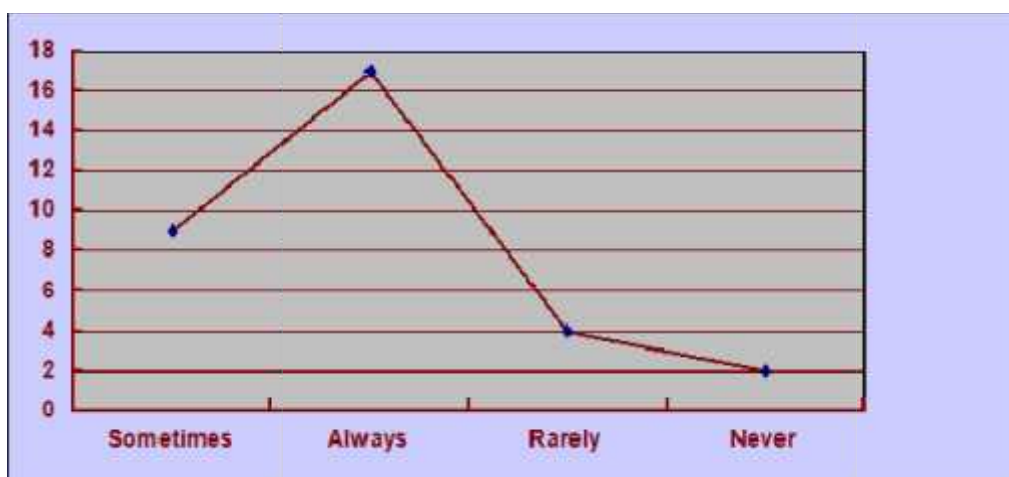
Regarding the teaching materials, thirty-two students responded their different ideas. These ideas have been presented being based on different sub-topics. They are discussed as bellow:

##### a. Responses on Teaching Materials used by the Teachers

For eliciting the information regarding the teaching materials, the question “Does your teacher use teaching materials while teaching English?” was constructed. The responses of the students have been presented as follows:

**Figure 6**

**Teaching Materials used by the Teachers**



The above chart shows that 9 students responded ‘sometimes’ i.e. teachers sometimes used teaching materials while teaching English, 17 students responded ‘always ’ i.e. teachers always used teaching materials in the

classroom, 4 students responded ‘rarely ’ i.e. teachers rarely used teaching materials in their classroom and 2 students responded ‘never ’ i.e. teachers never used any kind of teaching materials in the classroom.

This description clearly shows 6.25% students responded that English teachers did not use any kind of teaching materials in their classroom teaching except daily materials.

### **b. Responses on Physical Facilities**

Thirty-two students of different selected secondary schools of Kailali district replied the question “Does your schools has sufficient physical facilities?”

**Table 15**

#### **Availability of Physical Facilities**

Categories	Responses	
	No. of Students	Percentage
Sufficient	20	62.5 %
Not sufficient	12	37.5 %

The table presents that most of the students (20 students) responded ‘sufficient ’ i.e. they said that their school had sufficient physical facilities like; desks benches, tables, fans, boards, lights etc. Similarly, 12 students responded ‘not sufficient ’ i.e. the enough physical facilities were not available in their schools. This shows large amount of students is still deprived from the basic physical facilities.

### **c. Responses on Teaching Materials used appropriately in the Context**

In order to gather the information regarding the teaching materials on using appropriately in the context, the question “Does your teacher use teaching materials appropriately in the context?” was constructed. The following table shows the data given by the respondents.

**Table16**

**Using Teaching Materials Appropriately in the Context**

Categories	Responses	
	No. of Students	Percentage
Yes	23	71.86 %
No	9	28.12 %

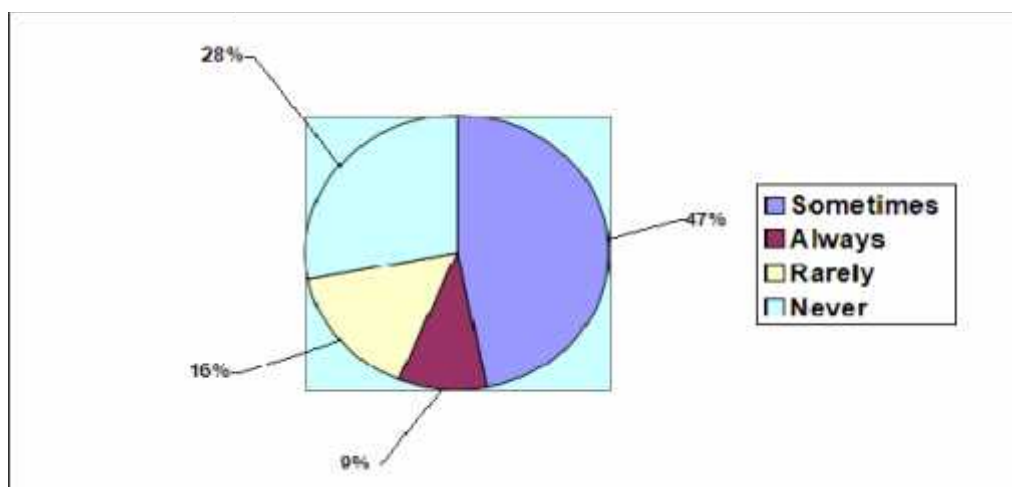
This table states that out of 32 students, 23 (71.86%) students responded ‘yes’ i.e. their teachers used teaching materials very purposefully. On the other hand, 9 (28.12%) students responded ‘no’ i.e. they were not satisfied of using teaching materials by the teachers. Hence, on the basis of the data, it is said that most of the teachers tried to use teaching materials according to demands of the contents.

**d. Responses on Using Instructional Technology**

The data related to the ELT technologies were collected with the help of questionnaire. The question “How often the instructional technologies like; audio, video, IT based materials are used in the classroom?” was constructed. The percentages of the responses on the question are presented as follows:

**Figure 7**

**Instructional Technology in the Classroom**



The above chart Shows that 47% students of the total population responded ‘sometimes’ i.e. they were taught by using different instructional technologies. Similarly, 9% students responded ‘always’ i.e. they were always taught by using such technologies. Likewise, 16% students responded ‘rarely’ i.e. they were only taught from such technologies in occasional case. Whereas, 28% students responded ‘never’ i.e. they were never taught by using such kinds of technologies in the classroom.

Based on this description, we come to point that majority of the students were not taught from any kind of instructional technologies.

## **B. Classroom Management**

The responses of students regarding the classroom management, the different sub-topics are included under this heading. They are discussed as below:

### **a. Responses on Classroom Seating, Lighting System, Air Conditioning**

The researcher was interested to find out the answer of the question “Do you like your classroom seating arrangement, lighting system, air conditioning?”

The percentages of the responses on the question are presented as follows:

**Table 17**

#### **Classroom Seating, Lighting System, Air Conditioning**

Categories	Responses	
	No. of Students	Percentage
Yes	23	71.87 %
No	9	28.12 %

While analyzing above responses, out of 32 students, 23 (71.87%) students replied that they liked the classroom seating arrangement, lighting system, air conditioning contrary to it, 9 (28.12%) students replied that they were not

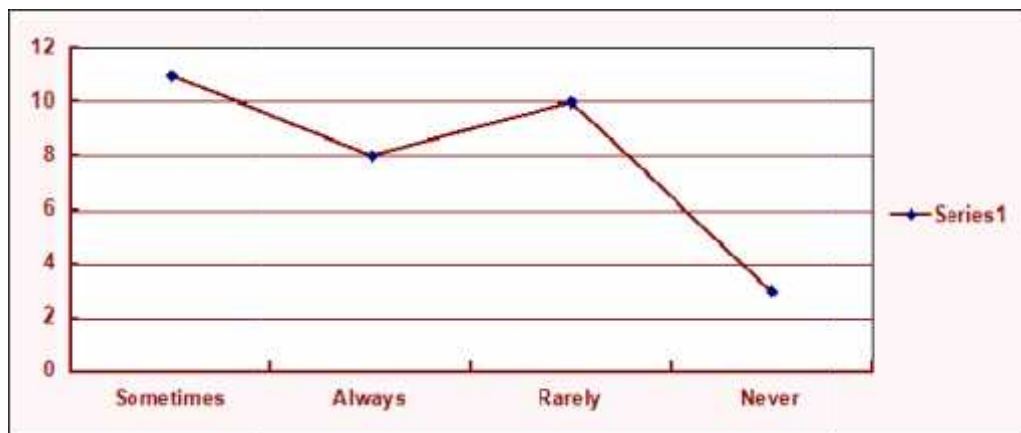
satisfied with such kinds of facilities which were available in the classroom. By observing the data, the classroom facilities were not satisfactorily available in the community schools of Kailali.

### **b. Responses on Using Mother Tongue in English Classroom**

Different students having various ethnic groups were sampled. So, mother tongue of those students was different. Here the responses of the question “Do you use mother tongue in your English classes?” were presented.

**Figure 8**

**Using Mother Tongue in English Classroom**



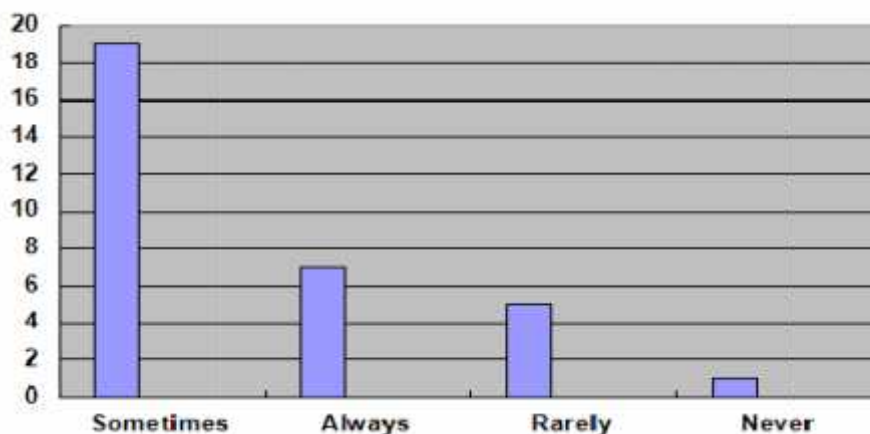
The above line graph clearly shows that sample students sometimes use or scarcely use their mother tongue in the English classroom. More specifically, 11 students said that they sometimes used their mother tongue whereas 3 students said that they did not use it. Moreover, 8 students said that they always used mother tongue in their English classroom but 10 students said that they scarcely use. So, this presentation shows most of the students use their mother tongue in their English classroom.

### **c. Responses on Management for Extra Curricular Activities**

For eliciting the information regarding the management for extracurricular activities, the question “Does your school manage extracurricular activities?”

was constructed. The responses of the teachers are analyzed as follows:

**Figure 9**  
**Management for Extracurricular Activities**



The figure presents that 19 students replied that their school sometimes managed extracurricular activities whereas one student replied that their school did not manage. In the same way, 7 students replied that their school always manages extracurricular activities but 5 students replied that their school rarely manages. Above data says large number of schools could not conduct extracurricular activities appropriately and contextually.

#### **d. Responses on Teaching Prescribed Subject Matter and Task**

Various subject matter or tasks regarding different language skills and aspects have communicatively been mentioned in the secondary level English textbook. In this section, the researcher was interested to find out the answer of the question whether the teacher teaches all the contents included in the textbook or not. For that purpose a question “Does your teacher teach all the contents given in the textbook?” was constructed. The percentages of the responses on the question are presented as follows:

**Table 18**  
**Teaching Prescribed Subject Matter and Tasks**

Categories	Responses	
	No. of Students	Percentage
All topic	21	65.62 %
Only important topic	11	34.37 %

This table clearly states that out of 32 respondents, 21(65.62%) students responded that they were taught with all contents and tasks prescribed. On the other hand, 11(34.37%) students responded that they were taught only important topic and tasks prescribed by the secondary level curriculum. Thus, students did not get an ample opportunity to learn various knowledge or skills on different contents or tasks prescribed. In other words, teaching and learning process was mostly exam oriented.

**e. Responses on Comprehension Rate in Learning EFL**

Thirty-two students from different selected community schools of Kailali replied the question “How much do you understand your teacher while s/he teaches English?” The rate of their understanding is presented in the following table:

**Table 19**  
**Comprehension Rate of the Student in English**

Understanding percentage	0-30	31-60	61-90	91+
No. of students	10	15	4	3

This above table clarifies that 10 students were able to understand 0-30 % in teaching EFL, 15 students were able to understand from 31-60 % of subject matter while the English teacher taught in the class. Likewise, 4 students were able to understand from 61-90 % and 3 students were able to understand from 90-100 % of teaching English class. From this description, we know that the



high number of students did not understand their English teacher while learning EFL. The data clearly presents only 3 students among 32 had higher comprehension rate. Thus, the comprehension rate of the students was very low.

### **C. Methods / Techniques**

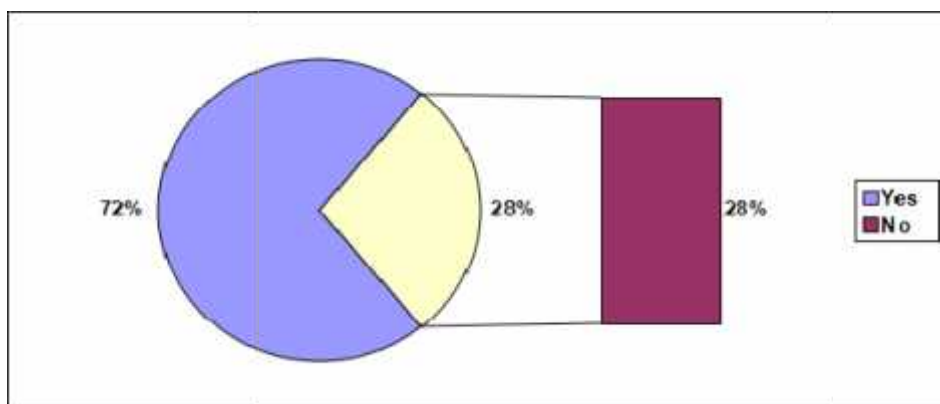
Here, I have included the responses of students regarding the use of methods and techniques based on different sub-topics. They are discussed as below:

#### **a. Responses on Teaching Techniques**

In order to get the information regarding the teaching techniques, the question "Are you satisfied with the teaching techniques used by the teacher?" was constructed. The percentage of the responses is presented as follows:

**Figure 10**

**Teaching Techniques used by the Teacher**



The above chart presents that 23(72%) students said that they were satisfied with the teaching techniques used by the teacher. It is because the teacher taught from different new techniques or way in their classroom teaching. Similarly, other 9 (28%) students said that they were not satisfied with the teaching techniques used by the teachers because they were taught from the same techniques or way without bringing any kind of changes after an academic season. It can be generalized that some of the students were not satisfy with the techniques used by the teachers.

## **b. Responses on Focusing Rote Learning**

The researcher was interested to find out whether the present teaching is totally based on rote learning or not. For this, the question "Does your English teacher focus on rote learning?" was constructed. The responses of the percentage are given as follows:

**Table 20**  
**Focusing on Rote Learning**

Categories	Responses	
	No. of Students	Percentage
Yes	10	31.25 %
No	6	18.75 %
Sometimes	16	50 %

The table shows that 10 students responded 'yes' i.e. they were taught English focusing on rote learning but 6 students responded 'no' i.e. they were not taught focusing on rote learning. They taught from new ideas and concept. Moreover, majority of the students (16 students) said that they were sometimes taught focusing on rote learning as per the nature of the content. Hence, most of the teachers taught their students giving more priority on rote learning.

## **c. Responses on ELT Technologies**

In order to gather the information regarding the ELT technologies, the question "Does your teacher provide any ELT technologies i.e. computer, overhead projector, email, internet, etc. to you for learning English?" was constructed. The percentage of the responses on the question is presented as follows:

**Table 21**  
**ELT Technologies in the Classroom**

Categories	Responses	
	No. of Students	Percentage
Yes	1	3.12 %
No	16	50 %
Sometimes	15	46.87 %

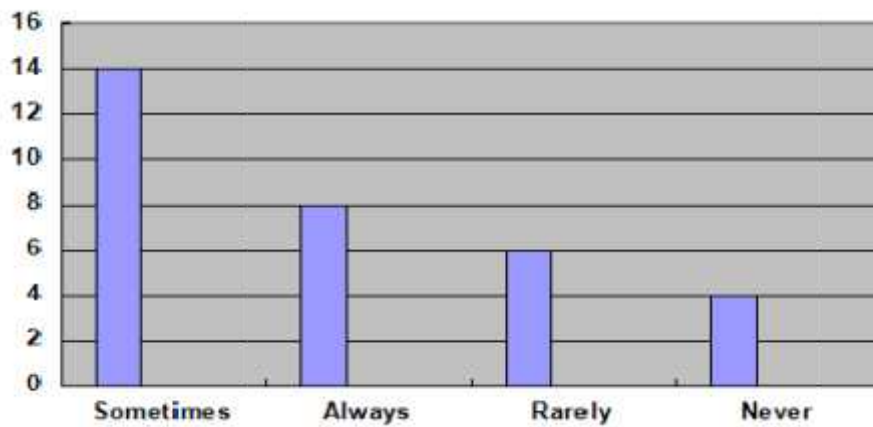
This table shows that only one student of the total population responded 'yes' i.e. they said that they were taught from different ELT technologies. Similarly, 16 students responded 'no' i.e. they were not taught from different ELT technologies. Whereas, 15 students responded 'sometimes' i.e. they were only taught from such technologies in occasional case.

Based on this description, we come to point that most of the students were not taught from any kind of ELT technologies.

**d. Responses on Preparing Lesson Plans in Teaching**

Regarding preparing lesson plans in teaching, the question "Does your teacher come with prepared lesson plans in classroom teaching?" was constructed. The responses are given as follows:

**Figure 11**  
**Preparing Lesson Plans in Teaching**



The above graph clearly shows that 8 students replied that their teachers always come with prepared lesson plans in classroom teaching whereas 4 students replied that their teachers did not come. Similarly, 14 students replied that their teachers sometimes come with prepared lesson plans in classroom teaching and 6 students replied rarely. Thus, this indicates most of the teachers did not come with lesson plans but they come with mental prepared in the classroom.

### **e. Responses on Evaluated by the Teacher**

Curriculum has prescribed the different evaluation activities. In this section, the researcher was interested to find out answer of the question whether all the students are evaluated in their classroom activities or not. More clearly, for that the question "How much are you evaluated by the teacher?" was constructed. The responses on the question are presented as follows:

**Table 22**

**Trends on Evaluation System by the Teacher**

Categories	Responses	
	No. of Students	Percentage
Always	13	40.62 %
Sometimes	16	50 %
Only in examination	3	9.37 %

This table clarifies that 13 students said they were always evaluated while teaching in the classroom. Likewise, 16 students said in their responses that they were only sometimes evaluated by their teachers while teaching in the classroom. Similarly, 3 students said in their responses that they were only evaluated in examination. Thus, almost most of the students were not evaluated in classroom teaching regularly.

### **D. Motivation**

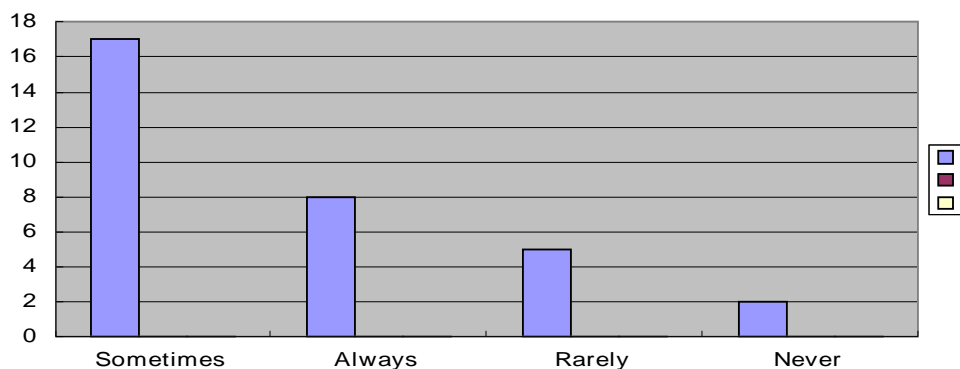
I have discussed the responses of students regarding the use of different motivation which are given in the following sub-topics.

#### **a. Responses on Self Confident Reward as a Motivation**

In order to get information regarding self confident reward as a motivation. The researcher was very interested to find out the answer of the question whether all the students were given self confident reward by the teacher or not. For that,

the question " Does your teacher provide self confident reward as a motivation?" was constructed.

**Figure 12**  
**Self Confident Reward as a Motivation**



During the analysis of responses of students, 17 respondent students were responded 'sometimes' i.e. they were only sometimes provided self confident reward as a motivation, 8 respondent students responded 'always ' i.e. they were always provided self confident reward as a motivation, 5 respondent students responded 'rarely ' i.e. they scarcely got such kinds of reward as a motivation and 2 respondent students responded 'never ' i.e. they were never provided.

**b. Responses on Feedback**

For gathering the information regarding feedback, the researcher made a question " Have you got any feedback by the teacher after evaluation?"

**Table 23**  
**Feedback Given by the Teacher**

Categories	Responses	
	No. of Students	Percentage
Yes	14	43.75 %
No	10	31.25 %
Sometimes	8	25 %

While analyzing the responses of the students, out of 32 selected students, 14 students responded that they got feedback after classroom evaluation but large number of students (10 students) responded that they never got a chance to receive feedback after the classroom teaching. Moreover, 8 students responded they only sometimes got some sort of feedback. Hence, the above data shows that students were not given feedback properly in teaching learning activities.

### **c. Responses on Learning Environment**

Regarding the learning environment, the question " Does your school have good environment for learning?" was constructed. The responses of the question are presented as follows:

**Table 24**  
**Availability of Good Environment for Learning**

Categories	Responses	
	No. of Students	Percentage
Yes	24	75 %
No	8	25 %

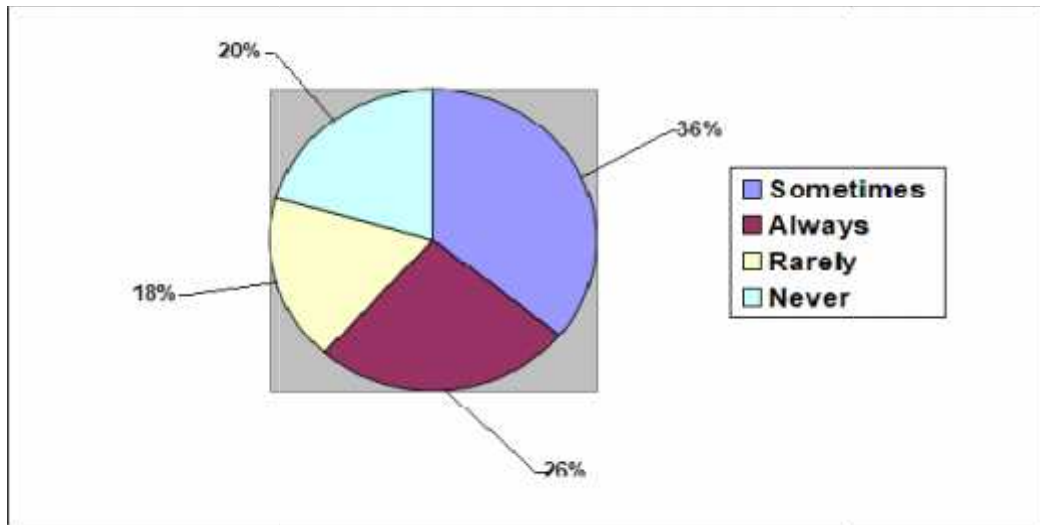
During the analysis of responses of the students, it was found that out of 32 students, 75 % of total respondent students were favor of 'yes' i.e. they had a good environment for learning English in their schools whereas merely 25 % of the total respondent students were favor of 'no' i.e. they did not have good environment for learning English in their schools. Therefore, it can be said that the environment for learning is not so satisfactory in some community schools of Kailali.

### **d. Responses on Motivated by the Teacher**

For eliciting the information regarding the motivation, the researcher wanted to find out the answer of the question i.e. "How often your English teacher motivates to you while teaching English?" The responses on the question are presented as follows:

**Figure 13**

**Frequency of Motivated by the Teacher**



While analyzing the responses of the students, it was found that out of 32 students, 12 students responded 'sometimes' i.e. teachers sometimes used motivation to motivate the students while teaching English whereas merely 7 students responded 'rarely' i.e. they scarcely given a chance to motivate in teaching English. In the same way, 10 students responded 'always' i.e. Teachers always motivated their students but 8 students responded 'never' i.e. teachers never tried to motivate their students while teaching English. It can be interpreted that majority of the students are not given an opportunities to motivate them in those selected schools.

**E. Students' Participation**

Here, I have included the responses of students regarding students' participation.

**a. Responses on Involvement in the Language Skills**

Secondary level English curriculum textbook has equally given emphasis on all language skills. In this section, the researcher was interested to find out the answer of the question whether students involve in all language skills related activities or not. For more clarification, the question "How often are you

involved in listening and speaking activities?" was constructed.

**Table 25**

**Students' Involvement in Listening and Speaking Activities**

Categories	Responses	
	No. of Students	Percentage
Always	7	21.87 %
Sometimes	21	65.62 %
Only in examination	4	12.5 %

This table shows that 7 students said that they always involved in listening and speaking activities. Similarly, 21 students said that they only sometimes involved in such kinds of activities. In the same way, 4 students said that only in examination they got an opportunity to be involved in listening and speaking activities. Thus, most of the students did not have an opportunity to be involved in such types of activities.

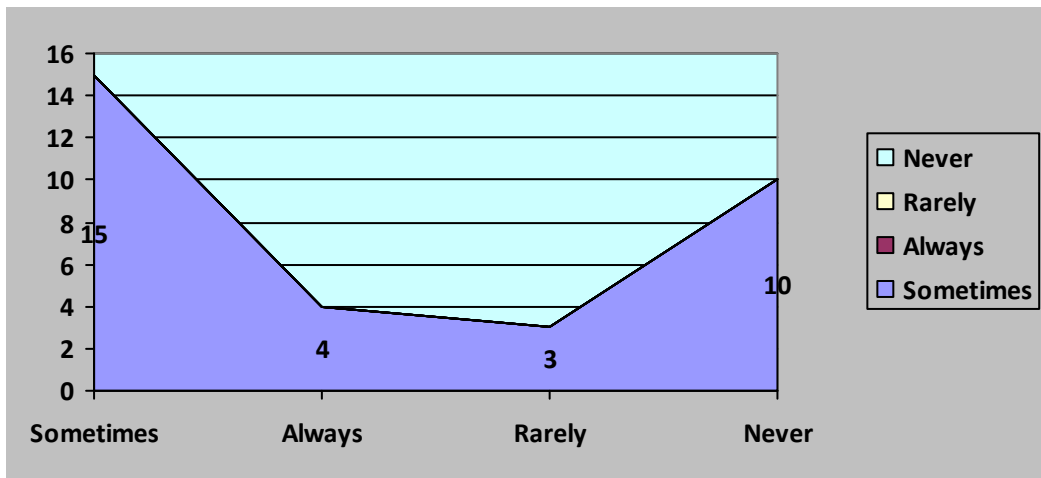
**b. Responses on Involvement in Communicative Activities**

Secondary level curriculum has prescribed the different communicative approach based activities. In this section, the researcher was interested to find out the answer of the question whether students are involved in prescribed activities or not. For gathering more information, the question "Are you involved in the activities like role-play, group work, pair work, project work, and discovery while learning English?" was constructed. The percentages of the responses on the question are presented as follows:



**Figure 14**

**Students' Involvement in Communicative Activities**



This figure presents that 15 students sometimes were involved in different communicative based activities such as group work, pair work, role play whereas 3 students scarcely involved in such kinds of activities and 10 students responded 'never' i.e. they were not involved in such activities. Moreover, 4 students' responses found on 'always'. It identified the students are not involve in communicative based activities regularly. Majority of the students did not get a chance to be participated in communicative based activities prescribed by the English curriculum.

**c. Responses on Using Language in the English Classroom**

For eliciting the information regarding the language used by the students in the classroom, the question "Which language do you often use in your English classroom for communication?" was constructed. The percentages of the responses on the question are presented as follows:

**Table 26**

**Language use in the English Classroom**

Language	Nepali	English	Other
Number of students	21	8	3

This above table shows that 21 students often used Nepali language in the

English classroom whereas 8 students used English language in the period of English and 3 students only used other languages in the English classroom. It can be interpreted that large number of students are used Nepali language in the English period in community schools of Kailali district.

#### **d. Responses on Extra Curricular Activities**

In order to gather information regarding students' participation on extracurricular activities, I asked the question "Do you have any participation in extracurricular activities?" to the students.

**Table 27**

#### **Students' Participation on Extracurricular Activities**

Categories	Responses	
	No. of Students	Percentage
Sometimes	22	68.75 %
Always	7	21.87 %
Rarely	3	9.37 %
Never	0	0 %

While analyzing the responses of the students, it was found that out of 32 students, 22 of the total respondent students were sometimes participate in extracurricular activities in school whereas only 3 respondent students were rarely participated in such kinds of activities. In the same way, 7 respondent students were always participated in extracurricular activities but any respondent of the students did not find on never. By analyzing data, all the students get chance to be engaged in extracurricular activities in the schools.

#### **4.1.2 Analysis of Data from the Classroom Observation**

The eight classes of teachers were observed by using the observation form which contains different ELT field.

## A. Teaching Materials

The first focus of my observation was on availability of teaching materials. In this regard, my attention was focused on six key teaching materials i.e. teacher's guide, instructional technology, other resources, authentic materials, non-authentic materials, and visual materials. The availability of teaching materials of eight different community schools of Kailali district has been presented as follows:

**Table 28**

### **Availability of Teaching Materials of Community Schools in Kailali District**

Teaching Materials	Availability	
	Available	Not Available
Teacher's guide	2	6
Instructional technology	4 (only cassette player)	4
Other resources	4	4
Authentic materials	1	7
Non-authentic materials	7	1
Visual materials	4	4

This table shows that out of 8 schools, only two schools had teachers' guide. All selected schools did not have video and IT based materials. However, 4 schools had cassette player. On the other hand 4 schools did not have any kind of self study materials, posters, newspaper and journal. Authentic materials were only available in one school but other schools did not have such materials. Similarly, 7 schools had non-authentic materials. Likewise, 4 schools did not have any kind of visual materials but other 4 schools had such kind of visual materials i.e. pictures, flashcards.

From this description we come to the point that all selected schools did not have sufficient modern, major and pivotal teaching materials which are very essential for developing the students' language proficiency.

## **B. Classroom Management**

The classroom observation was again shifted to notice about the classroom management. The condition of classroom of community schools of Kailali has been presented as follows:

**Table 29**

### **Condition of Classroom Management of Community Schools in Kailali**

<b>Areas</b>	<b>Condition</b>
Number of students	Large in 6 schools
Management of the students	Good in 7 schools
Organization of teaching	Good in 6 schools
Placement of infrastructure	Not good in 6 schools
Physical facilities	Not available in 5 schools

The above table vividly presents the condition of classroom management of 8 different schools in Kailali district. The table shows that the numbers of students in 6 schools were large classroom. In those schools, more than 50 students were in a class. So the classrooms were crowded. But in other remaining schools, the classroom was small. The high numbers of classroom of community schools were large. However, management of the students in 7 schools was good. In those schools, teachers manage their students with very systematically while running the classes but only one school did not have such kind of management.

Moreover, organization of teaching of class 10 in 6 schools were found good but in other 2 schools seemed not good because the students' participation were less emphasized. Likewise, most of the schools (6 schools) did not have proper arrangement of infrastructure. Such arrangement of infrastructure was only found in 2 schools. Regarding the physical facilities, as per the need of the students, the basic physical facilities (desk bench, boards, fans, lights, widows etc) were not available in 5 schools because of the economic condition of

schools but 3 schools had good physical facilities.

Although this aspect of study is not directly related to the ELT, it plays pivotal role in the ELT. Based on the analysis of data, it is interpreted that comparatively the classroom management such as number of students and physical facilities were not appropriate for the purpose of learning English as a foreign language based on the modern trends.

### **C. Use of Methods /Techniques Prescribed for Teaching English**

This was another pointed area of the classroom observation. In this area, how the methods and techniques used by the teachers were observed. Among the 8 selected schools, more than half of the teachers taught their lessons without following or applying the prescribed methods or techniques such as information gap activities, communicative activities and classroom presentation. Normally they used question answer, lecture, explanation, illustration rather than communicative approach and only two teachers adopted the modern and appropriate methods that they taught their lessons based on the communicative approach.

Based on the using methods or techniques, we can say that learning process adopted by the teachers of the selected schools were not so satisfactory because they still employ the traditional methods of learning in their teaching.

### **D. Use of Mother Tongue in Class**

Regarding the use of mother tongue in classroom teaching, the researcher's aim was to find out how often the teachers and students use their mother tongue in the class. This is presented in the following table:

**Table 30**  
**Use of Mother Tongue in the Class**

Topic	High	Normal	Low
Number	2	3	3

The table clearly presents that the students and teachers of two schools used their mother tongue very often i.e. high. Use of mother tongue in three schools was normal and very low in two schools.

By the discussion above, we can deduce that still many of the students in English classes of secondary level use their mother tongue for their communication. This shows that the condition of English spoken ability is poor in students of community schools.

### **E. Participation of Students in Pair Work, Group Work and Project Work**

By observing the classroom on the basis of students' participation, it was found that most schools of the students were not seen in pair work, group work, and project work regularly. The teachers were often used lecture method by translating English into Nepali in English classroom but only few schools of the students were given a chance to be involved in such kinds of activities.

By analyzing the responses, we clarify that the teacher centered methods are still emphasized rather than students centered methods. Hence, community schools' students cannot develop their communicative competence in comparison of boarding schools' students.

### **F. Teaching Activities (using materials, teacher's role)**

While taking the perspectives of both teachers and students from different eight community schools and also by observing the classroom teaching, it was found that majority of the teachers (6 teachers) were used only usual materials (board, marker and textbook) in the class. Among them 2 teachers were used IT based materials including daily used materials. In teaching activities, out of 8 teachers, 2 teachers played the role of facilitator and helper in their teaching i.e. they encouraged the students for solving their problems but beside them, all 6 teachers played the dominant role or source of knowledge in their teaching.

By analyzing the data, teaching and learning activities done by teachers of the selected schools were not directed towards the students' language proficiency.

### **G. Evaluation and Feedback**

For successful and effective teaching, evaluation and feedback should go side by side. After evaluation, feedback is necessary for updating the knowledge to exist in new situation. Regarding evaluation, four teachers did not evaluate and give feedback their students very often while teaching in the class whereas other four teachers seemed to evaluate their students very systematically. In those schools, after evaluation, students were given feedback.

On the basis of the data, it is said that the evaluation system of selected schools were not satisfactory because evaluation and feedback were not given as per the need of students in the classroom. In order to fulfill the objectives of the contents, students must be evaluated according to contexts.

## CHAPTER FIVE

### CONCLUSION AND RECOMMENDATIONS

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

#### 5.1 Findings

On the basis of analysis of data interpretation of results the following findings have been derived in five different sections. They are given as follows:

##### I) Teaching Materials

The major findings on teaching materials are given as follows:

- a. Almost large number of teachers used textbook as sole source of teaching due to lack of other relevant materials in the schools.
- b. There were not sufficient materials in some schools for supporting English language teaching due to carelessness of administration and poor economic condition of schools.
- c. Most of teachers favor that the present secondary level English textbook is appropriate and useful for the students because it helps the teachers to meet the objectives mentioned in the curriculum.
- d. Large number of teachers seems interested on using authentic materials. So that they used authentic materials rather than non-authentic materials in their teaching.
- e. Most of the selected teachers (87.5%) taught the course by following the teachers' guide due to availability of it easily in the school.
- f. Due to availability of teaching materials on time, 62.5% teachers used it but in fact, there is not enough available of requiring



teaching materials.

- g. Majority of the teachers were not used English all the time to achieve the language competent because of the poor linguistic background of the students.

## **II) Classroom Management**

The major findings on classroom management are given as follows:

- a. Out of 32 students, 15 students were able to understand from 31-60 % of subject matter while teaching English in the class.
- b. All students use their mother tongue in English classes.
- c. All teachers felt difficulty while managing the diversities of the classroom due to the different learner related factors.
- d. It was found that current teaching and learning activities of public schools were mostly exam oriented.
- e. Seating arrangement, lighting system, air conditioning were good in 71.87% schools.
- f. Large numbers of students were bilingual.
- g. Mixed ability classes were found common in all schools.
- h. Major physical facilities were not available in half of the selected schools and those which were available also not sufficient and well enough.
- i. Most of the teachers were taught all contents rather than only important topic.
- j. Some of the schools did not have any kind of modern and major teaching materials such as teachers' guide, audio-visual aids, computer, internet which are very essential for developing the students' language skills. So that the teachers did not use such types of materials in the classroom.

- k. There was poor linguistic background, mixed ability classes, exam oriented teaching and learning, hesitation to use English language, poor vocabulary, no English environment and teacher service trainings as the major problems found in community schools' classroom.

### **III) Methods /Techniques**

The major findings on methods/ techniques are given as follows:

- a. High number of teachers focused on rote learning due to lack of teacher trainings and educational orientation programs.
- b. Some students (28 %) were not satisfied with the teaching technique applied by their teachers.
- c. Teachers were found to be aware of the fact that they should make lesson plan but they did not make it before going to teach every lesson.
- d. All the teachers used the methods of teaching according to the context and time giving priority to communicative method.

### **IV) Motivation**

Regarding the motivation, the major findings are given as follows:

- a. All the selected teachers used motivational techniques for their students in the classroom.
- b. More than half of the teachers used to provide task presentation to develop the students' oral proficiency.
- c. It was found that all the selected teachers gave feedback and self confident reward as a motivation.

## **V) Students' Participation**

The major findings on students' participation are given as follows:

- a. Majority of the students were sometimes involved in listening and speaking activities.
- b. Most of the students were given a chance to be involved in group work, pair work and project work while learning English.
- c. The teachers did not use sport materials in extracurricular activities, although there was available of physical facilities in schools.
- d. Out of 32 students, 21 students often used Nepali language rather than English language in English class.

## **5.2 Conclusions**

The present research work is a holistic study about the different areas of ELT. Although this study has found several positive aspects of ELT situation of community schools in Kailali district such as proper classroom management, appropriate motivation for students, more focus on using teachers' guide, frequent extracurricular activities for students, teachers' priority on communicative method, students' good participation in classroom activities, use of authentic materials, organization of teaching. It has identified some problems such as lack of major physical facilities, lack of major and pivotal teaching materials, mixed ability classes, large number of students in class 10. Similarly, some other problems are minimum use of modern ELT technologies, frequent use of Nepali language, use of textbook as a sole source, only exam oriented teaching learning activities, poor linguistic background of the students, and negligence of listening and speaking skills.

## **5.3 Recommendations**

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

presented as follows:

### **5.3.1 Policy Related**

For the improvement of quality of education, the government and other related factors should make strong policies. To bring quality in education and improve ELT, government should be aware of practice, need and importance of technology in language development in language learners and in teachers' professional development. Based on the findings and conclusions of my research study, I would like to make following policy related recommendations:

- a) In English language class, there should be use of English as a means of instruction. Therefore, provision should be made to upgrade English language proficiency of teachers as well as students.
- b) There should be teaching learning activities applying communicative method to bring creativity on students.
- c) It is necessary to revise on the current policies to bring some changes in the field of ELT such as developing suitable teaching materials, proper management of physical facilities, teacher training, use of modern ELT technologies, appropriate motivation for students, implementing teacher training and real classroom problems should be addressed.

### **5.3.2 Practice Related**

Only making policies and plans do not help to implement them effectively unless these policies are implemented effectively in the field. Thus, on the basis of the findings derived from analysis and interpretation of data. I would like to make following practices related recommendations:

- a) The teachers need to be well prepared in terms of lesson plans and

teaching materials before going to the classroom.

- b) The teacher should carry out action research in order to solve the problems such as use of textbook as sole source, minimum use of ELT modern technology, use of Nepali language in the English classroom.
- c) The teacher should apply communicative and discussion method on ELT classes to give clear concept about the lesson.
- d) All students should be given an equally chance to be participated in all kinds of activities conducted by schools.

### **5.3.3 Further Research Related**

No work is final and complete in itself. So, this research is also not full and final. But this research study can be valuable secondary source for the researchers who are willing to carry out research studies in the field of ELT. The following recommendations can be made to carry out further research:

- a) The finding of this research cannot be generalizable to the whole population of the country because it was conducted only in Kailali district. So, the research can be conducted in others district too with large number of respondents.
- b) If the researchers use the other tools of data collection of survey research in place of questionnaire, the findings may be different from the current research.
- c) It will provide new research areas such as research on students' poor performance in English, management of mixed ability classes, effect of teacher training for improving language proficiency of the students and so on which are left to be investigated.

## References

- Bhatta, A. (2014). *Role of British Council in developing ELT situation of Nepal*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Bhattra, G. R. (2006). English teaching situation in Nepal: Elaboration of the theme for panel discussion in the 40<sup>th</sup> TESOL conference. *Journal of Young Voices in ELT* 5.
- Bhattarai, G.R. (1995). *An introduction to linguistics*. Kathmandu : Ratna Pustak Bhandar.
- Bhusal, J.L. (2016). *Present ELT situation of public schools in Nawalparashi district*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Chapagain, Y. (2013). *Current ELT condition of public schools in Kathmandu valley*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Chapman, C., & King, R. (2003). *Differentiated instructional strategies for reading in the content areas*. Thousand Oaks, CA: Corwin Press.
- Cooper, H. (1998). *Synthesis of research on homework*. Educational Leadership 47/3.
- Crystal, D. (1999). *World English past, present and future*, Retrived on June 20, 2014 from  
*Curriculum Development Center*. School level English curriculum (2007).  
Sanothimi.
- Effah, p. (2003). Ghana. In D. Teferra, & P. G. Altbach ( Eds.). *African higher education: An international reference handbook*. Bloomington, I. N., Indiana University press.
- Fareh, s. (2010). *Challenges of teaching English in the Arab world: why can't EFL programs deliver as expected?* *Procedia Social and Behavioral sciences*, 2 (2), 3600-3604.

- Harmer, J. (2007). *The practice of English language teaching*. London: person Longman.
- Janak, S. N. (2016). Teachers' professional development to enhance ELT: Needs analysis for developing teacher training program in an EFL context. *Journal of NELTA* 21(1-2)
- Jespersion, O. (1994). *Language and its nature: Development and origin*. London : George Allan and Unwin, Ltd.
- [http://www.davidcrystal.com/DC articles/English 28.pdf](http://www.davidcrystal.com/DC_articles/English_28.pdf).
- Jones, G.R. & George, J. M. (2008). *Contemporary management*. Mc Graw-Hill Education.
- Kachru, B. (1992). *The other tongue*. Chicago: University of Illiona Press.
- Saud, K.B. (2016). *English language teaching situation in Bajura District*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Karn, S. K. (2010). *ELT survey: Need of the country*. Kathmandu: Gorkhapatra Daily.
- Little wood, W., & Yu, B. (2011). *First language and target language in the foreign language classroom*. *Language Teaching*, 44 (01), 64-77.  
[http://dx. doi. Org/10.org/10.1017/s 0261444809990310](http://dx.doi.org/10.1017/s_0261444809990310).
- Lynch, M. L.(2008). *Three critical problem in English language teaching and learning*. Retrieved on April 1, 2013.
- Martin, J. (2007). *Teaching strategies*. Retrieved on 21 Dec. 2010 from world wide web.<http://www.gmu.edu>.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP
- Ramesh, P.,B.(2018). *ELT pedagogical practices in public schools of Doti District*. An unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.

- Richard, J.C. & Numan.(1999). *Second language teacher education*.  
Combridge: CUP.
- Rokaya, M. (2011).*Teaching strategies used in ELT classroom*. An unpublished  
M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Sapkota, A. (2008). *Role of social and economic status of marginalized groups  
in developing English proficiency*. An unpublished M.Ed. thesis,  
Kathmandu, T.U, Kirtipur.
- Sharma, I. (2017). *Application of recent methodologies in ELT :teacher's  
perceptions and practices*. An unpublished M.Ed. thesis, Kathmandu,  
T.U, Kirtipur.
- Shrestha, R. (2016). *A resource material for secondary English teachers*.  
Kathmandu. Sunlight publication.
- Singh, R.P. & Rana, G. (2004). *Teaching strategies present practices and future  
directions*. New Delhi: APH publishing corporation.
- Skaggs, A. M. N. (2007). *Homework: A Nightly Ritual Beginning in the  
Elementary Grades*. Paper submitted for the degree of Master of  
Science in Education, Dominican University of California, San Rafael,  
CA.
- Subedi, H. L. (2010). *English language teaching methods*. Kathmandu:  
Pradhan Book House.
- Ur, P. (1996). *A course in English language teaching*. Combridge: CUP.
- Wagle, I. (2012). *Challenges faced by English teachers at primary level*. An  
unpublished M.Ed. thesis, Kathmandu, T.U, Kirtipur.
- Wenden, A & Rubin, J. (1987). *Learning strategies in language learning*.  
Englewood Clifts: Prentice Hall.



## Appendix 1

### Questionnaire

Dear Respondent,

I am Sunil Chaudhary, MEd. Student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. This questionnaire is presented to you as a research tools for collecting information about the oral presentation for the purpose of my research entitled **ELT Situation of Community Schools in Kailali District** as a partial fulfillment of Master's Degree in English Education under the supervision of Mr. Resham Acharya, lecturer, Department of English Education, T.U., Kirtipur. You are kindly requested to give your responses through the questionnaire. Your co-operation in responding the questionnaire and your responses will have great value in accomplishing my research. I would appreciate your honest opinion and assure you that your responses will be completely anonymous. I promise you that information will be kept highly confidential and used only for this research purpose.

Thank you for your patience and co-operation

Researcher

Sunil Chaudhary

Department of English Education

T.U. Kirtipur, Kathmandu

### Questionnaire for Teachers

Name of Informant: .....Sex: .....

Qualification: .....Teaching experience (in year).....

School: .....Date: .....

## Questions

### 1. Teaching Materials

- a) What kind of materials do you use in your classroom normally? a)  
Authentic b) Non-authentic list the reasons  
for supporting your views.

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

- b) Do you use textbook as a main source of your teaching?  
a) Yes b) No Give reasons for  
supporting your views.

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

- c) Present the possible ways for addressing the problem i.e. using the  
textbook as a sole source.

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

- d) Does your school have sufficient teaching materials for supporting English  
language teaching? If not, list any reasons.

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

- e) Do you use all teaching materials that are available in your school while  
teaching? a) Use b) Not use  
c) Only few use Give reasons for supporting your views.

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

- f) Do you follow teacher guide? If not, why?

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

- g) Do you think that present English course book is useful and appropriate for  
the students of secondary level? Why?

.....  
.....

### 2. Classroom Management

a) What kind of learner do you have in your classroom? a)  
Mono-lingual    b) Bi-lingual    c) Multilingual

b) Is your classroom mixed ability class?  
.....  
.....  
.....

c) How do you manage diversities (cultural, linguistic) of your classroom?  
List the ways for managing diversities.  
.....  
.....  
.....

d) Do you speak English all the time while teaching English in your classroom?  
a) Yes                      b) No  
Give reasons supporting your view.  
.....  
.....  
.....

e) Does your classroom have good physical facilities? a) Good  
b) Not good

f) How often do you test the language proficiency of your students formally?  
a) Regular    b) Three times a year    c) More than three times a year  
Give reasons for supporting your views.  
.....  
.....  
.....

**3    Methods/Techniques**

a) Which method do you use in the classroom teaching? a)  
Lecture    b) Discussion    c) Communication    d) Translation

b) Do you teach your students through communicative methods? If not, why?  
List any reasons.  
.....  
.....  
.....

c) What do you think, which competence is more acceptable for learning?  
a) Communicative                      b) Linguistic

- d) Give reasons for supporting your views.  
.....  
.....  
.....
- e) How often do you use modern ELT technology i.e. email, internet, computer etc (audio/video/IT based materials) in your English language teaching?  
a) Often use   b) Rarely use   c) Not use at all.

List reasons for supporting your views

- f) Do you make any lesson plans before teaching every lesson? If not. Why?  
.....  
.....  
.....

**4. Motivation**

- a) Do you use motivational techniques towards teaching and learning in the classroom? If yes, list them.  
.....  
.....  
.....
- b) Do you provide any self confident reward to your students in the classroom?  
a) Yes                      b) No                      c) Sometimes
- c) Do you provide task presentation as a motivation for your students? Why?  
a) Yes                      b) No                      Give reasons for supporting your views.  
.....  
.....  
.....
- d) How much do you give feedback to your students?    a)  
Always                      b) sometimes                      c) Never

**5. Students' Participation**

a) Do you give a chance to your students in group work, pair work, and project work in classroom?

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

b) Does your students take participate in classroom activities?

- a) Always                      b) sometimes                      c) Never

c) How often does your student engage in communication?                      a)

- Often engage                      b) Rarely engage                      c) Not engage.

**6. Do you have any issues/challenges/problems that you are facing while teaching English language? If yes, list them with their causes:**

Issues

Causes

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

**7. How do you suggest overcoming these issues/ challenges/problems?**

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

**8. What can a language teacher do to bring positive changes to uplift the ELT situation of community schools?**

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

## **Appendix 2**

### **Questionnaire**

Dear Respondent,

I am Sunil Chaudhary, MEd. Student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. This questionnaire is presented to you as a research tools for collecting information about the oral presentation for the purpose of my research entitled **ELT Situation of Community Schools in Kailali District** as a partial fulfillment of Master's Degree in English Education under the supervision of Mr. Resham Acharya, lecturer, Department of English Education, T.U., Kirtipur. You are kindly requested to give your responses through the questionnaire. Your co-operation in responding the questionnaire and your responses will have great value in accomplishing my research. I would appreciate your honest opinion and assure you that your responses will be completely anonymous. I promise you that information will be kept highly confidential and used only for this research purpose.

Thank you for your patience and co-operation

Researcher

Sunil Chaudhary

Department of English Education

T.U. Kirtipur, Kathmandu

### **Questionnaire for Students**

School's name:

Class:

Student's name:

Date:

English Teacher's name

## Questions

### 1. Teaching Materials

- a) Does your teacher use teaching materials while teaching English?  
a) Sometimes    b) Always    c) Rarely    d) Never
- b) Does your school have sufficient physical facilities?    a)  
Sufficient                  b) Not sufficient
- c) Does your teacher use teaching materials appropriately in the context?  
a) Yes                      b) No
- d) How often the instructional technologies like; audio, video, IT based  
materials are used in the classroom?                          a)  
Sometimes    b) Always    c) Rarely    d) Never

### 2. Classroom Management

- a) Do you like your classroom seating arrangement, lightening system, air  
conditioning?    a) Yes                  b) No
- b) Do you use mother tongue language in your English class?                          a)  
Sometimes    b) Always    c) Rarely    d) Never
- c) Does your school manage extracurricular activities?    a)  
Sometimes    b) Always    c) Rarely    d) Never
- d) Does your teacher teach all the content given in the textbook?                          a)  
All topic                  b) Only important topics
- e) How much do you understand your teacher while s/he teaches English?  
a) 0-30 %                  b) 31-60%                  c) 61-90 %    d) 90+ %

### 3. Methods/Techniques

- a) Are you satisfied with the teaching technique used by the teacher?                          a)  
Yes                  b No
- b) Does your English teacher focus on rote learning?    a) Yes  
b) No                  c) Sometimes
- c) Does your teacher provide any ELT technology i.e. Computer, overhead  
projector, email, internet, etc. to you for learning English?  
a) Yes                  b) No                  c) Sometimes
- d) Does your teacher come with prepared lesson plans in classroom teaching?

- a) Sometimes    b) Always    c) Rarely    d) Never
- e) How much are you evaluated by the teacher? a) Always
- b) Sometimes    c) Only in examination

**4. Motivation**

- a) Does your teacher provide self confident reward as a motivation?
  - a) Sometimes    b) Always    c) Rarely    d) Never
- b) Have you got any feedback by the teacher after evaluation?
  - a) Yes            b) No            c) Sometimes
- c) Does your school have good environment for learning?
  - a) Yes            b) No
- d) How often your English teacher motivates to you while teaching English?
  - a) Sometimes    b) Always    c) Rarely    d) Never

**5. Students' Participation**

- a) How often are you involved in listening and speaking activities?
  - a) Always            b) Sometimes    c) Only in examination
- b) Are you involved in the activities like role-play, group work, pair work, project work, and discovery while-learning English? a)
  - Sometimes    b) Always    c) Rarely    d) Never
- c) Which language do you often use in your English classroom for communication?
  - a) Nepali    b) English    c) Other
- d) Do you have any participation in other extracurricular activities?
  - a) Sometimes    b) Always    c) Rarely    d) Never



### Appendix 3

#### Observation form

School's Name: -

Date:-

Teacher's Name: -

Gender: -

Subject: -

No. of students:-

Teaching Items:-

#### 1. Teaching Materials

a) Teacher's guide

b) Instructional technology ( Audio/video/IT based materials) c)

Other resources ( Self study materials posters/ newspaper/journal in English) d)

Authentic materials

e) Non-authentic materials

f) Visual materials ( realia, picture/ flashcard etc.)

Availability	Not availability

#### 2. Classroom Management

a) Number of students

b) small

a) large

b) Management of the students

b) Not good

a) Good

c) Organization of teaching

b) Not good

a) Good

d) Proper placement of infrastructure in class

b) Not good

a) Good

e) Physical facilities

b) Unavailability

a) Available

#### 3. Use of mother tongue in class

High	Normal	Low

**4. Teaching activities (using materials, teacher's role)**

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

**5. Use of methods/ techniques prescribed for teaching English**

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

**6. Participation of students in pair work, group work, project work in classroom learning**

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

**7. Evaluation and Feedback**

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