

CHALLENGES IN IMPLEMENTING COMPULSORY ENGLISH IN GRADE NINE

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

Submitted by

Birendra Kumar Yadav

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2017

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DECLARATION

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

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

*Dedicated
To
My
Parents And
All my family members*

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Birendra Kumar Yadav

ABSTRACT

This research entitled “Challenges in Implementing Compulsory English in Grade Nine” intended to point out the challenges while implementing compulsory English in grade nine. Forty students were selected as sample from grade nine of Shree Jana Kalyan Higher Secondary School, Gauripur-3 of Siraha district following non-random purposive sampling strategy. The questionnaire was used as the tool for primary data collection. The collected data were analysed and interpreted descriptively using simple statistical tools such as percentage and frequency. The study revealed that there were various problems found in implementing compulsory English in grade nine. The major problems were found in teaching learning activities and methodology. Teaching learning materials were available in very less amount in the school. Teachers rarely used any teaching materials to teach in the classroom. Most of the teachers were involved in politics and they seemed very less responsible toward their teaching learning activity. Running regular classes was another problem. The English teacher made any lesson plan to teach the students sometimes only. Similarly, the problems were also found in terms of the use of ICT in the classroom, teaching-learning activity, teaching learning management, and co-relation between students and school administration.

This study comprises five chapters. Chapter one consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Chapter two deals with review of related theoretical literature, review of related empirical literature, implications of the review for the study, and conceptual framework. Chapter three includes the design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Chapter four comprises the analysis of data and interpretation of results. Chapter five includes findings, conclusion and recommendations.

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ACRONYMS / ABBREVIATIONS

CAS	Continuous Assessment System
CDC	Curriculum Development Centre
DEO	District Education Office
EFA	Education for All
ELT	English Language Teaching
EMI	English as a Medium of Instruction
ICT	Information Communication Technology
M.Ed.	Masters of Education
MoE.	Ministry of Education
P.	Page
pp.	Pages
PTA	Parent Teacher Association
SMC	School Management Committee
SIP	School Improve Project
SSDP	School Sector Development Program
UNESCO	United Nations Educational Scientific and Cultural Organization
T.U.	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This research study entitled “Challenges in Implementing Compulsory English in Grade Nine” deals with the analysis of challenges in implementing compulsory English in grade nine, and introduces the challenges that are still prevailing during the teaching-learning processes at secondary level. It aims to find out the problems regarding the implementation of English. This chapter contains background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

In recent years, English has become an influential academic subject in educational territory in most of the countries. It is being taught either as a second language or foreign language. The emerging interest in English language has enlarged its scope. Its importance enlarged due to the globalization and internalization of it. Crystal (2003, p. 1) states that “English is a global language”.

English is the language of greatest access in this post-modern age. It is being spoken in each and every corner of the world. Most of the countries have developed their educational curriculum including English as a compulsory subject from junior to university level. In Nepal, English is a compulsory subject from grade one to university level. Now, English has great role in developing the capacity regarding to get adjusted in English speaking community. As our government has developed the curriculum and prepared various materials to improve the English language competence in students, various problems that still exist in different areas like in administration, student's role, and students' attitudes toward learning English language.

1.2 Statement of the Problem

The curriculum of secondary level is changing according to the demand of related context and students. The curriculum of secondary level has been revised and slightly changed (MoE. 2016, p.10). Students face various problems while entering to secondary level because of their different learning style, planning and policy and replacement of English teacher. I attracted toward what are the obstacles that hinder in implementing the course of grade nine at secondary level. I chose the students of grade nine because they passed basic level and entered to the first grade of secondary level. Then what kinds of problems they face is the matter of concern in this research study. Although government is developing various programs and materials to enhance the English proficiency of students, there are various problems existing regarding their cultural background, present role, administrative role and other related aspects in influencing the enhancement of English is another consideration.

1.3 Objectives of the Study

This study was carried out to fulfill the following objectives:

- a. To point out the challenges in implementing compulsory English in grade nine, and
- b. To suggest some pedagogical implications.

1.4 Research Questions

The research questions used in the study to meet the objectives were as follows:

- a. What constraints are prevailing while implementing compulsory English in grade nine?
- b. How effective is compulsory English in grade nine?

1.5 Significance of the Study

English language is the language with greatest importance. It is rapidly being learnt in nearly each and every country of the world. This study will be significant to the researcher to carry out the researches regarding the status and challenges of compulsory English at secondary level. They will get significant insight into the areas, problems, status and further suggestions to improve the quality of English subject. It will be very useful guide to teachers and learners to pin point the situation and hindrances existing in compulsory English. It also helps them to be aware of these in future. Therefore, the findings of this study will be important for all related sectors, authoritarians, policy governors, and in teaching and learning field. It is very useful research for the linguists, text designers, and writers, language learners, curriculum designers and preparing relevant teaching materials for English language teaching. . They will get significant insight into the areas of status, prevailing challenges, and ways to minimize the possible challenges in English language accordingly.

This study will make teaching learning activities more comprehensible, contextualized and easier. Therefore the findings of the study will be important for all related sectors, authority and in teaching field. Similarly this research will through light on progressive researchers who want to carry out the research on related field. It will be a reference guide for language teacher involved English language teaching and learning activity.

1.6 Delimitations of the Study

The present study was carried out with the following delimitations;

- I. The study was limited to find out the challenges in implementing compulsory English in grade nine.
- II. The research was limited to collect the data from the students of Shree Jana Kalyan Higher Secondary School, Gauripur-3 of Siraha district.

- III. This study had only forty students of grade nine as the sample of population.
- IV. This study analyzed the situation of concerned school only.

1.7 Operational Definitions of the Key Terms

As the meanings of words vary according to the condition in which they are used, the following terms unveil the following mentioned senses in this research:

Administration: Administration refers to the activities that are done in order to plan, organize and run a business, school or other institution.

Challenge: In this research, challenge a difficult task or problem that can be an action, statement that can be against implementing compulsory English.

Compulsory: In my research, it means required by law or rule, to be done or accepted and obeyed by all in certain territory.

Constraint: In my research, constraint means any obstacle or hindrance which hinders in implementing compulsory English in grade nine.

Implementation: In this research, Implementation means the implication and teaching of something implementing compulsory English in grade nine in effective way.

Politics: Politics is the activity involved in getting and using power in public life, and being able to influence decisions that affect a country or a society.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter of the study consists of review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1. Review of Related Theoretical Literature

This section includes English language teaching in Nepal, the education system in Nepal and the challenges in implementing compulsory English in grade nine.

2.1.1. The English Language Teaching (ELT) in Nepal

This sub section includes historical background of ELT, The Structure of Education System, and English as a Medium of Instruction (EMI) in Nepal.

2.1.2. Historical Background

Nepal is a multicultural, multi-ethnic and multi-religious country. There are 125 ethnic communities speaking 123 languages. There is a long history of transferring the education from very ancient Sanskrit, then Nepali in the medieval and English since early nineteenth century. According to Bista (2011, p. 1), although Durbar high school was established in during 1850s, English language education was provided to all public in 1951 A.D. After the restoration of social equality, unity, and racial harmony in nation, Trichandra College started teaching English education under the supervision of Patna University, India from the fifties of twentieth century. The central department of English took place after the establishment of Tribhuvan University, the mother university in 1959 A.D. gave more priority to English curriculum. After a wide master plan, The National Education System Plan (NESP 1971-76) was implemented; there occurred a drastic change in the system of

curriculum, textbook, examination and so on from primary to the university level of education. First, this plan reduced the weightage of English courses (from 200 marks to 100 marks) set up by earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to university levels. Awasthi (1979, p.64, as cited in Bista, 2011, p 2), mentioned that majority of educators and students were in favors of "continuing English in secondary level." Meanwhile, the government made its decision to "switch over from English to Nepali" as a medium of instruction in schools.

Later in 1981, Tribhuvan University brought a change in the structure of English syllabi allotting weight age of 200 marks instead of 100 to the campus level English. The university also discontinued the semester system and reintroduced the annual system of teaching and assessment. In last four decades, English language teaching has been improved largely in Nepal. The change can be noticed in terms of structure of Education, pedagogies and institutions of higher learning.

2.1.3 English Language Education

Nepal remained always an independent country. So the history of English language education is not so long. English education started being given after the establishment of Durbar High School in 1850 A.D. after the return of the Prime Minister, Jung Bahadur Rana from Britain. It was limited only within Rana family in earlier days. More days later only, it was given to public. After the establishment of Tribhuvan University in 1959, the course was made for upper level then to secondary level and recently is given from the grade one.

2.1.4. The Structure of Education System

The government of Nepal has decided to provide inclusive, effective and technical education to all attempting to bring all children into school premises after the declaration of Education for All programs (EFA) (2016).

According to the implementation of SSDP (2016), the curriculum of up to the secondary level has been slightly merged and changed. The present structure of education in Nepal is shown in table given below:

Table 1The Structure of Education System

Class	Education	Level	Duration (years)	Remarks	
	Higher Education	Ph.D.	3-7		
		M.Phil.	1.5		
		Masters	2		
		Bachelor	3-5		
12	Secondary Education	Higher	2	Technical Diploma	
11		Secondary		3 Years	
10				Open Sec. Education	
9		Secondary	2	1 Year	
8	Basic Education	Lower	3	Open Lower Secondary Education	
7		Secondary			2 Years
6					
5					
4		Primary	5	Non-Formal Primary Education 3 Years (8-14 Years) Groups	
3					
2					
1					
	Early Child Education	Early Primary Education	1-2	(3-4 Years Group	

[Source: MoE, 2016, p.10]

2.1.5 English Textbook of Grade Nine

2.1.5.1 Introduction

This curriculum primarily focuses on language skills. In the revision of this curriculum, level-wise competencies have been devised for this level. These competencies relate to listening to, and reading of fiction and non-fiction texts about own and other countries, to communicate orally and in writing in English about own and other cultures, and to compare and contrast Nepali values, beliefs and customs with those of people from other countries. The linguistic competencies of studying English also begin to emerge at this stage, as learners become increasingly able to identify, understand and analyze patterns in English grammar, vocabulary and phonology. To achieve these competencies specific learning outcomes are formulated under each language skill (listening, reading, speaking and writing) with some elaboration of indicators. Furthermore, some soft skills have been integrated into the curriculum. The curriculum anticipates child-friendly learning facilitation and assessment processes.

2.1.5.2 Level Wise Competencies

The competencies of the English curriculum of secondary level are to enable the learners to:

- a. understand spoken English for general purposes with a good degree of precision,
- b. use spoken English for general purposes with a good degree of fluency and accuracy,
- c. interact, communicate and collaborate effectively with others orally in pairs, groups and whole class discussion,
- d. read a range of fiction and non-fiction texts, in a range of media, understanding the ideas and information they convey with a good degree of precision,

- e. write descriptive, narrative and imaginative texts, in a range of different forms and media with a fair degree of accuracy,
- f. use all four language skills in a variety of personal, social and academic contexts, and
- g. use English language to think creatively, critically and to solve problems that crop up in the real life and to promote tolerance and maintain sociocultural harmony.

2.1.5.3 Mark allocation

Secondary Education Curriculum- 2071 has devised the marks allocation to all the four language skills. According to this as cited in (p.72) has allocated the marks in this way:

Table 2 Mark Allocation

Listening	Speaking	Full marks
10	15	25
Reading	Writing	-
40	35	75
Total		100

2.1.5.4 Principles of Teaching English

The trends of teaching English are changing day-by-day according to the demand and contexts of learning in learners. Varieties of principles of teaching English have been developed. MoE. (2016, p. 68) states:

Learners in grade 9 will be beginning to develop independence in the way they study, remember and store and use language. The pedagogic approach at this stage will therefore focus on supporting learners to use learning strategies which will help them to develop this independence. The curriculum will help learners to improve their paraphrasing and summarizing skills, the fluency and accuracy of their speech and writing, and their ability to monitor their own speech. The curriculum will support learners as they consolidate their

ability to plan, organize and present written work and begin to develop an awareness of genre and register. The curriculum will help learners to develop inference skills, to use hard copy and electronic reference resources effectively, and to experiment with different linear and graphic approaches to note taking and vocabulary recording.

2.1.5.5 Classroom Activities

The following methods, techniques and activities should be followed:

- Demonstration and dramatization
- Question and answer
- Guessing the meaning of new words from their context
- Simulation and role play
- Group and pair work
- Information-gap activities
- Inquiry and discovery
- Brainstorming
- Mind mapping
- Quick write

2.1.5.6 Learning Resources

Each student must have a textbook for the appropriate grade. Each teacher and school should have a teacher's guide and a set of teacher support materials for the appropriate grade, including digital and electronic materials as far as practicable. Teachers should make extensive use of the writing board and flash cards produced from locally available materials.

2.1.5.7 Student Assessment Process

2.1.5.7.1 Formative/Continuous Assessment

The aim of the formative assessment is to help the learners to learn more rather than simply to check what they have learnt and what they have not. Formative assessment should focus on the learner's ability to use all the four skills of language: listening, speaking, reading and writing as well as the aspects of language: grammar, vocabulary language functions, etc. in order to communicate in real life situations. Assessment should measure how students use English and not what they know about it. According to MoE. (2016, p. 70)

The following tools can be used for formative assessment:

- Class work
- Home work
- Class test
- Weekly test
- Monthly test
- Project work
- Practical work
- Creative work
- Participation in classroom activities including group discussion
- Self-initiation in learning
- Making notes of what have been learnt by the students
- Role play, simulation and dramatization
- Acting out dialogues, etc.

2.1.5.7.2 Summative Assessment

As a part of summative assessment, tests for assessing four skills of language, viz. listening, speaking, reading and writing are to be conducted terminally in which 25 % weightage is allocated for listening and speaking and 75 % is allocated for reading and writing. Listening and speaking tests should be

conducted on practical basis. Letter grading system should be used in summative assessment. Subject specific grade should also be provided. Just like formative assessment, summative assessment should also focus on the learner's ability to use all the skills and aspects of language in order to communicate in real life situations and to cope with the English speaking situations.

2.1.5.7.2 .1 Assessing listening

Listening skill of students should be evaluated internally by the teacher. A listening comprehension test can be used to assess students' comprehension skills. As cited in MoE. (2016, p. 71) The following tools can be used for summative assessment:

- Multiple-choice test framework
- Matching,
- True/false,
- Listen and draw,
- Listen and act,
- Table completion,
- Drawing a map,
- Gap- filling
- Labeling diagrams, and
- Dictation and/or note taking

2.1.5.7.2 .2 Assessing Speaking

Like listening, speaking skill should also be assessed internally by the teacher. As cited in MoE. (2016, p. 71) The following tools can be used for summative assessment:

- Role-playing
- Giving speech,
- Discussion,

- Interview,
- Picture description,
- Picture narrating,
- Reading aloud,
- Interpreting,
- Retelling a story,
- Simulated conversation, and
- Dramatization.

Students' ability to discriminate between sounds, use of correct stress, tone and intonation to communicate can be best assessed by making them take part in discussions, problem-solving activities, role plays and conversations. The learner's ability to use language functions should also be taken into consideration while assessing speaking.

2.1.5.7.2 .3 Assessing Reading

The teacher should evaluate students' reading to check how well they have understood what they have read. This can be done by asking questions relevant to the passage or text. For assessing reading skill tools such as multiple-choice, true/false, gap filling, short question answers, cloze tests, information transfer and matching can be used. Questions that require long written answers should be discouraged. Seen and unseen reading texts should be used to assess reading skill.

2.1.5.7.2 .4 Assessing Writing

Over-correction should be avoided when assessing students' writing, as this may discourage students. Only serious mistakes should be pointed out. Comments should be given in the margin to indicate students' mistakes and weaknesses. Abbreviations, symbols, arrows, circles and lines should be used instead of simply marking a tick or a cross. Students find it more fun to correct

their friends' work and make the necessary corrections. So, this activity can also be used but under supervision. For the assessment of writing, the students should be given tasks such as developing a skeleton into a story, describing pictures, describing events, describing situations, writing essays, writing stories, writing letters, etc. Assessment should be based on:

1. the content, i.e. the supporting details
2. the accuracy,
3. the fluency,
4. the organization, i.e. coherence and cohesion,
5. the appropriateness of language used by the students,
6. the orthographic convention, and
7. the originality and creativity.

2.1.6. English as a Medium of Instruction (EMI) in Nepal

EMI is globally emerging phenomenon. It is laying good impact on education for young people and policy. It is being introduced as how it is delivered in teaching, learning and assessing teacher professional development. EMI is being used more in private school in Nepal. As cited in Andersson & Lindkvist. (2000, p. 17). State “English is being taught a single period once a day limited in only 40 minutes in public schools. Government schools need to improve their English teaching”

2.1.7. The Challenges in Implementing Compulsory English in Grade Nine

Curriculum development center (CDC), an agency under the ministry of education, is an agency for development and dissemination curriculum and curriculum related materials to maintain the quality of education. One of the purposes of curriculum is to facilitate implementation of curricular and extracurricular activities related to certain level. (Karki 2014, p. 89) states that for teachers, curriculum is a great resource for preparing the tasks for preparing lesson plans, selecting appropriate methodologies and materials.

The new revised Secondary Level Curriculum (grade 9-10) primarily focuses on language skills. Level-wise competencies have been set for this level. To achieve these competencies specific outcomes are formulated under each language skills (listening, speaking, reading and writing) with some elaboration of indicators.

2.1.7.1 Availability of Course book

In principle, it has encouraged the use of authentic materials. "Learning materials should be well-chosen to stimulate interest and to make connections between learner's wider learning experiences; whenever possible, they will be authentic text drawn from both print and digital media sources". MoE (2016, p.69). Further it states:

Each student must have a textbook for the appropriate grade. Each teacher and school should have a teacher's guide and a set of teacher support materials for the appropriate grade, including digital and electronic materials as far as practicable. (MoE 2016, p.70)

2.1.7.2 Teaching Learning Method

There are a number of problems which hinders the implementation of teaching learning methods. MoE. (2016) states that teachers at all levels, especially core subject teachers, need to strengthen their subject knowledge. Teaching tends to be too textbook-focused, lecture-oriented, and needs to be strengthened to foster creative thinking and enable core skills. The professional development of teachers will result in a more child-centered approach to teaching, particular in the lower grades. This approach will be supported by the introduction of grade-wise, rather than subject-wise teaching. Accordingly, Bista (2014) in his article also discusses the gap between the teacher's theoretical knowledge and its application in classroom teaching.

2.1.7.3 School Administration

Every school comprises SMCs, led by locally elected chairpersons. They are responsible for the overall quality assurance and management of schools. They jointly plan with teachers and local stakeholders using the SIP tool and evidence generated from EMI data while incorporating school safety, planning for educational continuity, building response and preparedness capacities, and reaching out to communities. SMCs are supported in the internal management and day-to-day functioning of schools by PTAs. Head teachers focus on technical functions, particularly on teacher performance, teachers' time on task and teacher capacity building.

2.17.4 Teaching Learning Materials

Listening practice in Nepalese contexts has encountered a number of problems. There should be availability of textbook, teacher's guide and other support materials for the related grade. The listening activities do take place as stated in curriculum. "One of the main sources of listening for students is the voice of their teacher" Harmer (2007, p.133). However, in most of the, not all, community schools of Nepal, students get limited exposure to listen English. Students get less chance to listen English. Even the classes of English in the community schools are not English friendly.

2.1.7.5 Use of ICT in School

A long-term goal of education in Nepal is to provide citizens with the knowledge and skills they need to work for the development of the country and to integrate Nepal into the global community. MoE (2016, p. 68), states:

MoE introduced ICT into the school sector by establishing computer labs in selected schools and internet connectivity in DEOs and schools. Furthermore, central level agencies, regional education directorates and all 75 DEOs have launched websites and the DoE has developed interactive digital learning materials for students in grades 2 to 6 in Nepali, math, English and science. However, the ICT equipment in schools is mostly being used for administrative

purposes. This highlights the need for strengthening institutional capacity, skills and the awareness of teachers and education managers to maximize the impact of introducing ICT in education. It is crucial to ensure that ICT is used in relevant and appropriate ways and that an ICT enabling environment is established with the institutional and professional capacity to maintain, update and use applications and features, as well as that educational facilities support the use of ICT in terms of power supplies, internet connectivity and other necessities.

2.1.7.6 Teacher Management

Teacher management has been recognized as a key agenda for improving the quality of education. "To improve the supply of teachers to schools, including rationalizing the supply of teachers at the school level and creating new secondary teacher positions to supply subject teachers at the secondary level, and incentive and scholarship schemes will be introduced to attract more candidates to teacher education programs in subjects like science, where there are too few teachers, and the curricula of teacher preparation programs will be aligned with the teacher recruitment policy". MoE. (2016, p.86)

2.2 Review of Related Empirical Literature

Several researches have been conducted in the field of English Language Teaching (ELT) to find out the status of English in the secondary level, their writing competency and to ensure the several programs regarding the implementation of English as a compulsory subject, their classroom management.

Various researches are being conducted year-by-year but no research has been conducted in the topic of “Challenges in Implementing Compulsory English at Grade Nine.” Some of the useful researches for my research that has been conducted under the central department of English education T.U. are reviewed on next page.

Dahal (2016) carried out a research entitled “English Teacher's Beliefs and Practices toward Technique in Teaching Vocabulary and Grammar”. He carried out the research to introduce the teacher's belief towards using the techniques in teaching vocabulary and grammar. His objectives to carry out the research were to explore the belief of English teachers toward the techniques used in teaching vocabulary and grammar, to explore the practice of the teachers toward techniques in teaching vocabulary and grammar in secondary level, to compare the belief of private school teachers and public school teachers and to point out some pedagogical implications. Public and private school English teachers were selected as population of his study. 10 private school and 10 public school English teachers were selected as sample for study using purposive non-random sampling procedure. Questionnaire was used as research tools. He founded that most of the teacher used traditional techniques of teaching vocabulary and grammar. Because of this, vocabulary and grammatical ability of students are poor.

Basnet (2016) conducted a research on “Practice of Teaching Listening Skills at Secondary Level.” His objectives of the study were to find out the practice of teaching listening skills at secondary level and to suggest some pedagogical implications. He used non-random sampling procedure to collect the data using questionnaire at secondary level. Five English teachers of secondary school of Sundardulari municipality, Morang was the sample of his study. From the study it was founded that listening skill is neglected in terms of other language skills and there is the lack of listening materials.

Panta (2015) conducted a research entitled “Role of Parents towards Their Children's Learning English Language.” The objectives of this research were to find out the role of parents in their children's English language learning to, to identify the attitude of parents toward their role in learning English language and to suggest some pedagogical implications. He conducted the research using

purposive non-random sampling method. The sample was 45 families of new Baneshwar area in Kathmandu. The interview and questionnaire were the research tools. The study revealed that the roles of eighty percent parents were not satisfied with their children's learning and most of the parents sent their children for attaining regular classes.

Ghimire (2015) carried out a research entitled "Attitudes of Private School Teachers towards Teaching English." She conducted the research with objective to find out the attitudes of private school teachers toward teaching English at primary level and to suggest some pedagogical implications of the study. She conducted her research using stratified random sampling procedure. Ten private school teachers of different five private schools of Lamjung district were the sample of the study. Questionnaire was the tools to collect the primary data. One of the findings of her research showed seventy percent teachers were positive toward teaching English.

Dhamala (2014) conducted research entitled "Secondary Level English Teacher's Practice and Perception on Using E-Device in Language Class." The main focuses of his study was on how was the perception of English teachers toward using e-devices in language class and how were their practices. He conducted the research with the objectives to find out the secondary level English teachers practice and perception on using e-devices in language class and to list out some pedagogical implications. The method of the study was purposive non-random sampling procedure. The sample of this study was the five secondary level English teachers of Baitadi district. Observation and questionnaire were the used as research tools. Eighty five of teachers were founded that they did not use e -devices in language class. And most or the teachers (79%) opined about the poor management of e -devices in the schools.

Yadav (2012) carried out a research entitled "Attitudes of Dalit Students towards Learning English." His objectives in the study were to find out the

attitudes of Dalit students toward learning English, to analyze these attitudes, and suggest some pedagogical implications. He carried out the research using purposive non-random sampling procedure using questionnaire tool. The Dalit students of Arnama VDC. of Sirha district. He found that despite their positive attitudes towards learning English, their economic condition of the family were found unlikely to support in their study.

Regmi (2012) conducted a research entitled “Perception of Adult Women towards Learning English.” She carried out this research with the objectives to explore the views of women students toward learning English and highlighting the problems to learn English, to find out their perception and challenges of “Our English” book and to suggest some pedagogical implications. She conducted this research using purposive non-random sampling method. The sample of the study was adult women learners of five different "Mahila Bidhalaya" in Kathmandu and Lalitpur district. She exploited questionnaire as research tool. Through her study she found that the women students have positive attitudes towards learning English. However, they have to face many problems to continue their study because of early age marriage, society's negative criticism and less family support.

2.3. Implications of Review for the Study

The literature review is the integral part of whole research. It gives a valuable contribution to all almost each and every operational steps of research work. It is very significant for providing theoretical knowledge as well as empirical information. It consists of two aspects; firstly, it gives the insights to the theoretical background to the study. It broadens the knowledge based on the concerned research area. It provides the basic information for the related research. On the other hand, it guides to develop a systematic methodology to identify the problems, conduct a research and solve the problems and to integrate the findings with existing body of the knowledge. The review of theoretical literature provides the theoretical background and explores the

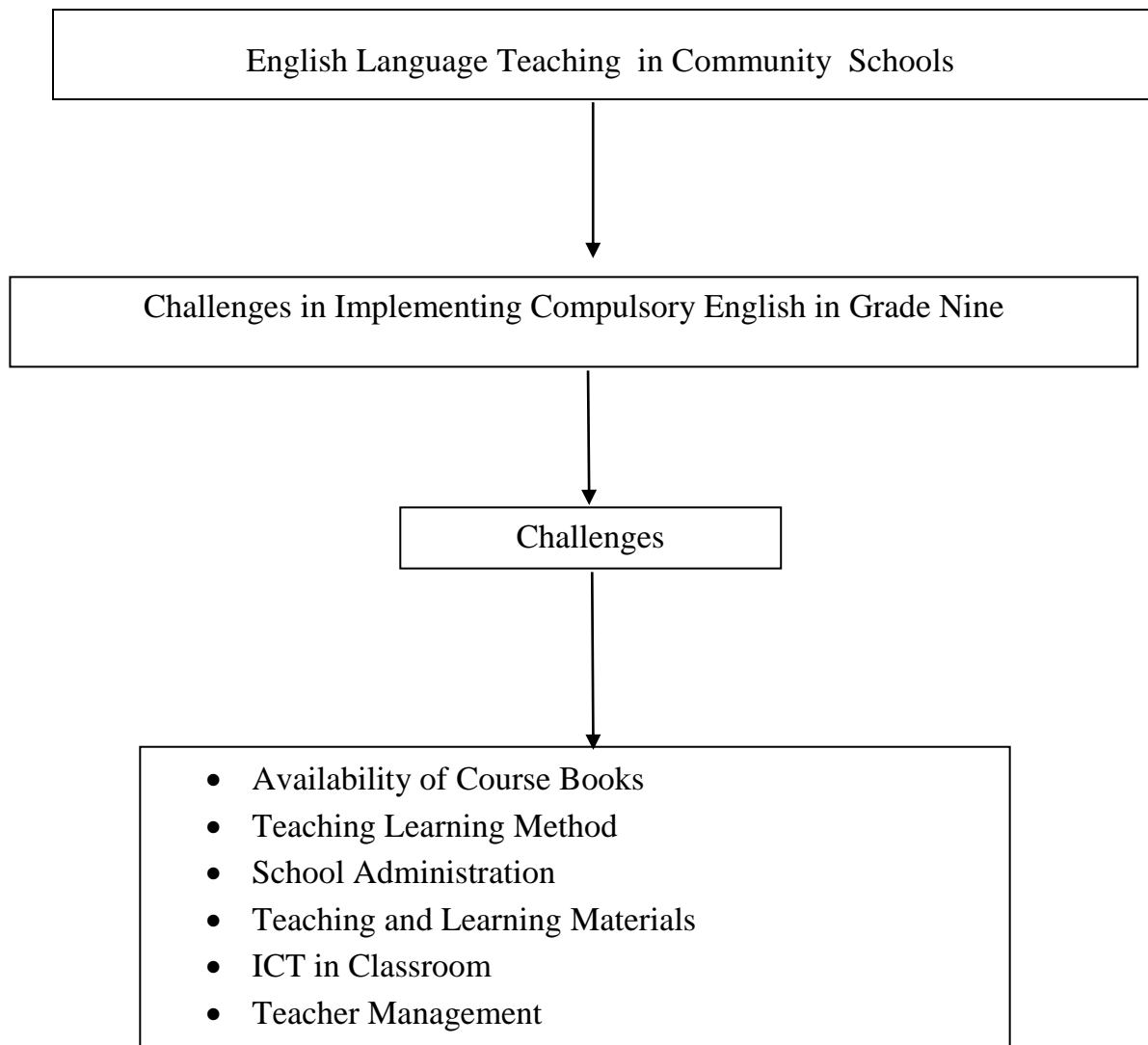
knowledge base for developing and forwarding the research in communicative style.

Language families in Nepal and English language and importance provides some guideline to me for understanding and carry out the further research on the basis of sociolinguistic diversity of the country and importance of English language in day-to-day communication in the world. Accordingly the theoretical review of literature provided some basic guideline to carry out my further study and the empirical review of the literature helped me to collect the raw data and develop the research practically. I got many ideas from the researches carried out in this related field. For example the research of Dahal (2016) helped me in gathering the theoretical information. The thesis of Basnet (2016) was informative in the sense to know about the problems lying in English subject at secondary level. The thesis done by Panta (2015) provided me the methodological knowledge about the research. Similarly, Ghimire (2015) helped me to know the attitudes of private school teachers toward teaching English and pointing out the problems. Dhamala (2014) helped me in pointing out the idea that how the teachers perceptions and practices determine the success and failure of English language using e-devices. Regmi (2012) helped me to get information about the underlying problems in learning English. And the thesis of Yadav (2012) helped me to get information about the attitudes of learners towards learning English language as well.

Finally, I have gained the ideas to conduct the research and expand the theoretical knowledge and develop the conceptual framework by reviewing the related literature. The empirical review of literature made me aware of possible shortcoming of the study and helped in developing data collection tools, selecting and sampling population, and getting representative sample.

2.4. Conceptual Framework

The very study entitled "Challenges in Implementing Compulsory English in Grade Nine" was based on following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodologies were used to achieve the determined objectives.

3.1 Design and Method of the Study

There are various methods developed to carry out the research in the related field. It is important to select the research method according to the nature of research topic and area it occupies. The research topic itself reveals the nature of the research and appropriate methodology to be undertaken. I used the survey research design to fulfill the set objectives. The survey research is a kind of research that tries to study the large and small population by selecting and studying samples in order to achieve the research purposes. According to Cohen, L. Manion, L. & Merrison, K.(2010) the survey research is “that research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify most standard on against the existing situations.”

I used the survey research design to carry out my research. Survey research design is of two kinds, namely longitudinal survey design and cross-sectional survey design. I adopted the cross-sectional design of survey design

Nunan (1992, p.141) writes the following eight types of step procedure of survey research:

- | | |
|------------------------------------|---|
| Step 1: Define objectives | -what do we want to find out? |
| Step 2: Identify target population | -who do we want to know about? |
| Step 3: Literature review | -what have other said/ discovered about the study? |
| Step 4: Determine sample | -How many subjects should we survey, how will identify these? |

- Step 5: Identify survey procedure - How the data will be collected:
questionnaire/interview?
- Step 6: Design survey procedure - How will the data collection
actually be carried out?
- Step 7: Identify analytical procedure - How will the data be assembled and
analyzed?
- Step 8: Determining reporting procedure -How will be written up and
presented?

The above mentioned discussion entails that survey research is a kind of research that studies large and small population by selecting and studying samples in order to find out peoples' attitudes, opinions, and specified behavior on certain issues, phenomena, events and situation. Its findings are applicable to whole group. It helps to collect the appropriate samples from the concerned population. Therefore I selected this research design in my research study.

3.2 Population, Sample and Sampling Strategy

The population of the study was the students of grade nine of Shree Jana Kalyan Higher Secondary School, Gauripur-3 of Siraha district to fulfill the objectives of the study. The sample size consists of forty students among the available students of that school. I selected the purposive non random sampling procedure.

3.3 Research Tools

The researcher developed questionnaire and it was used as the major research tool for data collection. I used the questionnaire for the students of secondary level and share the genuine information about the related issues. The open – ended and close- ended questions were used to gather the data about the problems existing in terms of administration, availability of course book, use of

teaching materials, teaching and learning aspects, ICT in classroom and teacher management.

3.4 Sources of Data

Both primary and secondary source of data were utilized to collect information for the study.

a. Primary Sources of Data

As this is survey research, primary data is must for this research. The primary sources of data were collected from the forty students and English subject teacher of Shree Jan Kalyan Higher Secondary School Gauripur-9 of Siraha district.

b. Secondary Sources of Data

I consulted some related books, journals, reports, articles, unpublished thesis, websites related to the topic to facilitate the related area of my study.

3.5 Data Collection Procedures

First of all, I visited the head master of Jana Kalyan H .S. School. I informed the purpose of my research to the head-teacher and English teacher. I made rapport with the English teacher. Next day I entered into the classroom along with the subject teacher. He made clear to the students about my purpose of meeting them. After this, I made clear about research topic, objectives of the study, ethical considerations, and questionnaire myself, too. And then, I distributed participation information statement forms to every student. Then after, I distributed them the questionnaires along with participant consent forms, and requested them to complete the questionnaire. And finally, I collected the questionnaires with response from the participants and bet farewell thanking them for their valuable responses.

3.6 Data Analysis Procedures

The data were collected carefully and analyzed and presented descriptively with the help of simple statistical tools and tables. The responses to close-ended questions have been tabulated and shown in terms of percentage. And the responses to open-ended questions have been presented in table along with their frequencies.

3.7 Ethical considerations

The survey research requires abiding the ethical parameters strictly. Since this is an academic research, and a research with multiple stakeholders, my effort to consider all stakeholders' ethical background is pivotal. As ethical considerations are very important in survey research, it is the responsibility of the researcher to consider their ethics.

In my research, participants' participation was voluntary. They were not given any kinds of pressure or related sources. The objectives of the study were clearly informed to them before getting consent forms signed. I assured the confidentiality about the information they shared. The shared responses were and will not be disclosed in other perspectives somewhere else except this study. I prepared a consent letter that consists of privacy of their responses.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the detail analysis and interpretation of data collected from primary sources. The data were collected from forty students of class nine. The main focus of this study was to find out the challenges existing in terms of implementing the compulsory English at class nine. The collected data have been analyzed and interpreted in terms distinct thematic topics using suitable tools and tables.

4.1 Analysis of Data and Interpretation of Results

The researcher designed questionnaire tool to obtain the data to fulfill the determined objectives. The designed tool contains both open ended and close ended questions. The questionnaire contains altogether forty questions.

4.1.1 Problems in Implementing Compulsory English

The problems discussed here have been derived from practices of implementing the compulsory English book in grade nine from the responses given by the students of grade nine. Questions set in the questionnaire related to the problems in implementing English text book in grade nine and their responses have been presented below.

4.1.1.1 Availability of the Course Book

The students were asked whether they get course book free or not. In addition to this, they were also questioned whether they get course book on time or not, they get all text book on time or not and, whether they get course book taught timely or not. Their responses were as shown in the table 3 given on the next page.

Table 3 Availability of Course Book

Questions	Responses			
	Yes		No	
	NR	%	NR	%
Do you get course book on time?	34	85	6	15
Do you get course book free?	40	100	-	-
Do you get all books timely?	26	60	16	40
Do you get your course book completed within time?	16	40	26	60

Legend: NR= Number of Responses, % = Responses in Percentage

Table 3 shows that 34 (85%) students out of 40, responded that they get course book on time. However, only 6 (15%) students opined that they do not get course book on time. Similarly, 40 students out of 40 students responded that they get all course books free but, only 16 (40%) students chose that they get their course book completed within time, and 26 (60%) students replied that they do not get their course book completed on time. Therefore, it can be assumed that although they get their course book free and timely, they do not get their course book finished within time.

4.1.1.2 Availability of Teaching Materials

Table 4 Availability of Teaching Materials

Questions	Responses			
	Yes		No	
	NR	%	NR	%
Are the listening materials available at your school?	7	17.5	33	82.5

Legend: NR= Number of Responses % = Responses in Percentage

Participants were asked whether listening materials were available at their school or not. Only 7 (17.5%) students out of 40 students replied that there was the facility of listening materials but 33(82.5%) students opined that there was

not any facility of listening materials as shown in the table 4. Thus it can be said that there is very less availability of listening materials.

Table 5 Availability of Teaching Materials

Question	Options	NR	%
How often do you get chance to listen them?	a. Always	4	10
	b. Frequently	1	2.5
	c. Sometimes	14	35
	d. Never	21	52.5
How often teacher bring them into use?	a. Always	3	7.5
	b. Frequently	2	5
	c. Sometimes	5	12.5
	d. Never	30	75

Legend: NR= Number of Responses % = Responses in Percentage

In addition to this, there were two more questions set in the questionnaire to answer. They were asked if were available materials there then how often they got chance to listen them and next was that how often their teacher have brought them into use. . Thus it can be said that there is very less availability of listening materials. Although it is available in their school, they get very less chance to listen them.

Table 5 shows that 4 (10%) of total respondents replied that they always get chance to listen them. Only 1(2.5%) one respondent replied that he/ she gets chance to listen teaching materials frequently. Out of the total, 14(35%) respondents have answered that they get chance to listen but sometimes only. And, 21(52.5%) out of 40 have replied that they never get chance to listen them. Similarly, in the reply of second question, out of 40, 3(7.5) students have replied that their teacher always brings them into class, 2 (5%) students have responded that their teacher frequently brings them into class, 5(12.5%) students have replied that their teacher brings them sometimes, and 35 (75%) students have replied that their teacher never brings them into the class.

From the data shown in table 5, it can be concluded that most often their teacher does not teach with teaching materials. Although there is availability of some teaching and learning materials, teacher does not have brought them into use.

Table 6 Availability of Teaching Materials

Responses	Frequency	%
Less availability of teaching materials	32	80
No availability of teaching materials	08	20

One question was asked about the condition of teaching materials. The frequencies of participant's responses are shown in table 6.

The response which gets the highest frequency i.e. 32(80%) is assigned to *less availability of teaching materials*. Other response that has low frequency i.e. 08 (20%) is contained in the response- *no availability of teaching materials*. So, it can be stated that there is less availability of teaching materials.

4.1.1.3 School Administration

There were four questions asked related to the school administration. Among them two questions were in ye /no forms and others were provided with options. They are shown in table 7.

Table 7 School Administration

Questions	Responses			
	Yes		No	
	NR	%	NR	%
Does your school seem to be fully responsible toward your study?	16	40	24	60
Does your school run regular classes?	13	32.5	27	67.5

Legend: NR= Number of Responses % = Responses in Percentage

The first question was asked that whether their school seemed responsible toward their study or not. Out of 40, 16(40%) respondents have responded to *yes* and 24(60%) respondents have replied to *no*. The second question was that whether their school runs regular classes or not. Out of 40, 13(32.5%) students have replied that their school runs regular classes but 27(67%) students have replied that the school does not run regular classes. From the above data, it can be said that the school is less responsible and it should run regular classes for their study.

Table 8 School Administration

Questions	Options	NR	%
How often does your school remain closed?	a. Only on public holidays	21	52.5
	b. Frequently	4	10
	c. Occasionally	15	37.5
How is the role of school administration in your school?	a. Active	10	25
	b. Passive	20	50
	c. Neutral	10	25

Legend: NR= Number of Responses % = Responses in Percentage

The third question was asked the frequency the school remains closed. Out of 40, 21(52.5%) students have replied that their school remains closed only on public holidays, 4(10%) students have answered that it frequently remains closed, and 15(37.5%) students have responded that their school remained occasionally closed. In addition to this, the next question was asked about how the role of school administration is in the school. In reply, 10(25%) out of 40 students have replied that the role of school administration is active whereas 20(50%) students have opined that the role of school administration was passive and 10(25%) have replied that the role of school administration is neutral.

From the above data, it can be said that although their school remains closed on public holidays only, the school administration has not been more effective.

4.1.1.4 Political Activity

The participants were asked about the effect of politics on their study. In addition to this, they were also asked that their teachers' alignment in political affairs. Their responses are as shown in the table 9.

Table 9 Political Activity

Questions	Options	NR	%
How much is your study affected by politics in your school?	a. Very much	19	47.5
	b. A little	11	27.5
	c. Little	10	25
	d. No at all	-	

Legend: NR= Number of Responses % = Responses in Percentage

Table 9 shows that 19(47.5%) out of 40 students have replied that their study is affected by politics, whereas 11(27.5%) students have responded that their study is affected *a little* and 10(25%) students have responded that their study is affected *little* by politics at their school. None of the participants have responded that their study is not affected by politics. Accordingly, the table mentioned below shows that 36(90%) out of 40 students have replied that their teachers are involved in politics, and only 4(10%) of them have responded that their teachers are not involved in politics.

Table 10 Political Activity

Questions	Responses			
	Yes		No	
	NR	%	NR	%
Are your teachers involved in politics?	36	90	4	10

Legend: NR= Number of Responses % = Responses in Percentage

The above table 9 shows that politics is deeply rooted in school and teachers are involved in politics although it is an educational institution. Everybody knows that educational area should be free of politics, but it is most affected by political activities.

4.1.1.5 Teacher Management

There were four questions asked regarding the teacher management of that school. The first question was about the availability of permanent English teacher. And three other questions were asked in another category as shown in table no 11.

Table 11 Teacher Management

Question	Responses			
	Yes		No	
	NR	%	NR	%
Is the permanent teacher of English available at your school?	17	42.5	23	57.5

Legend: NR= Number of Responses % = Responses in Percentage

Table 11 shows that 17(42.5%) students have replied yes and 23(57.5%) students have answered no in response to the question about the availability of permanent English teacher at their school. From the data mentioned above, it can be analyzed that most of the students (57.5%) have replied that there was no management of permanent English subject teacher at secondary level.

Three questions with options were asked to the students about their English teacher as shown in the table no 11. The first question was about whether they are satisfied with their English teacher's performance. In answer, 30(75%) students have replied yes, 4(10%) students have answered somehow and 6(15%) students have answered no to this question. The second question was about the teacher's regularity in his class. In response, 12(30%) students have replied always, and 28(70%) students have replied that their teacher remained sometime absent. Similarly, next question was the teacher's preparation of lesson plan to teach them. Out of 40 students, 15 (37.5%) have replied yes, 20(50%) have replied sometimes and 5(12.5%) replied never to this question.

Table 12 Teacher Management

Questions	Options	NR	%
Are you fully satisfied with your English teacher?	a. Yes	30	75
	b. Somehow	4	10
	c. No	6	15
How often does your English teacher take classes regularly?	a. Always	12	30
	b. Sometime absent	28	70
	c. Never	-	
Does your teacher make lesson plan to teach you?	a. Yes	15	37.5
	c. Sometimes	20	50
	c. Never	5	12.5

Legend: NR= Number of Responses % = Responses in Percentage

From the table 12, it can be concluded that although their teacher does not attain regular classes, they were satisfied with him. Similarly, their teacher does not follow the modern trend of maintaining lesson plan for regular classes.

4.1.1.6 Teaching Methods

There were two questions asked regarding the teaching methods used by their teacher in the school. The first question was about the use of different methods according to the nature of chapter and next was about the frequently used method them to teach in the classes.

Table 13 Teaching Methods

Questions	Options	NR	%
Does your teacher use different methods of teaching according to the nature of chapter?	a. Yes	16	40
	b. Sometimes	20	50
	c. Never	4	10
Which method does your teacher use normally to teach in classes?	a. Lecture	10	25
	b. Student centered	3	7.5
	c. Mixed	27	67.5

Legend: NR= Number of Responses % = Responses in Percentage

Out of 40 students, 16 (40%) have replied yes, 20(50%) have answered sometimes and 4(10%) have replied never to that their teacher uses different methods of teaching according to the nature of chapter. Similarly, the second question was about the method normally used by their teacher to teach in the class. Among 40 students, 10(25%) have replied to lecture method 3(7.5%) have ticked student- centered method and 27(67.5%) have answered that he used mixed method to teach normally in the classes.

The table 13 shows that although their teacher uses different methods to teach them, he couldn't afford (find suitable term instead) the chapter with theme based approaches. He should use more student-centered methods than lecture and others. It would be better to teach with various available teaching materials involving them actively within the structure of appropriate methods.

4.1.1.7 Use of Information Communication Technology (ICT) in Classroom

A question was asked about the use of modern devices and ICT in class to teach related topics. They were asked whether they are taught any chapter using modern devices like projector, and computers.

Table 14 Use of ICT in Classroom

Question	Options	NR	%
Have you read any chapter of English through modern devices like projector, OHP, etc.?	a. Sometimes	2	5
	b. Onetime	2	5
	c. Never	36	90

Legend: NR= Number of Responses % = Responses in Percentage

Table 14 demonstrates that out of 40 students 2 (5%) students have replied that they have are taught only sometimes with these modern devices, similarly 2(5%) students have replied that they are taught only onetime with those devices. And 36(90%) have answered that they have never read with those

kinds of modern technology in the classroom. Therefore, it can be concluded that there is lack of modern technologies and materials like OHP, computers, and other related devices in the school.

Table 15 Use of ICT in Classroom

Responses	Frequency	%
There should be availability of computers, listening tapes and other ICT materials	25	62.5
There should be well management of electricity during school hours	15	37.5

From the table 15, it is clear that the most repeated response is that *there should be the availability of computers, listening tapes and other ICT materials*. It is responded by 25(62.5%) students. Similarly, other response in low frequency is *there should be the well management of electricity during school hours, i.e. 15(37.5%)*. Hence, their responses indicate that there should be the proper availability, management, and use of ICT materials and electricity during school hours.

4.1.1.8 Teaching Learning Activity Management

A number of questions about teaching management were set in the questionnaire.

Table 16 Teaching Learning Activity Management

Questions	Options	NR	%
Does your school manage extra classes for English Subject?	a. Yes	9	22.5
	b. Sometimes	2	5
	c. Never	29	72.5
Is there SMC active toward teaching learning activities in your school?	a. Yes	11	27.5
	b. Sometimes	14	35
	c. Never	15	37.5

Does your headmaster cooperate in your teaching learning activities?	a. Yes	2	5
	b. Sometimes	5	12.5
	c. Never	33	82.5
How often formal test of English is taken at your school?	a. One time	5	12.5
	b. Two times	16	40
	c. Tree times	14	35
	d. Never	5	12.5

Legend: NR= Number of Responses % = Responses in Percentage

The table 16 demonstrates that 9(22.5%) out of 40 students have asserted that their school manages extra classes for English subject whereas 2(5%) out of 40 students have replied that their school manages extra classes sometimes for English subject and 29(72.5%) out of 40 students have answered that their school never manages any extra classes for English subject. Similarly, 2(5%) out of 40 students have replied that yes the school management committee (SMC) is active toward the study of students, 14(35%) out of 40 students have answered that their SMC is active sometime toward the teaching learning activities in the school, and 15(37.5%) out of 40 students have replied that SMC of that school never is active regarding teaching learning activities in that school. Likewise, 2(5%) out of 40 students have replied that yes their headmaster cooperates in their study, 5 (12.5%) have replied that their headmaster cooperates sometimes only in their study, and 33 (82.5%) have asserted that their headmaster never cooperates in their study. Accordingly, 5 (12.5%) out of 40 students have answered that their school administers formal test onetime only whereas 16(40%) out of 40 students have asserted that their school administers formal test two-times only and 14 (35%) out of 40 students have replied that their school took test only three times, and 5 (12.5%) out of 40 students have answered that their school never administers any test of English.

Therefore, it can be concluded that the SMC of that school seems weak in its responsibility and management of educational aspects. It is unable to take care

of the teaching learning activities in the school. Neither they could manage extra classes for the students nor could they manage appropriate number of tests and examination in that school.

Table 17 Teaching Learning Activity Management

Responses	Frequency	%
SMC should Work to create English learning environment	27	67.5
SMC should manage the facility of teaching learning materials	13	32.5

The above table 17 demonstrates that the highest frequency of response i.e. 27 (67.5%) is assigned to *SMC should work to create English learning environment*. Other activity in decreasing frequency order is that *SMC should manage the facility of teaching learning materials i.e. 13(32.5%*. From this it is reflected that the SMC should address the students' needs.

4.1.1.9 Students Opinion toward Improvement of English Subject in School

A question was asked that to share their opinion to improve the standard of English in their class. Their opinions have been presented in the table given below.

Table 18 Students Opinion toward Improvement of English Subject in School

Responses	Frequency	%
There should proper management of listening materials	17	42.5
School should facilitate the English learning environment	09	22.5

School should manage the extra classes	04	10
School should manage well qualified English teacher	10	25
School should manage ICT and other modern devices in classrooms	08	20

The table 18 shows that the students have various opinions to improve the status of English in their class. The highest frequency is 17(42.5%) which are associated to the *proper management of listening materials*. The second highest frequency is 10(25%) which are related to the *school should manage well qualified English teacher*. The third highest frequency is 9(22.5%) which are linked with the opinion that *school should facilitate the English learning environment*. The fourth highest score is 08(20%) which is related with the *School should manage ICT and other modern devices in classrooms*. And the lowest score is 04 which is related with the *School should manage the extra classes*. Hence, the above table conveys that the students have various opinions to improve the status of English in their class.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This section incorporates findings, conclusion and recommendations of the study.

5.1 Findings

The major concern of the study was to find out the problems in implementing compulsory English at grade nine. The students of the grade nine of Shree Jana Kalian Higher Secondary Gauripur-3 Siraha district were the participants of this study. The data were subsumed through questionnaire.

The data were tabulated for convenience and analyzed using simple statistical tools. The major findings of this study based on the analysis and interpretation of results are as given below:

- Regarding the availability of course book, majority of students 26(60%) out of 40 students were found to get their course book on time.
- Regarding the availability of teaching materials, more than 80 percent students were found to have responded about the unavailability of teaching materials. Out of 40 students, 33(82.5%) students responded that teaching materials were not available.
- Regarding the availability of listening materials, 21(52.5%) students out of 40 students found to respond that they never get chance to listen them whereas 14(35%) out of 40 asserted that they got chance to listen but only sometimes.
- Regarding the role of school administration, 24(60%) out of 40 students stated that their school administration seemed very less responsible toward their study and does not run regular classes.

- Regarding the involvement of teachers in politics, 90 percent students responded that their teachers were involved in politics. 36(90%) out of 40 students stated about the involvement of their teacher in politics.
- Simply 23(57.5%) students out of 40 stated that the English subject teacher wasn't permanent in that school.
- 20(50%) out of 40 students stated that their English teacher made lesson plan sometimes only.
- Regarding the use of ICT in classroom, 90% students responded that they never read any chapter through modern devices like computers, projectors etc.
- Regarding teaching-learning activity, more than 70% students stated that their school didn't manage any extra classes of English subject. 29(72.5%) out of 40 students stated that their school never provided any extra classes of English.
- Simply 33(82.5%) out of 40 students stated that their head-teacher never co-operated in their teaching -learning activities.
- Regarding the test taken in school, majority of students 16 (40%) out of 40 responded that school administration took only two tests within an academic session.

5.2 Conclusion

English language is the language with greatest importance. It is rapidly being learnt in nearly each and every country of the world. This research was conducted aiming to finding out the problems in implementing compulsory

English in grade nine. The teaching status of English was found satisfactory to some extent but was no free from problems.

The major problem was seen in school administration and teaching-learning activity management. The role of school administration was not seen fully responsible toward students learning activities and teacher management. 60 percent student stated that their school administration wasn't responsible toward the management of their study and teacher management.

There were very less availability of teaching learning materials. More than 80 percent students responded that there were not any teaching learning materials available in their school. More than 50 percent students stated that they never got chance to listen them. The English teacher was failed to tackle the use of student-catered methods to teach in the classrooms. More than 65 percent students stated that their teacher use lecture and mixed approaches to teach normally in the class. Similarly he couldn't manage his teaching with proper management of lesson plan. Majority of students responded that does not make the lesson plan according to the nature of the chapter.

Another problem was found in the use of ICT in classroom. Although there were the facility of computers modern devices, 90 percent students stated that they never got chance to read through these devices and they didn't get chance to read with listening materials provided by CDC.

The school administration has not managed extra classes as per need of students. More than 70 percent students stated that school never provided any extra classes. Similarly, school administration couldn't provide the facility of proper test. Majority of students stated that their school managed only two tests within an academic session.

5.3 Recommendations

The study revealed that the major problems lie in the availability of teaching learning activities, materials and school administration. On the basis of findings the researcher has made the following recommendations.

5.3.1 Policy Related

- Teaching listening materials were not available in the classroom. The CDC should make them available to school on time through DEOs.
- There were not proper management of ICT facilitated classroom. So, the CDC should make them available to school through DEOs.
- Majority of teachers were found to be involved in politics. So the government should inspect the school and organize supervision program to bring out the teachers from politics.

5.3.2 Practice Related

- The head-teacher and SMC should make the listening materials available to the teacher and create the conducive atmosphere for using them.
- SMC and school administration should make ICT materials available in the school so that the teachers can make the classroom teaching interactive.
- Teacher should create friendly atmosphere so that students can share their queries and problems freely.

- Lecture and mixed approaches were more focused during classroom teaching. So, the teacher should focus more on involving the students in various interactive activities.
- School administration should facilitate the students with Continuous Assessment System (CAS). So, the students can foster their capabilities.
- School administration should run regular classes so that students can get their course completed within allocated time.
- The teachers should acknowledge their accountability and responsibility to run the classes smoothly and effectively.
- The political influence in school should be minimized and teaching-learning aspects should be focused more to enhance the students' ability.

5.3.3 Further Research Related

- The research is solely based on the students' perspectives. The interested researchers who want to carry out the researches in the same area can carry out researches to explore the problems in implementing compulsory English from teachers' perspectives.
- The research is not based on classroom observation. So, new researchers can conduct similar kind of study focusing on classroom practices.
- The study is limited to Shree Jana Kalyan Higher Secondary School of Gauripur V.D.C. of Siraha district. Thus, other researcher can select different study area.

CHAPTER ONE

INTRODUCTION

This research study entitled “Challenges in Implementing Compulsory English in Grade Nine” deals with the analysis of challenges in implementing compulsory English in grade nine, and introduces the challenges that are still prevailing during the teaching-learning processes at secondary level. It aims to find out the problems regarding the implementation of English. This chapter contains background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

In recent years, English has become an influential academic subject in educational territory in most of the countries. It is being taught either as a second language or foreign language. The emerging interest in English language has enlarged its scope. Its importance enlarged due to the globalization and internalization of it. Crystal (2003, p. 1) states that “English is a global language”.

English is the language of greatest access in this post-modern age. It is being spoken in each and every corner of the world. Most of the countries have developed their educational curriculum including English as a compulsory subject from junior to university level. In Nepal, English is a compulsory subject from grade one to university level. Now, English has great role in developing the capacity regarding to get adjusted in English speaking community. As our government has developed the curriculum and prepared various materials to improve the English language competence in students, various problems that still exist in different areas like in administration, student's role, and students' attitudes toward learning English language.

1.2 Statement of the Problem

The curriculum of secondary level is changing according to the demand of related context and students. The curriculum of secondary level has been revised and slightly changed (MoE. 2016, p.10). Students face various problems while entering to secondary level because of their different learning style, planning and policy and replacement of English teacher. I attracted toward what are the obstacles that hinder in implementing the course of grade nine at secondary level. I chose the students of grade nine because they passed basic level and entered to the first grade of secondary level. Then what kinds of problems they face is the matter of concern in this research study. Although government is developing various programs and materials to enhance the English proficiency of students, there are various problems existing regarding their cultural background, present role, administrative role and other related aspects in influencing the enhancement of English is another consideration.

1.3 Objectives of the Study

This study was carried out to fulfill the following objectives:

- a. To point out the challenges in implementing compulsory English in grade nine, and
- b. To suggest some pedagogical implications.

1.4 Research Questions

The research questions used in the study to meet the objectives were as follows:

- a. What constraints are prevailing while implementing compulsory English in grade nine?
- b. How effective is compulsory English in grade nine?

1.5 Significance of the Study

English language is the language with greatest importance. It is rapidly being learnt in nearly each and every country of the world. This study will be significant to the researcher to carry out the researches regarding the status and challenges of compulsory English at secondary level. They will get significant insight into the areas, problems, status and further suggestions to improve the quality of English subject. It will be very useful guide to teachers and learners to pin point the situation and hindrances existing in compulsory English. It also helps them to be aware of these in future. Therefore, the findings of this study will be important for all related sectors, authoritarians, policy governors, and in teaching and learning field. It is very useful research for the linguists, text designers, and writers, language learners, curriculum designers and preparing relevant teaching materials for English language teaching. . They will get significant insight into the areas of status, prevailing challenges, and ways to minimize the possible challenges in English language accordingly.

This study will make teaching learning activities more comprehensible, contextualized and easier. Therefore the findings of the study will be important for all related sectors, authority and in teaching field. Similarly this research will through light on progressive researchers who want to carry out the research on related field. It will be a reference guide for language teacher involved English language teaching and learning activity.

1.6 Delimitations of the Study

The present study was carried out with the following delimitations;

- I. The study was limited to find out the challenges in implementing compulsory English in grade nine.
- II. The research was limited to collect the data from the students of Shree Jana Kalyan Higher Secondary School, Gauripur-3 of Siraha district.

- III. This study had only forty students of grade nine as the sample of population.
- IV. This study analyzed the situation of concerned school only.

1.7 Operational Definitions of the Key Terms

As the meanings of words vary according to the condition in which they are used, the following terms unveil the following mentioned senses in this research:

Administration: Administration refers to the activities that are done in order to plan, organize and run a business, school or other institution.

Challenge: In this research, challenge a difficult task or problem that can be an action, statement that can be against implementing compulsory English.

Compulsory: In my research, it means required by law or rule, to be done or accepted and obeyed by all in certain territory.

Constraint: In my research, constraint means any obstacle or hindrance which hinders in implementing compulsory English in grade nine.

Implementation: In this research, Implementation means the implication and teaching of something implementing compulsory English in grade nine in effective way.

Politics: Politics is the activity involved in getting and using power in public life, and being able to influence decisions that affect a country or a society.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter of the study consists of review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1. Review of Related Theoretical Literature

This section includes English language teaching in Nepal, the education system in Nepal and the challenges in implementing compulsory English in grade nine.

2.1.1. The English Language Teaching (ELT) in Nepal

This sub section includes historical background of ELT, The Structure of Education System, and English as a Medium of Instruction (EMI) in Nepal.

2.1.2. Historical Background

Nepal is a multicultural, multi-ethnic and multi-religious country. There are 125 ethnic communities speaking 123 languages. There is a long history of transferring the education from very ancient Sanskrit, then Nepali in the medieval and English since early nineteenth century. According to Bista (2011, p. 1), although Durbar high school was established in during 1850s, English language education was provided to all public in 1951 A.D. After the restoration of social equality, unity, and racial harmony in nation, Trichandra College started teaching English education under the supervision of Patna University, India from the fifties of twentieth century. The central department of English took place after the establishment of Tribhuvan University, the mother university in 1959 A.D. gave more priority to English curriculum. After a wide master plan, The National Education System Plan (NESP 1971-76) was implemented; there occurred a drastic change in the system of

curriculum, textbook, examination and so on from primary to the university level of education. First, this plan reduced the weightage of English courses (from 200 marks to 100 marks) set up by earlier system. Second, it reduced the credit hours of English from 15 to 10 from high school to university levels. Awasthi (1979, p.64, as cited in Bista, 2011, p 2), mentioned that majority of educators and students were in favors of "continuing English in secondary level." Meanwhile, the government made its decision to "switch over from English to Nepali" as a medium of instruction in schools.

Later in 1981, Tribhuvan University brought a change in the structure of English syllabi allotting weight age of 200 marks instead of 100 to the campus level English. The university also discontinued the semester system and reintroduced the annual system of teaching and assessment. In last four decades, English language teaching has been improved largely in Nepal. The change can be noticed in terms of structure of Education, pedagogies and institutions of higher learning.

2.1.3 English Language Education

Nepal remained always an independent country. So the history of English language education is not so long. English education started being given after the establishment of Durbar High School in 1850 A.D. after the return of the Prime Minister, Jung Bahadur Rana from Britain. It was limited only within Rana family in earlier days. More days later only, it was given to public. After the establishment of Tribhuvan University in 1959, the course was made for upper level then to secondary level and recently is given from the grade one.

2.1.4. The Structure of Education System

The government of Nepal has decided to provide inclusive, effective and technical education to all attempting to bring all children into school premises after the declaration of Education for All programs (EFA) (2016).

According to the implementation of SSDP (2016), the curriculum of up to the secondary level has been slightly merged and changed. The present structure of education in Nepal is shown in table given below:

Table 1The Structure of Education System

Class	Education	Level	Duration (years)	Remarks	
	Higher Education	Ph.D.	3-7		
		M.Phil.	1.5		
		Masters	2		
		Bachelor	3-5		
12	Secondary Education	Higher	2	Technical Diploma	
11		Secondary		3 Years	
10				Open Sec. Education	
9		Secondary	2	1 Year	
8	Basic Education	Lower	3	Open Lower Secondary Education	
7		Secondary			2 Years
6					
5					
4		Primary	5	Non-Formal Primary Education 3 Years (8-14 Years) Groups	
3					
2					
1					
	Early Child Education	Early Primary Education	1-2	(3-4 Years Group	

[Source: MoE, 2016, p.10]

2.1.5 English Textbook of Grade Nine

2.1.5.1 Introduction

This curriculum primarily focuses on language skills. In the revision of this curriculum, level-wise competencies have been devised for this level. These competencies relate to listening to, and reading of fiction and non-fiction texts about own and other countries, to communicate orally and in writing in English about own and other cultures, and to compare and contrast Nepali values, beliefs and customs with those of people from other countries. The linguistic competencies of studying English also begin to emerge at this stage, as learners become increasingly able to identify, understand and analyze patterns in English grammar, vocabulary and phonology. To achieve these competencies specific learning outcomes are formulated under each language skill (listening, reading, speaking and writing) with some elaboration of indicators. Furthermore, some soft skills have been integrated into the curriculum. The curriculum anticipates child-friendly learning facilitation and assessment processes.

2.1.5.2 Level Wise Competencies

The competencies of the English curriculum of secondary level are to enable the learners to:

- a. understand spoken English for general purposes with a good degree of precision,
- b. use spoken English for general purposes with a good degree of fluency and accuracy,
- c. interact, communicate and collaborate effectively with others orally in pairs, groups and whole class discussion,
- d. read a range of fiction and non-fiction texts, in a range of media, understanding the ideas and information they convey with a good degree of precision,

- e. write descriptive, narrative and imaginative texts, in a range of different forms and media with a fair degree of accuracy,
- f. use all four language skills in a variety of personal, social and academic contexts, and
- g. use English language to think creatively, critically and to solve problems that crop up in the real life and to promote tolerance and maintain sociocultural harmony.

2.1.5.3 Mark allocation

Secondary Education Curriculum- 2071 has devised the marks allocation to all the four language skills. According to this as cited in (p.72) has allocated the marks in this way:

Table 2 Mark Allocation

Listening	Speaking	Full marks
10	15	25
Reading	Writing	-
40	35	75
Total		100

2.1.5.4 Principles of Teaching English

The trends of teaching English are changing day-by-day according to the demand and contexts of learning in learners. Varieties of principles of teaching English have been developed. MoE. (2016, p. 68) states:

Learners in grade 9 will be beginning to develop independence in the way they study, remember and store and use language. The pedagogic approach at this stage will therefore focus on supporting learners to use learning strategies which will help them to develop this independence. The curriculum will help learners to improve their paraphrasing and summarizing skills, the fluency and accuracy of their speech and writing, and their ability to monitor their own speech. The curriculum will support learners as they consolidate their

ability to plan, organize and present written work and begin to develop an awareness of genre and register. The curriculum will help learners to develop inference skills, to use hard copy and electronic reference resources effectively, and to experiment with different linear and graphic approaches to note taking and vocabulary recording.

2.1.5.5 Classroom Activities

The following methods, techniques and activities should be followed:

- Demonstration and dramatization
- Question and answer
- Guessing the meaning of new words from their context
- Simulation and role play
- Group and pair work
- Information-gap activities
- Inquiry and discovery
- Brainstorming
- Mind mapping
- Quick write

2.1.5.6 Learning Resources

Each student must have a textbook for the appropriate grade. Each teacher and school should have a teacher's guide and a set of teacher support materials for the appropriate grade, including digital and electronic materials as far as practicable. Teachers should make extensive use of the writing board and flash cards produced from locally available materials.

2.1.5.7 Student Assessment Process

2.1.5.7.1 Formative/Continuous Assessment

The aim of the formative assessment is to help the learners to learn more rather than simply to check what they have learnt and what they have not. Formative assessment should focus on the learner's ability to use all the four skills of language: listening, speaking, reading and writing as well as the aspects of language: grammar, vocabulary language functions, etc. in order to communicate in real life situations. Assessment should measure how students use English and not what they know about it. According to MoE. (2016, p. 70)

The following tools can be used for formative assessment:

- Class work
- Home work
- Class test
- Weekly test
- Monthly test
- Project work
- Practical work
- Creative work
- Participation in classroom activities including group discussion
- Self-initiation in learning
- Making notes of what have been learnt by the students
- Role play, simulation and dramatization
- Acting out dialogues, etc.

2.1.5.7.2 Summative Assessment

As a part of summative assessment, tests for assessing four skills of language, viz. listening, speaking, reading and writing are to be conducted terminally in which 25 % weightage is allocated for listening and speaking and 75 % is allocated for reading and writing. Listening and speaking tests should be

conducted on practical basis. Letter grading system should be used in summative assessment. Subject specific grade should also be provided. Just like formative assessment, summative assessment should also focus on the learner's ability to use all the skills and aspects of language in order to communicate in real life situations and to cope with the English speaking situations.

2.1.5.7.2 .1 Assessing listening

Listening skill of students should be evaluated internally by the teacher. A listening comprehension test can be used to assess students' comprehension skills. As cited in MoE. (2016, p. 71) The following tools can be used for summative assessment:

- Multiple-choice test framework
- Matching,
- True/false,
- Listen and draw,
- Listen and act,
- Table completion,
- Drawing a map,
- Gap- filling
- Labeling diagrams, and
- Dictation and/or note taking

2.1.5.7.2 .2 Assessing Speaking

Like listening, speaking skill should also be assessed internally by the teacher. As cited in MoE. (2016, p. 71) The following tools can be used for summative assessment:

- Role-playing
- Giving speech,
- Discussion,

- Interview,
- Picture description,
- Picture narrating,
- Reading aloud,
- Interpreting,
- Retelling a story,
- Simulated conversation, and
- Dramatization.

Students' ability to discriminate between sounds, use of correct stress, tone and intonation to communicate can be best assessed by making them take part in discussions, problem-solving activities, role plays and conversations. The learner's ability to use language functions should also be taken into consideration while assessing speaking.

2.1.5.7.2 .3 Assessing Reading

The teacher should evaluate students' reading to check how well they have understood what they have read. This can be done by asking questions relevant to the passage or text. For assessing reading skill tools such as multiple-choice, true/false, gap filling, short question answers, cloze tests, information transfer and matching can be used. Questions that require long written answers should be discouraged. Seen and unseen reading texts should be used to assess reading skill.

2.1.5.7.2 .4 Assessing Writing

Over-correction should be avoided when assessing students' writing, as this may discourage students. Only serious mistakes should be pointed out. Comments should be given in the margin to indicate students' mistakes and weaknesses. Abbreviations, symbols, arrows, circles and lines should be used instead of simply marking a tick or a cross. Students find it more fun to correct

their friends' work and make the necessary corrections. So, this activity can also be used but under supervision. For the assessment of writing, the students should be given tasks such as developing a skeleton into a story, describing pictures, describing events, describing situations, writing essays, writing stories, writing letters, etc. Assessment should be based on:

1. the content, i.e. the supporting details
2. the accuracy,
3. the fluency,
4. the organization, i.e. coherence and cohesion,
5. the appropriateness of language used by the students,
6. the orthographic convention, and
7. the originality and creativity.

2.1.6. English as a Medium of Instruction (EMI) in Nepal

EMI is globally emerging phenomenon. It is laying good impact on education for young people and policy. It is being introduced as how it is delivered in teaching, learning and assessing teacher professional development. EMI is being used more in private school in Nepal. As cited in Andersson & Lindkvist. (2000, p. 17). State “English is being taught a single period once a day limited in only 40 minutes in public schools. Government schools need to improve their English teaching”

2.1.7. The Challenges in Implementing Compulsory English in Grade Nine

Curriculum development center (CDC), an agency under the ministry of education, is an agency for development and dissemination curriculum and curriculum related materials to maintain the quality of education. One of the purposes of curriculum is to facilitate implementation of curricular and extracurricular activities related to certain level. (Karki 2014, p. 89) states that for teachers, curriculum is a great resource for preparing the tasks for preparing lesson plans, selecting appropriate methodologies and materials.

The new revised Secondary Level Curriculum (grade 9-10) primarily focuses on language skills. Level-wise competencies have been set for this level. To achieve these competencies specific outcomes are formulated under each language skills (listening, speaking, reading and writing) with some elaboration of indicators.

2.1.7.1 Availability of Course book

In principle, it has encouraged the use of authentic materials. "Learning materials should be well-chosen to stimulate interest and to make connections between learner's wider learning experiences; whenever possible, they will be authentic text drawn from both print and digital media sources". MoE (2016, p.69). Further it states:

Each student must have a textbook for the appropriate grade. Each teacher and school should have a teacher's guide and a set of teacher support materials for the appropriate grade, including digital and electronic materials as far as practicable. (MoE 2016, p.70)

2.1.7.2 Teaching Learning Method

There are a number of problems which hinders the implementation of teaching learning methods. MoE. (2016) states that teachers at all levels, especially core subject teachers, need to strengthen their subject knowledge. Teaching tends to be too textbook-focused, lecture-oriented, and needs to be strengthened to foster creative thinking and enable core skills. The professional development of teachers will result in a more child-centered approach to teaching, particular in the lower grades. This approach will be supported by the introduction of grade-wise, rather than subject-wise teaching. Accordingly, Bista (2014) in his article also discusses the gap between the teacher's theoretical knowledge and its application in classroom teaching.

2.1.7.3 School Administration

Every school comprises SMCs, led by locally elected chairpersons. They are responsible for the overall quality assurance and management of schools. They jointly plan with teachers and local stakeholders using the SIP tool and evidence generated from EMI data while incorporating school safety, planning for educational continuity, building response and preparedness capacities, and reaching out to communities. SMCs are supported in the internal management and day-to-day functioning of schools by PTAs. Head teachers focus on technical functions, particularly on teacher performance, teachers' time on task and teacher capacity building.

2.17.4 Teaching Learning Materials

Listening practice in Nepalese contexts has encountered a number of problems. There should be availability of textbook, teacher's guide and other support materials for the related grade. The listening activities do take place as stated in curriculum. "One of the main sources of listening for students is the voice of their teacher" Harmer (2007, p.133). However, in most of the, not all, community schools of Nepal, students get limited exposure to listen English. Students get less chance to listen English. Even the classes of English in the community schools are not English friendly.

2.1.7.5 Use of ICT in School

A long-term goal of education in Nepal is to provide citizens with the knowledge and skills they need to work for the development of the country and to integrate Nepal into the global community. MoE (2016, p. 68), states:

MoE introduced ICT into the school sector by establishing computer labs in selected schools and internet connectivity in DEOs and schools. Furthermore, central level agencies, regional education directorates and all 75 DEOs have launched websites and the DoE has developed interactive digital learning materials for students in grades 2 to 6 in Nepali, math, English and science. However, the ICT equipment in schools is mostly being used for administrative

purposes. This highlights the need for strengthening institutional capacity, skills and the awareness of teachers and education managers to maximize the impact of introducing ICT in education. It is crucial to ensure that ICT is used in relevant and appropriate ways and that an ICT enabling environment is established with the institutional and professional capacity to maintain, update and use applications and features, as well as that educational facilities support the use of ICT in terms of power supplies, internet connectivity and other necessities.

2.1.7.6 Teacher Management

Teacher management has been recognized as a key agenda for improving the quality of education. "To improve the supply of teachers to schools, including rationalizing the supply of teachers at the school level and creating new secondary teacher positions to supply subject teachers at the secondary level, and incentive and scholarship schemes will be introduced to attract more candidates to teacher education programs in subjects like science, where there are too few teachers, and the curricula of teacher preparation programs will be aligned with the teacher recruitment policy". MoE. (2016, p.86)

2.2 Review of Related Empirical Literature

Several researches have been conducted in the field of English Language Teaching (ELT) to find out the status of English in the secondary level, their writing competency and to ensure the several programs regarding the implementation of English as a compulsory subject, their classroom management.

Various researches are being conducted year-by-year but no research has been conducted in the topic of “Challenges in Implementing Compulsory English at Grade Nine.” Some of the useful researches for my research that has been conducted under the central department of English education T.U. are reviewed on next page.

Dahal (2016) carried out a research entitled “English Teacher's Beliefs and Practices toward Technique in Teaching Vocabulary and Grammar”. He carried out the research to introduce the teacher's belief towards using the techniques in teaching vocabulary and grammar. His objectives to carry out the research were to explore the belief of English teachers toward the techniques used in teaching vocabulary and grammar, to explore the practice of the teachers toward techniques in teaching vocabulary and grammar in secondary level, to compare the belief of private school teachers and public school teachers and to point out some pedagogical implications. Public and private school English teachers were selected as population of his study. 10 private school and 10 public school English teachers were selected as sample for study using purposive non-random sampling procedure. Questionnaire was used as research tools. He founded that most of the teacher used traditional techniques of teaching vocabulary and grammar. Because of this, vocabulary and grammatical ability of students are poor.

Basnet (2016) conducted a research on “Practice of Teaching Listening Skills at Secondary Level.” His objectives of the study were to find out the practice of teaching listening skills at secondary level and to suggest some pedagogical implications. He used non-random sampling procedure to collect the data using questionnaire at secondary level. Five English teachers of secondary school of Sundardulari municipality, Morang was the sample of his study. From the study it was founded that listening skill is neglected in terms of other language skills and there is the lack of listening materials.

Panta (2015) conducted a research entitled “Role of Parents towards Their Children's Learning English Language.” The objectives of this research were to find out the role of parents in their children's English language learning to, to identify the attitude of parents toward their role in learning English language and to suggest some pedagogical implications. He conducted the research using

purposive non-random sampling method. The sample was 45 families of new Baneshwar area in Kathmandu. The interview and questionnaire were the research tools. The study revealed that the roles of eighty percent parents were not satisfied with their children's learning and most of the parents sent their children for attaining regular classes.

Ghimire (2015) carried out a research entitled "Attitudes of Private School Teachers towards Teaching English." She conducted the research with objective to find out the attitudes of private school teachers toward teaching English at primary level and to suggest some pedagogical implications of the study. She conducted her research using stratified random sampling procedure. Ten private school teachers of different five private schools of Lamjung district were the sample of the study. Questionnaire was the tools to collect the primary data. One of the findings of her research showed seventy percent teachers were positive toward teaching English.

Dhamala (2014) conducted research entitled "Secondary Level English Teacher's Practice and Perception on Using E-Device in Language Class." The main focuses of his study was on how was the perception of English teachers toward using e-devices in language class and how were their practices. He conducted the research with the objectives to find out the secondary level English teachers practice and perception on using e-devices in language class and to list out some pedagogical implications. The method of the study was purposive non-random sampling procedure. The sample of this study was the five secondary level English teachers of Baitadi district. Observation and questionnaire were the used as research tools. Eighty five of teachers were founded that they did not use e -devices in language class. And most or the teachers (79%) opined about the poor management of e -devices in the schools.

Yadav (2012) carried out a research entitled "Attitudes of Dalit Students towards Learning English." His objectives in the study were to find out the

attitudes of Dalit students toward learning English, to analyze these attitudes, and suggest some pedagogical implications. He carried out the research using purposive non-random sampling procedure using questionnaire tool. The Dalit students of Arnama VDC. of Sirha district. He found that despite their positive attitudes towards learning English, their economic condition of the family were found unlikely to support in their study.

Regmi (2012) conducted a research entitled “Perception of Adult Women towards Learning English.” She carried out this research with the objectives to explore the views of women students toward learning English and highlighting the problems to learn English, to find out their perception and challenges of “Our English” book and to suggest some pedagogical implications. She conducted this research using purposive non-random sampling method. The sample of the study was adult women learners of five different "Mahila Bidhalaya" in Kathmandu and Lalitpur district. She exploited questionnaire as research tool. Through her study she found that the women students have positive attitudes towards learning English. However, they have to face many problems to continue their study because of early age marriage, society's negative criticism and less family support.

2.3. Implications of Review for the Study

The literature review is the integral part of whole research. It gives a valuable contribution to all almost each and every operational steps of research work. It is very significant for providing theoretical knowledge as well as empirical information. It consists of two aspects; firstly, it gives the insights to the theoretical background to the study. It broadens the knowledge based on the concerned research area. It provides the basic information for the related research. On the other hand, it guides to develop a systematic methodology to identify the problems, conduct a research and solve the problems and to integrate the findings with existing body of the knowledge. The review of theoretical literature provides the theoretical background and explores the

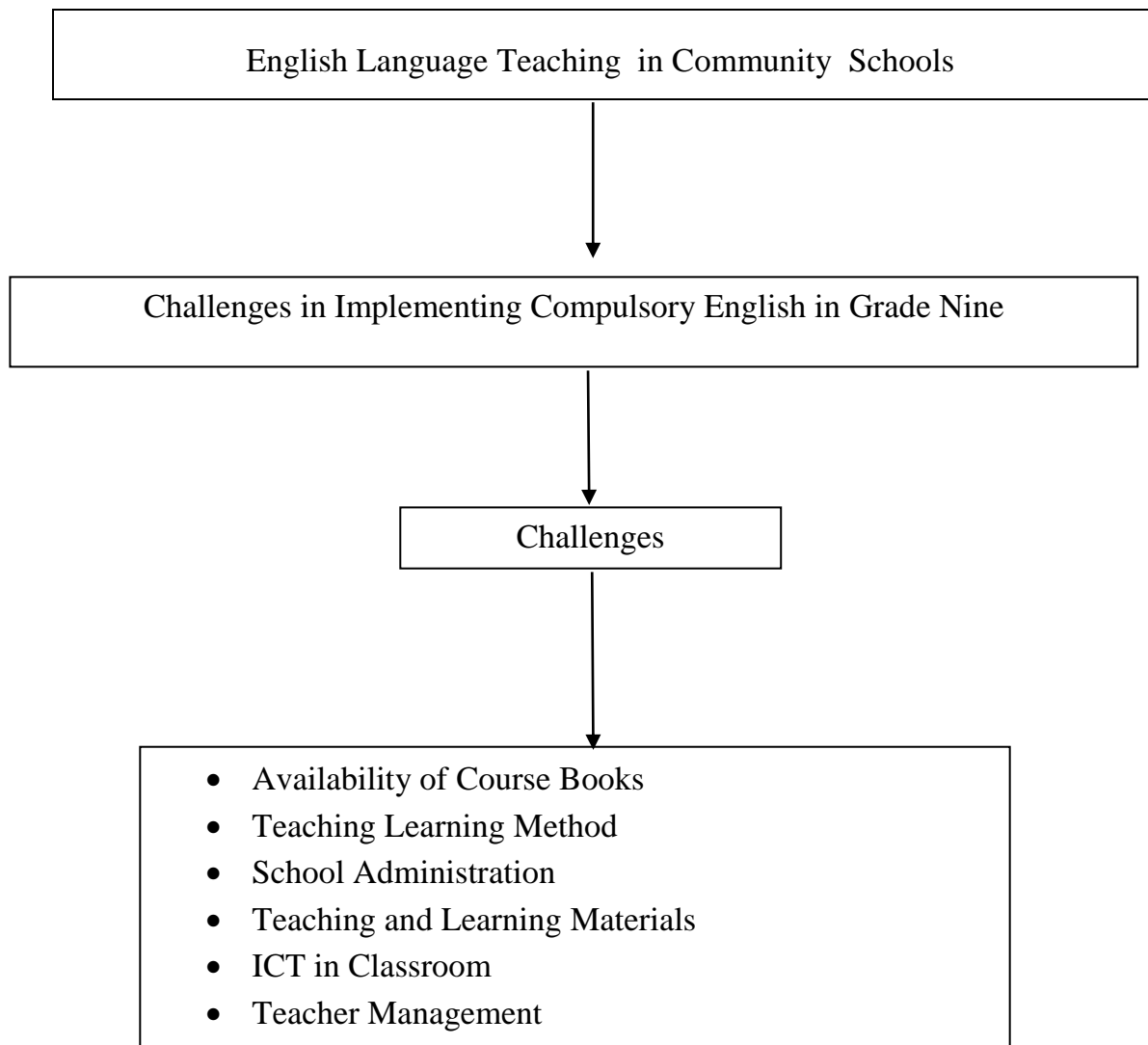
knowledge base for developing and forwarding the research in communicative style.

Language families in Nepal and English language and importance provides some guideline to me for understanding and carry out the further research on the basis of sociolinguistic diversity of the country and importance of English language in day-to-day communication in the world. Accordingly the theoretical review of literature provided some basic guideline to carry out my further study and the empirical review of the literature helped me to collect the raw data and develop the research practically. I got many ideas from the researches carried out in this related field. For example the research of Dahal (2016) helped me in gathering the theoretical information. The thesis of Basnet (2016) was informative in the sense to know about the problems lying in English subject at secondary level. The thesis done by Panta (2015) provided me the methodological knowledge about the research. Similarly, Ghimire (2015) helped me to know the attitudes of private school teachers toward teaching English and pointing out the problems. Dhamala (2014) helped me in pointing out the idea that how the teachers perceptions and practices determine the success and failure of English language using e-devices. Regmi (2012) helped me to get information about the underlying problems in learning English. And the thesis of Yadav (2012) helped me to get information about the attitudes of learners towards learning English language as well.

Finally, I have gained the ideas to conduct the research and expand the theoretical knowledge and develop the conceptual framework by reviewing the related literature. The empirical review of literature made me aware of possible shortcoming of the study and helped in developing data collection tools, selecting and sampling population, and getting representative sample.

2.4. Conceptual Framework

The very study entitled "Challenges in Implementing Compulsory English in Grade Nine" was based on following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodologies were used to achieve the determined objectives.

3.1 Design and Method of the Study

There are various methods developed to carry out the research in the related field. It is important to select the research method according to the nature of research topic and area it occupies. The research topic itself reveals the nature of the research and appropriate methodology to be undertaken. I used the survey research design to fulfill the set objectives. The survey research is a kind of research that tries to study the large and small population by selecting and studying samples in order to achieve the research purposes. According to Cohen, L. Manion, L. & Merrison, K.(2010) the survey research is “that research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify most standard on against the existing situations.”

I used the survey research design to carry out my research. Survey research design is of two kinds, namely longitudinal survey design and cross-sectional survey design. I adopted the cross-sectional design of survey design

Nunan (1992, p.141) writes the following eight types of step procedure of survey research:

- | | |
|------------------------------------|---|
| Step 1: Define objectives | -what do we want to find out? |
| Step 2: Identify target population | -who do we want to know about? |
| Step 3: Literature review | -what have other said/ discovered about the study? |
| Step 4: Determine sample | -How many subjects should we survey, how will identify these? |

- Step 5: Identify survey procedure - How the data will be collected:
questionnaire/interview?
- Step 6: Design survey procedure - How will the data collection
actually be carried out?
- Step 7: Identify analytical procedure - How will the data be assembled and
analyzed?
- Step 8: Determining reporting procedure -How will be written up and
presented?

The above mentioned discussion entails that survey research is a kind of research that studies large and small population by selecting and studying samples in order to find out peoples' attitudes, opinions, and specified behavior on certain issues, phenomena, events and situation. Its findings are applicable to whole group. It helps to collect the appropriate samples from the concerned population. Therefore I selected this research design in my research study.

3.2 Population, Sample and Sampling Strategy

The population of the study was the students of grade nine of Shree Jana Kalyan Higher Secondary School, Gauripur-3 of Siraha district to fulfill the objectives of the study. The sample size consists of forty students among the available students of that school. I selected the purposive non random sampling procedure.

3.3 Research Tools

The researcher developed questionnaire and it was used as the major research tool for data collection. I used the questionnaire for the students of secondary level and share the genuine information about the related issues. The open – ended and close- ended questions were used to gather the data about the problems existing in terms of administration, availability of course book, use of

teaching materials, teaching and learning aspects, ICT in classroom and teacher management.

3.4 Sources of Data

Both primary and secondary source of data were utilized to collect information for the study.

a. Primary Sources of Data

As this is survey research, primary data is must for this research. The primary sources of data were collected from the forty students and English subject teacher of Shree Jan Kalyan Higher Secondary School Gauripur-9 of Siraha district.

b. Secondary Sources of Data

I consulted some related books, journals, reports, articles, unpublished thesis, websites related to the topic to facilitate the related area of my study.

3.5 Data Collection Procedures

First of all, I visited the head master of Jana Kalyan H .S. School. I informed the purpose of my research to the head-teacher and English teacher. I made rapport with the English teacher. Next day I entered into the classroom along with the subject teacher. He made clear to the students about my purpose of meeting them. After this, I made clear about research topic, objectives of the study, ethical considerations, and questionnaire myself, too. And then, I distributed participation information statement forms to every student. Then after, I distributed them the questionnaires along with participant consent forms, and requested them to complete the questionnaire. And finally, I collected the questionnaires with response from the participants and bet farewell thanking them for their valuable responses.

3.6 Data Analysis Procedures

The data were collected carefully and analyzed and presented descriptively with the help of simple statistical tools and tables. The responses to close-ended questions have been tabulated and shown in terms of percentage. And the responses to open-ended questions have been presented in table along with their frequencies.

3.7 Ethical considerations

The survey research requires abiding the ethical parameters strictly. Since this is an academic research, and a research with multiple stakeholders, my effort to consider all stakeholders' ethical background is pivotal. As ethical considerations are very important in survey research, it is the responsibility of the researcher to consider their ethics.

In my research, participants' participation was voluntary. They were not given any kinds of pressure or related sources. The objectives of the study were clearly informed to them before getting consent forms signed. I assured the confidentiality about the information they shared. The shared responses were and will not be disclosed in other perspectives somewhere else except this study. I prepared a consent letter that consists of privacy of their responses.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the detail analysis and interpretation of data collected from primary sources. The data were collected from forty students of class nine. The main focus of this study was to find out the challenges existing in terms of implementing the compulsory English at class nine. The collected data have been analyzed and interpreted in terms distinct thematic topics using suitable tools and tables.

4.1 Analysis of Data and Interpretation of Results

The researcher designed questionnaire tool to obtain the data to fulfill the determined objectives. The designed tool contains both open ended and close ended questions. The questionnaire contains altogether forty questions.

4.1.1 Problems in Implementing Compulsory English

The problems discussed here have been derived from practices of implementing the compulsory English book in grade nine from the responses given by the students of grade nine. Questions set in the questionnaire related to the problems in implementing English text book in grade nine and their responses have been presented below.

4.1.1.1 Availability of the Course Book

The students were asked whether they get course book free or not. In addition to this, they were also questioned whether they get course book on time or not, they get all text book on time or not and, whether they get course book taught timely or not. Their responses were as shown in the table 3 given on the next page.

Table 3 Availability of Course Book

Questions	Responses			
	Yes		No	
	NR	%	NR	%
Do you get course book on time?	34	85	6	15
Do you get course book free?	40	100	-	-
Do you get all books timely?	26	60	16	40
Do you get your course book completed within time?	16	40	26	60

Legend: NR= Number of Responses, % = Responses in Percentage

Table 3 shows that 34 (85%) students out of 40, responded that they get course book on time. However, only 6 (15%) students opined that they do not get course book on time. Similarly, 40 students out of 40 students responded that they get all course books free but, only 16 (40%) students chose that they get their course book completed within time, and 26 (60%) students replied that they do not get their course book completed on time. Therefore, it can be assumed that although they get their course book free and timely, they do not get their course book finished within time.

4.1.1.2 Availability of Teaching Materials

Table 4 Availability of Teaching Materials

Questions	Responses			
	Yes		No	
	NR	%	NR	%
Are the listening materials available at your school?	7	17.5	33	82.5

Legend: NR= Number of Responses % = Responses in Percentage

Participants were asked whether listening materials were available at their school or not. Only 7 (17.5%) students out of 40 students replied that there was the facility of listening materials but 33(82.5%) students opined that there was

not any facility of listening materials as shown in the table 4. Thus it can be said that there is very less availability of listening materials.

Table 5 Availability of Teaching Materials

Question	Options	NR	%
How often do you get chance to listen them?	a. Always	4	10
	b. Frequently	1	2.5
	c. Sometimes	14	35
	d. Never	21	52.5
How often teacher bring them into use?	a. Always	3	7.5
	b. Frequently	2	5
	c. Sometimes	5	12.5
	d. Never	30	75

Legend: NR= Number of Responses % = Responses in Percentage

In addition to this, there were two more questions set in the questionnaire to answer. They were asked if were available materials there then how often they got chance to listen them and next was that how often their teacher have brought them into use. . Thus it can be said that there is very less availability of listening materials. Although it is available in their school, they get very less chance to listen them.

Table 5 shows that 4 (10%) of total respondents replied that they always get chance to listen them. Only 1(2.5%) one respondent replied that he/ she gets chance to listen teaching materials frequently. Out of the total, 14(35%) respondents have answered that they get chance to listen but sometimes only. And, 21(52.5%) out of 40 have replied that they never get chance to listen them. Similarly, in the reply of second question, out of 40, 3(7.5) students have replied that their teacher always brings them into class, 2 (5%) students have responded that their teacher frequently brings them into class, 5(12.5%) students have replied that their teacher brings them sometimes, and 35 (75%) students have replied that their teacher never brings them into the class.

From the data shown in table 5, it can be concluded that most often their teacher does not teach with teaching materials. Although there is availability of some teaching and learning materials, teacher does not have brought them into use.

Table 6 Availability of Teaching Materials

Responses	Frequency	%
Less availability of teaching materials	32	80
No availability of teaching materials	08	20

One question was asked about the condition of teaching materials. The frequencies of participant's responses are shown in table 6.

The response which gets the highest frequency i.e. 32(80%) is assigned to *less availability of teaching materials*. Other response that has low frequency i.e. 08 (20%) is contained in the response- *no availability of teaching materials*. So, it can be stated that there is less availability of teaching materials.

4.1.1.3 School Administration

There were four questions asked related to the school administration. Among them two questions were in ye /no forms and others were provided with options. They are shown in table 7.

Table 7 School Administration

Questions	Responses			
	Yes		No	
	NR	%	NR	%
Does your school seem to be fully responsible toward your study?	16	40	24	60
Does your school run regular classes?	13	32.5	27	67.5

Legend: NR= Number of Responses % = Responses in Percentage

The first question was asked that whether their school seemed responsible toward their study or not. Out of 40, 16(40%) respondents have responded to *yes* and 24(60%) respondents have replied to *no*. The second question was that whether their school runs regular classes or not. Out of 40, 13(32.5%) students have replied that their school runs regular classes but 27(67%) students have replied that the school does not run regular classes. From the above data, it can be said that the school is less responsible and it should run regular classes for their study.

Table 8 School Administration

Questions	Options	NR	%
How often does your school remain closed?	a. Only on public holidays	21	52.5
	b. Frequently	4	10
	c. Occasionally	15	37.5
How is the role of school administration in your school?	a. Active	10	25
	b. Passive	20	50
	c. Neutral	10	25

Legend: NR= Number of Responses % = Responses in Percentage

The third question was asked the frequency the school remains closed. Out of 40, 21(52.5%) students have replied that their school remains closed only on public holidays, 4(10%) students have answered that it frequently remains closed, and 15(37.5%) students have responded that their school remained occasionally closed. In addition to this, the next question was asked about how the role of school administration is in the school. In reply, 10(25%) out of 40 students have replied that the role of school administration is active whereas 20(50%) students have opined that the role of school administration was passive and 10(25%) have replied that the role of school administration is neutral.

From the above data, it can be said that although their school remains closed on public holidays only, the school administration has not been more effective.

4.1.1.4 Political Activity

The participants were asked about the effect of politics on their study. In addition to this, they were also asked that their teachers' alignment in political affairs. Their responses are as shown in the table 9.

Table 9 Political Activity

Questions	Options	NR	%
How much is your study affected by politics in your school?	a. Very much	19	47.5
	b. A little	11	27.5
	c. Little	10	25
	d. No at all	-	

Legend: NR= Number of Responses % = Responses in Percentage

Table 9 shows that 19(47.5%) out of 40 students have replied that their study is affected by politics, whereas 11(27.5%) students have responded that their study is affected *a little* and 10(25%) students have responded that their study is affected *little* by politics at their school. None of the participants have responded that their study is not affected by politics. Accordingly, the table mentioned below shows that 36(90%) out of 40 students have replied that their teachers are involved in politics, and only 4(10%) of them have responded that their teachers are not involved in politics.

Table 10 Political Activity

Questions	Responses			
	Yes		No	
	NR	%	NR	%
Are your teachers involved in politics?	36	90	4	10

Legend: NR= Number of Responses % = Responses in Percentage

The above table 9 shows that politics is deeply rooted in school and teachers are involved in politics although it is an educational institution. Everybody knows that educational area should be free of politics, but it is most affected by political activities.

4.1.1.5 Teacher Management

There were four questions asked regarding the teacher management of that school. The first question was about the availability of permanent English teacher. And three other questions were asked in another category as shown in table no 11.

Table 11 Teacher Management

Question	Responses			
	Yes		No	
	NR	%	NR	%
Is the permanent teacher of English available at your school?	17	42.5	23	57.5

Legend: NR= Number of Responses % = Responses in Percentage

Table 11 shows that 17(42.5%) students have replied yes and 23(57.5%) students have answered no in response to the question about the availability of permanent English teacher at their school. From the data mentioned above, it can be analyzed that most of the students (57.5%) have replied that there was no management of permanent English subject teacher at secondary level.

Three questions with options were asked to the students about their English teacher as shown in the table no 11. The first question was about whether they are satisfied with their English teacher's performance. In answer, 30(75%) students have replied yes, 4(10%) students have answered somehow and 6(15%) students have answered no to this question. The second question was about the teacher's regularity in his class. In response, 12(30%) students have replied always, and 28(70%) students have replied that their teacher remained sometime absent. Similarly, next question was the teacher's preparation of lesson plan to teach them. Out of 40 students, 15 (37.5%) have replied yes, 20(50%) have replied sometimes and 5(12.5%) replied never to this question.

Table 12 Teacher Management

Questions	Options	NR	%
Are you fully satisfied with your English teacher?	a. Yes	30	75
	b. Somehow	4	10
	c. No	6	15
How often does your English teacher take classes regularly?	a. Always	12	30
	b. Sometime absent	28	70
	c. Never	-	
Does your teacher make lesson plan to teach you?	a. Yes	15	37.5
	c. Sometimes	20	50
	c. Never	5	12.5

Legend: NR= Number of Responses % = Responses in Percentage

From the table 12, it can be concluded that although their teacher does not attain regular classes, they were satisfied with him. Similarly, their teacher does not follow the modern trend of maintaining lesson plan for regular classes.

4.1.1.6 Teaching Methods

There were two questions asked regarding the teaching methods used by their teacher in the school. The first question was about the use of different methods according to the nature of chapter and next was about the frequently used method them to teach in the classes.

Table 13 Teaching Methods

Questions	Options	NR	%
Does your teacher use different methods of teaching according to the nature of chapter?	a. Yes	16	40
	b. Sometimes	20	50
	c. Never	4	10
Which method does your teacher use normally to teach in classes?	a. Lecture	10	25
	b. Student centered	3	7.5
	c. Mixed	27	67.5

Legend: NR= Number of Responses % = Responses in Percentage

Out of 40 students, 16 (40%) have replied yes, 20(50%) have answered sometimes and 4(10%) have replied never to that their teacher uses different methods of teaching according to the nature of chapter. Similarly, the second question was about the method normally used by their teacher to teach in the class. Among 40 students, 10(25%) have replied to lecture method 3(7.5%) have ticked student- centered method and 27(67.5%) have answered that he used mixed method to teach normally in the classes.

The table 13 shows that although their teacher uses different methods to teach them, he couldn't afford (find suitable term instead) the chapter with theme based approaches. He should use more student-centered methods than lecture and others. It would be better to teach with various available teaching materials involving them actively within the structure of appropriate methods.

4.1.1.7 Use of Information Communication Technology (ICT) in Classroom

A question was asked about the use of modern devices and ICT in class to teach related topics. They were asked whether they are taught any chapter using modern devices like projector, and computers.

Table 14 Use of ICT in Classroom

Question	Options	NR	%
Have you read any chapter of English through modern devices like projector, OHP, etc.?	a. Sometimes	2	5
	b. Onetime	2	5
	c. Never	36	90

Legend: NR= Number of Responses % = Responses in Percentage

Table 14 demonstrates that out of 40 students 2 (5%) students have replied that they have are taught only sometimes with these modern devices, similarly 2(5%) students have replied that they are taught only onetime with those devices. And 36(90%) have answered that they have never read with those

kinds of modern technology in the classroom. Therefore, it can be concluded that there is lack of modern technologies and materials like OHP, computers, and other related devices in the school.

Table 15 Use of ICT in Classroom

Responses	Frequency	%
There should be availability of computers, listening tapes and other ICT materials	25	62.5
There should be well management of electricity during school hours	15	37.5

From the table 15, it is clear that the most repeated response is that *there should be the availability of computers, listening tapes and other ICT materials*. It is responded by 25(62.5%) students. Similarly, other response in low frequency is *there should be the well management of electricity during school hours, i.e. 1537.5(%)*. Hence, their responses indicate that there should be the proper availability, management, and use of ICT materials and electricity during school hours.

4.1.1.8 Teaching Learning Activity Management

A number of questions about teaching management were set in the questionnaire.

Table 16 Teaching Learning Activity Management

Questions	Options	NR	%
Does your school manage extra classes for English Subject?	a. Yes	9	22.5
	b. Sometimes	2	5
	c. Never	29	72.5
Is there SMC active toward teaching learning activities in your school?	a. Yes	11	27.5
	b. Sometimes	14	35
	c. Never	15	37.5

Does your headmaster cooperate in your teaching learning activities?	a. Yes	2	5
	b. Sometimes	5	12.5
	c. Never	33	82.5
How often formal test of English is taken at your school?	a. One time	5	12.5
	b. Two times	16	40
	c. Tree times	14	35
	d. Never	5	12.5

Legend: NR= Number of Responses % = Responses in Percentage

The table 16 demonstrates that 9(22.5%) out of 40 students have asserted that their school manages extra classes for English subject whereas 2(5%) out of 40 students have replied that their school manages extra classes sometimes for English subject and 29(72.5%) out of 40 students have answered that their school never manages any extra classes for English subject. Similarly, 2(5%) out of 40 students have replied that yes the school management committee (SMC) is active toward the study of students, 14(35%) out of 40 students have answered that their SMC is active sometime toward the teaching learning activities in the school, and 15(37.5%) out of 40 students have replied that SMC of that school never is active regarding teaching learning activities in that school. Likewise, 2(5%) out of 40 students have replied that yes their headmaster cooperates in their study, 5 (12.5%) have replied that their headmaster cooperates sometimes only in their study, and 33 (82.5%) have asserted that their headmaster never cooperates in their study. Accordingly, 5 (12.5%) out of 40 students have answered that their school administers formal test onetime only whereas 16(40%) out of 40 students have asserted that their school administers formal test two-times only and 14 (35%) out of 40 students have replied that their school took test only three times, and 5 (12.5%) out of 40 students have answered that their school never administers any test of English.

Therefore, it can be concluded that the SMC of that school seems weak in its responsibility and management of educational aspects. It is unable to take care

of the teaching learning activities in the school. Neither they could manage extra classes for the students nor could they manage appropriate number of tests and examination in that school.

Table 17 Teaching Learning Activity Management

Responses	Frequency	%
SMC should Work to create English learning environment	27	67.5
SMC should manage the facility of teaching learning materials	13	32.5

The above table 17 demonstrates that the highest frequency of response i.e. 27 (67.5%) is assigned to *SMC should work to create English learning environment*. Other activity in decreasing frequency order is that *SMC should manage the facility of teaching learning materials i.e. 13(32.5%*. From this it is reflected that the SMC should address the students' needs.

4.1.1.9 Students Opinion toward Improvement of English Subject in School

A question was asked that to share their opinion to improve the standard of English in their class. Their opinions have been presented in the table given below.

Table 18 Students Opinion toward Improvement of English Subject in School

Responses	Frequency	%
There should proper management of listening materials	17	42.5
School should facilitate the English learning environment	09	22.5

School should manage the extra classes	04	10
School should manage well qualified English teacher	10	25
School should manage ICT and other modern devices in classrooms	08	20

The table 18 shows that the students have various opinions to improve the status of English in their class. The highest frequency is 17(42.5%) which are associated to the *proper management of listening materials*. The second highest frequency is 10(25%) which are related to the *school should manage well qualified English teacher*. The third highest frequency is 9(22.5%) which are linked with the opinion that *school should facilitate the English learning environment*. The fourth highest score is 08(20%) which is related with the *School should manage ICT and other modern devices in classrooms*. And the lowest score is 04 which is related with the *School should manage the extra classes*. Hence, the above table conveys that the students have various opinions to improve the status of English in their class.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This section incorporates findings, conclusion and recommendations of the study.

5.1 Findings

The major concern of the study was to find out the problems in implementing compulsory English at grade nine. The students of the grade nine of Shree Jana Kalian Higher Secondary Gauripur-3 Siraha district were the participants of this study. The data were subsumed through questionnaire.

The data were tabulated for convenience and analyzed using simple statistical tools. The major findings of this study based on the analysis and interpretation of results are as given below:

- Regarding the availability of course book, majority of students 26(60%) out of 40 students were found to get their course book on time.
- Regarding the availability of teaching materials, more than 80 percent students were found to have responded about the unavailability of teaching materials. Out of 40 students, 33(82.5%) students responded that teaching materials were not available.
- Regarding the availability of listening materials, 21(52.5%) students out of 40 students found to respond that they never get chance to listen them whereas 14(35%) out of 40 asserted that they got chance to listen but only sometimes.
- Regarding the role of school administration, 24(60%) out of 40 students stated that their school administration seemed very less responsible toward their study and does not run regular classes.

- Regarding the involvement of teachers in politics, 90 percent students responded that their teachers were involved in politics. 36(90%) out of 40 students stated about the involvement of their teacher in politics.
- Simply 23(57.5%) students out of 40 stated that the English subject teacher wasn't permanent in that school.
- 20(50%) out of 40 students stated that their English teacher made lesson plan sometimes only.
- Regarding the use of ICT in classroom, 90% students responded that they never read any chapter through modern devices like computers, projectors etc.
- Regarding teaching-learning activity, more than 70% students stated that their school didn't manage any extra classes of English subject. 29(72.5%) out of 40 students stated that their school never provided any extra classes of English.
- Simply 33(82.5%) out of 40 students stated that their head-teacher never co-operated in their teaching -learning activities.
- Regarding the test taken in school, majority of students 16 (40%) out of 40 responded that school administration took only two tests within an academic session.

5.2 Conclusion

English language is the language with greatest importance. It is rapidly being learnt in nearly each and every country of the world. This research was conducted aiming to finding out the problems in implementing compulsory

English in grade nine. The teaching status of English was found satisfactory to some extent but was no free from problems.

The major problem was seen in school administration and teaching-learning activity management. The role of school administration was not seen fully responsible toward students learning activities and teacher management. 60 percent student stated that their school administration wasn't responsible toward the management of their study and teacher management.

There were very less availability of teaching learning materials. More than 80 percent students responded that there were not any teaching learning materials available in their school. More than 50 percent students stated that they never got chance to listen them. The English teacher was failed to tackle the use of student-catered methods to teach in the classrooms. More than 65 percent students stated that their teacher use lecture and mixed approaches to teach normally in the class. Similarly he couldn't manage his teaching with proper management of lesson plan. Majority of students responded that does not make the lesson plan according to the nature of the chapter.

Another problem was found in the use of ICT in classroom. Although there were the facility of computers modern devices, 90 percent students stated that they never got chance to read through these devices and they didn't get chance to read with listening materials provided by CDC.

The school administration has not managed extra classes as per need of students. More than 70 percent students stated that school never provided any extra classes. Similarly, school administration couldn't provide the facility of proper test. Majority of students stated that their school managed only two tests within an academic session.

5.3 Recommendations

The study revealed that the major problems lie in the availability of teaching learning activities, materials and school administration. On the basis of findings the researcher has made the following recommendations.

5.3.1 Policy Related

- Teaching listening materials were not available in the classroom. The CDC should make them available to school on time through DEOs.
- There were not proper management of ICT facilitated classroom. So, the CDC should make them available to school through DEOs.
- Majority of teachers were found to be involved in politics. So the government should inspect the school and organize supervision program to bring out the teachers from politics.

5.3.2 Practice Related

- The head-teacher and SMC should make the listening materials available to the teacher and create the conducive atmosphere for using them.
- SMC and school administration should make ICT materials available in the school so that the teachers can make the classroom teaching interactive.
- Teacher should create friendly atmosphere so that students can share their queries and problems freely.

- Lecture and mixed approaches were more focused during classroom teaching. So, the teacher should focus more on involving the students in various interactive activities.
- School administration should facilitate the students with Continuous Assessment System (CAS). So, the students can foster their capabilities.
- School administration should run regular classes so that students can get their course completed within allocated time.
- The teachers should acknowledge their accountability and responsibility to run the classes smoothly and effectively.
- The political influence in school should be minimized and teaching-learning aspects should be focused more to enhance the students' ability.

5.3.3 Further Research Related

- The research is solely based on the students' perspectives. The interested researchers who want to carry out the researches in the same area can carry out researches to explore the problems in implementing compulsory English from teachers' perspectives.
- The research is not based on classroom observation. So, new researchers can conduct similar kind of study focusing on classroom practices.
- The study is limited to Shree Jana Kalyan Higher Secondary School of Gauripur V.D.C. of Siraha district. Thus, other researcher can select different study area.

APPENDIX-I

Participants Information Statement

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Reader

Department Of English Education
Tribhuvan University
Kirtipur, Kathmandu

Challenges in Implementing Compulsory English in Grade Nine

I would like to invite to you to take part in a research entitled “Challenges in Implementing Compulsory English in Grade Nine” which aims to find out the challenges in implementing English course. Your participation will be helpful in making an informed decision on prevailing challenges in implementing compulsory English in grade nine.

This study is being carried out by Birendra Kumar Yadav for the partial fulfilment of the master of education at Tribhuvan University. This study will take place under the supervision of **Dr. Ram Ekwál Singh**, Reader and Head Department of English Education, T.U. Kirtipur. This study involves a set of questionnaires. You will be asked about what are the challenges in implementing English course in your grade. The questionnaires take you about 40 minute to complete participation in this study is completely voluntary. Your recorded data will be highly confidential and your name will not be exposed to the public. Your performance and weaknesses will not be evaluated rather aims to make aware about these problems to concerned authorities. If you have any queries, you can talk to me any time or supervisor.

You can keep this document with you.

Thank you for your kind corporation!!!

Researcher
Birendra Kumar Yadav
Master of Education
Department of English Education
Tribhuvan University
Kirtipur, Kathmandu

APPENDIX-II

Consent Form

Participant's Understandings

- I read the participant information statement.
- I agree to participate in this study that I understand it will be submitted in partial fulfilment of the requirement for the master's degree of education at Tribhuvan University.
- I understand that my participation is voluntary.
- I understand that all the collected data will be limited to this use or other research-related usage as authorized by Tribhuvan University.
- I understand that I will not be identified by name in the final product.
- I am aware that all records will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
- I understand that the data I will provide will not be used to evaluate my performance as a teacher in any way.

I consent to fulfil the questionnaire. Yes No

Name of participant

Participant's Signature

Date

APPENDIX-III

Questionnaire

Dear informants,

The questionnaire is a part of my study entitled **Challenges in Compulsory English in Grade Nine** for the thesis of M.Ed. in English Education. This thesis is being carried out under the guidance of **Dr. Ram Ekwal Singh**, Reader and Head of Department of English Education, T.U., Kirtipur, Kathmandu. Your co-operation in completion of the questionnaire will be of great value for me. I assure that responses made by you will be exclusively used confidentially used for only present study.

Researcher

Birendra Kumar Yadav

T.U., Kirtipur, Kathmandu

Contact No: 9843833834, 9823488090

Email: Birendra.yadav47@gmail.com

APPENDIX-IV

Name of Participant:

Roll No...

Name of School.....

Tick the best option that represents your real thought.

1. Do you get course book on time?
a. Yes b. No
2. Do you get course book free?
a. Yes b. No
3. Which course book do you get?
a. New b. Old
4. Do you get all books timely?
a. Yes b. No
5. Are the listening materials available at your school?
a. Yes b. No
6. How often do you get chance to listen them?
a. Always b. Frequently c. Sometimes d. Never
7. Do you get your course book completed within time?
a. Yes b. No
8. How is the teaching learning environment of your school?
a. good b. somehow good c. not favourable
9. Does your school seem to be responsible toward your study?
a. Yes b. No
10. Does your school run regular classes?
a. Yes b. No
11. How often does your school remain closed?
a. only on public holidays b. frequently c. occasionally
12. How much is your study affected by politics in your school?
a. very much b. a little c. little d. no at all

13. Are your teachers involved in politics?
a. Yes b. No
14. Is there permanent teacher of English available at your school?
a. Yes b. No
15. How many periods of English are taught in a week?
a. four b. five c. six d. seven
16. How is the availability of teaching learning materials at your school?

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17. How often teacher bring them into use?
a. always b. frequently c. sometimes d. never
18. How often formal test of English is taken at your school?
a. One time b. two times c. three times d. never
20. How is your parent's attitude toward learning English language?
a. positive b. negative c. neutral
21. How is the role of school administration in your school?
a. active b. passive c. neutral

22. What problems do you face in course of learning English?

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23. Are you fully satisfied with your English teacher?
a. Yes b. somehow c. no
24. How often your English teacher take classes regularly?
a. always b. sometime absent c. never
25. How do you feel about reading English?
a. interesting b. good c. somehow good

26. Does your parent support to read English?
 a. yes b. no
27. Does your school manage extra classes for English Subject?
 a. yes b. sometimes c. no
28. Does your teacher make lesson plan to teach you?
 a. yes b. sometimes c. never
29. Is there SMC active toward teaching learning activities in your school?
 A. yes b. sometimes c. never
30. Does your headmaster corporate in your teaching learning activities?
 a. yes b. sometimes c. never
31. Does your teacher use different methods of teaching according to the nature of chapter?
 a. yes b. sometimes c. never
32. Which method does your teacher use normally to teach in classes?
 a. lecture b. student centred c. mixed
33. What is your opinion toward learning English in secondary level?

34. Does your parent help you to attain regular classes?
 a. yes b. sometimes c. never
35. What does your parent say about reading English?

36. Have you read any chapter of English through modern devices like projector, OHP, ETC?
 a sometimes b. onetime c. never
37. Does your English teacher manage any interactive classes in your school?
 a. frequently b. sometimes c. never

38. What does your parent say about teaching learning activities of your school?

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39. What is your opinion to improve the standard of English in your class?

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40. What SMC should do to improve the English learning environment?

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41. In your opinion what your school administration should do to manage ICT in English classroom?

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Thank you for completing this questionnaire

Your help is greatly appreciated

APPENDIX- XV

Name of school: Shree Jana Kalyan Higher Secondary School
Gauripur-3 Siraha

Name List of Participants

S. N.	Name List of Participants		
1	Prameshwari	Kumari	Sah
	Nirmal	Kumari	Mahato
3	Anju	Kumari	Yadav
4	Ashok	Kumar	Shah
5	Sanjila	Kumari	Mukhiya
6	Niraj	Kumar	Yadav
7	Md Umar	Farukh	Rain
8	Md. Irfan	Rain	
9	Saroj	Prasad	Shah
10	Ram	Sewak	Sharma
11	Ram	Bhajan	Yadav
12	Sanjiv	Kumar	Shingh
13	Puja	Kumari	Mukhiya
14	Radha	Kumari	Mukhiya
15	Md Tanik		Ansari
16	Sabita	Kumari	Mahara
17	Sandip	Kumar	Yadav
18	Md.Prawej		Alam
19	Priyanka	Kumari	Mahara
20	Krishna	Kumar	Pal
21	Anju	Kumari	Yadav
22	Anita	Kumari	Mahato
23	Preeti	Kumari	Sharma
24	Md.Atab		Rain
25	Subhash	Kumar	Yadav
26	Nilam	Kumari	Yadav
27	Preeti	Kumari	Singh
28	Kamal	Dev	Mandal
29	Sukrita	Kumari	Sah
30	Rupesh	Kumar	Yadav
31	Ram	Pujan	Sharma
32	Simla	Kumari	Yadav
33	Jibachh	Kumar	Mahara
34	Ram	Kumari	Yadav
35	Najo		Khatun
36	Ram	Pratap	Raut
37	Kabita	Kumari	Mandal
38	Samina		Khatun
39	Runa	Kumari	Kamti
40	Kiran	Kumari	Yadav

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