

CHAPTER ONE

INTRODUCTION

This introduction unit on “English Language Teaching Situation in Bajura District” consists of background of the study, statement of the problem, objectives of the study, research questions, significances of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

English is one of important languages of the world. Much like air and water, today English language is being one of the very basic needs of the world’s people. It has global spread and used globally. It is also treated as an international language. People in each corner of the world teach and learn this language. Thus, it is a need and call of the day. There are core English speaking countries where English has the status of native language and there are periphery English speaking countries where English has the status of second and foreign language (Kachru, 1965, as cited in Harmer, 2007). Nepal is one of the periphery English speaking countries where English has the status of foreign language. English in Nepal is used only in academic scenario. There is no English speaking society outside the formal classroom in Nepal.

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

1.2 Statement of the Problem

Bajura district lies in Far-western development region of Nepal. It is one of the most remote areas of Nepal. The reports have shown that it occupies 74th position in terms of HDI and 75th position in terms of poverty. Most of the people of this district are very poor. They cannot afford their children's study. Many parents are illiterate in this district. They do not know the importance of English language. They think that sending their children to school is sufficient. They do not provide time and opportunity to learn English language at home. Children are busy in household works rather than doing homework and reading books at home. They do not get time even to do homework. Students do not attend school regularly. As a Bajureli resident, I have seen that girls do not go to school at the time of menstruation in some places in this district. They believe that if they go to school at that time, the God will become angry with them. There is Chhaupadi Pratha in this district. Still transportation has not reached to the headquarter of Bajura district. Some VDCs are very far from headquarter i. e. Martadi. Concerned authorities like district education officer, resource person, school inspector and other stakeholders do not monitor and observe the situation and education. Therefore, the researcher tries to identify ELT situation in Bajura district and the challenges the Bajureli English teachers have been facing.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a. To find out existing English language teaching situation in terms of syllabus, textbook, teacher training, materials and classroom facility, and
- b. To suggest some pedagogical implications.

1.4 Research Questions

The following were the research questions for the study:

- a. How is the English language teaching situation in Bajura district?
- b. What problems have the Bajureli lower secondary level English teachers been facing?

1.5 Significance of the Study

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

1.6 Delimitations of the Study

The study had the following delimitations

- i. The area of the study was confined to Bajura district only.
- ii. The study was limited to teachers of lower secondary level only.
- iii. The data were collected from teachers of public schools only.
- iv. The study was limited to thirty ELT teachers only.
- v. Only pre-formulated questionnaire was used for data collection.

1.7 Operational Definitions of the Key Terms

Chhaupadi Pratha – It is a superstitious belief that women are considered as impure during their menstruation period. It is practised in far-western part of Nepal.

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

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section provides information and previous research works and other related literature to challenges of teachers and ELT situation. Kumar (2007: p. 30) says, “The literature review is an integral part of the entire research process and it makes a valuable contribution to almost every operational step.” No separate research has been carried out on “English Language Teaching Situation in Bajura District.” The related theoretical literature, empirical literature, implications of the review for the study and conceptual framework of the study are mentioned in this chapter.

2.1 Review of Related Theoretical Literature

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

2.1.1 Global Challenges of ELT

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

2.1.1.1 Mixed Ability Class

Mixed ability class refers to the class of mixed ability students or heterogeneous class. In mixed ability class, there include many different kinds of students in terms of level and learning ability. The learners are individually unique and different from others because of various socio-affective and cognitive factors such as age, motivation, aptitude, intelligence and so on. The L2 teachers have to manage their classrooms by considering all these factors.

L2 input, feedback and assessment need to be given to the learners according to their individual characteristics and uniqueness. This makes the job of teachers really challenging, complex and vague.

2.1.1.2 Large Class Size

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

2.1.1.3 Use of Mother Tongue

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

2.1.1.4 Dealing with Homework

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

2.1.1.5 Motivation

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

2.1.1.6 Giving Feedback

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

2.1.2 Challenges of ELT in Nepal

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

2.1.2.1 Lack of Stable ELT Policy

Though English is being taught for a long time, Nepal lacks a stable ELT policy. Different commissions were formed time and again to reform educational strategies in Nepal which recommended different policies towards English language. For example, English was introduced from grade one before 2028 B.S. After the recommendation of NESP, English was introduced from

grade four only. Then, again English was introduced from grade one. Many activities for indigenous groups are pleading for primary education in mother tongue and our education policy seems to support this issue. This might displace English from elementary classes.

2.1.2.2 Controversy Over Medium of Instruction

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

2.1.2.3 Lack of Research

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

2.1.2.4 Lack of Language Proficiency in Teachers

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

2.1.2.5 Lack of Suitable Infrastructure

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

2.1.2.6 English beyond the Approach of Poor

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

Similarly, according to Sharma, (2011), there are many challenges of ELT in Nepal. These are: no sufficient provision of special/regular training for English language teachers, no transfer of training into action in practice, lack of modern technology and knowledge of its operation, lack of teacher devotion in teaching and learning activities, lack of motivation on the part of students, no sufficient physical facilities, mixed ability class, dealing with homework, TTT exceeding STT, lack of teaching materials, very poor listening ability, linguistically heterogeneous classes, large size classes, use of mother tongue in ELT classrooms, overload for teachers, no systematic selection and appointment of teachers, lack of proper guidance, family background, cultural diversity, socio-economic status, illiterate parents, lack of feeling of cooperation and competition, no strict implementation of academic calendar, no practice of continuous evaluation system, lack of lab for teacher and students, etc.

2.1.3 Issues in ELT Teacher Education in Nepal

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

-) The size of the teacher training classroom is still large and this makes training very theoretical.
-) Training centers lack appropriate physical facilities and no teacher training institution is equipped with even a language lab.

-) The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
-) The findings of the researches carried out so far mostly by Master degree students have not yet been considered for implementation.
-) There is lack of co-ordination between/among in-service and pre-service teacher training programmes run by different agencies and institutions.
-) Availability of materials and electronic resources have been a luxury until now for a large majority of teachers.
-) There is lack of data base of English teacher of all levels of education.
-) There is lack of adequate English language proficiency of the English language teachers from primary level to university level.

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

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

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

1. Lack of well-trained teachers.

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

The major share of English language teaching in the world each in the hands of non-native speaker teaches and Nepal is also not an exception. Of course, the major issue is the EFL environment itself because there is an overall lack of English speakers for students to interact with. In Nepal the school level to university level are extremely crowded in such way that some students even do not get the seats. If there is no good sound management provisions and the teacher has to take every responsibility to manage the classroom. It is very difficult for the teacher to handle the classroom activities. In almost every classes, the number of students is at least more than 50. The students in the class are the different achievement and proficiency levels. Some can speak English and some cannot. At the same time language teaching is more challenging. It is not the content, the methodology is more important. The teachers get high stress but are paid low salaries. English language teachers are not getting the training according to the changes in the methodologies. Language teaching required an extensive amount of time, but the time provided for the instruction not sufficient. In Nepal most of the schools do not have listening materials like cassettes, CD player, etc. even teachers are not well trained to operate the new technology. The cultural and linguistic diversity of our country is another great challenge for ELT. The roles and status of the teacher and students are perceived differently in different culture. In Nepalese culture there is define distance between teachers and students. This type of practices may function as a barrier for smooth teaching. Similarly Nepal is country of linguistic diversity. Some languages are still advocating against expansion of English language properly. Many people think that the

linguistic identities have been lost due to English. Therefore, maintaining a proper balance between English and other languages in one of the big challenges of the ELT. The globalization has brought English to all corners of the world and our country Nepal has also influenced by this language very much. Whatever the reason is, the condition or status of ELT in Nepal is still growing. Our government has bring new strategies for improve the academic and professional skill of untrained teachers. The major problem of ELT in Nepal is the use of students' mother tongue in the class. When a teacher makes his/her students practice in pairs or groups, some students start speaking their mother-tongue if the teacher is working with other pairs. In addition to it, some teachers who are used to using the GT (Grammar Translation) Method find it easy to use students mother-tongue in English classes. By the result, students cannot be exposed to English.

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

2.1.4 Situation of Bajura District

According to Central Bureau of Statistics of Nepal (2013), there are 266 primary schools, 108 lower secondary schools and 60 secondary schools in Bajura district. Similarly, there are 1640 primary level teachers, the number of lower secondary level teachers is 395 and there are 190 secondary level teachers. Likewise, the number of primary level students is 32,348, there are 11,944 students in lower secondary level and the number of secondary level students is 5,670.

ELT situation of Bajura district is not satisfactory. It is the most remote area of Nepal. Still transportation has not reached to the headquarters of this district

till now. Therefore, books are not available on time. Most of the students fail in English subject in this district. Most of the teachers are not trained. Due to lack of electricity and its knowledge teachers do not use modern ELT technologies in classrooms. The status of infrastructure is not good.

2.2 Review of Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Very little researches have been carried out on the ELT situation. However, some researchers in the department of English Education have been carried out about problems and challenges. Here, this section is an attempt to review the related studies, articles and reports. Some of them are as follows:

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

In the same way, Parajuli (2011) conducted a survey research entitled “Challenges of Teaching and Learning Reading Skills at Secondary Level.” The primary objectives of the study were to find out problems of teaching and

learning reading skills of secondary level and to analyze the causes of those problems. He used questionnaire and observation checklist as tools for data collection. Five secondary level English teachers from five different community schools as well as 50 (ten from each five) secondary level students from the same schools of Sindhupalchwok district were randomly selected for data collection. He found the following major problems: recognizing words, internalizing the sense of text, meaning of vocabulary, lack of adequate exposure, etc.

Similarly, Rai (2011) carried out a survey research entitled “Challenges Faced by Bantawa Learners Learning English as Foreign Language.” The primary objective of the study was to identify challenges faced by Bantawa learners learning English as a foreign language. He used questionnaire, observation and interview as tools for data collection. Hundred Bantawa respondents learning English as a foreign language were selected through judgmental sampling procedure from ten different schools. Ten students from each school were selected. Except these students, ten secondary English teachers also were the sample of the study. Major findings of the study were: physical facilities, number of students, teaching materials, textbook, interest of the students, etc.

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

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

2.3 Implications of the Review for the Study

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

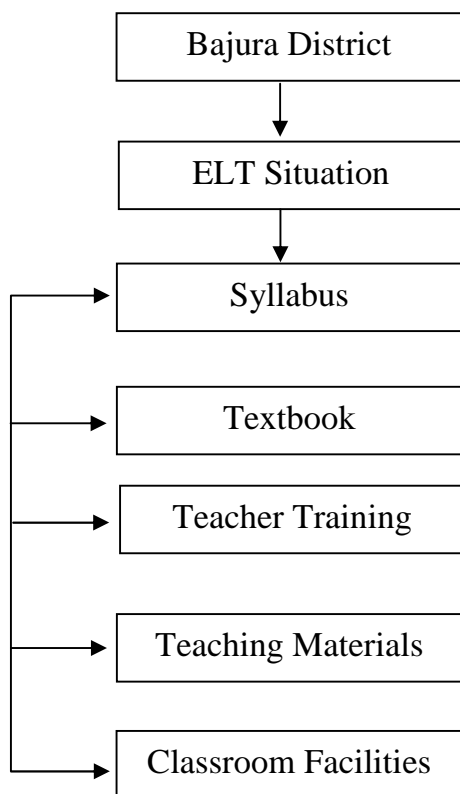
While reviewing the literature, I have gone through various theoretical works and empirical research studies. The above reviewed studies are to some extent related to my study. After reviewing these studies, I have gained many ideas regarding the process of research. For example, Baral’s (2011) study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

Likewise, Parajuli’s (2011) and Rai’s (2011) research works have direct and indirect implication on this study. These studies entail lack of English language environment, students’ background knowledge, physical facilities, number of students, teaching materials, textbooks, interest of the students and homework. Not only this, I have learnt the methodology from these studies. From the same

token, the review of Basnet's (2012) and Wagle's (2012) research works have implication on this study. These studies include lack of professional support, lack of physical facilities, illiterate parents. I have also learnt about formulating research tools and techniques from these studies.

Through the intensive study of the aforementioned and other related literature, the researcher came to know the fact that previous research works missed the study on the present ELT situation in Bajura district. Though some of the above mentioned research studies are indirectly related to my research, it is unique in itself in the sense that no research work has been carried to identify the present ELT situation in Bajura district. Hence, this research work is different from the above mentioned researches.

2.4 Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Design and Method of the Study

Research is a kind of inquiry to find out truth or evidence. Kumar (2011, p. 1) states, “it is a way of thinking.” Research is a systematic process of formulating questions, collecting relevant data, relating to such questions, analyzing and interpreting the data and making the data publicly accessible.

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

To talk of the process of administering a survey there may be various ways. However, give below are the common steps in the process of survey research

- i. Identifying the broad area.
- ii. Framing the topic
- iii. Specifying the objectives
- iv. Constructing the hypothesis
- v. Expanding theoretical knowledge.
- vi. Writing the research proposal and preparing the tools.
- vii. Piloting the research tools.
- viii. Going to the field
- ix. Establishing rapport with the authority
- x. Preparing the list of sampling population
- xi. Sampling the population
- xii. Meeting the sample and building the rapport (if meeting is not possible telephoning, e-mailing can be done).
- xiii. Fixing time for the data collection.
- xiv. Collecting data
- xv. Analysing and interpreting data.
- xvi. Listing the findings
- xvii. Giving suggestions

3.2 Population, Sample and Sampling Procedure

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

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

3.3 Study Area/Field

In this type of small scale research study, it is difficult to include very broad area /field. Therefore, the research area of this study was Bajura district.

3.4 Data Collection Tools and Techniques

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

3.5 Data Collection Procedures

In order to collect authentic data, the researcher visited fifteen different schools and established rapport with the authority. After clarification of the purpose and getting approval, the researcher visited the English teachers and handed the questionnaire to them appealing them to complete within a week as per constrained time. After that, the researcher collected questionnaire from the respondents.

3.6 Data Analysis and Interpretation Procedure

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

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and Interpretation of Results

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

4.1.1 Analysis of ELT Situation in Terms of Syllabus

From the collected data through the use of questionnaire, it was found that out of thirty teachers, 18 teachers replied that they did not study the syllabus and only 12 teachers responded that they studied syllabus. The responses of thirty teachers of different fifteen schools are as follows:

Table 1: ELT Situation in Terms of Syllabus

| No. of Teachers | percentage | Study the syllabus | Do not study the syllabus |
|-----------------|------------|--------------------|---------------------------|
| 12 | 40 | ✓ | |
| 18 | 60 | | ✓ |

The table shows that majority of the teachers did not study the syllabus. It should that 60% teachers responded that teachers do not study the syllabus and only 40% teachers answered that they study syllabus. It also be generalized that majority of the Bajurali English teachers do not study and follow the syllabus.

4.1.2 Analysis of ELT situation In Terms of Textbook

Textbooks are the main source of teaching and learning activities. In our country, we cannot imagine teaching and learning without textbooks. So textbooks are most essential things. The data were gathered through the help of the question “Are the textbooks available on time ?” To the response of this question, 27 (90%) teachers replied that they do not get textbooks on time. Remaining 3 (10%) teachers responded that they get textbooks on time. So, it is a great challenge for teachers. The causes of this problem have been presented in the following table:

Table 2: Causes of not Getting Books on Time

| S.N | Causes | No. of students |
|-----|----------------------------------|-----------------|
| a | Remote area | 21 |
| b | Students weak economic condition | 3 |
| c | Lack of awareness | 3 |
| d | Lack of school’s responsibility | 3 |

The above table clearly shows the causes of not getting books on time. It was found that 70% teachers replied that due to remote area they do not get books on time. Similarly, 10% teachers responded that due to students’ weak economic condition they do not get books on time. Similarly, 10% teachers replied that due to lack of awareness and 10% teachers responded that due to lack of school’s responsibility they do not get textbooks on time.

4.1.3 Analysis of ELT Situation in Terms of Teacher Training

A large mass of Bajureli English language teachers have not been able to follow the trends due to lack of training and lack of resources available to them. The teachers working in the remote areas have been deprived of the online resources, conferencing and unaware of the emerging trends in the field and consider themselves to be underprivileged. The following table shows the data presented by teachers.

Table 3: Teacher Training Situation

| S.N | Situation | Frequency | Percentage |
|-----|---------------------------|-----------|------------|
| 1 | Trained | 9 | 30% |
| 2 | Untrained | 21 | 70% |
| 3 | Implementing training | 6 | 20% |
| 4 | Not implementing training | 24 | 80% |

The above table shows that 30% teachers replied that Bajureli students are guided by trained teachers and remaining 70% teachers responded that they are guided by untrained teachers. It can be generalized that most of the Bajureli English teachers are untrained. Similarly, the researcher asked the respondents about implementation of training. In this regard, only 20% teachers replied that Bajureli English teachers implemented the training and 80% teachers presented that they did not implement. It can be said that even trained teachers do not implement in the classroom whatever they learnt in the training.

4.1.4 Analysis of ELT Situation in Terms of Materials

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

Table 4: Condition of Teaching Materials in Bajura District

| S.N | Teaching Materials | Condition | |
|-----|--------------------|-----------|---------------|
| | | Available | Not available |
| a | Tape recorder | 5 | 10 |
| b | Black/White board | 15 | - |
| c | Pocket Chart | 9 | 6 |
| d | Realia | 5 | 10 |
| e | Pictures | 10 | 5 |

The above table clearly shows the condition of teaching materials of 15 different schools.

a) Tape Recorder

Out of 15 schools, only 5 (33%) schools had tape recorder. On the other hand, there was not any recording device in 10 (67%) schools. So it creates problem to teach listening pronunciation etc.

b) Black/White Board

In the case of black/white board, 5 (33%) schools had white boards and 10 (67%) schools had blackboards.

c) Pocket Chart

Pocket charts were available in 9 (60%) schools but teachers were not using pocket charts properly for teaching learning purpose.

d) Realia

Similarly 10 (67%) schools did not have any realia. Teachers did not use realia to teach the name of fruits vegetables, etc. Realia gives concrete knowledge of the things to the learners. Without realia, there occurs problem to the teachers to teach English.

e) Pictures

The pictures were available in 10 (67%) schools, but the actual case was that the schools had such teaching materials but the teachers didn't use them properly for teaching and learning.

4.1.5 Analysis of ELT Situation in Terms of Classroom Facility

Classroom facilities play crucial role for teaching and learning English language. The learner achievement in the contexts where online resources, language lab, etc. are available is obviously different from that in the contexts

where such facilities are not found. Almost all the Bajureli teachers do not use online resources and language lab for teaching and learning purpose. The following table shows the data given by the respondents.

Table 5: Conditions of Classroom Facilities in Bajura District

| Classroom facilities | Condition |
|----------------------|-------------------------|
| Desk and benches | Available in 15 schools |
| Environment | Silence in 10 schools |
| Electricity | Available in 8 schools |
| Library | Only in 4 Schools |

Table 5 clearly presents the condition of 15 different schools of Bajura District.

a) Desks and Benches

Desks and benches are available in all school.

b) Environment

The environment of 10 (67%) schools was good. But, other 5 (33%) schools had noisy environment

c) Electricity

Likewise the table presents that electricity was available in 8 (53%) schools but not in 7 (47%) schools. Electricity is essential to operate modern technology.

d) Library

Library was not available in 11 (73%) schools out of 15 schools. It creates problems for students to read

4.1.6 The Responses of Teachers Regarding Teacher Related Aspects

Under this heading, the responses of the teachers regarding the different selected ELT areas and reasons behind their responses are discussed. The

teachers were provided questionnaire having related to the different selected areas. The responses of the teachers are analyzed as follows:

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

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

Six (20%) teachers replied 'Yes' i.e. they used reference books apart from textbook. They said they used different related reference books, practice books, teachers' guide. But, 24 (80%) teachers replied that they did not use them because they lack such materials. It can be said that majority Bajureli teachers are only depending on textbook.

b) Using Modern ELT Technologies

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

c) Use of Authentic Vs Non-authentic Materials

In order to gather information regarding the use of authentic and non-authentic materials in the class, the teachers were asked what kind of materials do they use in their classroom normally and they were also asked whether their schools have sufficient teaching materials for supporting English language teaching. Three respondents replied that they used authentic materials in their class very often but 27 (90%) respondents replied that they did not use authentic materials. Regarding the answer of second query, all respondents replied that their school does not have sufficient teaching materials.

d) Use of Teachers' Guide

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

From the selected teachers, four (13%) replied that they used teachers' guide whereas other twenty six (67%) responded that they did not follow it. Behind their responses they presented the reason that it is not available in the school.

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

e. Appropriacy of Present Lower Secondary Level English Textbook

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

f. Availability of Physical Facilities

The teachers were also asked about the physical facilities available in their schools. In the response to this query, four (13%) teachers replied that their schools have good physical facilities such as classroom, physical infrastructure of school building, electricity, pure drinking water and library.

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

4.2 Summary/Discussion of Findings

After analysis and interpretation of raw data, the researcher came to the following major finding:

-) Most of the teachers (60%) did not study and follow the syllabus. They only teach the textbook.
-) Textbooks were not available on time in Bajura district due to remote area, student's weak economic condition, lack of awareness and lack of school's responsibility.
-) Most of the Bajurali teachers (80%) did not implement the training in the classroom.
-) Most of the schools did not have any kind of modern and major teaching materials such as teacher's guide, audio-visual aids which are very essential for developing the students' language proficiency.
-) The major physical facilities such as well managed classroom, good school building, surrounding environment and electricity were not available in some of the schools and those which were available also not sufficient and well enough.
-) Most of the teachers used textbook as the sole source of teaching due to lack of other relevant materials in the schools.
-) Teacher did not use any authentic materials.
-) Most of the selected teachers (87%) taught the course without following the teacher's guide because of its unavailability in schools.
-) Most of teachers said that the present lower secondary level English textbook is appropriate and useful because it helps the students for real communication though it should be changed according to the demand of time.
-) Teachers did not have sufficient materials for supporting English language teaching due to the lack of sufficient budget and lack of poor planning and management.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Conclusions

The present research work is based on the ELT situation in Bajura district. The researcher concluded that the present ELT situation of Bajura district in terms of syllabus, textbook, teacher training, materials and classroom facility is not satisfactory.

The researcher has identified several serious problems i.e. lack of major and pivotal teaching materials, no use of modern ELT technologies, lack of major classroom and physical facilities, use of textbook as sole source, no use of authentic materials, textbooks were not available on time, not implementing training in the classroom.

5.2 Recommendation

Every research study should have its recommendations one or other ways. So, this research also has some recommendations. On the basis of the above findings and conclusions, following recommendations have been made:

5.2.1 Policy Related

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

-) It is necessary to revise on the current policies to bring some necessary changes in the field of ELT such as developing suitable teaching materials, proper management of physical facilities, syllabus designing, teacher training, professional development activities, use of modern

ELT technology, implementing teacher training and real classroom problems should be addressed.

-) It is necessary to bridge the gap between policy and practice which lacks in the context.

5.1.2 Practice Related

The following points are listed as practice related recommendations:

-) It is necessary to study the syllabus and teach accordingly.
-) It is necessary to use teaching materials.
-) It is necessary to implement the training in the classroom.
-) It is necessary to be conscious of weaknesses.
-) It is necessary to carry out action research to solve the classroom problems which was not found in practice.

5.2.3 Further Research Related

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

-) The researcher can study and compare the ELT situation of other districts' public and private schools.
-) The research will provide a valuable secondary source for the researchers.
-) It will provide new research areas such as research on students' poor performance in English, management of mixed ability classes, effect of teachers' training for improving language proficiency of the students and so on which are left to be investigated.

References

- Awasthi, J.R. (2003). Teacher education with special reference to English language teaching in Nepal. *Journal of NELTA*, Vol.8, pp.17-28.
- Baral, N. (2011). *Difficulties in reading comprehension*. An unpublished M.Ed thesis, T.U. Kathmandu.
- Basnet, M. (2012). *Challenges faced by novice teachers*. An unpublished M.Ed. thesis, T.U. Kathmandu.
- Bhandari, B.M. & Adhikari, Y.P. (2011). *A textbook of English language teaching methods*. Kathmandu: Vidhyarthi Pustak Bhandar.
- Bhattarai, A. (2007). Writing a research proposal. *Journal of NELTA*, Vol. E, 45-51.
- Bhattarai, G.R. (2001). *A thematic analysis of research report*. Kathmandu: Ratna Pustak Bhandar.
- Central Bureau of Statistics. *Statistical year book Nepal* (2013). Kathmandu.
- Crystal, D. (1999). *World English: Past, present and future*. Retrived on june 20, 2015 from [http://www.davidcrystal.com/Dc/articles/English 28.pdf](http://www.davidcrystal.com/Dc/articles/English%20.pdf).
- Curriculum Development Centre. *School level English curriculum* (2007). Sanothimi.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: OUP.
- Harmer, J. (2007). *The practice of English language teaching*. London: Pearson Longman.
- Hedge, T. (2008). *Teaching and learning in the language classroom*. Oxford: OUP.
- Kumar, R. (2007). *Research methodology. A step by step guide for beginners*. New Delhi: SAZE: publications.

- Mitchell, R.& Myles , F. (2004). *Second language learning theories*. London: Hodder Arnold.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- Parajuli, A. (2011). *Challenges of teaching and learning reading skills at secondary level*. An unpublished M.Ed. thesis, T.U. Kathmandu.
- Parajuli, S. (2012). *ELT issues and challenges in Nepal*. Retrieved on August 20, 2015 from meroreport.net/m/blogpost?id...
- Rai, B.K. (2011). *Challenges faced by Bantawa learners learning English as foreign language*. An unpublished M.Ed. thesis, t.U. Kathmandu.
- Sharma, U.N. (2011). *A course in ELT methods*. Kathmandu: High Land Publication.
- Wagle, I. (2012). *Challenges faced by English teachers at primary level*. An unpublished M.Ed. thesis, T.U. Kathmandu.

Appendix-I
QUESTIONNAIRE

Dear Sir/Madam,

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

Researcher
Kalak Bahadur Saud

Personal Details:

Name of School:

Name of Teacher:

Qualification:

Questions

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

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

2. Do you study syllabus?

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

3. Are the text books available on time?

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

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

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

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

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

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

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

7. What teaching materials are available in your school?

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

8. What classroom facilities are available in your school?

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

Give reason to support your view.

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

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

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

16. What challenges have you been facing in ELT?

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

17. How do you suggest to overcome these challenges?

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

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

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

Thanks for your kind cooperation.

Appendix-I

QUESTIONNAIRE

Dear Sir/Madam,

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

Researcher

Kalak Bahadur Saud

Personal Details:

Name of School:

Name of Teacher:

Qualification:

Questions

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

I have been engaged in the field of English language teaching for three years.

2. Do you study syllabus?

Yes, I do.

3. Are the text books available on time?

No, textbooks are not available on time.

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

The causes of not getting books on time are: remote area, students' weak economic condition, lack of awareness.

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

Yes, I have got.

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

No I do not implement the training in the classroom.

7. What teaching materials are available in your school?

Teaching materials available in my school are: tape recorder, white board, pocket chart, realia and pictures.

8. What classroom facilities are available in your school?

Desks, benches, electricity and library are available in my school.

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

Yes, I use dictionary, practice books, teachers guide.

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

i) Yes

ii) No

Give reasons to support your view.

Electricity and modern technologies are not available in my school.

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

I use non-authentic teaching materials such as pictures, pocket chart and word cards.

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

Yes, our school has sufficient teaching materials for supporting English language teaching.

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

I do not follow teachers guide because it is not available in my school.

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

i) Yes

ii) No

Give reason to support your view.

It is appropriate for the students of lower secondary level because it meets the objectives.

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

Yes, my school has good physical facilities.

16. What challenges have you been facing in ELT?

I have been facing following challenges: mixed ability class, illiterate parents, lack of electricity and large class size.

17. How do you suggest to overcome these challenges?

School Management committee, teachers and parents should be aware and should join the hands to overcome these challenges.

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

A language teacher needs to update and carry out an action research to bring positive changes.

Thanks for your kind cooperation.

Appendix-II

QUESTIONNAIRE

Dear Sir/Madam,

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

Researcher

Kalak Bahadur Saud

Personal Details:

Name of School:

Name of Teacher:

Qualification:

Questions

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

I have been engaged in the field of English language teaching for two years.

2. Do you study syllabus?

No, I don't.

3. Are the text books available on time?

No, textbooks are not available on time.

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

Remote area and lack of school's responsibility are the main causes of not getting books on time.

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

No, I haven't got any training.

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

I am not trained.

7. What teaching materials are available in your school?

Blackboard and pictures are available in my school.

8. What classroom facilities are available in your school?

Desks and benches are available in my school.

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

No, I do not use.....
.....
.....

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

i) Yes

ii) No

Give reasons to support your view.

The facilities are not available in my school.....
.....
.....

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

I use pictures.....
.....
.....

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

No, my school does not have sufficient teaching materials. The main reason is not sufficient budget.....
.....
.....

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

I do not follow teachers' guide because it is not available in my school.....
.....
.....

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

i) Yes

ii) No

Give reason to support your view.

It is appropriate for the students of lower secondary level because it meets the objectives.

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

No, our school does not have good physical facilities. Poor economic condition and lack of school's responsibility are main reasons.

16. What challenges have you been facing in ELT?

I have been facing following challenges: over-crowded large classes, poor physical facilities, lack of training, lack of materials etc.

17. How do you suggest to overcome these challenges?

Concerned authorities and stakeholders should be conscious of weaknesses to overcome these challenges.

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

A language teacher needs to teach the students communicatively and needs to be reflective practitioner as well as innovative.

Thanks for your kind cooperation.

Appendix-III

QUESTIONNAIRE

Dear Sir/Madam,

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

Researcher
Kalak Bahadur Saud

Personal Details:

Name of School:

Name of Teacher:

Qualification:

Questions

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

I have been engaged in the field of English language teaching for four years.

2. Do you study syllabus?

No, I do not.

3. Are the text books available on time?

No, textbooks are not available on time.

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

The main cause of not getting books on time is remote area.

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

No, I have not got any training.

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

No, I do not.

7. What teaching materials are available in your school?

Black board and pictures are available in my school.

8. What classroom facilities are available in your school?

Desks and benches are available in my school.

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

No, I do not use any teaching resources in addition to course book.

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

i) Yes

ii) No

Give reasons to support your view.

No, electricity is not available in my school.

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

I do not use any teaching materials.

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

No, our school does not have sufficient teaching materials because our school lacks these materials.

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

I do not follow teachers' guide because it is not available in my school.

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

i) Yes

ii) No

Give reason to support your view.

It is appropriate for the students of lower secondary level because it addresses the needs of students.

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

No, my school does not have good physical facilities due to poor economic condition of school.

16. What challenges have you been facing in ELT?

I have been facing many challenges such as illiterate parents, use of mother tongue, large class size, absence of girls during menstruation period, etc.

17. How do you suggest to overcome these challenges?

Parents have to be given awareness about superstitions and teachers need to update.

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

A language teacher needs to use communicative method and provide sufficient English exposure to the students to overcome these challenges.

Thanks for your kind cooperation.

Appendix-IV

QUESTIONNAIRE

Dear Sir/Madam,

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

Researcher
Kalak Bahadur Saud

Personal Details:

Name of School:

Name of Teacher:

Qualification:

Questions

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

I have been engaged in the field of English language teaching for six years.

2. Do you study syllabus?

No, I do not.

3. Are the text books available on time?

No, textbooks are not available on time.

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

The causes of not getting books on time are: remote area and lack of school's responsibility.

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

No, I have not got.

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

No, I do not.

7. What teaching materials are available in your school?

Black board, pocket charts and pictures are available in my school.

8. What classroom facilities are available in your school?

Desks, benches, library and electricity are available in my school.

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

No, I do not use.

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

i) Yes

ii) No

Give reasons to support your view.

Electricity is not available in my school.

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

I do not use teaching materials.

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

No, our school does not have sufficient teaching materials due to lack of budget.

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

I do not follow teachers' guide because it is not available on time.

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

i) Yes

ii) No

Give reason to support your view.

It is appropriate because it is based on communicative method.

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

No, our school does not have good physical facilities. Poor economic condition and lack of awareness are main reasons.

16. What challenges have you been facing in ELT?

I have been facing following challenges: lack of electricity, lack of physical facilities and lack of teaching materials.

17. How do you suggest to overcome these challenges?

School has to manage the facilities to overcome these challenges.

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

A language teacher needs to use teaching materials and carry out an action research to bring positive changes.

Thanks for your kind cooperation.

Appendix-V
QUESTIONNAIRE

Dear Sir/Madam,

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

Researcher
Kalak Bahadur Saud

Personal Details:

Name of School:

Name of Teacher:

Qualification:

Questions

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

I have been engaged in the field of English language teaching for 8 years.

2. Do you study syllabus?

Yes, I do

3. Are the text books available on time?

No, textbooks are not available on time.

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

The causes of not getting books on time are: remote area, students-weak economic condition, lack of awareness and lack of school's responsibility.

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

Yes, I have got.

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

Yes, I implement the training in the classroom.

7. What teaching materials are available in your school?

Tape recorder, white board, pictures and pocket charts are available in my school.

8. What classroom facilities are available in your school?

Desks, benches, electricity and library are available in my school.

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

Yes, I use practice books and dictionary.

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

i) Yes

ii) No

Give reasons to support your view.

No, modern technologies are not available in my school.

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

I use authentic as well as non-authentic materials.

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

Yes, our school has sufficient teaching materials for supporting English language teaching.

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

Yes, I follow teachers' guide.

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

i) Yes

ii) No

Give reason to support your view.

Yes, it is appropriate for the students of lower secondary level because it is based on communicative method.

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

No, my school does not have good physical facilities.

16. What challenges have you been facing in ELT?

I have been facing many challenges such as illiterate parents, lack of physical facilities and absence of the students.

17. How do you suggest to overcome these challenges?

All stakeholders should be aware of their weaknesses.

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

A language teacher needs to teach the students according to need, interest, level and age of the students to bring positive changes.

Thanks for your kind cooperation.