

CHAPTER ONE

INTRODUCTION

This study is about ‘Female Participation in ELT Classrooms’. Female participation in respective activities determines the process and procedure of gender friendly education ambient in schools. Consequently the progress increases women’s access to literacy, education, and health care services. This has been proved as a significant factor in gender equality. Gender equality is, first and foremost, a human right issue. The gender issue, to a greater or lesser extent, has directly been associated with classroom activities, female participation, teaching materials and methods of teaching in ELT classroom management. Effective ELT classroom management enhances and advances the female students to participate accordingly. The self-inspired participation leads them to achieve desirable goals of contemporary ELT class. Enthusiastic female participation in ELT classroom gives rise to an impetus to accomplish national goals of quality education. Quality education helps change their future for betterment. But a pervasive cycle of disparities faced by female students in ELT classroom threatens this reality. Thus, the hindrances faced by them must be taken in consideration and alternative solutions must be delineated in this paper. Hence, the purpose of the present study is to find out to what extent female students participate actively in ELT class, how they are treated and the hindrance faced by them in participating in ELT classroom.

1.1 General Background

In the Nepali language, *LINGA* is the word used for both English terms sex and gender, without differentiating biological and socio-cultural determinants of

human being. The key difference between sex and gender is that sex is biological fact, which defines male and female, gender which defines men and women, is the result of cultural process.

We are usually born and we die with a given sex, but the concept of gender changes according to time and place. The division into masculine and feminine, social roles has given rise recently to a constructivist and dynamic view of gender. Under this new conception, gender is not a fixed category but may vary depending on the speech situation and the type of interaction that takes place, as Ehrlich (1997) puts it, gender is “a construct shaped by historical, cultural, social and interactional factors” (p.424).

Gender issue currently is perhaps something most written, talked and heard about. Women have subject and the center of development, because historically even today women have triple role of reproductive, productive and community managing activities, while men are involved in active and community political activities. The reproductive role refers to child bearing and rearing responsibilities and domestic tasks within the home. The productive role refers to work payment in cash or kind. It includes anything with a potential exchange value, whether for market or at home. Gender bias is a worldwide phenomenon. In Nepal, gender variation is found in excess, they put men in higher position than women. It is necessary that men as well as women need to be educated on social issues.

After 1970 women issues had been considered in terms of development and the UN had declared 1975 as women year and since 1976-1985 as ‘UN’ ‘Women decade’. Different conventions were held under the auspices of the UN. The first conference was held in Mexico (1975), second in Copenhagen (1980), third in

Nairobi (1985), and fourth in Beijing (1995). The issue of gender in development activities widely emerged after the ICPD 94 Cairo and Beijing conference in the year 1995. The International Conference on Population and Development, 1994 Cairo (Egypt) has emphasized on gender issues and empowerment of women.

The Beijing conference on women has also emphasized different aspects related to women. It had passed Platform of Action (POA) considering 12 different critical areas of concerns as 1) poverty 2) education and training 3) health 4) decision making power 5) armed conflict 6) the girl child 7) economy 8) environment 9) violence 10) human rights 11) media 12) advancement of women.

Yet, in spite of this significant international mobilization in favour of women and their rights to education, much remains to be done. Girls' enrolment has certainly increased but gender inequalities persist at all level of education; they even become more pronounced at higher levels. Gender becomes a factor in classroom instruction when the teacher creates a learning environment that favours the success of either boys or girls. It is more important that teachers become aware of gender issues and work to make opportunities available for both boys and girls to learn in classroom. Without a conscious effort, discrimination in class room can hurt girls. It can impair their self confidence and achievements. A crucial objective of teachers regarding classroom climate should be to ensure that a girls' self-confidence and self-esteem are promoted throughout the schooling experience.

Schools and policy-makers emphasize cognitive outcomes (e.g. ability to read, write, and do computation). Yet schools also have important 'cultural'

outcomes to promote, such as developing certain levels of personal dignity, self-esteem, and confidence; and teaching how to express oneself in thought and ‘unthreatened’ ways with in a group (Wyn and Wilson,1993, p.79).

Teachers must value all students equally whether they are male or female in the classroom. Girls and boys may have different interests and priorities. In order to enable the students to do their best in ELT classroom these differences also need to be taken into account.

In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting (Illich,1972,p.56 as cited in Harmer, 2007, p.52). For this, the teacher should have to develop teaching activity where every female student will get the learning opportunities. Their progress depends on the classroom activities.

Learning strategies play an important role in second language acquisition. They facilitate learners to become more aware of their own learning style. In this regard, Cohen (1998, p.4) opines learning strategies as “Learning process which is consciously selected by the learners”. Similarly, for Oxford (1990, p.8), learning strategies are particular actions employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective, and more transferable to new situations.

Thus, learning strategies are particular actions or activities employed by learners to make their learning easier, faster, more enjoyable, more directed, more effective, and more transferable to new situations. It is extremely powerful learning tool. The teacher should make the classroom environment adequate so that female students can apply their learning strategies in the ELT classroom.

Willis (1996) says “you must learn the language freely to learn to speak it, even if you make a lot of errors” (p.7). She suggests that students need chances to say what they think or feel and to experiment with using language they have heard or seen in a supportive atmosphere without feeling threatened. This shows that to increase the active participation of female students in ELT classrooms, the teacher must support them to express themselves, take time, help those understanding things and recognize them when they succeed. Students’ achievement depends on teachers’ classroom performance. Teachers can play crucial roles in creating girls friendly environment in the classroom. There should be lively interaction between teacher and female students in the ELT classroom. Students learn to speak in a second language through interaction. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situation that requires communication. For this, the teacher should create a classroom environment where students have real - life communication, authentic activities and meaningful tasks. The teacher should have to create democratic, participatory and collaborative environment for female students’ participation in ELT classroom. The teacher should involve female students in classroom activity. The teacher should bear a role of facilitator rather than an authoritative person. Co-operative learning environment enhances female participation in ELT classroom.

The fact, the teacher's personality and the rapport h/she is able to establish with the students are of vital importance. Treating all students equally helps to establish and maintain rapport. The teacher must listen and pay attention to his/her female students to encourage them to take part in classroom activity. Without good rapport, creating an appropriate atmosphere in the classroom is extremely difficult. The ideal classroom relationship between students and teachers and among students creates better learning environment. "Students can pick up much from the way their teacher walks into the room at the start of that first lesson" (Senior, 2006, p.93). The teachers' attitudes to the class make an immediate impression on students. The teacher should present professional face to the students which they find both interesting and effective. The teacher should be able to adopt a variety of roles with in the classrooms which facilitate learning. In our context, the teacher presents himself/herself to some kind of stereotype roles which hinders the active participation of girls in ELT classroom.

Perilous and self doubting learning environment hinders female participation in ELT classroom. The hindrances further create perplexity to accomplish the goals of quality education. Thus it needs commitments in policy level that could affirm and secure safe and confidential learning environment in ELT classroom for the sake of female participants.

Unsafe and insecure learning environment negatively impact the participation of girls in schools and classrooms. Yet for schools to provide girls with the quality education they require, education systems must ensure girls participate in all aspects of school life. Participation-hearing the voices of children- should not be separated from taking action (Hart et al. 2005).

Education system itself should ensure positive and female friendly learning environment in ELT classroom.

Motivation is essential to success. It is some kind of internal drive which pushes someone to do something in order to achieve something. It has a key role to L2. Culturally girls are shy. But no researches have shown that they are intellectually lower than boys. The teacher must encourage them to participate actively in ELT classrooms. Brown (1994) says “Motivation is commonly thought of an inner drive, impulse, emotion or desire that moves one to a particular action” (p.152). To motivate the learners towards learning, different kinds of motivation have been suggested. According to Gardner and Lambert (1972)

An orientation is Instrumental if the purposes of language study are utilitarian, such as getting ahead in one’s occupation. In contrast, an orientation is Integrative if the student wishes to learn more about the cultural community because he is interested in eventually being accepted as a member of that group (p.3).

Another useful motivation is the ‘intrinsic’ and ‘extrinsic’. According to Harmer (2007), “Extrinsic motivation is the result of any number of outside factors” (p. 98). Citing this he says that the need to pass an exam, the hope of financial reward or the possibility of future travel are motivational factors. Furthermore he claims that “Intrinsic motivation, by contrast, comes from within the individual” (ibid). He says that thus a person might be motivated by the enjoyment of learning process itself or by a desire to make him/herself feel better. That is why,

motivation is regarded as something which initiates, energizes, compels and prompts an individual to act or behave in a particular way or manner for attaining some particular goal, target or purpose. To enhance the participation of girls' students in ELT classroom, the teacher must stimulate their interest.

Language play is highly appropriate in all L2 classrooms. Much play and humor is co-constructed, so students have to work together. The jokes and dialogues of ELT may well be extremely useful for student learning and development. Cook (2000) points out that "language play includes mimicry and repetition, the explicit discussion of rules and the liking for 'form-driven rather than meaning-driven behavior'" (p.171). It is clear that the teacher should recognize the complexity of language learning.

Age is also a one of the major factors in language learning. Adolescents are perhaps the most exciting students to teach. The teachers' job must be to provoke student engagement with material which is relevant and involving. Regarding the problems with teenagers, Puchta and Schratz (1993) see problems as resulting from "... the teachers' failure to build bridges between what they want and have to teach and their students' world of thoughts and experience" (p.4). The material has to be designed at the students' level. They must be encouraged to respond to texts and situations with their own thoughts and experiences rather than just by answering questions. The teacher must give them task which they are able to do. The task should be appropriate for female students. The teacher needs to do what h/she can to strengthen his/her students' confidence. This means that the above mentioned things need to be taken into account in ELT classrooms especially to increase the girls' participation.

There are other factors rather than gender issue and teaching learning environment that influence participation of female students in ELT classroom. Lack of research, curriculum development, teacher training and supporting agencies are the major factors.

Innovations in poor countries face problems specific to their context of limited resources. Developing countries often lack curriculum development facilities, teacher training facilities, control and support agencies, and mechanism for the collection, analysis, and reporting of basic statistical information on their education system (Vedder, 1994, p.5).

In our context, government seems unable to afford required budget because of squat resources available to spend on such fields. Thus, issues like female participation in ELT classroom are doomed to face such condition.

On the basis of the classroom activities, techniques can be classified into two main types: Teacher-centered and students-centered techniques. The techniques for the implementation of which the teachers play authoritative roles are known as teacher-centered techniques. Lecture, explanation, demonstration, etc are the examples of this type of technique.

But, where students' activities are taken more prominent such techniques are known as student-centered techniques. Individual work, pair work, group work, project work, strip story, discovery technique, etc are some of the examples of this type. In the field of language learning and teaching, the student-centered

techniques are more effective than the teacher-centered techniques. The teacher-centered classrooms practices limit students to content learning and establish them as a passive learner. Involving students in classroom activity is the best way of learning process.

In Nepal, English has a status of a foreign language. There is no particular speech community as such that uses English for day to day communication. The use of English is confined to formal situation only. So, in our context it can obviously be said that the English language acquisition mostly depends on the teachers' effective role, interactive subject-matter, students' active participation in learning activities and the appropriate use of teaching techniques in the classroom.

To have efficient and effective manipulation on the good role of a teacher and active participant of female students in ELT classroom, making subject - matter more interactive and using appropriate teaching methods and techniques, the teacher has to be theoretically and practically well-qualified and well-trained in teaching methods and techniques. However, due to various factors the use of proper technique sometimes becomes difficult especially in our English classroom. Phyak (2006) in his article "Student-Centered Teaching: Practices and Problems" writes the student-centered teaching/learning has just become a slogan but not a practice. According to him, there are many challenges, problems, and difficulties in using the student-centered techniques in the context of Nepal. He proposes some measures to apply to the student-centered teaching/ learning:

- a. Teaching should be made to broaden the learning experience rather than content.

- b. Teacher should emphasize on activities of the class as a whole but not on its parts.
- c. Teaching should not only be knowledge oriented rather it should be skill-oriented.
- d. Innovation in teaching is necessary rather than vomiting experiences.
- e. Respect learners' knowledge and have knowledge of their socio-cultural background.
- f. Provide a lot of activities for students.
- g. Provide continuous feedback.
- h. Never be an authority, be a facilitator.

In the field of language learning and teaching, a number of approaches, methods and techniques have been introduced. Teachers should select and use the appropriate one on the basis of the subject-matter, level and interest of the female students. The proper use of technique gives a fresh impetus to get communicative competence over the English language.

In the education sector the Ministry of Education has made serious efforts, at least in principle, to address the gender issues in the administration and management of education sector development programmes. In December 2006, the ministry made public its document on gender mainstreaming (MoES, 2006).

Only 42 percent of women are literate (against 65.1% men). This shows that there is a need to take proactive, affirmative and responsive steps for active participation

of girls in classroom activities to help them for obtaining quality education and completing school.

1.1.1 Barriers to Girls' Education

i) Poverty

Schooling in general is an expensive affair for Nepalese as the household economy of almost 85 percent of the population depends on highly labour-intensive subsistence farming. It is highly demanding of children's time, particularly of girls', making schooling for most girls either impossible or forcing them to attend irregularly or drop out (Bista, 2004). About a third of Nepalis live an abject poverty with an income of less than US \$ 1 a day and this is one of the main challenges that the government faces while trying to promote girls' education (DOE, 2007). Children in poor families are required to supplement household income by being engaged in child labour - 'girls contribute at least 50% more labour than boys, and this contribution increases with age' (Bista, 2004, p.7).

ii) Cultural context

The poorer the parents are, the more fatalistic and conformist they tend to be and their daughters highly prone to becoming victims of the established system of patriarchy and discrimination.

iii) State policies, strategies and barriers

The constitution assurance of equal rights of girls and women in all aspects of socio-economic and political life necessitates education sector programmes to be concomitantly gender sensitive. In 2006, the Ministry of Education and Sports made public its gender mainstreaming strategy following the recommendation of

the 2002 gender audit (MoES, 2006). Similarly, in 2007 the Department of Education also made its strategic implementation plan for gender equality formally available (DoE, 2007). Certainly, the documents of both the ministry and the department demonstrate the state's serious commitment to gender equality both at structural and pedagogical levels.

iv) School atmosphere

Although there is a lack of a sound empirical base, public primary schools in general are perceived to be often girl-unfriendly. "They do not protect girls' privacy and safety and do not meet cultural expectations" (Bista, 2004, p.7). In his review of research literature on girls' education Bista (2004) has found that

Most public primary schools lack basic and critically sensitive infrastructure such as separate toilets for girls. Consequently as suggested by the studies he reviewed, girls' participation, attendance and learning achievement is negatively affected: majority of girls, especially at the secondary level, do not attend school during menstruation (p.7).

Bista's (2004) analysis about school context suggests that girls are continuously subjected to psychological abuse through direct and indirect sexual harassment, which is caused mainly due to the lack of presence of female teachers. They are doubly victimized as, for one, school authorities remain insensitive to their basic biological needs (e.g. toilets and female caretakers and other feminine reasons) and secondly, they are often ridiculed by boys and sometimes, very subtly, even by teachers precisely when they are in agony and frantically looking for help and

places to have their needs fulfilled. There is absolute lack of gender education, which perpetuates such insensitive behaviour in school.

v) Curricular form and content

To a large extent, whether the school environment is gender sensitive and girl-friendly is determined by whether the curriculum form and content along with the training of educators both in pedagogical skills and management- particularly at the local level-have given importance to gender considerations.

Just as the teacher training curriculum has remain gender blind, the primary education curriculum too does not bring the explicit message of practicing gender responsive pedagogy into the school classrooms. Most schools simply impart subject knowledge to students which they will have to reproduce in examination papers to demonstrate their proficiency. Sibbons (1999) has picked on how girls in Nepali schools are subjected to ridicule in terms of their ability to learn subjects like mathematics and science; this, according to her, is not the case in many industrialized countries. She has argued that girls are made to believe that these subjects are not for them: “they cannot, therefore, should not succeed” (p.196) in those subjects. Sibbons (1999) writes:

The unit was not included in the set of printed training notes (to call what was produced a manual would be giving it undeserved status). When questioned on why it had been excluded, the answer was that it was not relevant to the subject teachers’ training programme. What was required was an exercise that provided teachers with examples of how they could enhance girls’ learning of

science, or of mathematics or of English..... Attempt to explain in the rational for a unit that provided teachers with a method of exploring their own practice, in a way that enabled them to develop inclusive teaching approaches specific to their own context, fell on stony ground (p.197).

1.2 Classroom Management

The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Although sound behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible.

A narrow view of classroom management sees it primarily as discipline and management of student misbehaviour. However, successful teaching requires more than controlling student behaviour. Wlodkowski and Ginsberg (1995) stated, “Any educational or training system that ignores the history or perspective of its learners or does not attempt to adjust its teaching practices to benefit all its learners is contributing to inequality of opportunity” (p.26). A useful motto to follow is: “Use the classroom not only for the development of democracy but also as a democratic experience”.

Classroom management can be described as an umbrella term that includes the teachers’ effort to monitor a multitude of activities ranging from instruction and student behaviour. It involves all factors that relate to classroom organization with the aim of creating safe and well-established learning environments for all the students. This means that class room management is essential not only for the

accomplishment of the educational objectives but also for the promotion of the students and teachers' development. "Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur". (Martin & Sugarman, 1993, p.9). Teachers who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom. In addition to inappropriate assignment, inadequate preparation and inadequate professional development are other major contributing factors to classroom management problems faced by teachers.

Studies have documented that schedules and routines influence children's emotional, cognitive, and social development. For example, predictable and consistent schedules in classroom help children feel secure and comfortable. Also, schedules and routines help children understand the expectations of environment and reduce the frequency of behaviour problems, such as tantrums and acts of aggression. Activity schedules that give children choices, balanced and planned activities (small vs. large groups, quiet times vs. active times, teacher directed vs. child directed, indoor vs. outdoor) and individualized activities result in a high rate of child engagement. In addition, the duration of the play period can affect children's social and cognitive forms of play..... (Ostrosky, Jung, Hemmeter, & Thomas, 2008, p.2).

In learner-centered classrooms, the emphasis of classroom management shifts from maintaining behavioural control to fostering student engagement and self-regulation as well as community responsibility. Instruction and management blend seamlessly to support challenging academic, moral and social goals for the learning and achievement have changed dramatically in recent years. Much attention has been given to raising academic standards. When academic goals change, goals for moral and social development also must be reconsidered to avoid incongruity. Intended or not, teachers' classroom management approach inevitably influences all aspects of their students' development. Thus every lesson is multifaceted and includes academic, moral, and social aspects.

Classroom Management refers to the combined attributes of discipline, teaching strategies and organizational skills. It involves manipulating practice domains to create a safe, secure and supportive learning environment that reflects legislative, departmental and school wide policy. Classroom management is not an isolated component of effective teaching practice. Effective teaching practice is a blend of appropriate teaching methodologies and classroom management practices that together set the environment for quality teaching-learning the classroom and impact positively on student achievement.

According to White & Coleman (2000), "Effective behaviour management is one of the most challenging aspects of teaching in an elementary classroom" (p.331). Improving the ability of teachers to effectively manage classroom behaviour requires a systematic approach to teacher preparation and ongoing professional development. Ongoing professional development in classroom management is essential for all teachers. In teacher preparation programmes, greater emphasis needs to be placed on preparing both general and special educators to be

competent and efficient at managing today's classrooms with their diverse range of learners.

Physical conditions of classrooms have great effect upon learning. Classrooms that are badly lit and over-crowded can be excessively demotivating. Similarly, the bad surface of the floor, wall and blackboard and worn out furniture, improper management, outside noise and echo in the classroom have negative effect on students. In the same way, the location of the institution and its compound, library, language lab, and other useful resources are also equally important to stimulate students. Moreover, an English classroom should be suitable for using audio-visual aids. There should be enough space on the wall to display flannel - board, stick pictures, charts, rules, routines etc. (made by the teachers or students themselves).

Though a teacher can't alone solve these problems h/she can improve a bit by decorating the classrooms with his/her own or learners' works, posters and pictures. The point of this discussion is that the atmosphere in which language is learnt is vitally important; the miserable situation of classrooms must be replaced by appropriate physical provisions.

1.3 Review of the Related Literature

Here some statements (on gender) given by the foreign researcher are summarized below:

According to Rousseau (1962) "Girls educational achievement can't be the same as those of the boys because girls are not same as boys. Female is modest more

cunning, more understanding of the opposite sex and more skilled in personal relationship.”

Regarding the responsibilities of females and males, Huston (1979) says that “Women’s biological and reproductive responsibilities, social reproductive activities and economic work translate into social roles of mothers, homemakers and employees. The complexity and diversity of her roles combine a form, a triple workload, triple responsibilities and a triple burden.”

This means that female students have more workload and responsibilities than that of the males. The proficiency of male and female students in language differs because of their family background, workload, and the attitudes of the teachers, guardians, parents and society which affect them in their school performances.

Macintosh (1990) found that “Girls were aware that teachers paid more attention to boys so the real significance of the disparity may be that both girls and boys are encouraged to regard boys and their activities as more worthy of attention”.

This behaviour of the teachers inspires boys to do well in their school work but discourages girls psychologically to think themselves as proficient in learning.

Several studies have been carried out on Girls and Women education in Nepal. Some of them are as follows:

Tuladhar (1997) investigates conditions in which Feeder Hostels are running and analyzes the role of feeder hostels to increase female participation in education. Tuladhar mentions that quality of education is deteriorating as the decision is

made by political leaders related to selection and promotion of students and teachers.

Brown and Wiseman (1998) attempt to highlight some of the problems and issues that are challenging in Nepali schools. Findings mention that despite the importance of primary education, school is still not a part of every Nepali child's life. It also highlights the role of BPEP and the Ministry of Education and other NGOs to address the problems.

Ministry of Education (1998) studies the selection criteria and appointment of female teachers by assessing the effect of their presence in primary schools. Regarding girl's enrollment in school, positive change has been seen due to FT's presence. The role of female teacher is vital for minimizing the gender equality. The criterion for selecting female teachers has not followed properly. The gap between policy and practice is wide. Seventeen of the 25 districts in Nepal with the lowest number of female teachers also have the lowest number of girls enrolled in primary school. The barriers to women being trained, recruited, and accepted need to be identified and removed.

National Planning Commission Secretariat (1998) reviews and assesses the policies and implementation mechanism of various ongoing programmes, their performance and impact with the view of providing inputs. Findings show that social mobilization is the important aspect to unite people for group action. For this NFE literacy programme followed by saving and credit programme basic and primary health and agro-forestry programmes are the effective programmes for gender mainstreaming. Education is a necessary element in empowering women. Women, urban and rural, feel greatly empowered when they can read and write.

Given the opportunity, they are determined to send their daughters to schools. There are some shortcomings in coordination between inter-agencies, programme implementation, monitoring and evaluation, and feedback collection. Therefore, less effectiveness in such programme has been observed.

The UNESCO report (1998) analyses national policies and implementation mechanism with reference to girls and women's education in Nepal. The findings show that the goal of educational policy is to increase women's literacy to 60 per cent and men's to 80 per cent by the end of Ninth plan (1997-2002) and reduce the dropout rate to below 25 per cent. MoE is the paramount line ministries responsible for policy, planning and implementation of basic and primary education, guided by Basic Primary Education Programme (BPEP) Master Plan (1991-2000). Regarding policy and planning issues, holistic policy and planning for girls/ women's education requires cooperation between Ministries, within MoE, between Formal Education and Non Formal Education (NFE), and between government and non-government stakeholders.

Ghimire (1998), carried out a research on "Sociolinguistic Account of Gender Differences in Language Proficiency." The objectives of the study were to study the gender difference in language proficiency, to compare the English language proficiency in reading and writing of boys and girls in terms of gender and to investigate the factors that influence their proficiency. She adopted the survey method. The instruments used in this study were tests, questionnaires and interviews (unstructured). She found that the boys took more part in extra-curricular activities and teaching learning activities than the girls.

Luintel (1999) analyses various factors that are responsible for not progressing girl's education in Nepal as desired manner. The findings show that there are socio-cultural, economic, geographical and individual factors responsible for creating gender gap in education. Discrimination between son and daughter starts within the birth of children. People think that son takes care of his parents and daughters are the responsibility (they are considered as others property). Their major role is to do household (HH) work. Investing in daughter's education is return-less, parents should not use daughter's earnings are deeply rooted in our society. Mothers used to convey such patriarchal message to their daughter.

Bhattarai (1999) carried out a research entitled schools and preparation of Gender Stereotypes. The findings show the influence of patriarchal norms and values with the perpetuation of stereotypical gender images in both private and public schools. However, there is changing perception of girls about the gender images and roles. Findings also reveal that the schools have no arrangement to provide girls emergency accessories during menstruation and there is ongoing trend of sexual harassment of girls.

CERID (1999) found that different incentive programmes were started at different times. However, they are all guided by the motive that there is a need to bring social justice. Hence, they are designed to help the disadvantaged social groups- girls and women. The incentives provided through PSSP and PSGS are a good means of motivating girls and parents to send their children in school, but there is a need for making the operational system more efficient. Nutrition programme in PS and free textbooks distribution programme are motivating poor children to bring in schools and decrease dropout rate in PS. Scholarship programme for Dalit

students is a positive discrimination policy of MoE, but the fund available for this is very small. The effect is also very slow and not very tangible.

MITRA (2001) found that presence of FT is contributing in increasing girls' enrollment and retention with motivating parents and other females to teach in schools. FTs are feeling proud of being perceived as social mobilizers by male teachers, community members and community service providers. There is a need of teacher training for FT (as 64.87% of FTs are not trained by DoE, 1999).

MITRA (2001) found that teaching-learning environment in most of the Feeder Hostels (FHs) are satisfactory. Most of the girls feel that they have easy access to the hostel. The FHs are contributing to promote quality education by providing opportunity and access to targeted girls and helping them in extra activities. The impression of FH in producing and recruiting Female Teachers (FTs), and motivating stakeholders is encouraging as felt by District Education Offices (DEOs) and Resource Person (RP).

Bista (2001) analyzes the representation of women across the Ministry of Education and Sports (MOES) and the way in which status of women in Nepal affects their involvement in educational administration and their opportunities for career development. He found that socio-economic and cultural factors are responsible for the low status of women in the society, which can be reviewed through their participation in the civil services (4.58%) and in the educational management (5%) especially in the gazette category. The ninth plan aims to mainstream women in development by promoting gender equality and women's empowerment without addressing socio-cultural structure of the country. As a result, social perception and accordingly men's perception towards women has

been not changed. Their thinking, behaviour, attitudes and practices towards women often make the women feel inferior and unable to take opportunity of career development.

Lamichhane (2010) conducted a research entitled “Gender Variation on Language Learning Strategies,” and concluded that there were significant differences between genders in the use of social strategies, female using them more often. The mean of female is 3.89 where as the mean of male is 3.28. This indicates that females are more social than males.

Equality in learning process means that girls and boys receive equitable treatment and attention and have equal opportunity to learn. This means that girls and boys are exposed to the same curricula, although the coursework may be taught differently to accommodate the different learning styles of girls and boys. Equality in the learning process also means that all learners should be exposed to teaching methods and materials that are free of stereotypes and gender bias. In addition, it means that boys and girls should have the freedom to learn, explore, and develop skills in all academic and extracurricular offerings.

Although many studies have been done in the field of Girls and Women’s education in Nepal but no research has yet been carried out on ‘Female Participation in English Language Teaching (ELT) classrooms’.

1.4 Objectives of the Study

The objectives of this study were as follows:

1. To explore the hindrance faced by female in attaining education in the ELT classroom.

2. To examine the ways females are treated in the ELT classroom.
3. To suggest some pedagogical implications of the findings.

1.5 Significance of the Study

The study attempts to find out female participation in ELT classroom of six higher secondary schools of Dhangadhi Resource Centre of Kailali district. So, the findings of the study will be significant in the field of language teaching of the study areas. It will be significant to language students, teachers, methodologists and those who are involved in the field of English language teaching. This study will about as a guide for further study of classroom management and practice in ELT.

CHAPTER TWO

METHODOLOGY

The researcher adopted the survey method in this study. This method enabled the researcher to find out the related facts regarding the objectives of this study. The sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study were specified as follows.

2.1 Sources of Data

The researcher used both primary and secondary sources of data for this study.

2.1.1 Primary Source of Data

This study was primarily based on primary sources of data. The data were mainly collected from the grade XII female students and English language teachers of six higher secondary schools of Dhangadhi Resource center, Kailali. The researcher also used classroom teaching/learning observation guide and check-list during the field study.

2.1.2 Secondary sources of Data

The secondary sources of data were different books, disseminations, articles, journals and reports. Some of them were Brown (1994), Cook (2000), Harmer

(2007), Kumar (2005), Nunan (1992), Puchta & Schratz (1993), Senior (2006), and Willis (1996).

2.2 Sample Population and Sampling Procedure

The sample populations of this study were altogether sixty female students studying in grade XII in six higher secondary schools of Dhangadhi Resource Center and six English language teachers of those schools. A lottery system was applied to select 10 female students from each school. The variables and their tentative numbers were as follows:

Population	Source	Numbers
Grade XII students	Dhangadhi H.S.School	10
	Basudevi H.S.School	10
	Panchodaya H.S.School	10
	Trinagar H.S.School	10
	Sharda H.S.School	10
	Tribhuvan H.S.School	10
	Total	60

And six teachers, one each from the selected schools, were taken as sample of the study.

2.3 Tools for Data Collection

The instruments used in this study were:

- (i) Questionnaires
- (ii) Classroom Teaching/Learning Observation Guide
- (iii) Check-list

Two types of questionnaires were constructed, one for the grade XII female students and the other for the English language teachers. The questionnaire for female students consisted of 14 questions and the other consisted 12 questions. Classroom teaching/learning observation guide and check-list were used by the researcher during the classroom teaching.

2.4 Process of Data Collection

The researcher himself visited the selected schools in Dhangadhi Resource Center. He requested the concerned authority to permit him to collect the data. After building rapport with the concerned English language teacher, he observed the classroom teaching by using the classroom teaching/learning observation guide and check-list. After that he gathered the selected female students' together and explained them about the purpose and terms of the questionnaire. He distributed the questionnaires to the female students and English language teachers. After they finished the filling-in task, the questionnaires were taken back. Then the researcher thanked all his respondents.

2.5 Limitations of the Study

The limitations of this study were as follows:

- a. The study was limited to public higher secondary schools of Dhangadhi Resource Center.
- b. It was limited to grade XII female students and English language teachers.
- c. It was limited to compulsory English classroom teaching.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. The analysis and interpretation of the data was carried out under the following headings:

1. Analysis of the Questionnaire Addressed to the Students
2. Analysis of the Questionnaire Addressed to the English Language Teachers
3. Analysis of Classroom Teaching/Learning Observation Guide
4. Analysis of Check-list

3.1 Analysis of the Questionnaire Addressed to the Students

The questionnaire in this group addressed the following four areas:

- a. Background
- b. Female Drop outs
- c. School factors
- d. Teacher factors

3.1.1 Analysis of Background

In this area, there were altogether five questions. They were about name, age, class, marital status and religion. This area shows that 83.33% students are teenagers and 16.67% are adults. The study shows that 91.66% are single. Five per cent are married and 3.34% are engaged. Out of the total students, 95% are

Hindus; 1.67% Buddhist and 1.67% Christian. This shows that most of the students were teenagers and were unmarried. Majority of them belong to Hindu community.

3.1.2 Analysis of Students Response Towards Female Drop Outs

In this sub-section, there were altogether three questions (6-8). They were about the knowledge level of girls in English language and girls drop out in English class.

Table No. 1

Response of Students Towards Knowledge Level and Female Drop Outs in English Class (in percent)

Q. No.	6	7	8
Responses			
Similar to boys	41.67	-	50
Lower than boys	20	-	33.33
Better than boys	38.33	-	-
More than boys	-	-	16.67
YES	-	10	-
NO	-	90	-

The sixth question was “What is the knowledge level of girls in the English language in your school?” Out of the total students, 41.67% said that the knowledge level is similar to boys. Twenty per cent said it is lower than boys and 38.33% said it is better than boys.

The seventh question in this area was “Do girls drop out in English classes?” The table shows only 10% agreed; 90% were in the view that girls do not drop out in English classes. This shows the confidence level of female students. A majority of them viewed that the knowledge level of girls in English in their school is similar to boys.

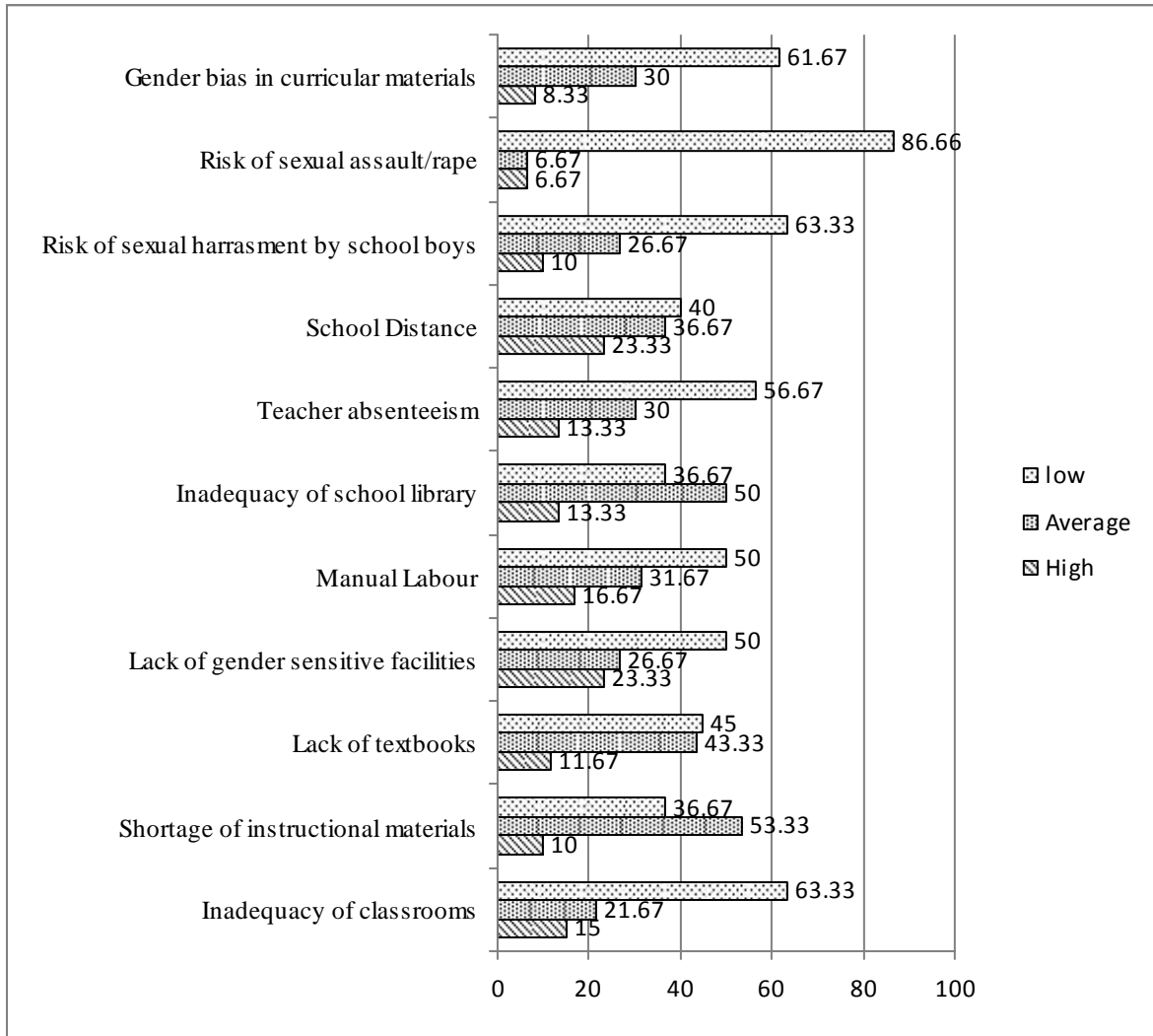
The eighth question was related with the seventh question. Among 10% who thought girls drop out in English class, 50% said the ratio is similar to boys; 33.33% said it is lower than boys and 16.67% said it is more than the boys do.

3.1.3 School Factors Influencing Female Participation in ELT Classrooms

In this area, there was altogether 11 school factors mentioned in question number nine. The students were asked to categorize all the factors on the basis of high, average and low.

Figure No. 1

School Factors influencing Female Participation in ELT Classroom (in percent)



The figure shows maximum number of students, i.e. 63.33% stated inadequacy of classroom is at low level; 21.67 rated it as neutral one and 15% said it is at high level.

Just over fifty-three per cent rated shortage of instructional materials is at neutral level; 36.67% stated it is low at low level and 10% said it is at high level.

Forty-five per cent students rated lack of textbooks at a low level; 43.33% thought it as neutral and 11.67% said it has high influence.

Half of the total students (50%) said that lack of gender sensitive facilities is at low level; 26.67% considered it as neutral one and 23.33% rated it at a high level.

Out of the total students, 50% thought that manual labour has low influence; 31.67% viewed it as neutral one and 16.67% said it has high influence.

Regarding inadequacy of school library, 50% students viewed it as neutral one; 36.67% said it is at low level and 13.33% rated it at a high level.

For teacher absenteeism, 56.67% thought it is at low level; 30% considered it as neutral and 13.33% rated it at a high level.

Out of the total students, 40% thought school distance has low influence; 36.67% considered it as neutral and 23.33% rated it at a high level.

A little over sixty-three percent denied any kind of risk of sexual harassment by school boys; 26.67% viewed it as neutral and 10% considered it has high influence.

Out of the total students, 86.66% thought that there is not any risk of sexual assault/rape.

About gender bias in curricular materials, 61.67% viewed it at low level; 30% considered it as neutral and 8.33% said it is at high level.

From the above figure, it is obvious that the most important school factors that were rated to have a high relation to hinder female students' participation in ELT classroom were the lack of gender sensitive facilities (23.33%) and school distance (23.33%). Other factors such as inadequacy of classroom, shortage of instructional materials, lack of textbooks, manual labour, inadequacy of school library, teacher absenteeism, risk of sexual harassment by school boys, risk of sexual assault/rape, gender bias in curricular materials were rated either as average or low.

3.1.4 Teacher Factors Influencing Female Students Participation in ELT Classrooms

There were altogether five questions in this area (10-14).

Table No. 2

Response of the Students to Question no. 10 (in percent)

Q. No.	10
Responses	
Yes	35
No	63.34
Not given	1.66

The tenth question was “Do you think that the teachers in your school have different expectations from girls than boys in English class?” Out of the total students, 63.34% disagreed that the teachers have different expectation from girls than boys in English class. Thirty-five per cent agreed with it and 1.66% did not give the answer. This shows that the teacher treats boys and girls equally. This is the positive aspect that teacher does not show any kind of discrimination in the classroom which can hurt female students.

Table No. 3

Teachers’ Differential Practices in Classroom as Rated by Female Students (in percent)

Responses Areas	High	Average	Low
Paying special attention	16.67	38.33	45
Giving better marks	-	42.37	57.63
Giving material incentives	1.67	28.33	70
Praising	15	48.33	36.67
Provision school materials	8.33	41.67	50
Guidance and counseling	16.67	46.66	36.67

Table 3 indicates that differences in teacher expectation between boys and girls do not relate closely to hinder female participation in ELT classroom because expected differences were rated either as average or low.

Table No. 4

Response of the Students to Question no. (12-14 in percent)

Q. No.	12	13	14
Responses			
Yes	95	78.33	41.67
No	5	21.67	58.33

The twelfth question was “Does the teacher pay proper attention to girls in English class?” Maximum number of students, 95% agreed and said that the teacher pays proper attention to girls in English class. Only 5% disagreed to it.

The thirteenth question was “Do you think that textbook ‘Meaning into words’ helps to communicate in real life situation?” and 78.33% agreed to it whereas 21.67% said no.

The fourteenth question was “Are you satisfied with the fact that grammar especially given in the textbook, ‘Meaning into Words’ is difficult for your level?” Out of the total students, 41.67% said it is difficult for their level whereas 58.33% disagreed to it.

3.2 Analysis of the Questionnaire Addressed to the English Language Teachers

There were altogether twelve questions (1-12) in this questionnaire.

Table No. 5

Percentage Frequency Distribution of Teachers by Sex

Type of Teacher	Sex of Teacher				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Higher Secondary Teacher	6	100	-	-	6	100

The table shows all the teachers i.e. 100% were males. None of the observed school has female teacher to teach English at higher secondary level.

Table No. 6

Percentage Distribution of English Language Teachers by Years of Teaching

Years of Teaching						Total	
0-2 Years		3-5 Years		More than 5 Years		No.	%
No.	%	No.	%	No.	%		
-	-	1	16.67	5	83.33	6	100

The table shows maximum number of teachers i.e. 83.33% have more than 5 years teaching experience whereas 16.67% have below 5 years teaching experience.

Table No. 7

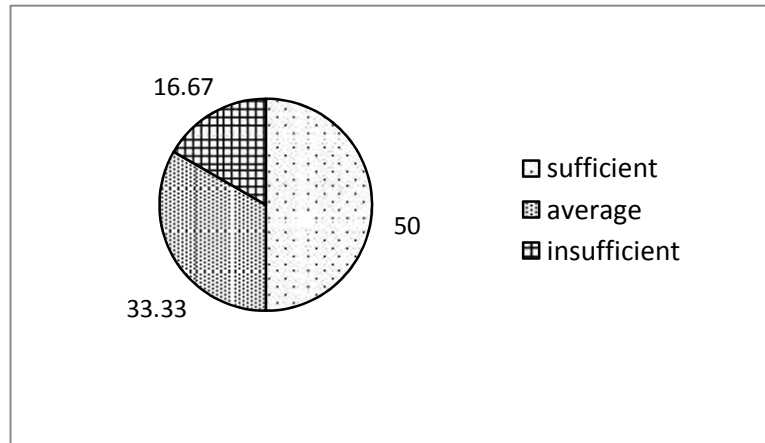
Response of the Teachers to Question no.6 (in percent)

Q. No.	6
Responses	
Boys	-
Girls	-
Makes no difference	100

The sixth question was “If you were asked to choose between boys and girls for teaching English, whom do you think you will prefer?”, Total number of English language teachers i.e. 100% replied they make no difference between the opposite sexes. It is not surprising that teachers claim officially that they respect the equality of educational opportunity when it comes to gender. In fact, female students have also confirmed the teachers’ claim since they rated teacher practices to show low differentiation between boys and girls in the classroom in Table 3.

Figure No. 2

Teachers' Understanding of Gender Issue in Education (in percent)



Teachers were asked to rate the level at which they understand gender issue in education. They were provided three options: sufficient, average and insufficient.

The above pie chart shows that half of the teachers (50%) believed that they had sufficient understanding of gender issues but 33% take a neutral position whereas 16.67% said they had insufficient understanding about it.

Table No. 8

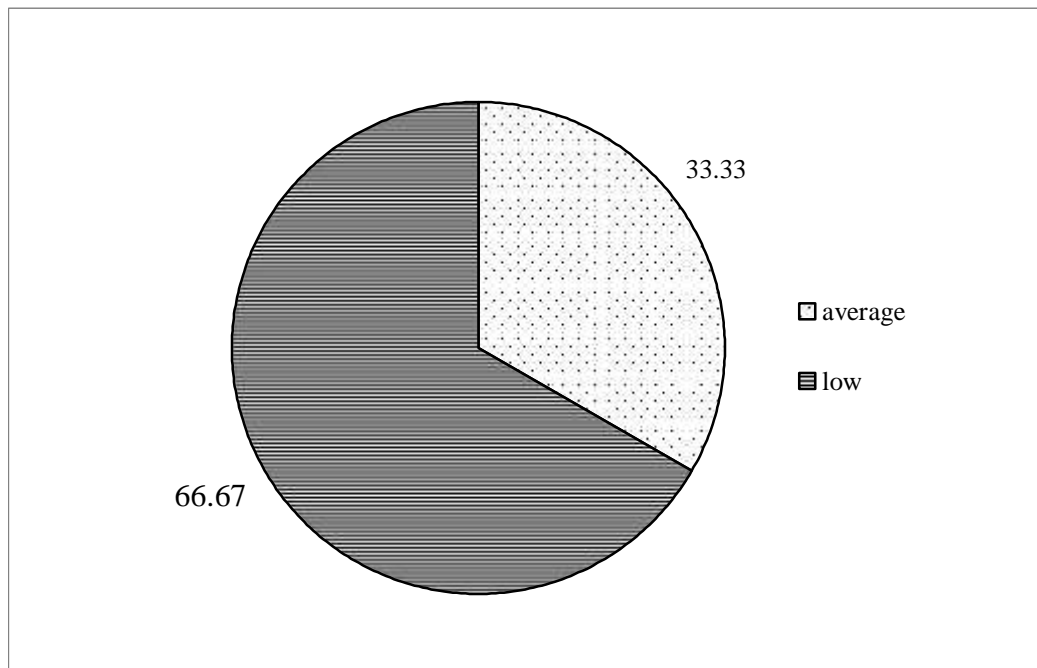
Response of the Teachers to Question no. 8 (in percent).

Q. No.	8
Responses	
Yes	100
No	-

The eighth question was that “Do you think that teachers understand the difference of Teaching English Language between boys and girls in your school?” Total number of teachers i.e. 100% agreed that teachers in their school understand the difference of teaching the English language between boys and girls.

Figure No. 3

Teachers’ Rating of the Extent to which their Language and Learning Materials Reflect any Bias Towards Female (in percent)



The figure above illustrated that 66.67% rated it at a low level whereas 33.33% rated it as average one.

Table No. 9

Response of the Teachers to Question no. 10 (in percent)

Q. No.	10
Responses	
Yes	100
No	-

The tenth question was “Have you had any information on gender equity education?” The entire respondent said ‘yes’. This indicates that they know about gender equity education.

Table No. 10

Respondents’ View on Learning Environments Hinder Female Participation in ELT Classroom (in percent)

Responses	High	Average	Low
Learning environments			
Classrooms	-	66.67	33.33
Equipments	16.67	33.33	50
Textbooks	50	-	50

Separate facilities	33.33	50	16.67
Learning time	66.67	-	33.33
Library	33.33	16.67	50
Teacher absenteeism	16.67	33.33	50

There were seven learning environments set in this question. From the table, it is obvious that the most important learning environments that were rated to have a high relation in influencing the female participation in ELT classroom were the textbooks (50%) and learning time (66.67%). Classroom, equipment, separate facilities, teacher absenteeism, library were rated either as average or low.

3.3 Analysis of Classroom Teaching/Learning Observation Guide

Whatever the teacher and students do inside the classroom is known as classroom practice. The teacher uses various methods and techniques. Mostly more than one method and techniques are used in a single classroom. The teacher should be able to choose appropriate methods and techniques as per the context going to be presented and interest of female students. Communicative methods and techniques of language teaching are better preferred than others in language classroom. The female students should be encouraged to participate in communicative activities as much as possible. Taking this fact into consideration, six classes of grade XII (compulsory English) were observed by the researcher at six different higher secondary schools. There were altogether 262 students. Among them 106 were male and 156 were female. The researcher used Classroom Teaching/Learning

Observation Guide to gather the information regarding adequacy of teaching/learning materials, teaching/learning activity and frequency of participation.

Table No. 11
Adequacy of Teaching/Learning Materials

Participants	Adequate	Inadequate
Boys	-	
Girls	-	

The table shows that teaching/learning materials were inadequate in the classrooms.

Table No. 12
Teaching/Learning Activities and Frequency of Participation (in percent)

Teaching Learning Activity Teachers' Activities	Frequency of Participation	
	Boys	Girls
Calls Pupils to answer questions	8.01	9.16
Asks pupils to write on chalk board	-	-
Asks pupils to draw on chalk board	-	-
Assigns work to individual pupils	-	-
Demonstrate an activity	-	-
Helping pupils	3.81	4.58
Correct mistakes of pupils	-	1.09
Express dissatisfaction on pupils answers	-	-
Praises pupils for correct answer	-	0.76

Explains things to pupils in English Language	3.05	1.15
Explains things to pupils in Local Language	1.09	2.29
Exercises authority or dominance over pupils	-	-
Sends out pupils for wrong doing	-	-
Shouts or show anger on pupils	-	-
Insults pupils	-	-
Cares pupils	-	-
Asks pupils to clear chalk board	-	-
Asks pupils to distribute exercise books	-	-
Asks pupils to pack or keep exercise books	-	-
Pupils' Activities		
Answer questions by mentioning words	5.34	4.19
Answer questions in sentences	3.43	4.96
Doing practical work or activity	-	0.76
Handling tools and equipment	-	-
Ask questions	0.38	0.76
Give examples	-	-
Give wrong answers	0.38	0.38
Give Correct Answers	-	0.76
Read aloud from chalk board or book	-	0.38
Tell stories	-	-
Pupil-Pupil Interactions	-	-
Competition in Class	-	-
Correct Teacher	-	-

The above table presents the teaching/learning activity and frequency of participation.

Out of the total students, only 9.16% girls and 8.01% boys participated when the teacher asked them to answer the questions.

A few numbers of boys i.e. 3.81% and similarly 4.58% of girls were helped by the teacher during classroom teaching.

Out of the total students, only 1.09% girl's mistakes were corrected by the teacher.

The table shows that out of the total students, only 0.76% girls were praised for correct answers.

Out of the total students, 3.05% boys and 1.15% girls participated in the classroom activities when the teacher explained thing to them in the English language.

A few numbers of students i.e. 1.09% boys and 2.29% girls participated in the classroom activities when the teacher used local language.

Out of the total students, only 5.34% boys and 4.19% girls answered the questions in words.

A few numbers of students, 3.43% of boys and 4.96% of girls answered questions in sentences.

Only 0.76% girls performed the activity.

Out of the total students, 0.38% boys and 0.76% girls asked questions to the teacher during classroom teaching.

Out of the total students, 0.38% boys and same percent of the girls gave wrong answers. A few numbers of students, 0.76% girls gave correct answers.

Only 0.38% girls read aloud from book.

This indicates that classroom teaching/learning activity was not satisfactory. The teacher did not use student-centered method. He used lecture method. Most of the

girl students remained passive in the classroom activities. The table shows that the girl students took part in the classroom activities more than boys but the number of such students was low. A majority of classes were found poor regarding female participation. Most of the female students attended the class but did not participate in teaching and learning activity. In most of the classes, teachers did not care and encourage their female students to learn. Teachers in all the schools in the sample dominated teaching activities.

3.4 Analysis of Check-list

The check-list addressed the following three areas.

- a. Physical Setting
- b. Scheduling (with reference to ELT class)
- c. Instructional Planning and Delivery

3.4.1 Analysis of Physical Setting

In this area, there were three questions (1-3). They were about 1. The disclosure of rules, routines and procedures that is inspiring for girls 2. Secure and adequate space for personal storage 3. Placement of furniture to decrease traffic flow challenges.

Table No. 13

Analysis of Physical Setting (in percent)

Q. No.	1	2	3
Findings			
Yes	-	-	50
No	100	100	50
Unclear	-	-	-

The first question was “Are rules, routines and procedures posted in a manner that is inspiring for girls?” It was found that there were no rules, routines and procedures posted in the classrooms. Out of the total observed classrooms, all the classrooms i.e. 100% were without any kind of rules, routines and procedures disclosed there.

The second question was “Do females have secure and adequate spaces for personal storage?” The table shows that out of the total observed classrooms, all of the classrooms i.e. 100% had no secure and adequate spaces for personal storage for females.

The third question was “Has furniture been placed to decrease traffic flow challenges?” It was found that out of the total observed classrooms, half of the classrooms, 50%, had placed furniture to decrease traffic flow challenges.

3.4.2 Analysis of Scheduling

In this area, there were three questions (1-3). They were about a. the daily schedule b. participation of girl students in active-learning activities c. new choice given to girl students making language skills.

Table No. 14

Scheduling

Q. No.	1	2	3
Findings			
Yes	-	16.67	-
No	100	83.33	100
Unclear	-	-	-

The first question was “Does the daily schedule provide each girl student with regular time periods for independent work, one to one instructions, small and large group activities, socialization and free time?” The table shows that out of the total observed classrooms, in all the classrooms i.e. 100% the teacher came without any daily schedule that provide each girls student with regular time periods for independent work, one to one instructions, small and large group activities, socialization and free time.

The second question was “Does each girl student spend most of her time engaged in active-learning activities, with little or no structured down time?” It was found

that out of the total observed classrooms, in 16.67% classrooms, girl students spend most of their time engaged in active-learning activities. In maximum number of observed classrooms i.e. 83.33% no such activity was found.

The third question was “Are girls’ students given new choices making language skills?” In all of the observed classrooms, i.e. 100% the teacher gave no new choice to girl students.

3.4.3 Analysis of Instructional Planning and Delivery

There were altogether twelve questions (1-12) in this area. They were about lesson objectives, assignments, task directions, checking of female student understanding, academic praise, corrective feedback, goal of social acceptance by peers, interaction between teacher and female students, homework, class work, peer work with boys and peer work with girls.

Table No. 15

Influence of Instructional Planning and Delivery (in percent)

Q. No.	1	2	3	4	5	6	7	8	9	10	11	12
Findings												
Yes	-	-	66.67	16.67	33.33	33.33	-	33.33	-	33.33	-	-
No	33.33	100	-	83.33	66.67	66.67	100	66.67	50	66.67	100	100
Unclear	66.67	-	33.33	-	-	-	-	-	50	-	-	

The first question was “Are lesson objectives developed based on female students functioning level?” The table shows that out of the total observed classrooms, in

33.33% classrooms, the lesson objectives were not developed based on female students functioning level. In maximum number of observed classrooms, 66.67%, the objectives were unclear. In a majority of classes, teachers came without lesson plan.

The second question was “Are assignments relevant and meaningful to female students?” It was found that out of the total observed classrooms i.e. 100% the assignments were not relevant and meaningful to female students.

The third question was “Are task directions clear and brief?” The table shows that in maximum number of observed classrooms, 66.67%, task directions were clear and brief. Out of the total observed classrooms, in 33.33% task directions were unclear.

The fourth question was “Are female student checks for the understanding conducted frequently?” The above table shows that in a few numbers of observed classrooms, 16.67%, female students were checked for the understanding conducted frequently. Out of the total observed classrooms, in 83.33%, female students were not checked for the understanding conducted frequently. This shows in majority of classes, teachers did not notice the female students’ participation properly.

The fifth question was “Is specific academic praise provided during guided practice?” It was found that out of the total observed classrooms, in 33.33%, specific academic praise was given during guided practice. In maximum number of observed classrooms, 66.67%, no academic praise was provided by the teacher.

To motivate the students' academic praise works a lot. But in majority of classes, the teachers ignore this factor.

The sixth question was "Is corrective feedback provided promptly and positively during guided practice?" The table shows that out of the total observed classrooms, in 33.33%, corrective feedback was provided by the teacher during guided practice. In maximum number of observed classrooms, 66.67%, corrective feedback was not provided by the teacher.

The seventh question was "Is the goal of social acceptance by peers emphasized?" It was found that out of the total observed classrooms; in all of the classrooms i.e. 100% the goal of social acceptance by peers was not emphasized.

The eighth question was "Is there interaction between teacher and female students?" The table shows that in 33.33% observed classrooms, there was interaction between teacher and female students. In maximum number of observed classrooms, 66.67%, there was no interaction between teacher and female students.

The ninth question was "Have female students done their homework?" The table shows that in half of the observed classes, 50%, female students had not done their homework. In 50% cases, it was unclear.

The tenth question was "Do they do class work?" It was found 33.33% female students did class work. The rest 66.67% did not participate in class work.

The eleventh question was “Do female students involve in peer work with boys?” In all of the observed classrooms i.e. 100% they were not involve in peer work with boys.

The twelfth question was “Do female students involve in peer work with girls?” It was found that in all of the observed classrooms i.e. 100% they were not involve in peer work with girls.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

4.1 Findings

After the analysis and interpretation of the data, the findings of the study are derived as follows:

4.1.1 Students' perspective

1. Girls' knowledge level is similar to boys in the English language.
2. Girls do not drop out in English class.
3. There is insufficient amount of instructional materials.
4. Textbooks, reference materials etc. are insufficient in the school library.
5. The textbook 'Meaning into Words' helps them to communicate in real life situation.
6. Grammar, especially given in the textbook 'Meaning into Words' is not so difficult.
7. The provision of facilities and services is not favorable for girls such as toilets, flush, separate rooms).
8. Teacher treats boys and girls equally.
9. Teacher pays proper attention to girls in English class.

10. As per the view expressed by students who were asked questions, teachers are gender friendly. No biasness is found.
11. No incidence of gender violence was found.

4.1.2 Teachers' Perspective

1. They make no difference between the opposite sexes.
2. They have sufficient understanding of gender issue.
3. Textbooks are not available in time.
4. Learning time is not sufficient.
5. No partiality towards female students.

4.1.3 Classroom Teaching/Learning Observation Guide/Check-list

1. It was found that only 4.19% female students answer questions by mentioning words.
2. It was found that only 4.96% female students answer questions uttering sentences in the English language. The female students tended to answer questions by providing long answers in the form of sentences.
3. A few number of female students, 0.76% took part in activity and the same percent gave correct answers.
4. It was found that 0.38% female students gave wrong answers.
5. Only 0.38% female students read aloud from the textbook.
6. A few number of female students, 0.76% asked questions to the teacher.
7. Physical setting was unfavorable for female students in almost all the classroom observed during the field study. There was no space for personal

storage for female students. No rules, routines, and procedures were posted to inspire females' participation in classroom.

8. Scheduling was not proper to meet the requirements of female students. In all the observed classes, there was no daily schedule prepared by the teachers to provide each female student with regular time periods for independent work, one to one instructions, small and large group activities, socialization and free time. The researcher did not find any kind of planning prepared by the teachers of the sample classes for active-participation of female students. No new choice was given making language skills. It was that in a few classes, (16.67%) female students were engaged in active- learning activities.
9. Instructional planning and delivery was poor in the context of making female participation active in ELT classroom. In a majority of sample classes, 66.67% teachers did not prepare lesson plans.
10. In all the sample classes, assignments were not relevant and meaningful to female students. Assignments were given on the basis of textbook.
11. Task directions were clear to some extent.
12. In a majority of sample classes, 83.33% female students were not checked for the understanding conducted frequently.
13. In maximum number of sample classes, 66.67% no specific academic praise was provided during guided practice.
14. It was found that in a majority of the sample classes, 66.67% corrective feedback was not provided by the teacher.
15. It was found that in majority of sample classes, 66.67% teachers did not encourage female students to take part in classroom activity. They did not care that female students were present in the class like passive worker because there was no interaction between teacher and female students. Teachers were not very good in making the classroom interactive.

16. In half of the sample classes, 50% female students had not done their homework. In rest of the classes teacher did not ask them about homework.
17. In a few sample classes, 33.33% female students did class work. But in a majority of classes, 66.67% they did not show any interest in class work. Many female students even preferred to be listener from the beginning to the end. A majority of sample classes, 66.67% were found poor regarding female students participation.
18. In all the sample classes, there was no use of group work and pair work.
19. Teachers do not use teaching materials while teaching compulsory English.
20. Teachers do not care and encourage their female students to learn so that they can be motivated to study. So female students do not motivate in compulsory class and give less emphasis.
21. Most of the female students (81%) attend the class but do not participate in teaching learning activities. Only a few numbers (4.96%) of female students participate in the classroom activities.
22. Teachers in most of the schools (66.67%) in the sample dominated teaching activities in the classroom and female students had very little opportunity for participating in the classroom activities. That is why a few female students participated in the restricted environment of the classroom. Teachers' perceived and presented as a powerful authoritative person. They were found in front of the class assuming the position of fountain knowledge.

4.1.4 Others

1. The observed schools do not have any female ELT teacher in higher secondary level.
2. Low attention is given by the teachers in the classroom teaching.

4.2 Recommendations

The researcher, on the basis of the findings of the study, recommends the following suggestions:

1. Local female graduates should be given first priority in recruitment of higher secondary ELT teacher. They are essential for psychological, sociological and pedagogical reasons.
2. There should be a system of supervision and monitoring of higher secondary teachers by DEO.
3. The teaching method should be student-centered. Communicated approach in teaching English should be adopted. Teacher should avoid the lecture method. The female students should be motivated in the learning and throughout the lesson by simply making the lesson interesting and using technique like role play and dramatization.
4. There should be maximum participation of female students in the class. Teacher should provide more interaction opportunity for female students. For this, h/she should mix the groups of students in classroom activity. Activity-based learning must be practiced in the classroom. H/she should use positive classroom and behaviour management method.
5. The teacher should use relevant teaching materials to make the lesson effective wherever necessary. Teaching/learning materials should be made available to the teachers.
6. Teacher should use visuals, games and pictures to support weak female students in ELT classroom.
7. Teacher should prepare teaching/learning schedule and calendar based on female students functioning level. H/she should plan and prepare lessons well,

while keeping in mind that female students have different learning needs and learning styles.

8. Teacher should implement remedial measure to help boost female students' achievement in English.
9. To promote the confidence of female students, extra teaching classes should be provided.
10. Teacher should initiate the female students to take part in the learning activities and also in extracurricular activities held inside and outside the classroom with boys.
11. Teacher should be familiar, responsible and helpful with all the female students. H/she should identify the female students' needs to encourage them to participate in the classroom activity.
12. There should be good English learning environment. The female students should be encouraged to speak English and read newspapers, articles, journals and to hear English news. For this, there is a close relation between teacher and female students.
13. The teacher should make sure those female students, who are shy or who have learning difficulties are also participating and learning adequately, including through peer to peer support.
14. There should be enough reference books, dictionaries, books on essays, literature, grammar and teaching materials in the school library.
15. The teacher should encourage his/her female students to study, use library and to give answer of the questions in better way.
16. Female students should show interest to study in class.
17. More exercises should be kept in the workbook of 'Meaning into Words' to develop female students reading and writing skills. The normal classroom

environment requires a great deal of reading and writing for a student to be successful.

18. Textbooks should be available in time.
19. The concerned authority should increase the amount of physical facilities such as toilets, library etc.
20. Physical setting in the classroom must be favorable to female students.
21. There need to be provision of ongoing in-service teacher training.
22. Teachers need to be trained and encouraged to apply participatory approaches in classroom to enable maximum female students' participation in lessons.
23. The training should have more contents about technical aspects of teaching/learning, use of educational materials, classroom management and evaluation.
24. ELT teachers have to keep up with the new developments of ELT by participating in the workshops or seminars.

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Appendix 1

Female Participation in ELT Classroom Questionnaire for Students

The main purpose of the study is to investigate the female participation in ELT classrooms. You are among those chosen to participate in the study. Thus, the researcher requests you for information and appreciates your willingness to support his efforts. The researcher believes that you will find the questionnaire interesting and looks forward to receiving your reply. All information obtained from you will be used only for the purpose of this research.

I) Background (Fill in the spaces provided or tick one of the given alternatives)

1. Name of your school _____ Zone _____ District _____
2. Age:- _____
3. Class:- _____
4. Marital Status:- Married ___ Engaged ___ Single ___ Divorced ___
5. Religion:- _____

II) Female Drop Outs (Fill in the spaces provided or tick one of the given alternatives)

6. What is the knowledge level of girls in English Language in your school?
Similar to Boys.....lower than boys.....better than boys.....
7. Do girls dropout in English Class? Yes.....No.....
8. If yes, to what extent do you relate the drop out of girls in English Class in your school?

Similar to boys.....Lower than boys.....More than boys do.....

III) School Factors (Tick one of the alternatives given)

9. From your experience, judge the extent to which the following school factors hinder the female participation in ELT classrooms.

	High	Average	Low
Inadequacy of classrooms	_____	_____	_____
Shortage of instructional materials	_____	_____	_____
Lack of textbooks	_____	_____	_____
Lack of gender sensitive facilities	_____	_____	_____
Manual Labour	_____	_____	_____
Inadequacy of school library	_____	_____	_____
Teacher absenteeism	_____	_____	_____
School Distance	_____	_____	_____
Risk of sexual harassment by school boys'	_____	_____	_____
Risk of sexual assault/Rape	_____	_____	_____
Gender bias in curricular materials	_____	_____	_____

IV) Teacher Factors (Tick one of the given alternatives)

10. Do you think that the teacher in your school have different expectations from girls than boys in English class?

Yes _____ No _____

11. Rate the extent to which teachers demonstrate differences in the following areas between boys and girls in your classroom.

	High	Average	Low
Paying Special attention	_____	_____	_____
Giving better marks	_____	_____	_____
Giving material incentives	_____	_____	_____
Praising	_____	_____	_____
Provision school materials	_____	_____	_____
Guidance and Counselling	_____	_____	_____

12. Does the teacher pay proper attention to girls in English class?

Yes _____ No _____

13. Do you think that the textbook, "Meaning into Words" helps to communicate in real life situation? Yes _____ No _____

14. Are you satisfied with the fact that grammar especially given in the textbook,
“Meaning into Words” is difficult for your level?

Yes _____ No _____

Appendix 2

Female Participation in ELT Classroom Teachers Questionnaire

The main purpose of the study is to investigate the female participation in ELT classrooms. You are among those chosen to participate in the study. Thus, the researcher requests you for information and appreciates your willingness to support his efforts. The researcher believes that you will find the questionnaire interesting and looks forward to receiving your reply. All information obtained from you will be used only for the purpose of this research.

Fill in the spaces provided or tick one of the given alternatives (only for teachers)

1. School Name _____ Zone _____ District _____
2. Age _____
3. Sex: Male _____ Female _____
4. Highest level of qualification attained
Degree _____ Diploma _____ Certificate _____
5. Number of years teaching
a) 0-2 years b) 3-5 years c) More than 5 years
6. If you were asked to choose between boys and girls for teaching English, whom do you think you will prefer?
Boys _____ Girls _____ Make no differences _____
7. To what level do you rate your capacity to understand gender issues in teaching English Language?
Sufficient _____ Average _____ Insufficient _____
8. Do you think that teachers understand the difference of Teaching English Language between boys and girls in your school? Yes _____ No _____

9. To what extent teachers or other learning materials reflect through their language and presentation any bias towards female?

High _____ Average _____ Low _____

10. Have you had any information on gender equity education?

a) Yes ___ b) No ____

11. To what extent do you believe that the following learning environments hinder female participation in ELT classrooms in your school?

	High	Average	Low
Classrooms	_____	_____	_____
Equipment	_____	_____	_____
Textbooks	_____	_____	_____
Separate Facilities	_____	_____	_____
Learning time	_____	_____	_____
Library	_____	_____	_____
Teacher absenteeism	_____	_____	_____

12. How many female teachers are there in your school to teach ELT in higher secondary level?

a) One b) two c) more than two d) none

Appendix 3

Female Participation in ELT Classroom Classroom Teaching/Learning Observation Guide

Name of School _____ Zone _____ District _____

Class ____ No. of Pupils in Class ____ Male _____ Females _____

Subject _____ Time ____ Name of Observer _____

Adequacy of Teaching/Learning Materials	Boys: Adequate[] : Inadequate[]	Girls : Adequate : Inadequate
Teaching Learning Activity	Frequency of Participation	
Teachers' Activities	Boys	Girls
Calls Pupils to answer questions		
Asks pupils to write on chalk board		
Asks pupils to draw on chalk board		
Assigns work to individual pupils		
Demonstrate an activity		
Helping pupils		
Correct mistakes of pupils		
Express dissatisfaction on pupils answers		
Praises pupils for correct answer		
Explains things to pupils in English Language		
Explains things to pupils in Local Language		
Exercises authority or dominance over pupils		
Sends out pupils for wrong doing		
Shouts or show anger on pupils		
Insults pupils		
Cares pupils		
Asks pupils to clear chalk board		
Asks pupils to distribute exercise books		
Asks pupils to pack or keep exercise books		
Pupils' Activities		
Answer questions by mentioning words		

Answer questions in sentences		
Doing practical work or activity		
Handling tools and equipment		
Ask questions		
Give examples		
Give wrong answers		
Give Correct Answers		
Read aloud from chalk board or book		
Tell stories		
Pupil-Pupil Interactions		
Competition in Class		
Correct Teacher		

Appendix 4

Female Participation in ELT Classroom

Check –list

Observer_____

Date_____

School_____

Class_____

Classroom/Teacher_____

A. Physical Setting

	Yes	No	Unclear
1. Are rules, routines, and procedures posted in a manner that is inspiring for girls?			
2. Do females have secure and adequate spaces for personal storage?			
3. Has furniture been placed to decrease traffic flow challenges?			

B. Scheduling (with reference to ELT class)

	Yes	No	Unclear
1. Does the daily schedule provide each girls student with regular time periods for independent work, one to one instructions, small and large group activities, socialization and free time?			
2. Does each girl student spend most of her time engaged in active-learning activities, with little or no unstructured down time?			
3. Are girl students given new choice making			

language skills?			
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C. Instructional Planning and Delivery

	Yes	No	Unclear
1. Are lesson objectives developed based on female students functioning level?			
2. Are assignments relevant and meaningful to female students?			
3. Are task directions clear and brief?			
4. Are female student checks for the understanding conducted frequently?			
5. Is specific academic praise provided during guided practice?			
6. Is corrective feedback provided promptly and positively during guided practice?			
7. Is the goal of social acceptance by peers emphasized?			
8. Is there interaction between teacher and female students?			
9. Have female students done their homework?			
10. Do they do class work?			
11. Do female students involve in peer work with boys?			
12. Do female students involve in peer work with girls?			