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Editorial

As we stand at the outset of an academic journey, we feel highly esteemed to present the first issue of NELTA Journal of Koshi in your hands. The publication process began about a year ago with the call for papers, and despite piles of challenges, we have accomplished the responsibility entrusted by the Provincial Committee. Although we received considerable number of responses from authors, we have curtailed the quantity of submissions with the purpose of ascertaining quality standards. With this publication, we have developed a confidence that we will work together to establish an esteemed academic culture among English language teaching professionals in our region.

During the process, we received substantial support from Regional English Language Office (RELO), NELTA Center, NELTA Koshi Province, and experienced scholars in the field of academic writing. While we were struggling to work in various activities during initial screening, negotiation with reviewers and authors, and revision, correction and editing, we received prompt response from these helping hands to keep the momentum. Moreover, we feel honored to compliment relevant comments received from the reviewers and apt reconsiderations from the authors.

The present volume encompasses research findings from emerging scholars as well as professionals with deeper expertise. The articles are mainly categorized into three main areas: use of ICT in language teaching, review of existing pedagogical practices and innovative strategies for language proficiency and student creativity, For example, a phenomenological study by Krishna Kumar Khatri and Bhim Prasad Regmi reports diverse experiences of teachers on using information and communication technology (ICT) in their professional development (PD) activities. They mainly reveal that lack of proper ICT skills is the major challenge in teachers' PD. Similarly, Guna Nidhi Luitel's thematic analysis highlights the importance of utilizing mobile technology in English language teaching. He especially points out the usefulness of mobile phones in preparing lessons, expanding learning strategies, development of teaching materials and students' self-directed learning activities. Gobinda Puri's article makes a brief review of the literature on feminist pedagogy and how it is applied in the Nepalese context. It reports wide-ranging classroom activities to support feminism. A similar review paper by Torna Raj Poudel explores how democratic application of critical pedagogy helps to maintain justice for students, especially in the way teachers behave them in classrooms. He mainly remarks that dialogue between teachers and students and various forms of student responsibilities play a significant role to establish democratic spirit in classrooms. Similarly, Dr. Ram Nath Yadav's article explores how

study of different subjects in bilingual education helps to develop students' English language proficiency. He reports that bilingual education supports almost every area of English language learning. Likewise, a review article by Dr. Om Prakash Singh highlights the value of task-based language teaching and suggests basic considerations in its application. Finally, Khabatari Sangeeta Basnet reports her experience of using artistic homework in development of students' creativity. She mainly sheds light on creative, imaginative and decorative homework assignments to foster students' creativity. As all the articles suggest strong pedagogical implications, we anticipate that the present volume will set a new avenue for English language teachers and prospective academic writers.

Despite our concerted efforts in maintaining quality, we apologize if flaws are spotted. We warmly welcome constructive suggestions on the areas we need to consider for further improvement. Finally, we express our deepest gratitude to Motikala Subba Dewan, President of NELTA and Nara Prasad Bhandari, President of NELTA Koshi Province for continuous encouragement and inspiration during the editorial process.

Editorial Board

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Integrating Information and Communication Technology in Teachers' Professional Development: Unpacking English Teachers' Experiences

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Abstract

This paper reports the results of a study that explored teachers' experiences of using ICT in their professional development (PD) endeavours. Drawing on a phenomenological design and thematic analysis of the interview data, the study revealed that teachers perceived PD as their self-agency and conceived ICT as a resource for professional learning and development. Paucity of ICT resources, inadequate ICT skills and lack of collaborative culture among the colleagues were reported as the major problems encountered by the teachers to run ICT supported PD activities. The study implies that teachers should possess adequate skills in operating and integrating ICT in their professional and pedagogical practices.

Keywords: ICT, Teacher Professional Development, Teacher's Agency, Professional Learning, Phenomenology

Introduction

Information and Communication Technology (ICT) leads to significant educational and pedagogical outcomes in the schools, and brings major benefits to both learners and teachers (Jonassen, 2006; Webb, 2005). In the 21st century society, learning requires being able to use new technologies, not simply to enhance the ability to memorize and repeat facts, but to gather, organize and evaluate information to solve problems and innovate practical ideas in real-world settings. Thus, the use of ICT as a learning tool within meaningful contexts of learning has been identified and emphasized (European Commission, 2003). ICT has laid its effect on different facets of academia including teachers' professional development (henceforth TPD). There is widespread agreement among policymakers, scholars, and educators that promoting the PD of in-service teachers is a cornerstone to achieve the ambitious goals of educational reforms (Desimone, Porter, Garet, Yoon, & Birman, 2002). Indeed, there is currently general consensus that the quality of an education system cannot be higher than the quality of its

teachers (Barber & Mourshed, 2007). So, ICT has played tremendous role in enhancing the quality of teacher by offering opportunities of teaching and learning with a huge resource digitally and virtually what O'Brien and Weiner (2007) argue that ICT is now ubiquitous. It asserts that the ways and patterns of pedagogy and TPD process have been largely facilitated with the advent of ICT devices. In this line, Hennessy, Harrison and Wamakote (2010) state that bringing ICT into the classroom can have considerable impact on the practice of teachers and ICT is conceptualized as a tool that supports to bring a real change in the pedagogical and professional behaviours of the teachers. The above contexts imply that teachers need to have high level of interest, enthusiasm and hard work for their own professional development which is all well facilitated by the excessive use of modern devices of ICT like computers, videos, multimedia and internet-based applications.

Many initiatives and efforts have been made in Nepal to integrate ICT in instructional practices particularly to enhance the teacher's professional expertise and pedagogical reforms. The Tenth- Five Year Development Plan has exclusively mentioned that computer literacy would be introduced at all levels in school (Nepal Planning Commission, 2002). Likewise, the National Curriculum Framework (Government of Nepal, Ministry of Education, 2005) advised teachers to make maximum use of ICT in lesson planning and in pedagogical activities to facilitate teaching and learning. Similarly, the school level curriculum also urged teachers to make use of ICT for teaching and learning (Government of Nepal, Ministry of Education, 2014). In 2013, Ministry of Education (MoE), Nepal implemented a five-year long ICT project called 'ICT in Education' with the aim to address the issues of accessibility and discrepancies in quality through the use of digital technologies. Through the project, MoE trained selected groups of teachers and teacher trainers on the pedagogical use of technologies, and those professionals were entrusted to cascade training to other teachers in the schools (Government of Nepal, Ministry of Education, 2013). Similarly, MoE listed digital skill as one of the eight competencies of qualified teachers in the 'Teacher Competency Framework-2016'. It stated that a professionally competent teacher could use ICTs for effective teaching and learning (Government of Nepal, Ministry of Education, 2016). These evidences show that significant efforts and initiatives have been made for integrating ICT in Nepalese education system and teachers' development.

Despite these very efforts of ICT integration in education and instructional practices of the teachers, very few attempts are likely to have made in the field of research on ICT for teacher's professional development. It means many efforts have been made to employ ICT in classroom instruction rather to explore the teachers' perception, experiences and challenges of using ICT in teacher's professional development activities in Nepalese context. Therefore, to contribute to filling the gap on

the use of ICT in teachers' professional development, the present paper aims to answer the following research questions: How do university level English teachers perceive their own professional development using ICT? What are the experiences of teachers using ICT in their professional development? What are the challenges faced by the teachers in using ICT in course of their professional development?

ICT and Teachers' Professional Development

The term ICT stands for information and communication technology. It embraces a range of technical media from hardware (desktop computers, laptops, net-books, tablets, mobile phones, projection technology, data logging and digital audio and visual equipment), software applications (generic software, multimedia resources) to information systems (Intranet, Internet, cloud computing) (Hennessy, Harrison & Wamakote, 2010). ICT encompasses the various technological devices that are used for facilitating communication such as cellular phones, radio, video, television, computers, and satellite systems among others. More comprehensively, the United Nations Development Programme (UNDP) (2003) defines that ICT means information-handling tools comprising a varied set of goods, applications and services that are used to produce, store, and process, distribute and exchange information. They include the 'old' ICTs of radio, television, and telephone and the new ICTs of computers, satellite and wireless technology and the internet. These different tools are now able to work together and combine to form our 'networked world' a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which researches into every corner of the globe.

ICT has exerted its immense influence in virtually all areas of academics. More specifically, English language teaching in general and English language teacher's professional development in particular are also largely supported by the ample use of ICT for the last two decades. In this regard, Varsidas and Grass (2004) state that the use of ICT and the evolution of online learning environments provide an opportunity to innovate and reform teacher professional development. ICT allows access to knowledge and expertise that were previously unavailable, enabling new relationships and new models of professional development. In the same way, White (2003) asserts that engaging with technology can enable teachers and lecturers to store, view, manipulate and present information in many new ways, so the teachers need to experience online learning as a part ongoing professional development. Moreover, ICT helps the language teachers to access to language programmes, improve the quality of teaching and learning. It also provides access to current/ up-to-date materials and offering teachers and learners an avalanche of materials in different modes. In this connection, Littlejohn, Suckling, Campbell and McNicol (2002) contend that through the affordances and capabilities of technology, today we have a much-expanded group of teachers with

varying roles able to provide support for learners in a variety of flexible settings. This trend seems set to continue and to grow with new ICT developments and applications.

The use of ICTs enhances English language competence as well as the quality of both learners' and teachers' experience. Leach (2008) also states that ICT use enhances teachers' professional knowledge and capabilities in very specific ways by extending subject knowledge; enabling planning and preparation for teaching to be more efficient; developing the range of teachers‟ existing pedagogic practices .The effective use of ICTs removes the time and space limitations found in traditional teaching, as classroom dialogue can now extend beyond the time and space constraints by which teachers can easily handle their classes without any barriers. In a similar vein, Resta, Lamon, Breuleux and Patru (2005) outline four beneficial effects of ICT (e-learning) for teacher's professional development that future or in-service teachers can access to learning resources, courses, online communities, or training programmes at *any time* that is convenient for them; they can communicate with others and access resources, instructions and expertise *anywhere* as long as there is a computer with internet access; ICT provides new opportunities for educators to work and conduct research together, or to share problems, innovations and lesson plans through *collaboration and networked communities* and ICT may act as a catalyst to transform the traditional paradigm of teaching and learning as new *pedagogical approaches* (Resta, Lamon, Breuleux & Patru, 2005). Thus, ICT has become an integral part of teacher preparation programs (Duffield, 2005; Vrasidas & Glass, 2005). These assertions strongly entail that ICT has become a significant means for the teachers to gather, identify, classify, analyze, interpret and disseminate huge amount of information and resources in their pedagogical and professional endeavours. Moreover, ICT has also facilitated the teachers to work and learn both individually and collaboratively for continuous learning and growth. Thus, teachers of these days need to have the knowledge, skills and expertise of using ICT to enhance their own professional development.

Methodology

This is a qualitative study with phenomenological research design which attempts to unravel the conscious human experiences common to a group of university level English language teachers on using ICT in their professional development process. To this end, we purposively selected two university level English teachers from two different affiliated campuses of Tribhuvan University. Then, we contacted them to build rapport and asked their formal consent for the interview data. After that we conducted unstructured in-depth interview (like open conversations) with the participant teachers through telephone in separate time to unpack their perception and experiences of using ICT in their own professional development endeavours and we recorded the interview on audio tape. We conducted the interview in an open and nonthreatening environment

being based on the major issue of the study and each interview lasted about an hour. During the interview, we attempted to follow the principle of bracketing that we tried to make probing on participants claims and arguments excluding my presupposition on the area being investigated. When the first phase interview is over, we transcribed the record of the interview listening to the audio tape minutely. After that, we read interview transcripts line-by-line and paragraph- by-paragraph, looking for incidents and facts, and coded for anything and everything that seems potentially relevant to the topic.

After coding the data from the transcripts of the first phase interview, we also took follow up interview on some less elaborated but genuine arguments made by the participants during their first interview. After merging their opinions, we added some more basic themes on the list. While generating themes form the codes, we employed Attride-Stirling's (2001) thematic network analysis method. In this regard, we followed two major steps in generating themes i.e., basic themes and global themes, as suggested in the thematic network analysis. Then, we identified and patterned the basic themes out of which we generated the global themes and presented the analysis and interpretation.

Results and Discussions

Drawing on the research questions, three global themes were generated such as: TPD as Teacher's Self Agency, ICT Practices and Experiences as Source of Teacher Learning and Problem encountered in adopting ICT in professional development endeavours. In what follows, we present the analysis and interpretation of the major themes using the verbatim as shared by the participants.

TPD as Teachers' Self Agency

Teachers' professional development (TPD) is conceived as teachers' self-agency that makes them aware of about knowledge, skills, professional roles and responsibilities and put them into actions for changes. It is the teacher's self-development with professional knowledge, skills and innovative practices which consequently support them to be transformed in themselves and the contexts in which they perform. TPD involves many processes, actions, and mechanisms which are inevitably mediated by the cultural, social, political, and economic features and conditions of each particular context (Tan & Dimmock, 2014). Hence, TPD is conceived as not only what a teacher can state but also what s/he can do in actions and practices with reference to the contexts. Regarding the same concern, we inquired the participants to share about their perception on the notion of teacher professional development. In response to this issue, both the participants appeared to be aware of about the notion of professional development. They came up with their own perception relating to their personal experiences. In this line, a participant, Ram (pseudonym) who works at university level teaching Master's and Bachelor's level students for more than

a decade. He shared his awareness on TPD along with his pedagogical and content knowledge that he possessed for his own professional growth. He put forward his perception as:

> TPD is a continuous process of upgrading qualification; updating new knowledge and recently developed trends of own field. TPD is a change process from which teacher can change himself and others. […] TPD is a teacher's self-agency which is accelerated by teacher's own initiation…teacher is a change agent (Interview-2).

The views of the teacher have compliance with Lai, Li and Gong (2016)'s assertion that agency is an important concept in the academic discussion of professional learning in the workplace. Professional agency is required to drive the construction and reconstruction of one's professional knowledge, competencies and professional identities. Moreover, teacher agency has emerged in research to explain teachers' active efforts in taking intentional action and making choices in order to make a meaningful difference (Toom, Pyhalto, & O'Connel, 2015). Teacher agency is considered as a specific form of professional agency—their active contribution to shaping their work and its conditions is assumed to be an indispensable element of good and meaningful education. It encompasses the quality of actors' engagement with contexts-for-action, and the quality of how actors enact these contexts (Biesta, Priestley & Robinson, 2015). Agency is not a capacity residing in individuals, but rather to conceive of it as something that is achieved through engagement with very specific contextual conditions… it is not to be understood as something that people can have; it is something that people do (Priestley, Biesta & Robinson, 2013). It is the way in which actors 'critically shape their responses to problematic situations' (Biesta & Tedder, 2006). Thus, the agency approaches to TPD presents the teacher as an actor and agents for change. It is apparent that teacher agency results from interaction between individual teacher's knowledge, skills and practice and perceived work contexts. Teacher's agency is understood as an activity, and professional enactment of the teachers which enhances their continuous professional growth.

TPD is an important asset for the professional teacher. Teachers need to be aware of the changes and new dynamics appeared in their own discipline over time. They are required to be updated to new knowledge and innovations developed in the related field. Then only they can bring changes in their practices. With regard to the needs of TPD for the teachers, another participant teacher Shyam (pseudo name) expressed his remarkable view relating with his own professional practices that TPD is very essential to the teacher to impart good knowledge and skills in himself and to the learners as well. He also contends that TPD helps the teachers to be knowledgeable and skillful in own professional practices.

TPD process can be accelerated by adopting a number of strategies and activities. New and innovative ideas and approaches of TPD have been developed and practiced with the advent of science and technology. It means, the field of TPD has also been significantly influenced by the use of Information and communication technology (ICT). Regarding this phenomenon, the participants of this study were also inquired how far they are familiar and aware of the use of ICT tools and devices for their own professional development activities. In response to this, they were found familiar with the various strategies of TPD as updating knowledge and qualifications, creating teachers support group, teachers' networks, reading recently published books, research papers writing journals and academic articles and teachers mentoring. In addition to these, they mentioned that the tools and programs of ICT are very much influential means for teachers' development in the present-day world. Both the participants were found to be stating supportive role of ICT in their professional development process. Sharing his belief on the role of ICT in TPD, Ram affirmed his view as:

> ICT is very useful for TPD process […] through which teachers can access to huge knowledge, resources innovative ideas and experiences on academic and professional issues appeared in the world in a single click that facilitate to their daily pedagogical endeavors like collection and preparation of teaching materials, delivery of materials in and out of the class (Interview-2).

Another participant asserted that ICT has changed the dynamics of TPD becoming a reservoir of resources for the teachers from which they can be developed. He further states that ICT has supported teachers to participate in various academic programs conducting around the world virtually just staying at home which he has also been adopting these days. The accounts of the teachers indicate the awareness of university level English teachers on their own professional development process and strategies to be adopted for enhancing their professional dynamics. Similarly, the teacher's perception and belief on TPD signaled the value and importance of TPD in course of professional journey. Likewise, the teachers are found aware of the uses of ICT tools and programs for teachers' professional development. As they stated, the advent of ICT has facilitated and changed the dynamics of teachers' professional development in the present-day world. The views of the teachers correlate with the conception made by Borko (2004) and Desimone, Porter, Garet, Yoon and Birman, (2002) that TPD is an essential mechanism for enhancing teachers' knowledge and instructional practices. The results from the teachers' perception and awareness imply that teachers are required to be aware, active and updated in their own professional development processes which contribute them to enhance their own continuous professional growth and bring changes in their regular action and practices.

ICT Practices and Experiences as Source of Teacher Learning

Teachers' practices and experiences of ICT enhance their professional development endeavours. It has been an important resource for their professional learning. Teachers can construct and innovate new knowledge and experiences adapting and adopting ICT in their professional development process. TPD process is enhanced through the continuous practices and experiences of ICT in accessing varied learning and teaching resources and putting them into instructional practices. In this concern, both the participants of this study shared a lot of experiences of using ICT tools and programs in carrying out various professional development activities. They shared that they were digitally illiterate at initial phase when ICT tools and devices were out of access to them. With due motivation, they gradually became familiar with the various devices of ICT like computer, mobile and internet technology as used by other people in and outside the institution. Moreover, the participants were also asked to share how they became motivated to use ICT for personal and professional activities. To this end, Shyam, a participant teacher, who represents from another college teaching to the students of bachelor level, shared his motivation in ICT practices that he became motivated to employ ICT in his professional endeavors due to his own conviction that he should be updated with the recent development of technological skills to make something different from others in practice and give something new to the field. He further argued that the most important thing is the time which made him to realize the essence that today's teacher cannot grow and sustain well without ICT skills. Others' guidance, exemplary works and models also fascinated him to practice and experience ICT in the professional activities.

ICT literacy is essential for the present days' professionals to accomplish their roles and responsibilities effectively and efficiently. Teachers' literacy on ICT has a lot of meaning for their personal and professional development that has facilitated them in their personal and professional endeavors. In the same line, the participants of this study were found to be moderately literate on ICT skills. To some extent, both the participants shared similar type of experiences about their literacy on ICT. As they shared, they can operate computer with skill of using Microsoft word, PowerPoint slide preparation and presentation through multimedia projector. Similarly, they were found to be able to use internet search engines like Google Chrome, Internet Explorer and Firefox to search required reading materials related to their disciplines. They also reported that they can use Google mail to send and receive documents and information electronically. Recently they have developed the skill of using various online applications like Zoom, Ms Teams, and Google meet for attending various national and international academic and professional events. They further contended that the motivation and skills for using ICT have been the resources for their professional learning.

Teachers' motivation and literacy on ICT can have great influence on their actual practices of teaching and other professional endeavors. Merely, it is predictable that high motivation and good skills on ICT operation lead to effective practice and performance. Here in this study, teachers are found well motivated in adopting ICT in their professional activities and they possess satisfactory level of literacy as per their needs of pedagogy and other academic activities. Along with their motivation and literacy on ICT, they were found engaging different experiences on employing ICT for professional development. They stated that they are learning and trying to do better at present than of the past. They viewed that they are learning by experiencing day after tomorrow. To represent the experiences of ICT use in his own professional development process, one of the two participants, Ram shared that he has involved in both updating professional knowledge and upgrading academic qualifications for his TPD process. As he says "I have been doing M.Phil through online mode from Nepal Open University, in this too, I am using ICT tool and applications and learning many skills and strategies of my professional development" Moreover, he had the experiences of using ICT tools and applications like Google meeting, Microsoft Teams, Zoom for preparing and presenting the daily classes materials. ICT has greatly supported the teachers in their academic writing practices like in conducting researches and drafting, editing and revising academic articles and reports electronically. In the same line, the participant recounts "I have written some journal articles on my subject and published in national journals for this too I collected and reviewed literature downloading from internet sources using other ICT resources". Currently, both the teachers have the experiences of attending different virtual conferences and webinars convened around the globe as an attendee, presenter and panelist connected through recently learnt applications Zoom, MS Teams, Google Meet. In the same phenomenon, another participant, Shyam had a bit different experience of employing ICT in his professional development activities. He reported that he employed ICT devices as per his need and purpose mostly in accessing authentic books and relevant materials needed for his daily class presentations. He had no remarkable experiences of using ICT for research activities however he had the experience of employing ICT devices for reading and writing journal articles to be published in national journals, i.e., NELTA, journal. He further revealed that the more he gained the skills and experiences of using ICT in his academic activities, better he could learn and enhance his professional practices. The continued practices and experiences of ICT meant a lot to him and has been a good resource for his professional learning.

The above anecdotes vividly present that teachers have got various experiences of using ICT for their professional endeavors. They were found performing various tasks and activities for enhancing pedagogical and professional development process. While observing the interview responses of the participant teachers, it is inferred that

though teachers have perceived about the support of ICT tools and applications in their professional development activities, they are not adopting them in their real practice as effectively as expected. The responses of teachers also indicated that they mostly employ ICT tools like laptop computer and multimedia projector for classroom presentation. They try to use the ICT devices as per their purpose when they feel it necessary. Though they viewed about the uses of ICT in professional development activities such as academic writing and research works very well, they accepted that they have not adopted effectively and efficiently in their own practice as expected. However, they had a few experiences of using ICT in research activities and academic writing endeavors chiefly in writing journal articles. It also implied that teachers realize themselves as learners and they are still on the phase of learning new skills of operating ICT that can be employed to enhance professional growth. They reported that they are learning with experiences and changing and developing themselves day after tomorrow in line with Kolb (1984)'s 'Theory of Experiential Learning' that learning is human adaptation process whereby knowledge is created thorough the transformation of experiences. This assertion can be relevant to the act of TPD which is also viewed as a continuous learning process grounded in experience. As learning is a holistic process of human adaptation to social and cultural environment (Klob, 1994), the usage of ICT has also supported the teachers in the process of their continued professional learning and adaptation to the new learning contexts. So, teachers' instant motivation, practices and experiences of ICT in professional learning is tied up with Gaible and Burns (2005)'s self-directed professional development model in which they can proceed professional development endeavours in their own pace.

Problems Encountered in ICT Supported TPD Activities

Being based on another research question, the interview was focused on revealing the problems faced by the teachers in course of adopting ICT supported TPD. In this issue, teachers shared different types of problems as they encountered while using ICT for their professional development process. The major problems of the teachers have been discussed in the following sub-headings.

Resource constraints. Teachers seemed to be facing problems in their TPD with ICT due to their institution related constraints. Teachers cannot enhance their ICT supported professional development activities due to limited resources and infrastructures available in their respective institutions. In this line, a participant teacher, Ram shared his problems and obstacle that he encountered while teaching one of the community colleges that he could not employ ICT related activities due to the limited resources available in his institution. Though there was an IT lab with some computers, it was common to both teachers and students. There was no separate ICT lab for teachers due to the financial constraints of the institution. In the same way another

teacher, Shyam reported that he is also facing similar kind of institutional and infrastructural obstacles in his professional activities that he has been attempting to employ some ICT supported TPD activities at his personal effort due to the limited resources available in the institution which caused financial burden to him. This indicates that university teachers are not well resourced for employing ICT for their TPD. The views of the teachers correlate with Anderson (1997)'s view that teachers might abandon new practices while they are in the early stages of implementation because of lack of assistance. In this regard, Bradshaw (2002) suggests that in order to maximize the return of the investment in staff development, significant resources need to be redirected to follow up activities. Here, Gaible and Burns's (2005) site based TPD model is relevant to focus on the specific, situational problems that individual teachers encounter as they try to implement new techniques. So, the local site-based issues and needs should be addressed to encourage the teachers for individual initiative and collaborative approaches to TPD.

Poor access and inadequate ICT competency. Poor access to ICT connectivity in the workplaces and lack of inadequate skills and competency are also the other problems faced by the teachers. The teachers in the study shared the problems that despite the management of internet facility in the institutions, it is of very low power of connectivity due to which they cannot perform the activities smoothly. Similarly, they faced obstacles while using ICT due to frequent power cut. Moreover, teachers faced problems due to the lack of adequate level of competency in operating ICT devices. They faced problem in operating new devices like smart board in the classroom. Moreover, they reported that they faced obstacles in accessing and downloading web based documents from internet sources as they wanted due to the lack of adequate skills and competency. In congruence to these findings, Clark (2000) states that despite the wide use of online professional development, there are many barriers to effective participation in such initiatives. One of these is teachers' limited access to the Internet, which results in certain groups of teachers being disadvantaged and a greater gap between the "haves" and "have-nots" The view of the teachers along with Clark (2000) suggests that ICT accessibility and availability is not common to all teachers. There is disparity in the access to technological devices that those who are in power and position in the institution like principal, campus chief and assistant campus chief, they have easy access whereas those who are out of position just as worker and teaching staff are facing much obstacles in accessing and using ICT support for their professional development activities.

Collegiality and collaborative culture. Peer collegiality and collaborative culture among the teachers are very significant strategies for their professional development. The teacher who has gained recent ideas and strategies on ICT related fields should share among other colleagues in the same institution. It enhances

collaborative culture in the learning process. But in the study, the participants were found not having such collegiality and feeling of collaboration. In this regard one of the participants, Ram, revealed the situation of institution and his own experiences as:

> All the colleagues do not possess ICT skills equally which has caused problem in creating collaborative culture for example the one who knows abbot ICT does not share to other colleagues, and those who lack ICT skills do not want to learn from the known ones (Interview-2).

This view of the teachers shows that there is no collegiality and collaborative culture among the teachers in their workplaces in course of their professional endeavours with the integration of ICT. This finding suggests that teachers should have collaborative culture and collegiality in course of their professional journey. They should work collaboratively sharing ideas and innovative practices with each other. It is backed up with (Varsidas & Glass, 2004)'s conclusion that to be able to act as experts in integrating technology, faculties need to have the knowledge, skills, and expertise to teach with technology. Partnerships between teacher education faculty and technology experts help faculty develop the expertise needed to act as role models for pre-service teachers. Moreover, Lewis (1998) contends that it is the need for teachers to share experiences with each other in order to best learn how to integrate ICT in pedagogy. Schools have the potential to be learning places for teachers too, providing that the culture of schools is reshaped to facilitate the teachers for professional learning. In addition to this, teachers shared that they cannot involve in ICT supported professional development activities because of their teaching load. As they stated that they have to be busy in their daily instructional activities so that they cannot manage time for such activities**.** The experiences of the teachers have correspondence with Hu, Clark and Ma, (2003)'s findings that teachers' workloads and the time constraints can severely hinder technology acceptance by teachers. In order to achieve the goals of the educational system and to enable teachers to implement new initiatives, it is essential to reduce teachers' workload (Fullan, 1982, 2003; Grunberg & Summers, 1992).

The above results entail that teachers have encountered different types of problems while employing and experiencing ICT for their professional activities. These very results on the phenomenon also indicate that teachers have been facing such problems due to their personal and institutional factors. At the personal level, they lack adequate skills and knowledge of operating and employing ICT tools and devices in their professional development practices. This scene strongly indicates the need of training, mentoring and workshop for enhancing ICT skills and expertise of the teachers. In the same way, teachers were also found facing the problem of accessibility and strong connectivity of internet and other technological devices in the working

institution as their institution cannot manage the infrastructures well due to the paucity of resources. This suggests that colleges and universities either of any type should be made resourceful and well managed in ICT infrastructures. The concerned authority should support to the colleges and universities for the ICT management and use in pedagogical and professional development activities. Likewise, teacher collaboration and collegiality are found poor among the teachers particularly in sharing ideas and expertise on using ICT in their professional development which also impedes in their professional learning and growth. This finding implies that teachers should develop the culture of collaboration and collegiality with each other in the professional issues and matters to enhance their professional practices.

Conclusion and Implications

This paper reported the major findings of the study which explored the English language teachers' experiences and challenges of using ICT in their professional development. The study revealed that English language teachers perceived TPD as their self-agency through which they can enhance their professional enactment and transform themselves and the situations where they act as actors and agents for change. Similarly, it indicated that teachers' awareness, motivation and enthusiasm in using ICT devices are very influential to proceed their pedagogical and professional endeavors effectively. Moreover, ICT motivation and literacy of the teachers are contributory to enhance the practice and experiences of ICT supported TPD activities. Notably, it is also conceived that teachers' constant practices and experiences ICT usage have been the significant resource for their continued professional learning and development.

Despite the motivation and enthusiasm on using ICT devices, teachers encountered different problems to run their professional development activities with the support of ICT. The study explored three kinds of problems that were related to the resources and infrastructure, poor access and inadequate skills of ICT and teacher's collegiality and collaboration. It showed that teachers cannot enhance their ICT supported professional development activities due to limited resources and infrastructure available in their respective institutions. Moreover, they encountered problems due to the lack of adequate level of skills and competency in operating ICT for academic activities. Likewise, there is no collegiality and collaborative culture among the teachers in their workplaces in course of their professional endeavours with the integration of ICT. Teachers also reported that they cannot involve ICT supported TPD activities due to more teaching workload in their institutions. Therefore, the study suggests that ICT integration significantly contributes to enhance teachers' professional and pedagogical knowledge, skills and practices availing a huge amount of learning resources. The use of ICT in TPD process supports to teachers' self-agency for which the teachers should be competent and skilled in operating and integrating ICT devices and programmes to enhance their

professional practices. So, there should be conducive and resourceful environment in their institutions as well as collaborative culture among the teachers while integrating ICT for their TPD activities.

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Practice of Mobile-Assisted Language Learning in Nepal

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Abstract

This study was carried out to overview the practice of mobile-assisted language teaching in Nepal. As this is a review article, this study was qualitative in nature. The research methodology for this article is thematic analysis. For the quality standard appropriate interpretation was done. 13 articles were used to collect data using five themes – planning the lessons, learning strategies, teaching-learning materials, self-study, and miscellaneous. The study concluded MALL (Mobile Assisted Language Learning) in language teaching is useful in the class minimizing the misuse and maximizing the use in Nepal.

Key Words: Teaching -learning, Self-study, MALL, CALL

Introduction

The education that is delivered with cell phones is called mobile-assisted education. The definition of mobile-assisted education is not limited to the education delivered through cell phones. In common sense, mobile-assisted language learning is language learning that is assisted or enhanced through the use of a handheld mobile device. time It is used for e-learning, wireless learning, wireless communication, online and offline communication, the use of multimedia, and different kinds of teaching-learning processes, and is used for both L_1 and L_2 learning in the case of language learning. Language learning is one of the important skills in the teaching-learning process.

Language learning is an obligatory process for human communication . Learning a first language is compulsory, whereas learning a second or foreign language is based on the person's demand. Sometimes, learning of second or foreign language is compulsory when people are in a translingual community or in the process of learning a second language. Traditionally, language is learned through different modes and means such as visual, auditory, reading/writing, kinesthetic, tactile, and so on. There are different learning styles -visual, kinaesthetic, aural, social, solitary, verbal, and logical. With the development of science and technology, a new dimension to language learning emerged which is technology-based language learning, what we call Mobile Assisted language learning. It is also named computer-assisted language learning. Due to the overflowing use of smartphones, the term 'Mobile Assisted Language Learning' (MALL) is popular these days. The word "mobile" also represents distance, portable, virtual, ICT-based, online, and self as well. Thus, mobile learning is one of the cries of

the day in the field of language learning. As we talk about second language or foreign language teaching and learning, we can't be out of mobile-assisted language learning as our students are with cell phones.

In 2020, global coverage increased by one percentage point, from 93% to 94%. This reduced the number of people living in areas without a mobile broadband network to 450 million. Those who remain uncovered typically live in sparsely populated rural areas with difficult terrain (Office, 2021)

Use of phones and smartphones, attraction to technology, gearing to learn informally, suggesting mobile-based materials in curriculums, habituated students in mobile learning, mobile learning-based contents and self-learning are highly demanding and increasing the utility of mobile-assisted language teaching. The language aspects and skills for MALL are vocabulary, grammar, pronunciation, listening, reading, digital writing/ speech-text, conclusion-making, paraphrasing, translation, and further development The technologies used for language learning experiences are blogs, software, digital portfolios, distance education, e-chatting, e-pen pals, electronic presentations, apps, podcasts, social networking, wikis, and screenshots . (Larsen-Freeman & Anderson, 2011). Educational apps, e-books/ e-library, social media, informal learning, and course management systems: Moodle for Mobile, Course Administration, Audios, videos and pictures, and Power of QR codes are the classroom applications of MALL already in use and most of them are free of cost and some of them are payable too. The role of educators in MLL throughout the world is practiced as planners, guides or facilitators, resource persons, technical supporters, listeners, and evaluators. United Nations Educational, Scientific and Cultural Organization(UNESCO) celebrated a Mobile Learning Week in February 2015, with the theme “leveraging technology to empower women and girls as well as men and boys” (UNESCO, 2013, p. 34). As the use of mobile is increasing day by day the use of mobile technology seems inevitable in Nepal.

A patent application for a "pocket-size folding telephone with a very thin carbon microphone" was made in 1917 by Finnish inventor Eric Tigerstedt. Radiolinja introduced the second-generation (2G) GSM-based digital cellular technology in Finland in 1991. Over 5 billion individuals in over 220 countries used the GSM in 2018. NTT DoCoMo introduced the third generation (3G) using the WCDMA standard in Japan in 2001. Beyond the 4G/IMT-Advanced standards, 5G is a technology and a phrase used in research papers and projects to refer to the following significant phase in mobile communications standards.

As we talk about mobile pedagogy, the 1970s was a period when the predominant theory in education was Discovery Learning. However, the adherence to behavioristic computer-assisted learning programs and the schools' lack of equipment

did not actually support its pedagogical methods. In 1972 Kay developed the initial handheld learning gadget, the Dynabook, as a concept model. He was never able to secure the necessary money, hence the Dynabook was never made. Nevertheless, Kay and Goldberg went on to create the "interim Dynabook," a series of desktop computers, and the "Small Talk" programming language. The main learning theories of the 1980s, constructivism, and constructionism, had a chance to advance as multimedia personal computers developed during that decade. The 1980s saw a rise in the personalization of technologies. In the 1990s, problem-based learning demanded that technology be mobile since it needed students to complete work outside of the classroom, in real-world settings. Social networking was also a result of socio-constructivist learning, which was popular in the 1990s. In the meantime, the first web browser, graphing calculator, and digital camera were used. PDAs (Character Computerized Colleagues) had been the primary multipurpose hand-held gadgets that are probably utilized for hints functions. In 2005, the term "m-learning" gained recognition, and its widely accepted methods foresaw the essential elements of learner-centered pedagogies. Mobil learning was somehow back in Nepal before COVID-19 pandemic even though distance education and blended mode education in some Universities and institutes on certain programmes were before that. On April 05, 2014, The Department of Education banned the use of mobile phones in classrooms up to the Plus Two level in Nepal thinking that the mobile hinders the learning of the students. The government of Nepal has not allowed carrying cell phones at the students of school level till today in their physics classes. This context shows that the government is much more conscious of the cons of mobile but less liberal about mobile learning whereas students are eager for the use of smartphones.

People are using different kinds of modern technical gadgets these days. Among them, mobile is the most widely used by a large number of the population. It shows that the students who are learning languages, either a first language or a second language, are using mobile devices. It seems that students are interested in mobile devices, but the policies are just the opposite . But during the COVID pandemic period, the government of Nepal directed online learning. Thus, the matter seems controversial. Language teaching and learning with ICT have been practiced throughout the world at this time for some decades. The use of mobile technology is somehow demanding in Nepal too. Therefore, this study was significant to explore the overview of mobile-assisted language learning in Nepal.

The purpose of the study is to explore the practice of mobile-assisted language learning in Nepal. This study is limited to the related literature. It only uses the available secondary data. It has not used any primary sources of data for the study.

Literature Review

As mobile has become an urgent daily gadget these days, it can be used in almost all sectors. It has been a new gadget that the students wish to use during the teaching-learning process. An optimal mobile technology-mediated task should build in more opportunities for technology-facilitated activitiesand for ownership and control over what the learners do (Xue, 2020). In spite of its usefulness, it is more flexible to use and a rewarding device for self-study. Perceived usefulness, perceived flexibility, personal innovativeness, playfulness, and self-management of learning are positively linked to the intention to continue with mobile learning (Huang, Yu, Tang, & Chang, 2019). It is equally beneficial to use beyond the class as well. Mobile technology takes learning away from the classroom environment with little or no access to the teacher, though the learning process can hardly be accomplished without a teacher's direction or guidance (Miangah & Nezarat, 2012). There are several implementations of mobile pedagogy in the teaching-learning process. Ways to implement mobile pedagogy include – successful language lessons incorporating communicative tasks beyond the classroom exposing learners to language, integrating the four skills, timely feedback and scaffolding, opportunities to interact socially, creative communication with peers, enabling to rehearse speech and writing, encourage learners, allow learners choices and contribute to learners' sense of progress and achievement (Kukulska-Hulme & Lucy Norris, 2015). Zoom, Google Meet, Microsoft Teams, and What's Apps are mostly used in online learning. What's App-supported foreign language activities have provided active learning, continuity of learning, learner-instructor interaction, learner satisfaction, and motivation to learn foreign languages (Saritepeci, et al., 2019) (Saritepeci, Duran, & Ermiş, 2019). Mobiles are for more personal use than the mass. The use of mobile devices is more for facilitating the personalization of learning than for enhancing the authenticity and social connection in learning and also revealed that selective use was an outcome of the interaction between the learner-defined affordances of the devices (Lai, 2017) (LAI, 2017). It is rather useful for vocabulary teaching as it provides pronunciation, and spelling and probably uses videos as well. According to Katemba et al., (2022), , multimedia learning has a significant effect on vocabulary enhancement. There are several social media users through mobile, such as Facebook, Twitter, What's App, Instagram, YouTube, Tik Tock, Douyin, WeChat, QQ, Weibo, Viber, and IMO. The students have been influenced by these social sites. The potential of social media (WhatsApp & Facebook) for learning English or other subjects and how to engage youngsters in the digital environment to boost their learning process and their corresponding learning experiences and outcomes (Muhammad & Nagaletchimee, 2021). Participants have an overall positive attitude towards Instagram as a MALL tool for language instruction (Nushi & Dayani, 2022). There are different soft wares for MALL, which are like a gift of digital technology. Different software which is used in

teaching and learning online is the influential gift of digital technology. There are pros and cons to digital technology and online learning. (Sharma, 2022). According to Halepoto et al. (2022), mobile-assisted language learning plays an indispensable role in English language learning. Nonetheless, a few barriers influenced it, i.e., 'teachers' inadequate knowledge, absence of devices, expensive internet packages, electricity load shedding, poor network coverage, demotivation, boredom, small screen, sluggish internet speed, and data storage deficiency. Using smartphones, laptops, and other tools is like the daily routine of teachers and students. Students and teachers mostly use laptops and smartphones, and digital tools, such as Facebook, Zoom, WhatsApp… create a strong relationship to help each other regulate their online teaching and learning (Shrestha et al., 2021).

Methodology

As this is a review article, this study was carried out to overview the practices of mobile assisted learning in Nepal. During the study, only secondary sources of data were used. Data were collected using the internet and available related literature. At first, the related literature was searched on Google Scholar with the key terms "Mobile Assisted" AND " Teaching" AND " Nepal" and found 216 articles. Then, the articles were taken from 2018 only. The search key found 144 articles. Among them, 30 articles were found related to the topic. Out of them, 13 articles Sijia Xue (2020), Huang et al.(2019), Miangah & Nezarat (2012), Kukulska-Hulme & Lucy Norris (2015), Saritepeci et al.(2019), LAI (2017), Katemba et al.(2022), Muhammad & Nagaletchimee (2021), Nushi & Dayani (2022), Sharma (2022), Halepoto et al.(2022), and Shrestha et al.(2021) were selected for this study after reading their abstract and conclusion (See, Appendix-I). The same key terms were used for httpp//www.eric.ed.gov but no related literature was found. The collected data were studied, analyzed, and interpreted qualitatively. For the exploration of findings, five themes were used – " planning the lessons, ', learning strategies, teaching-learning materials, self-study, and miscellaneous" for mobile-assisted language learning. Thus the study design for this paper is a qualitative one. The collected data were studied, explained, and interpreted in words, phrases, and sentences.

This study was qualitative in nature. It uses only publish articles for the data. For the quality standard appropriate interpretation was done.

Findings

Planning the Lessons

From this study, it was found that MALL is useful for planning TBL lessons, vocabulary learning, and different language as teachers and students are using digital gadgets like smartphones and different learning software, apps, and social media. Thus,

English language teaching lesson plans in Nepal demand MALL, which will be rewarding to language learners.

Learning Strategies

This study found out that MALL and CALL facilitate the learners' language communication, improve their vocabulary, and help them achieve their target outcomes, and they have positive attitudes toward MALL. Thus, it is useful for Nepali students for their language learning strategies.

Teaching Learning Materials

MALL can be used as teaching learning materials in Nepal as smartphones are equipped with different apps that support foreign language learning activities and can be used instead of computers if students wish to use them during teaching learning process. , Students can boost their learning process and their corresponding learning experiences and outcomes with the help of gadgets.

Self -Study

This study identified that the world is connected to the mobile network, the learners are with mobile devices which support self-learning English language with the availability of different software, apps, blogs, search engines, and websitesalso grant learning experiences and learning outcomes, are rather flexible with online and offline access, downloading, texting, reviewing, forward-looking, backward-looking, and can be used outside the classroom in any comfortable zone of the learners even in the absence of the teacher. Thus, MALL can be practiced in language learning by self-study in Nepal.

Miscellaneous

There is a mixed perception among educators about the practice of MALL across the countries. Thus, it is appropriate to use MALL in language teaching in Nepal, minimizing its shortcomings.

Discussion

This section was discussed under the five themes " planning the lessons, ', learning strategies, teaching-learning materials, self-study, and miscellaneous" .

Planning the Lessons

The scholarly articles state that MALL is useful for TBL lessons. The students and teachers already have digital tools like smartphones. They are using different social and digital media. They can be used for planning lessons on different skills of language and vocabulary learning.

Learning Strategies

Individual students have different learning strategies. Nevertheless, it is hard to find the students who do not search or use their gadgets for learning at some point of their learning time. As mobile has been a dear gadget to the students, they use it for learning languages. Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences; , establish relationships with family members and friends; MALL is language learning that is assisted or enhanced through the use of a handheld mobile device. MALL uses different software that is used in teaching and learning online is the influential gifts of digital technology (Sharma, 2022) . The use of digital devices "engages the youngsters in the digital environment to boost their learning process and their corresponding learning experiences and outcomes"' (Muhammad & Nagaletchimee, 2021). Learning spellings, spellings games, learning words from videos, and pronunciation are rewarding aspects of mobile-based based learning. MALL uses multimedia learning that has a significant effect on vocabulary enhancement (Caroline, Universitas, & Bandung, 2022).

The scholarly articles present that language is learned to communicate thoughts, feelings, and experiences, and establish relationships with family members and friends. Communication and MALL and computer-assisted language learning facilitate the learners. These devices are used with the availability of useful software and apps that have positive effects on students' learning experiences and outcomes. These devices are very useful for vocabulary improvement.

Teaching Learning Materials

Mobiles can be used in teaching-learning materials as smartphones are equipped with different apps which support foreign language learning activities. They can be used instead of computers as well. The students can boost their learning process and their corresponding learning experiences and outcomes with the help of gadgets.

Self -Study

According to (Aqsa, Ahmed, & Inayatullah, 2022) ,MALL is useful for individual or isolated self-study because "mobile-assisted language learning has played an integral role in learning English. There are several online language learning search engines, blogs, apps and websites that improve students' online self-study to improve their language skills (Sharma, 2022). For self- study, the learners may use different social media for the betterment of their language learning because ' "participants have an overall positive attitude towards Instagram as a MALL tool for language instruction"' (Nushi & Dayani, 2022). It helps them get engage themselves, develop leaning experience and meet their target since "the digital environment boosts students learning

process and their corresponding learning experiences and outcomes" (Muhammad & Nagaletchimee, 2021), MALL is rather facilitating for personal learning as ' "mobile devices are more for facilitating the personalization of learning" ' (LAI, 2017). It avoids rigidness for the study because "it is more flexible to use and a rewarding device for self-study (Huang et.al., 2019), and MALL creates learning situations and opportunities outside the class even in the absence of the teacher as well since ' "mobile technology gets learning away from the classroom environment with little or no access to the teacher" ' (Miangah & Nezarat, 2012).

From the articles of different writers from different places with different experiences and perceptions, it can be summarized that about 95% of the population of the world is connected to a mobile broadband network (source?), which indicates that learners are with mobile devices, which have an inseparable role in English language learning. It is functioning as the reward of digital technology with the availability of different software, apps, blogs, search engines, and websites that support self-learning. It not only provides a digital environment for learning but also grants learning experiences and learning outcomes. The device is rather flexible with online and offline access, downloading, texting, reviewing, forward - looking, and backward-looking, and can be used outside the classroom possibly in any comfortable zone of the learners even in the absence of the teacher.

Miscellaneous

Other than planning the lessons, learning strategies, teaching-learning materials, and self-study. There are miscellaneous factors for MALL which are specially related to educators' perceptions of it. Some of them have positive perceptions, as in Pakistan, where mobile assisted language learning played an indispensable role in English language learning even though there are some barriers (Aqsa et.al, 2022) whereas some have both negative and positive perceptions of it as in Nepal.

Thus, there is a mixed perception among educators about the practice of MALL.

Conclusion

MALL in language teaching and learning is one of the demanding issues throughout the world, and students have already been using it for a long time personally, even though it is banned to use mobile in the schools in Nepal. On the contrary, it is not banned for teachers to use mobile devices in school. Thus, teachers can use MALL in the class, which makes students wish to use the gadgets that their teachers are using. In conclusion, it is useful to allow mobile devices in their class, minimizing possible barriers in Nepal.

As this study was carried out with the related literature and online sources, further research on MALL in Nepal demands primary data. The researchers can further study on policy and practice of MALL in Nepal.

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Applications of Feminist Pedagogy in Teaching and Learning

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Abstract

Drawing the essence of critical literacy and feminist movements, feminist pedagogy emerged in the 1980s in the United States to frame the teaching/learning principles and classroom strategies for girls' empowerment and emancipation. Later, many feminist teachers adopted it into their classroom to challenge the patriarchal sexist methodologies. In this context, this paper reviews the available literature and identifies its basic principles and classroom strategies. Moreover, it argues for the effective applications in course contents and classroom instructions in Nepal's context since feminist pedagogy raises the critical consciousness of the girls respecting their diverse voices and lived experiences. The major findings as effective classroom strategies are community service learning, dialogic, participatory and experiential learning, journaling, guided inquiry, and reflective writing. This paper also opens the avenues for future researchers to explore how feminist pedagogy is practised in Nepal's classrooms.

Keywords: feminist pedagogy, emancipation, community building, service-learning, girls' empowerment

Applications of Feminist Pedagogy in Teaching/Learning

Feminist pedagogy, derived from feminist and critical theories, presents an alternative approach to the traditional modes of teaching and learning. Infusing dialogic, participatory, and experiential components in classroom instruction (Chow et al., 2003), it attempts to challenge the hierarchical systems of domination, resists so-called knowledge and power constructions, and raises consciousness and critical thinking for promoting social change, emancipation, equality, and empowerment (Elwell & Buchanan, 2019). Although criticality in pedagogy traces back to the seventeenth century's western philosophers Rene Descartes, Socrates, and Plato to Chinese Confucius, modern Gramsci's (1971) critical theories, Paulo Freire's (1970, 1985) critical literacy and popular education, and Giroux's (1983) emancipatory rationality and citizenship education have set the important landmarks, based on which feminist pedagogy emerged in the 1980s from America keeping the girls' voices and experiences at the centre of instruction (Adler & Goodman, 1986; Chow et al., 2003). Not merely is the women's department, feminist pedagogy enacts major themes of various women movements in teaching (Fisher, 1981). Since feminist pedagogy contains a complete 'set of epistemological assumptions, teaching strategies, approaches to contents, classroom practices, and teacher-student relationships' (Crabtree et al., 2009, p. 1) with 'anti-sexist' and 'anti-hierarchical' (Fisher, 1981) spirit, many feminist teachers and

researchers in the western contexts have adopted it in their teaching and found emancipatory too (Aitken, 2017; Elwell & Buchanan, 2019; Kaufman, 2020; McCusker, 2017; Ollis, 2017). However, in Nepal's context, the researches and practices of feminist pedagogy are scarcely available.

Despite having a glorious history of women movements and provision of the fundamental women's rights in the constitution of Nepal, 42.6% Nepali women are still illiterate (Prasai, 2019), many of them are jobless and the victims of social injustice, domestic violence, gender discrimination, and domination. The educational flash report 2019 of Nepal shows that out of total enrolled students in all types of schools in 2019, 51% are girls. However, their voices are less heard and addressed. Moreover, classroom settings, teachers' perspectives, and teaching strategies are still unchanged (Mainali & Heck, 2017). In this context, this paper reviews the available literature to identify the principles and classroom strategies of feminist pedagogy and argues for effective applications of it in Nepal's schools and universities. The aspiring feminist teachers and researchers may apply the findings in their instructions and future researches. This attempts to answer the following two questions.

1. In what ways does feminist pedagogy contribute to teaching and learning?
2. What are the applications of feminist pedagogy in Nepal?

Feminist Pedagogy

Feminist pedagogy is an approach to teaching/learning that provides a framework for designing curriculum, developing textbooks and materials, crafting teaching strategies, and setting assessment criteria. Grounded on critical literacy of Paulo Freire and feminist theory, it emerged in reaction to the 'technocratic perspective' (Adler & Goodman, 1986, p. 2). It primarily challenges the domination of masculine rationality (Giroux, 1988) and provides different ways of thinking about the hierarchical social relationships in teaching and learning (Scering, 1997). One of the feminist pedagogues, Shrewsbury (1993, p. 8) defined it as 'a theory about the teaching and learning process' which may guide our instructional practices in the classroom and provide the specific criteria for choosing appropriate strategies to meet the desired goals and objectives. She further argued that education is empowerment and empowerment is the main task of feminist pedagogy. Similarly, Fisher (1981) defined it as "a perspective on teaching which is anti-sexist, and anti-hierarchical, and which stresses women's experience" (p. 20). She further suggested us to make women's lived experiences the centre of pedagogy in classroom instruction. The girls and women may come to the class with the experience of oppression which a teacher needs to change into the strengths. Likewise, Crabtree et al. (2009) defined it as a philosophy and practice for classroom-based teaching informed by feminist theories and principles. They explained it as a guiding principle for instructional strategies, contents selection, teaching-learning

activities, and student-teacher relationships. These definitions contain at least three common tenets: resisting hierarchy, using experience as a resource, and empowerment. Integrating feminist teaching in the classroom can develop critical thinking for challenging patriarchal hierarchies and adopt social transformation. Feminist pedagogy, which was only adopted by feminists for women's studies at the beginning, has contributed to a variety of teaching principles and methods in the classroom (Shackelford, 1992) in many fields later. It stands for both what we teach and how we teach it.

Feminist Pedagogical Principles

Feminist pedagogy contains a set of principles, teaching strategies, and assessment criteria. Webb et al. (2002) identified six broad principles as: 'reformation of the relationship between teacher and student', 'empowerment', 'community building', 'privileging the individual voice', 'respecting diverse personal experiences', and 'challenging traditional views of theory and instruction' (p. 68). Many principles similar to Webb et al. (2002), Kishimoto and Mwangi (2009), and also McCusker (2017) highlighted collaboration, girls' lived experiences, and community building for resisting patriarchal sexist classroom culture. Likewise, Fonow and Cook (1991) presented four themes such as the role of reflexivity, action-orientated, attention to effects, and use of the situation at hand for applying feminist pedagogy in teaching and learning. These principles collectively may contribute to design the lesson congruent with feminist pedagogy for gender equality and girls' empowerment in the classroom.

Classroom Strategies

Feminist pedagogy informs various classroom strategies for enhancing the students' opportunities and abilities, developing their independence, enhancing the pleasure that everyone has in the success of the course, developing skills of planning, negotiating, evaluating, and decision making, enhancing the self-esteem of class members, expanding their understanding of the course contents. Borshuk (2017) believes that empowering strategies help students find their voices, discover the power of authenticity, and at the same time, enable them to communicate with others and discover ways to act on their understandings. Moreover, feminist pedagogic strategies reject the hegemonic trend and foster the potential liberatory power by providing a model of interrelationships.

Similarly, Sánchez-Casal and Macdonald (2002, p. 5) enlisted some classroom strategies as 'decentering the authority of the professor', 'developing and foregrounding subjugated knowledge', legitimizing 'personal identity and experience as the foundation of authentic and liberatory knowledge (especially marginalized identities and experiences)', "discussion-based classes', and 'emphasis on student voice'. A feminist teacher needs to be selective in choosing the right strategies to apply these principles.

However, Borshuk's (2017, pp. 80-83) strategies seem tricky that she applied for class management as 'honoring the personal while maintaining boundaries', building empathy', 'diversity, built-in', and societal vs. individual-level explanation'. Similarly, Martin and Beese (2016) argued that service-learning strategies can facilitate the group identification where student can understand each other at the time of school-based sexual harassment. She reported that the service-learning project connected her students to the community and developed self-motivation to work in the community. A prospective feminist teacher may choose any one strategy to implement in teaching.

Women Education in Nepal

Girls and women in Nepal are still living in miserable condition due to the lack of emancipatory education. The data show that the adult literacy rate of Nepal is 65.9% with a huge variation in men and women where the male literacy rate is 75.1% and 57.4 % for women (Prasai, 2019). The editorial of a daily newspaper (The Rising Nepal, 9 Dec, 2019) stated that 70 % of women are limited in household chores whereas only 30 % go out with other professions. Moreover, the editorial mentioned 10,243 cases of violence against women in State No. 2 alone. This indicates that legally, women have achieved their fundamental rights but in application their condition is miserable. Atreya and Nepal (2020) argued that many girls and women in Nepal are still victimized, raped, and killed due to superstitious beliefs, cultural taboos to menstruation, early marriages, and domestic violence. Although some of the organizations like RUWON Nepal, Women LEAD Nepal, and EDUC-Nepal seem to be working for women empowerment, the situation is stable. So, the girls and women of Nepal require critical awareness and empowerment in classroom as well as in the society.

Nowadays, the government seems to be encouraging girls and women in education through its policies and programmes to some extent. According to the flash report-I (2017/18), out of total teachers from primary to higher secondary in all types of schools, only 36.88% are females whereas male is 63.12% (Ministry of Education Science and Technology, 2018). The data demonstrates that female teachers in schools are less in number. However, among Early Child Development/ Pre-primary Class facilitators, females (88.56%) are significantly more than males (11.4%). Similarly, the number of girls (51%) enrolled in schools (1-12) is also slightly higher than boys (49%). In this context, the applications of feminist pedagogy in the classroom can enhance the criticality and productivity of women.

Applications of Feminist Pedagogy

How feminist pedagogy is implemented in diverse classrooms of Nepal seems unexplored. However, we cannot underestimate its significance since it helps to enrich the classroom environment, energize the students, and ultimately understand and address the challenging issues and problems in the communities. Based on earlier

reviewed principles and classroom strategies, I discuss the applications of feminist pedagogy in Nepal's context.

Feminist Pedagogy and Course Contents

The course contents for teaching/learning play significant roles because they are the major tools for engaging learners in critical thinking, reflexivity, gender equality, and social change. Highlighting the importance of textbooks for education, gender equality, and social change, Brugeilles and Cromer (2009) have suggested the strategies for developing inclusive, representative, gender-free textbooks and teaching materials for the classroom. Quoting the statement of the fourth world conference on women, Beijing, 1995, Brugeilles and Cromer (2009) warned us not to include discriminatory contents in textbooks. They stated that due to the lack of awareness, educators might include gender-biased texts without being sensitive towards the girls' needs and self-esteem. Eventually, such materials create the inequalities between males and females which might reinforce discriminations.

Feminist pedagogy emphasizes the sincere inclusion of gender issues, girls' voices, and experiences in the textbooks. For countries like Nepal, textbooks remain a key instrument for authentic sources of knowledge. As informed by feminist pedagogues, textbooks and the materials for teaching/ learning need to be selected very carefully considering its language, discursiveness, content, and coverage. Moreover, Chow et al. (2003) suggested three components: dialogic, participatory, and experiential in the course materials we use for instruction. In Nepal's context, course contents in schools and higher education seem to have covered wide rages of gender issues and women concerns. For example, Nepal Open University, in its M. Phil. course, has included a separate unit for feminism. Similarly, Tribhuvan University has also included gender-related content in its bachelor's and master's degrees. However they exclude feminist pedagogic elements such as dialogic, participatory, and experiential as suggested by Brugeilles and Cromer (2009).

Feminist Pedagogy in Classroom Instruction

Feminist pedagogic intervention focuses on classroom instruction particularly teachers' strategies and learning opportunities because the classroom is a microcosm of a society where students develop their understandings, creativity, empowerment, and socialization sharing varied experiences each other. In this regard, bell hooks (1989, p. 96) argued that the classroom community generates an excitement based on the participants' capacity to hear each other's voice and recognize their presence. As she pointed, teachers need to be aware of creating an atmosphere for bringing the marginalized voices. Similarly, teachers/students need to develop the reflexivity too. For Fonow and Cook (1991), reflexivity means the feminists' affinity to be critical, reflective, and analytical during the process of teaching and researching. As they

defined, a feminist teacher needs to reflect on how to make their students understand their position and power relations in the society. Reflexivity may require not only in student-teacher relationships but also in the construction of knowledge and sharing. Teachers need to hear students' voices during the instructional process as suggested by Crawley et al. (2008). Crawley et al. also used guided inquiry and journaling for raising the consciousness of their students. They suggested focusing questioning rather than lecturing and using two capstone assignments: auto-ethnography and feminifesto that engage students in the scholarly practices and self-reflection.

Another strategy can be action-oriented collaborative projects that empower students' lives focusing on positive social change and also create social justice. For evidence, Williams and Ferber (2008) used the Smart Girl Program to improve girls' lives that were in critical condition with depression, eating disorders, and feeling a lack of control. Similarly, mentoring, experiential learning, and role play can also enhance the problem solving and conflict resolution skills, building social competencies, and enhancing self-esteem. Mohanty (2003, p. 202) also emphasized students' experiences uttering that "feminist pedagogy has always recognized the importance of experience in the classroom". The next premise for feminist pedagogy can be the attention to affect separating rational from emotional. Sometimes feminist class may invite false dichotomies like 'intellect' versus 'affect' (Durfee & Rosenberg, 2009) and create problems. For such a situation, Durfee and Rosenberg's (2009) Advocacy Based Counseling (ABC) can be a good example to assist students in crisis. Such action-oriented activities can strengthen girls' empowerment and learning. Likewise, the feminist pedagogy informs us to use the situation at hand since the students come from ground reality with a lot of stories. The teachers need to focus on local issues and problems. Feminist pedagogy has practical applications to all including language teachers. Yoshihara (2019) argued that teachers' responsibility is to teach students social equality, justice along with language to make them socially responsible citizens.

However, in Nepal's diverse classroom context, applying feminist pedagogies can be challenging too as Elwell and Buchanan (2019) faced in Australian classroom. But, at the same time, teachers can empower themselves being involved as hooks (1994, p. 184) stated that 'engaged pedagogy' employs a comprehensive model of teaching and learning where both teachers and students get empowered in the process rather than empowering girls alone.

Conclusion

As an innovative approach to teaching and learning, feminist pedagogy presents a comprehensive framework for curriculum design, materials development, teaching strategy selection, and assessment. It also empowers the learners to challenge the traditional patriarchal sexist ways of teaching. After reviewing the literature, I have

identified major principles of feminist pedagogy such as respect for diverse experiences and voices in the classroom, girls' empowerment, community building for gender equality and emancipation, reformed teacher/student relationship, resistance to traditional hierarchies and theories, collaboration, reflexivity, and action-oriented projects. Similarly, I found some classroom strategies such as dialogues, community service learning, reflective writing, journaling, guided inquiry, and participatory project work for enhancing the students' learning opportunities, self-esteem, and emancipation.

Although some researchers reported challenges of applying feminist pedagogy in some contexts, I found its applications to course contents and classroom instruction significant in Nepal's context since they fully engage learners for critical thinking, reflexivity, gender equality, and social change. This paper limits to available literature in identifying principles, strategies, and applications of feminist pedagogy in teaching/learning. However, how feminist pedagogy is practised in the classroom of Nepal is still unexplored.

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Critical Pedagogy in a Classroom

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Abstract

This study explores the present social and pedagogical status of a classroom and finds the solutions for overcoming the existing discrimination of the students mainly from the teachers' part through critical pedagogical solutions applying dialogic interactive approaches. Students can develop their democratic awareness and openness in the process of ongoing learning through Critical Pedagogy. The methodology of the study was the review of the previous articles in the field and teaching experience with classroom observations of the writer.

Key words: Critical pedagogy, Social relationship, power, democratic awareness

Introduction

Critical pedagogy is concerned with providing knowledge to the students of the unjust status quo due to social, economic, political, gender and racial discrimination. The concept of critical pedagogy emerged from a long historical legacy of progressive educational movements against social thought with the neo- Marxian view of Critical theory. The expanding economic gap and the rapid trend of urbanization have increased discrimination in society with classroom reflection. Thinking critically basically centers on finding out faulty arguments, hasty generalizations, and ambiguous concepts regarding the social role and position of the students and the teachers in a classroom. The primary assumption of critical pedagogy is, therefore, with social injustice and how to transform them into an equitable learning environment. It is an effort to raise questions about inequalities of power to seek justice and emancipation of the oppressed in the teaching and learning process. It also supports the learners to process learning towards thinking carefully and critically (Weinstein, 1991). The object of thinking critically is not only against false beliefs but also against misleading ideas and unjust status quo. The emphasis of critical pedagogy is on change through collective actions. The pedagogical relations between teachers and students and among students can enhance critical thinking among learners (Habib, 2019).

Critical pedagogical relations can be improved through critical consciousness (Freire, 2009) of the concerned people: teachers, students, parents and social leaders through the strong connection between reasons and actions. The student can realize freedom only after he is aware of oppressive relations and his place in the power system

of society and its reflection in the classroom. However, To be a critical pedagogue, critical reflection and interpretation can't be enough; the instructor must also have a will of changing the teaching-learning environment (Burbules et al., 1999).

Specification of the local context experienced by the students in critical pedagogic activities enhances learning. For example, students learn best when there is day-to-day interaction with their teachers about their personal life, social activities and culture. Unlike traditional teaching styles where students remained passive and the teachers would deposit information into an empty account (students' minds), students remain active and interactive with their native experiences in critical pedagogy (Habib & Ward, 2019).

The reflection of the present social structure, tied to the systems of domination and exploitation, has created problems associated with schooling. The expected pedagogical issues are fundamentally set up with the principle of radical social and political transformation to counter the existing structures of oppression at work and the participation of the segregated people. It is, therefore, essential and urgent to explore the current social positions of the teachers and the students in the classroom and the ways of overcoming the dominating social positions that still create an unfavorable learning environment and hinder learning.

Social and Pedagogical Status in the Classroom

The social relationship of power is created by cultural and social position. The school still seems to be under social control and the teaching practices may threaten the students rather than create a democratic and critical learning environment. Teaching strategies and guides are the mirror reflection of ruling classes with ideas and imposing theories into the learners. Students from the backward community, for example, are not allowed to monitor the class because of their social position as depressed followers (Apple, 2004). Nepali people are practising democratic political exercises to elect their leaders representing all aspects of society but this practice has not been transformed into a school environment, especially in the classroom.

The critical pedagogy with the sense of emancipation among the students have given positive impact worldwide, however, Nepali school environment have not yet come over the traditional power control learning environment in the classroom even after the constitutional guarantee of education as a fundamental rights of Nepali people (Secretariat & Durbar, 2015). For example, Most Dalit children are facing the problems of getting admission, sitting and learning with other class fellows (Bishwakarma, 2009). As a computer teacher, I have had an experience of segregation of a student from the Dalit community. I engaged six graders into the computer lab to have them practice in groups having a partner of each. The students had to set pairs voluntarily to work on a desktop, 12 pairs were working at a time. A student from Ram (untouchable Dom caste)

community couldn't get any pair to work with. None of the students allowed him as a partner. I tried to convince the students to be with him but no one was ready. Finally I myself became a partner of the student and worked together. Besides, they are prejudiced in other school activities, for example, one of the Bishowkarma students shared with me his experience that he was not nominated, due to the concept of untouchability, in the 'Puja' committee which is set to worship the goddess of education once a year.

The reflection of Dalit's poverty and politically unheard position in society has also been the challenge of participation and regularity in the classroom. I found two Pariyar students irregular in my class and consulted their parents about their regularity. The parents of the students replied to me that they hand-sent their sons to work on the farm for earning money. They didn't have their income source so they had to depend upon the daily wage works.

The connection of social life to the classroom is a part of critical pedagogy. The real-life topics are important to see how social actors experience and negotiate cultural differences in their society and how their social relations and identities are shaped and reshaped. Critical pedagogy requires students to participate equally to explore new ideas through an ongoing process of learning. Teachers' beliefs, attitudes and assumptions towards critical pedagogy support or hinder the learning environment (Paudel, 2014). Teachers' training is therefore centred on the need for the student's participation in the process of learning.

Teachers, however, do not seem to transfer training skills to the classroom. They are still following the traditional teaching approaches to controlling the students. For example, English language teachers are still using grammar-translation, lecturing and drilling. Teachers very often start their classes without motivating the students. In my observation, I found one of the English teachers entered the class without any planning and asked the students to open the book with a particular page number. He read the story and translated the meaning of the words and sentences in the story. Two or three students were responsive in such classes; all of the other students remain silent. After finishing his lecture, he asked the students to write the answer to the questions following the text. Most of the students were confused about the task. Just three of four students tried to find the answer from the text, the teacher did not support the students to find the answers there.

Similarly, the teacher did not make any local dialects in the classroom; he did not give the link of the topic to the local context of real life in his teaching period. He seemed to be depositing his knowledge into the student's mind. However, I found him positive towards Critical Pedagogy when I talked to him after the class.

Pedagogical Solution

It's a great challenge for teachers to be responsive to the students and recognize their multiple identities and positions of power. To address the situation, the teacher can engage students with interactive learning processes through equal participation through a dialogue which guides students to learning inside and outside the classroom. Dialogue can be one of the most important tools of critical pedagogy which can create the valid communicative learning environment. A democratic environment inside the classroom through open dialogue with the students from the backward community can involve them in learning by sharing their ideas. For example, if the teacher can provide equal opportunities for all of the students to make their presentations as a group leader or individually can open them up for more learning motivation. Through dialogue, the students can express and analyse their personal beliefs and attitudes on various issues in the discussions about different cultures of their own. Such reflection makes them open to differences and respects themselves accepting their own beliefs and values.

Critical pedagogy contrasts with the hierarchical classroom structure of teachers over students. Dialogue is a tool in which every individual in the classroom is considered a member of one community having equal learning opportunities. The reflection of the social hierarchy in the classroom makes students nervous or less active. As a teacher, I had to teach students from working-class families and also from their bosses' families together. While working together, the working-class child can't criticize the upper-class child because of the domination in society. In such cases, the teacher can negotiate for them to work together and can bring them into interaction. Dialogue can be created through the processes of fieldwork and project work. For example, while teaching culture, the teacher can send his students to collect information from different cultures in their community. Students talked to the people in the community and discuss within the group to prepare the report taking equal responsibility. With these dialogues, they can share their ideas which develops openness and democratic awareness together.

Pedagogical approaches in community schools are shifting to critical ways involving students equally from different cultures, classes, ethnicity and race. The trend of critical pedagogy has been transformed from teacher education to classroom activities. Teachers are trained to conduct teaching activities involving the students through a dialogic interaction as much as possible. However, the situation is still not satisfactory; many of the teachers are still following the traditional ways of teaching taking control over the students.

Dialogue between a teacher and students in the process of teaching and learning cultivates critical consciousness and enlightens the students' subjectivity. Dialogue breaks the norms of depositing ideas to the students from the teachers and also

reduces the feeling of domination. Teachers can join students' knowledge of their community and religion to the teaching materials. For example, while doing free writing, students can be given to produce a paragraph on their cultural values in which they can express their knowledge of culture and share them with others. For example, while teaching about cultural heritage, the teacher can collect the information from the students of the class as the reference of the assigned text. Dialogue as such between teacher and students in the process of teaching and learning cultivate critical consciousness and enlighten the students' subjectivity. Dialogue breaks the norms of depositing ideas to the students from the teachers and also reduces the feeling of domination.

The discrepancies in the classroom can be reduced through Praxis, the balance of pedagogical theory and practice. A teacher's cultural background ideologies, a reflection of who they are and what they do affects how they view their students. In addition to that both teachers and students exercise power structures unconsciously in the teaching and learning process. The teachers' role in this respect is to break down this power structure by giving voice to the voiceless through the feeling of social justice. As a teacher, I have got experience in getting students and their families very open and supportive to create a learning environment. I found one of the students very disruptive in my class. He neglected the teachers and students, did not interest in learning, and very often fought with his friends. Almost every day his friends brought him with complaints to the headmaster. So I decided to meet his parents and share the problems of the child. The problem was that his father was in a foreign land for a job and his stepmother did not care for him. I found that his position of an unlovely and unsafe home environment has been reflected in the classroom. So I started making a dialogue with him daily about his routine, classroom assignments, his friends, family and his problems. I encouraged him to solve his problems by negotiating with the headmaster to facilitate his learning. After a month I found him very positive and interactive in the classroom.

Moreover, students are the source of knowledge to the teachers who need to give them the opportunities to express their ideas as an expert. For example, while teaching English, the students can be asked to give similar concepts and examples from their native languages. They can bring new unique ideas from their native experiences. Teachers can create ecologies in the classroom by providing their cultural and educational resources together. For example, while teaching passive voice in English grammar, they are asked to make five passive sentences in English grammar and other five passive sentences to describe their own culture.

It is not only the teachers' role but also the physical materials that are important to create a classroom environment. Keeping the students in a small circle or a

U- shaped formation facilities conducting group and also motivate students for cross-cultural communication. However, the teachers can't follow any of these management strategies due to the crowd of students and unfavourable and less amount of furniture. I have to teach more than a hundred students in a class. I could not fix them into group interactions because of the lack of space and furniture. For the solution, the teachers need to make a dialogue with the headmaster and the school managing committee and the social leaders about the physical position of the classroom for interactive learning to keep on changing the existing position.

'Perspective teachers also need to develop a genuine understanding of their ethnicity and frames of reference so that they can understand the social forces that shape school cultures, curriculum design and teacher expectations. It is essential to assess our ideologies of teaching through peer observations and analysis of self-recorded classes. Such reflections can promote ideological awareness and also enhance praxis development since there is no trend of observing classes for professional development, though they are trained to follow colleagues' classes for giving and getting feedback.

The teachers can implement their beliefs and theories through their instruction. The contradiction between the teacher's belief and his practice in the classroom may cause ecological imbalance. Though many teachers are trained to teach students critically, students are still supposed not to make any mistakes in the process of learning. Parents discourage their children's special abilities of creativity in the process of socialization. For example, children who easily can break jokes are not encouraged to do so because the family does not consider breaking jokes as a moral and ethical attribute. Moreover, some families do not allow their daughters to take part in cultural performances such as dancing since they pursue their family values against it. The teacher needs to address such a learning environment by making dialogues with the parents of the students to involve them social interactive learning activities. The additional collaborative effort of the school managing committee, the headmaster and the teacher himself may make the parents realize the situation that students can have multiple abilities and they can think critically about them (Acharya, 2016).

Conclusion

Above all, Critical Pedagogy can change the present discriminating position of the classroom. The classroom reflection of social stratification can be reduced through the democratic application of critical pedagogy in which the students guarantee full participation regardless of their class, caste, age, sex or religion. Besides, it supports the learners to construct knowledge, generate identity and also indicates their role in learning activities. Dialogue between the teacher and the students and the between the students themselves can increase the sense of democratic awareness and responsibility for learning. Group work, pair work, fieldwork and project work are the appropriate

teaching techniques through which students can create a dialogic environment for learning.

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Developing English Language in Bilingual Education

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Abstract

This article explores how the students develop their proficiency by studying different disciplines in bilingual education. The students had been selected by using simple random sampling procedure. Some procedures were used in class 11-12 of J.S.Murarka Multiple Campus Lahan, Siraha for exploring the ideas whether the students develop their knowledge of English in bilingual education or not. It basically focuses on the development of different skills such as listening, speaking, reading, and writing. While educating children in bilingual education, they develop vocabularies, mechanism, coherence, cohesion and pronunciation. Bilingual education assists to develop the competency level of the students. Thus it clarifies that different procedures and techniques which are applied in bilingual education helps very much to develop the above mentioned skills of the students. The students learn several ideas by reading mathematics, computer science, business studies, marketing, accounting, physics, chemistry and biology in English medium which enrich their English proficiency.

Keywords: *Mother Tongue, Bilingual Education, Target Language, Procedure, Core Instruction*

Introduction

This research was conducted in class 11-12 of J.S. Murarka Multiple Campus, Lahan, and Siraha where bilingual education is provided. The students enrich their knowledge of English language in the classrooms of bilingual education. I have tried to explore different methods, techniques, teaching materials and other resources to develop learners' different skills such as listening, speaking, reading, writing, and critical thinking. I have also tried to involve the learners in interaction, writing practice, and reading passage so that I could understand their knowledge of English. It seems counter-intuitive for some people while learning English in bilingual education. This happens in two ways. i.e.(a.) when we use different disciplines to teach in English, we give multidimensional knowledge to the learners. That knowledge helps to make the English children hear and read more comprehensible. b. the second way is that the students learn different vocabularies related to different disciplines which helps to develop English.

Literacy development in the primary language transfers to the second language. Subject matter knowledge and literacy that is gained through multi-disciplinary subjects provide indirect but powerful support for English language development. For Cross -language transfer of phonological and morphological , bilingual education is premised on theories of bilingualism and language transfer that highlight the importance of first language skills play in supporting the development of second language competence. The chief Objective of this study was to find out whether the students develop their English in bilingual education and to forward some pedagogical suggestions based on the findings of the research.

Bilingual Education

The nation like Nepal adopts a language policy to provide “Bilingual Education” that makes a provision of educating the bilingual or multilingual children through two languages that is through mother tongue and target language. The subjects are taught in the two languages so that the learners can be benefited from both mother tongue inspiration and second language resources. English as a second language classes include the sheltered instruction approach in the world. Thus, mother tongue and second languages must be used as the media of instruction. The contents of both languages are apparently used in curriculum. Baker (1998)," If there is a useful demarcation, then bilingual education may be said to start when more than one language is used to teach content e.g. Science, Mathematics, Social Sciences, or Humanities rather than just being taught as a subject by itself." (p. 466)

Apart from native language, Math, Science, Computer Science, Business Studies, Economics, Accountancy etc. are taught in English. It is clear that bilingual education relates to the constituency of the students. No doubt, each program serves, along with the philosophy and related educational goals of any given program. Bilingual programs can be made in terms of the specific linguistic and educational aims of particular bilingual education models. According to Freeman (1998) models are defined as," their language planning, goals and ideological orientations are constructed in society." (p.3)

Although, children can be taught in their mother tongue, they may learn a second language in order to increase their interest in education, especially if materials are not available in their mother tongue.

Romaine (2009, p. 224) asserts, "It is supported fairly for the elementary education in two languages, one English, and another any of the languages.’’

The author says that the US policy of the bilingual was also in dispute but it was exemplified as one of the good attempts in the core English country for the promotion of ethnic and minority languages.

Phillipson (2007, p.18) opines, “In Canada, the supremacy of English has been successfully challenged, and French–English bilingual policy has been practiced throughout the country, with special support to French.’’ Thus, it is realized that bilingual education is needed in each country whether developed or underdeveloped to achieve the wider range of knowledge in two languages.

Why Bilingual Education?

Learning more than one language is an asset of the individuals, families, and society as well. The teachers share the benefits of bilingualism with the learners. They find different kinds of approaches or ways to support the children's home language. They also encourage families to keep their languages strong. If children develop their home language, it provides them for reading and writing. It prepares the children to be bi-literate. People who are bilingual switch between two different language systems. Their brains are very active and flexible. Cognitive development of the bilingual people is like understanding math concepts and solving word problems, developing strong thinking skills, using logic, making decision, thinking about languages and learning others languages. Ramirez (1991) conclude that:

> Students who were provided with a substantial and consistent primary language development program learned mathematics , English language , and English reading skills as fast or faster than the normal population in this study . As their growth in these academic skills is atypical of disadvantaged youth, it provides support for the efficacy of primary language development facilitating the acquisition on English language skills". (pp. 38-39)

The minority language students who receive most of their education in English rather than their L1 are more likely to fall behind and drop out of school. It is important to note here that the English -only programs used for comparison in the Ramirez study were not typical to the extent that, while the teachers taught in English, they nonetheless understood .Bilingual children are also able to make new friends and create strong relationships using their second language-an important skill in our increasingly diverse society. They develop more flexible approaches by thinking through problems.

Similarly , Thomas and Collier (2002) assert," These are the only programs we have found to date that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that level of high achievement , or reach even higher levels through the end of schooling . The fewest dropouts come from these programs." (p. 2) Supporting It is found that students in ESL/EFL classrooms performed better in the bilingual programs. Students in bilingual programs demonstrate far better comparison to monolingual classrooms. When schools provide children quality education through bilingual education they give them two things: knowledge and

literacy. The knowledge that children get through their first language helps to make the English that they hear and read more comprehensible.

Literacy developed in the primary language transfers to the second language. The combination of first language subject matter teaching and literacy development through bilingual programs develop students' English proficiency. The best bilingual programs include different characteristics: ESL instruction, sheltered subject matter teaching and instruction in the first language. Non-English- Speaking children initially receive core instruction in the primary language along with ESL instruction. As children grow more proficiency in English, they learn subjects using more contextualized language e.g. Math and Science taught in English. Bilingualism begins to improve the cognitive power of the learners. They gain their conceptualization.

Research Questions

The researchers constructed following questions to be answered:

i.What skills of language are developed in bilingual education?

ii. Is bilingualism really a way to develop the English language?

iii.What kinds of terminologies of English develop in bilingual education?

Review of Related Literature

The researcher made an attempt to review research reports and journal articles which came out in the field of developing English in bilingual classrooms. Nertil Guri's (2017) studied on " Cognitive Development" in bilingual education which had found that *the learners developed their cognitive power of English better in bilingual education*. Likewise, Fish (2012) studied on the " The Benefits of Bilingualism: Impacts on Language and Cognitive Development " which has found that bilingual education promotes language as well as literacy development, cognitive control processes and metalinguistic awareness.

Klimova (2013) wrote an article entitled " Approaches to the teaching of writing Skills" in bilingual education. This article focuses on the development of students' writing through two most common approaches to writing: the product approach and the process approach. The Effects of bilingual education on the English language and literacy outcomes of Chinese speaking children". This study has focused to evaluate the effects of bilingual education on minority language/mother tongue, children's English language proficiency and literary outcomes. The main goal of this article is to determine whether or not individuals who identify as bilingual have more advanced writing skills than individuals of the same educational level who identify as monolingual. More (1996) writes about Reconciling Content Acquisition and Language Acquisition in by

Lingual Classrooms. Brisk (1998) writes Bilingual Education: From Compensatory to Quality Education.

Cohen (1975) has written about A sociolinguistic Approach to Bilingual Education.

This research was different from those reviewed researches in the sense that above mentioned researches were conducted as survey and experimental where as this research was based on the action research. The above mentioned writers have clarified about learning specific skills in bilingual classrooms. This study focused on the development listening, speaking, reading and writing in bilingual education which is entirely different.

Methods and Procedures

The population for the study consisted students of class 11-12 from J.S.Murarka Multiple Campus Lahan, Siraha.The campus was purposively selected and the students were selected by using simple random sampling procedure. Test items were the main tools for data collection. The tools were used to teach and test listening, speaking, reading and writing as well. The study was limited to word level, sentence level and grammatical units. Mainly paragraphing, paraphrasing, mechanism in writing had been studied under limitation to understand the development of English in all skills in the bilingual classrooms.

Results and Discussion

Listening Skill

Listening is an active and interactional process in which a listener receives the speech sounds and tries to attach the meaning to the spoken words. The listener tries to understand the intended meaning as well as message of the oral text to respond effectively to oral communication. Listening comprehension is a highly complex problem-solving activity that can be broken down into a set of distinct sub-skills *(*Byrne,1999).

The Students tried to pronounce the vocabularies (assured, denied and persuaded) as they listened. They employ a variety of strategies in their attempt to understand and develop the spoken language. They had paid attention and experiences to improve their English proficiency. Learners' personal factors facilitate listening comprehension. While the teachers teach different subjects, the learners try to understand everything. They try to listen the words by word .They try to activate their general knowledge related to the topic and subject matter to understand the discourse. When they missed the information then they had guessed which would help them to understand the lesson. They were thinking ahead to develop the discourse. Their attention was on the listening process concentrating on particular words which are

stressed. Listening is a multifaceted process. It is also known as a reciprocal skill which in most of the cases involves speaking as well. Listening is a complex process. In listening, the listener receives the incoming data, an acoustic signal, and interprets in on the basis of a wide variety of linguistic and non-linguistic knowledge. 'It means the listeners receive the acoustic signal and processes the sound as data. The learners interpret a wide variety of linguistic and non-linguistic knowledge through their basic knowledge about linguistics. The learners developed their competency level in the following areas:

- Discriminating stress pattern within words
- Discriminating sounds in isolated word form
- Recognizing variation in stress in connected speech
- Interpreting attitudinal meaning through variation in pitch, height range and pause

The English language learners will develop their skill as:

- Developing key components of listening skill
- Having an insight into the historical development of listening skill
- Having a basic command on the stages of listening skill
- Analyzing source texts for a listening activity
- Having aware of the approaches to listening skill
- Foreseeing the current trends in listening skill
- Linking the theory and practice in the teaching of listening skill

Speaking Skill

Speaking is the ability to express oneself fluently and appropriately in a target language. It develops very much in the bilingual classrooms. The learners improve their language by expressing their ideas, opinions, desires, thoughts, etc. to establish social relationship and friendship as well .As speaking skill is complex phenomena because of supra-segmental features such as pitch, stress and intonation, the learners communicate by the help of body languages and facial expressions. No doubt, language is a primary speech. In the age of globalization as well as technology, a large number of languages and dialects are spoken by not using the scripts.

It is an agreed fact that language is learnt by speaking it first after a lot of listening to the sounds, words, phrases, and sentences from the surroundings (Anuradha., et al. 2014). The subjects which are taught in first language, helps to learn English in the bilingual classrooms. The students get a very natural opportunity of speaking in mother

tongue. That is why, they are sent to the schools where bilingual education is provided. Hence, there is a direct need of paradigm shift on teaching and learning speaking skill through focus deviation towards oral orientation, training the teachers, and developing suitable curriculum (Suchdeva, 2011).

According to Rao (2012), the experts believe about developing skills that:

- Of the four skills, listening and speaking are taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situationalize it;
- Speech is the best introduction to other language learning skills. Learning through speaking is a natural way of learning a foreign language;
- Speech is important because it provides the opportunity for the practical usage of a foreign language;
- Speech brings fluency, correction then accuracy among EFL learners; and
- It enables the teacher to use the class time economically.

The learners were allowed to speak actively whatever English knowledge they had. Several words, phrases and sentences had been provided to use in different situations. Role play and pair work had been organized to supervise the learners to correct the active ones and activate the passive ones. Learners were learning English language through errors, mistakes, interruption and correction as well.

The teacher must be fluent and accurate in spoken elements of language so as to be a role model for the learners. The teacher asks questions to stimulate learners to practice the target language. Throwing questions and compelling them to answer something is one of the types of oral drills.

To develop Speaking Skill, they had been asked to speak in English, they had done conversation about ‘’Poverty’’ in English but they had used some technical terms such as ‘’Finance’’, ‘’ demand’’, ‘’Marketing’’, "Economic Crisis’’, Electricity‘’ etc. from other subjects like; Economics, Business Studies, Science. The teacher had encouraged them to ask some simple questions such as;

-How was your day?

-Was yesterday raining?

-How many days are there in a week?

-What is your favorite dish?

Reading Skill

Reading is a complex " cognitive process" of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, communication and of sharing of the information, ideas, thoughts, creativity etc. Regarding reasons of Reading Skill, Harmer (2008) mentions following points;

-To get factual information

- To foster intellectual ability

- For pleasure and self-improvement

- For the development of communicative and linguistic competence

To develop ‘’Reading Skill‘’, they were asked to read a passage in English but they were confused to understand some difficult words such as electric drill, accused, assured etc. So they had searched the meanings in the English to Nepali Dictionary. They were asked to go through the passage extensively to integrate the information in the text with existing knowledge. They had been suggested to give a flexible reading by depending on what they were reading. They were asked to read for purpose as it serves the functions. The teacher evaluated the learners and he came to their knowledge developed in different fields such;

Prediction Linguistic competence, discourse competence, sociolinguistic competence and strategic competence as well. The teacher asked the learners to think and talk about how they read in their native language:

a. He allowed the learners to practice the full repertoire of reading strategies by using reading materials. The learners practiced reading strategies in the classrooms with their reading assignments.

b. Reading strategies and assignments encouraged the learners to be conscious of what they were.

c. The learners had been adopting different strategies to develop reading skill:

Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension

Skimming and Scanning: using a quick survey of text to get main idea, identifying text structure, confirms or questions

Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

The learners had followed four basic steps. They were:

1. Figured out the purpose for reading.
2. Attended the parts of the text that were relevant to the identified purpose and ignored the rest. That selectivity enabled the students to focus on specific items in the input and reduced the amount of information that they had to hold in short term memory.
3. Selected the strategies that were appropriate to the reading task and used them flexibly and interactively.

Writing Skill

Writing is one of the most important skills for learning a language. As it is a productive skill, it needs proper mechanics of writing to make sensible sentences and paragraphs as well. It helps to transmit thoughts, feelings and ideas from past to present and present to future. It is output of listening, speaking and writing.

Dudley-Evans and St. John (1998) suggest the following approach to writing: - develop rhetorical awareness by looking at model text; - practice specific genre features , especially moves and writer stance ; carry out writing tasks showing awareness of the needs of individual readers and the discourse community and the purpose of the writing; -evaluate the writing through peer review or reformulation. The students had developed capitalization, spelling, punctuation, syntax, discourse, coherence and cohesion properly in their classrooms. To develop "Writing Skill", I asked them to write an essay about Computer. Firstly, they tried best to write but they could not write well. Secondly, they managed mechanics such as capitalization, spelling, punctuation, syntax, discourse, coherence and cohesion in their writing. They had discussed about the advantages and disadvantages of computer properly. So, I told them to discuss in Nepali. By the result, they were able to write about Computer. They had used the words from other subjects as well like; demand, supply, organization, capital, monopoly, competitive market etc. The tools for data collection were test items.

I prepared the questions to find out the existing writing proficiency of the learners to understand whether they are developing their English proficiency or not. Those test items contained description, giving logic and writing essay. I evaluated those tasks in terms of organization of ideas, choosing of the central ideas, shaping of the ideas, preparing of the draft, evaluation (self and peer evaluation), revision and components of writing such as mechanics of writing , structuring and discourse as well. The main criteria to evaluate the learners' free writing proficiency were as follows:

Table 1

Criteria for Evaluating Students' Proficiency

S.No.	Criteria of writings	Marks Allotted
1	Structuring	17
2	Discourse	16
3	Mechanics	17
	Total	50

Similarly, the proficiency of the students' was determined into the rating scale given below:

Table 2

Students' Proficiency Level

Rating Scale	
Obtained Marks	**Proficiency Level**
45-50	Excellent
40-44	Very Good
35-39	Good
30-34	Average
25-29	Below Average
Below	Poor

Data Analysis and Interpretation Procedure

The researcher selected the topic and prepared the lesson plan. Then he taught paragraph writing, essay writing and story writing. Further, he conducted the test on the criteria of above Table 1 and Table 2 as well. He collected the answer sheets of the learners and checked them. On the basis of Data Collection, he came to know that the students develop their 'English' in bilingual education.

The average rubric scores for each classification that is monolingual and bilingual show those bilinguals in "writing ability" according to the rubric by 0.25 points, 9.25/12

versus 9/12. While evaluating the findings from each rubric section, the average scores are more reliable.

Table 3

Bilingual and Monolingual Scores

Trait	Average Monolingual score	Average Bilingual score
Structure	2.5	1.5
Grammar	2.0	2.5
Contents	2.5	2.5
Language	2.25	2.5

Table 3 shows that the bilingual students outrank the monolingual learners in two out of four rubric sections and it has identical average scores in another one. Thus, monolingual learners outranked bilingual learners only in structures. Rubric scale is given as 3 point.

Findings

After completion of the analysis and interpretation of data, the following are the major findings of this study:

I.The overall performance of the learners in developing different skills of language teaching was found satisfactory.

ii. Most of the students developed their proficiency level and aptitudes regarding pronunciation, technical vocabularies, mechanism, coherence, cohesion and others in the bilingual classrooms. iii. Similarly, in the case of using sentential arrangements, most of the students improved their level of arranging their answers properly.

iv.As a whole, it was found that the learners developed different skills (listening, speaking, reading and writing) in ESL/EFL classrooms.

Conclusion

In this exploratory study, it has been examined that the students enhance their learning experience in the bilingual classrooms. Especially, learning proficiency of listening, speaking, reading and writing gets developed gradually. As education is provided in both native and English language, the learners feel easier to learn English through native language. As subtractive methods foster language acquisition by

focusing on L2 avoiding L1 stand to be hindered in their academic success compared to the potential of active bilingualism. Development of different skills of language teaching is an example of how the students develop their proficiency level in English through "Bilingual Education''. Ultimately, I came to know that students' proficiency level of English develops through different other subjects especially in the case of vocabulary power and writing power as they read different vocabularies and write the answers in English . Thus, English develops through "Bilingual Education." Currently in class 11 and 12 of Nepal, students are required to take two years for learning English. Although, this duration of time is not enough but their fluency gets improved more than monolingual education in the case of second language learners. The students apply brainstorming activities for exchanging ideas, information, comments, and reflection in the classroom to develop their English. No doubt, the learning of the second language comes as a result of certain reasons such as social, economic, cultural, ethnical, racial, regional, political etc. That is why; the L2 learners learn English better in bilingual classrooms.

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Task-based Language Teaching: A Modern Approach of Teaching and Learning

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Abstract

Task-based language teaching offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. It's an educational framework for the theory and practice of teaching second or foreign languages. Over the past few decades it's attracted considerable attention from both researchers and teachers. Task-based Language Teaching is primarily a student-centered approach. It originated from the Communicative Approach, but ever since it was developed it has its own distinct principles. It can be seen as a response to more traditional teacher-led, grammar-oriented, presentation-practice-production (PPP) approaches of language instruction. Task-based learning helps students do this because it forces them to do something in class that they would do (and probably have done!) in in their own language.

Key Words: Task-Based language teaching, Communicative Approach, Language Instruction, Learning, Pedagogy

Introduction

Task-based language learning is an approach where the planning of learning materials and teaching sessions are based around doing a task. In education, a task refers to an activity where communication is necessary: for example; deciding something, solving a problem, designing or organising something, or telling someone to do something. Task-based learning is the approach that net Languages applies to most of its material design. A different approach would be to design a course around a grammar syllabus and grammar practice activities, like practising the past simple or conditional sentences, where the aim of each activity is just to practise one particular aspect of language.

In a task-based approach, learners learn by doing. Task activities are usually rich in language, involving a wide variety of language areas, as well as all the skills; reading, writing, listening and speaking. By definition, a task must involve the processing of information, and some kind of communication or interaction. And a task can be something that you do alone, or that you do with someone else or in a group.

In task-based learning the language content is defined, not by a grammar syllabus, but by what learners need to complete the task. The tasks themselves can reflect real-life situations, for example in educational or work contexts; giving an academic presentation, attending an interview or meeting, applying for a job, or dealing with the public – things that people need to do every day in different fields like tourism, health services, business and education.

Throughout history, there have been several different approaches to foreign language learning and teaching. Until the 1970s, it was a given that the teacher controlled the classroom activities as well as the learning process. This traditional approach to foreign language learning implicates the so-called presentation-practice-production model: first of all, the relevant structures are presented to the learner, then a controlled practice is implemented and afterwards, the students have to perform the structures introduced in an accurate and fluent way (Foster, 1999, p. 69).

Due to the communicative turn in the 1970s communicative teaching approaches emerged which premised that language learning takes place through communication. Within these communicative approaches, task-based language learning and teaching has to be mentioned. It is an approach which embraces the learners' needs and furthermore, which encourages the learners to communicate internationally and actively in the target language. Although it is undisputable that task-based language learning and teaching seems to be an interesting and varied methodology regarding language classrooms, there may arise some difficulties when trying to implement this approach. One of the most challenging issues within task-based approaches is considered to be the students' use of the mother tongue (Carless 2008, p. 331).

Principles of Task-based Language Teaching

Nunan has summarized seven principles which have to be followed in the frame of task- based language teaching: "Scaffolding", "Task dependency", "Recycling", "Active learning", "Integration", "Reproduction to creation" and "Reflection" (Nunan 2007, p. 35).

The first principle, scaffolding, claims that the chosen lessons and materials have to ensure that learning can take place. Thus, the learners have to be provided the language they need in order to complete the task (Nunan 2007, p. 35). Second, task dependency states that each task has to be connected with the one before as this sequence has to tell a "pedagogical story" (Nunan 2007, p. 35). The third principle corresponds to the students' recycling of language by which language learning is optimally facilitated. By means of such a recycling, the learners can experience how the target language items function in closely related contexts and in completely different ones (Nunan 2007, p. 36). The fourth principle, active learning, focuses on the premise "learning by doing". As language learning is best guaranteed if the target language is

actively used, the teacher should play a more passive role as far as possible (Nunan 2007, p. 36.). Fifth, task-based language teaching has to ensure that linguistic form, communicative function and semantic meaning are integrated into the learning process.

Thereby, the learners are able to recognize the relationship between function and form and meaning (Nunan 2007, p. 37). The sixth principle, reproduction to creation, demands that creative language use develops from reproduction of language models. That means, the students first reproduce the language provided by the teacher, a tape or a text and as a next step, they are capable of using similar language items more creatively (Nunan 2007, p. 37). As the last principle, Nunan mentions the reflective element, namely that "learners should be given opportunities to reflect on what they have learned and how well they are doing." (Nunan 2007, p. 37).

Approaches to Task-based Language Teaching

There are three main approaches to TBLT, which are Long's (1985), Skehan's (1998), and Ellis's (2003). Ellis (2009) categorizes these three approaches to TBLT according to five characteristics: (1) the provision of opportunities for natural language use; (2) learner-centeredness; (3) focus-on-form; (4) the kind of task; and (5) the rejection of traditional approaches to language teaching (e.g. PPP).

As is overtly seen in the table, what all these three approaches have in common is that they all stress the characteristic of tasks in establishing contexts for natural language use and that they focus on form. Nevertheless, differences in the three approaches are clear-cut regarding how attention to form is to be achieved, with Long underlining corrective feedback, Skehan task design and pre-task planning, and Ellis a myriad of ways in all three stages of a task-based lesson. Differences in the three approaches are also noticeable with respect to (2) (i.e. Ellis does not view group work as a crucial characteristic), (4) (i.e. While Skehan favours just unfocused tasks, Long and Ellis also view a role for focused tasks), and (5) (While Long and Skehan regard traditional structural teaching as theoretically unsupportable, Ellis views it as complementary to TBLT) (Ellis, 2009).

Characteristics of Task-based Language Teaching

- This can be realized best by offering opportunities for focus on the form, which will attract students' attention to linguistic components as they emerge incidentally in lessons whose main focus is on meaning or communication.
- Communicative tasks are especially suitable devices for such an approach.
- More formal pre- or post-task language study may be beneficial. This may make contribution to internalization by leading or maximizing familiarity with formal characteristics during communication.

- Traditional approaches are unproductive and unsuitable, particularly where they require passive formal instruction and practice isolated from communicative work.
- Instructed language learning should mainly contain natural or naturalistic language use, and the activities are related to meaning rather than language.
- Instruction should support learner-centeredness rather than teacher-centeredness.

The advantages of TBLT

Unlike a PPP approach, the students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.

- A natural context is developed from the students' experiences with the language that is personalised and relevant to them. With PPP it is necessary to create contexts in which to present the language and sometimes they can be very unnatural.
- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.
- It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teacher-centered by comparison. Just watch how much time the students spend communicating during a task-based lesson.
- TBLT provides the opportunity for ‘natural’ learning within the classroom context.
- It stresses meaning over form; however, it can also emphasize learning form.
- It offers learners a fertile input of target language.
- It is intrinsically motivating.
- It is consistent with a learner-focused educational philosophy but also gives permission for teacher input and guidance.
- It contributes to the improvement of communicative fluency while not disregarding accuracy.
- It can be deployed together with a more traditional approach.
- It is enjoyable and motivating.

Overview of TBLT

Task-based approach is a teaching approach employing tasks as its main pedagogical tools to structure language teaching. Its proponents put forward the viewpoint that task-based approach is the clear enhancement of Communication Linguistics in that they have related principles in teaching. To illustrate, they both admit that activities for real communication are of most prominence in language learning; they both admit that utilizing language to perform meaningful tasks can enhance language learning; they both admit that the language which is meaningful to learners can pave the way for the learning process (Willis, 1996).

Task-based approach is a powerful and advancing learning method. It promotes learning language knowledge and training skills in the process of performing tasks. Teachers are both instructors and guides. Similarly, learners are both receivers and main agents. It is via TBLT that learners will master how to make full use of their own communicative abilities to shift from L1 to the target language. It presents a chance for them to learn cooperatively and activates their probable abilities to employ and deal with the target language in a professional way (Lin, 2009). As Larsen-Freeman (2000) states, since language learners make an effort to perform a task, they have rich opportunity to interact with their peers. It is this interaction that is assumed to ease language acquisition in that learners are to try to comprehend each other and to present their own meaning.

As a language teacher who teaches English as a foreign language to Turkish EFL learners, I employ task-based approach to provide learners with a natural context for language use, present a fruitful input of target language for learners, increase their ability to communicate effectively, and to maximize their motivation to the lesson. The language teacher aiming at implementing task-based language teaching in the foreign language classroom should perform three main roles: (1) *selector and sequencer of tasks; (2) preparing learners for tasks;* and *(3) consciousness-raising*. Relevant to the first teacher role, it can be stressed that the language teacher has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels.

Related to the second teacher role, it can be stated that some training for pre-task is prominent for language learners. These training activities may include topic introduction, specifying task instructions, assisting students in learning or recalling beneficial words and phrases to make the task accomplishment easy, and offering partial display of task process. As for the third teacher role, it can be emphasized that the teacher deploys an amalgamation of form-focusing techniques, covering attention-focusing pre-task activities, examining the given text, guided exposure to similar tasks, and employment of highlighted material (Richards & Rogers, 2001).

The language learner who is exposed to the implementation of task-based language teaching in the foreign language classroom should carry out three major roles: *(1) group participant; (2) monitor;* and *(3) risk-taker and innovator*. Regarding the first learner role, it can be indicated that the learners perform a number of tasks either in pairs or small groups. Pair or group work may involve some adaptation for those learners who are more used to whole-class activities and/or individual work. Related to the second learner role, it can be stressed that tasks are employed as a tool for facilitating the learning process in task-based learning.

Classroom activities should be organized so that learners can have the opportunity to observe how language is utilized in communication. Learners themselves should "attend" both to the message in task work and to the form where such messages typically come packed. Relevant to the third learner role, it can be stated that many tasks will push learners to generate and expound messages for which they do not have full linguistic resources and prior experience. In reality, this is said to be the point of such tasks. The skills of making guesses from linguistic and contextual clues, asking for explanation, and consulting with other learners may need to be enhanced (Richards & Rogers, 2001).

Conclusion and finding

TBLT is emerging as an essential part of curricula in language pedagogies in several countries around the globe and advocated by prominent SLA researchers along with ELT practitioners. In current study research participants were divided into an experimental and a control group. The data were collected following a Mixed Method Research paradigm during pretest and posttest. A Paired Samples T-test was used to determine the statistical significance of the learners' scores in pretest as compared to the posttest. The vast majority of the learners opined in their reflective journal that TBLT was the most interesting and a learner centered approach enabling learners to use their existing linguistic resources. The use of existing linguistic resources is a fundamental principle of TBLT as it leads the EFL learners to be fluent and confident users of English language both inside and outside the classroom in real life situations.

PPP offers a very simplified approach to language learning. It is based upon the idea that you can present language in neat little blocks, adding from one lesson to the next. However, research shows us that we cannot predict or guarantee what the students will learn and that ultimately a wide exposure to language is the best way of ensuring that students will acquire it effectively. Restricting their experience to single pieces of target language is unnatural.

Task-based language teaching is an approach to teaching a foreign language which developed from communicative language teaching approaches (Ellis 2003, p. 30). This approach is considered to be a humanistic one as it focuses on the learners' needs

(Ellis, 2003 p. 31). The emphasis is placed on interacting in the target language because this is seen as the precondition for learning to communicate in a second language (Nunan, 2007: 1). Additionally, the target language use should be a natural or naturalistic one. Therefore, authentic texts are used in order to ensure that the language used inside the classroom is connected with the language used outside the classroom. Another important aspect is the learners' personal experiences which should be strongly linked to classroom learning.

Implementation and recommendation

- The tasks must be adapted to the linguistic proficiency levels of the students (e.g. if the students have restricted proficiency, tasks should first be of the input supplying rather than output-producing type).
- Tasks should be trialed to provide that they contribute to suitable L2 use and revised within the framework of experience.
- For TBLT to work, teachers should have an overt comprehension of what a task is.
- Teachers and students should be made familiar with the purpose and logic behind doing tasks (e.g. they should comprehend that tasks contribute to incidental learning of the kind that will pave the way for the development of their communicative skills).
- Principally, the teachers engaging in teaching a task-based course must be engaged in the design of the task materials.

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Promoting Students' Creativity through Artistic Homework in ELT Classroom.

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Abstract

Creativity is one of the core requirements in 21st Century learning Skills. In this cycle of teaching -learning process, both teachers and students must be creative to make the teaching-learning process an actual one in ELT classroom. This article focusses on the concept of artistic homework and how it assists in promoting students' creativity. The objective of this research article is to explore the concept of artistic homework and how it is beneficial to promote creativity in ELT classroom. The research article has chosen the physical classroom situation where students come up with artistic homework. The methodology used in this research article is the qualitative and it is presented descriptively. The finding reveals that artistic homework, the finest way to promote students' creativity in ELT classroom, instead of assigning them bulky home tasks to be accomplished, from textbook. Students learn joyfully, when the teachers assign artistic homework. To sum up, the article introduces the artistic homework, enables them in promoting their creativity in ELT classroom.

Key words: *21st Century Skills, actual, joyfully, bulky, content, textbook.*

Introduction

Homework is a part and parcel in students' life. It is a set of tasks assigned to students by their teachers to be completed outside the classroom and to be checked by the teachers in next day. Homework helps teachers determine how well the lessons are being understood by their students. Homework enhances student another opportunity to review class material as well as it provides parents an opportunity to see what is being learned in school. Students are creative in their own way and their creativity level differs from one another. Nowadays, students do not get excited enough to do traditional type of homework as they take it casually. The reasons might be because they must open their books again and write down every remaining works, which are left to be accomplished in the classroom. According to Cooper (1989) homework is defined as the tasks assigned by teachers to students to be completed outside the class. The enthusiasm to do homework in students has been decreasing and it is found that most of them copy their works either from their friends or from various websites and present to their teachers. In fact, the originality in their work, their enthusiasm to accomplish their homework can be enhanced by providing artistic homework.

Homework is defined as out-of-class tasks assigned to students as an extension to classroom work. There are at least four important skills to practice when it comes to home preparation and extension. There are numerous types of homework assignments that can be effective in various situations. The available literature indicates that there are five types of homework such as - Practice (to reinforce skills); Preparation (to get ready for activities); Extension (long-term assignments based on what is happening in class); Application (to apply in new concrete as well as abstract situation) and Creative (to apply knowledge in a creative or imaginative manner) and Cooperative (to work and learn cooperatively).

The primary aim of education is to prepare students to face real-world problems. Apart from completing education and getting a job, there are numerous tasks for adults to accomplish in their life. Therefore, try to assign tasks that help them to practice real-world activities. For example, ask your students to go shopping with their parents and list the essentials, help their parents cook dinner, learn about traffic signals, fill out bank cheques, pay bills, etc., and make them share their experiences. Crafts making is one of the enjoyable activities for students that help them let out their stress. Making them try craftwork ideas will develop their creativity and learn practical skills. For example, when they build a craft model, they have to make appropriate measurements, create a plan, etc. Encourage your students to try clay molds, origami, DIY activities, making use of waste products, etc., and improve their creativity.

An artistic homework is not only a way of doing or arranging things in a beautiful way but also it means doing an assignment in a decorative, creative and imaginative way that relate to real life situation. It is the first step towards creating meaningful to look at your own daily life. An artistic homework arouses curiosity in students to do the assignment that actually happen to them in their real life. For example, to make them clear about the lesson on interview, a teacher can create a situation like, to know how their parents spent their student life. The teacher can ask to set a questionnaire and take an interview in a formal way with their parents and that interview must be recorded and sent to the teacher. This type of artistic assignment motivates students to complete it with full enthusiasm. I feel this type of assignment do not become a burden for the students to explore creativity while doing any assignment related to the topic discuss in the class.

This type of home assignments provides students with the opportunity to apply previously learned knowledge in a creative or imaginative manner. As is the general practice students are asked to solve questions or problems, but in such type of homework assignments students are asked to formulate problems or questions which will lead the student to be creative in his or her own way. Also, creative and imaginative tasks will not make the home assignments monotonous. If students are not assigned

with creative homework (or homework which demands creativity on the parts of students) may in the long run avoid using deep-level cognitive processing strategies, such as trying different ways to solve a problem.

The Context: An Encounter with Artistic homework.

By keeping the theme of the article into perception, I initiate with my own justification. Three months ago, I was taking ELT class in one of the sections in grade Nine, I encountered a unique type of assignment from one of the students. I accomplished one of the writing topics- Message of Congratulations. A day before I had given them a homework to write a message of congratulation in their own words. The next day, everybody submitted their note-copy, except one student. When I inquired her, she replied me that she had done but in an A4 sized paper and she had congratulated her own sister on passing her IELTS Examination with good band in such a formal way that looks like a real with full decoration. When I saw her work, I was stunned to see her art embedded her all skills in it. She had jotted down her own words in the unique way. I appreciated her for her artistic work. I cross- questioned to other students about whom they had given message of Congratulations. Some of them did not even remember the names. At the same time, I checked their notebooks, which were like 'copy and paste' from one another. At this point, I thought if students are assigning to do their homework in their own creative way rather than writing casually in their notebook, they can do their homework in artistic way, without doing copy paste from their friends. That one student triggered me to think about giving such type of homework, which motivates them to use their creativity to accomplish their task in a purposeful way.

Every child is creative in their own ways. And even, imaginative and innovative skills are increasingly recognized as those that distinguish students who are prepared for more complex life and work environment in the 21st century. A focus on the 4C's of 21st Century Learning: **Critical Thinking,** Communication, Collaboration**,** and Creativity and **Innovation a**re essential to prepare students for the future. Artistic homework incorporates critical thinking as well as creative thinking where the learners work out to create something. The demand of today's society is the product that comes out in different ways. Furthermore, artistic homework help students to create their originality, their creative ability in their works as they do the work by enjoying with their heart and soul. Consequently, students can create another level of enthusiasm and will be excited to present their work in front of their class mates. Teaching strategies play, a vital role in making students feel interested to do their homework. In other words, a teacher needs to be creative while assigning an artistic homework, which is totally in contrast with the traditional way of jotting down from their textbook. It requires an extra effort to create an artistic homework for students in the lesson plan. The implication of this is that teachers must put double efforts in designing lesson plan

on what to assign the students for pouring out the innate ability of the students in the class.

Creativity is the practice of thinking outside the box. It is equally important as a means of adaptation. This skill empowers students to see concepts in a different light, which leads to innovation. Creativity is the ability to produce new, diverse, and unique ideas. Thinking creatively means looking at things from a different perspective and not be restricted by rules, customs, or norms. This 21st-Century Skill allows students to embrace their inner strengths from big-picture planning to meticulous organization. They learn about their creativity and also learn how to express it in healthy and productive ways. More importantly, they also become *motivated* to share that creativity with others

Methods and Materials

Experimentation and the use of new ideas are very important in creative homework. In order to keep students from treating homework as a grind, something that must be done for virtually no other reason than the teacher requiring it, teachers need to assign more creative homework. This homework needs to focus on experimentation whether of a scientific or a social nature. Students should be expected to put together their knowledge and skills (synthesis) and come up with new ideas This is a difficult but necessary task on the part of the teacher. By adding creative homework to a teacher's repertoire of homework strategies, variety can be introduced into those homework assignments. On occasion, the creative homework should involve some form of novelty, i.e., innovations not usually used during the course of normal events. Thus, teachers can break the so-called monotony of a course or a subject by using creative homework.

According to Willis (1996: p.23),' tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. That means a task can be anything from doing a puzzle to making an airline reservation. Task-based language learning is a relatively new approach to second language acquisition. It requires learners to complete meaningful, real-world tasks such as writing an email, letter, essay, or article, making a phone call, conducting an interview, and designing and creating media. The focus of a task is primarily on pragmatic meaning and any focus on form, i.e. grammar, vocabulary, lexis, etc., tends to be addressed according to issues that emerge during participation in the task itself. This makes TBLL particularly suitable for individualized learning and promoting learner independence.

Task-Based Learning (TBL) refers to activities designed for learners doing authentic tasks (Simsons, online). Learners are asked to perform a task without any input or guidance from the teacher. For task completion, learners have to use the language in a similar way as language is used in the real world outside the classroom.

The TBL approach does not contain a pre-determined language syllabus. The principle of language learning should not be known by English teachers, anyone can learn the language. Moreover, they can understand how to apply the principles of language learning and how the 8 principles are applied in English textbooks. These principles appeared by a linguist famous for their dedication to language learning

Artistic homework promotes personal involvement of students outside the classroom about what has learned during the class as well as which will be used by students in real life purpose. In addition, purposeful connection, with variation for individual levels and styles, can assist students to utilize knowledge in the creative way with their own potential. Qualitative methodology was used for this research. I used task-based language teaching for reading comprehensive text. The participants were from grade IX. There were 23 students in my class. After the trigger I got from one of my students, by submitting an artistic homework related to the topic, I divided the students into three groups named A, B, and C. I mainly focused on group A, which consisted of students, who did copy paste of homework from their friend's circle. To have an effective result of assigning artistic homework to students, I planned the next unit by dividing into four skills by which I can assign my students artistic homework related with different skills. In reading section, first the reading text is discussed in the class, and then the students are asked to bring anything related to the topic like pictures, video clips, words, flash card, extra questions, an audio related to the topic, etc as homework. On the next class, the students of different group assemble all the materials by framing and creating a new learning topic which motivate them to learn the lesson from the text joyfully. I provide some freedom to gain knowledge about the topic along with the interest to complete the assignment. Similarly, I continue to give different assignments for different reading text.

Regarding the enhancement of writing skill through the topic -Personal letter writing. I apply Exposure and feedback method on their assignment. At first, I provide them some samples of Personal letter and have some discussion regarding the format, words, style, tone of the letter in the class. After that, I ask them to write a beautiful letter to any member of another group, in a paper and to embellish in their own ways on any topic. The reason behind giving this assignment is to help them to explore their creativity and to relate in the real life with a purposeful learning. The next day, when I enter the classroom, I see a sudden excitement with colourful envelop in everyone's hand. The environment of the classroom was changed than before. I announce them to sit with the one for whom they had written letter and to exchange letters. I ask each and every student to rate the creativity of their friends out of 10 and to provide feedback about the letter. Some of them are appreciated by their friends for their artistic skills. Every one of them enjoy the class well. I used exposure and feedback method for

writing skill. I have applied the situational methods where my students enjoy learning by doing in an artistic way.

To enhance students with speaking skill, I discuss some ways of expression related to the topic in the class. After that I create some situations for my students mainly for group A. And invite them to have situational interaction with their pair. I invite some of them to provide background sounds for a joyful and realistic interaction. As an assignment, I ask them to send an audio of interaction with any one of their family members in any context, where they can provide some background situations to make the interaction a real one. The interaction methods that I have applied to arouse enthusiasm in students related with speaking skills through artistic homework. Sometimes, I gave them to play role cards in the class with different character and different conditions. The focus, Group A started to expose themselves in front of their classmate without any hesitation. Many mor activities like Presentations, giving introduction, Speech and other activities are there which are based on enhancing creativity in students.

The textbook is a component of the teaching-learning process. It is very significant as the real text has been used by the instructor since a long time ago. It includes many tasks with much countenance. The level as usual is based on the appeal of the curriculum or the pupils' wants. It is a means of school which has a content standard. The basics may modify all the time. This is one of the wherefores why the level of the textbook needed to be expanded. The purpose of the book may be dissimilar based on the look of the pupils and instructor but it is universal the text is simple learning. For the instructors, the usefulness of the textbook is as a media of instruction, the book contains tasks or instructions which lead the teacher to follow them. He may ask the pupils to do the tasks in the textbook. By doing the tasks, the instructor is able to identify whether the pupils investigate the normative or not. The instructor could make use of the text as a handgrip although some of the books are required. While for the pupils, it is a “transcription instrument” of the studies. This means, when pupils do not remember the subjects presented by the instructors, they could immediately open the book and explore it.

Results

I apply various methods for developing creativity in students through artistic homework related to their real -life situations. I applied the above methods for two months. Within two months, I see changes on them. They involve in their groups and discuss about the topic in the class. They prefer to do homework by themselves in unique ways embedded with decorative, imaginative and creative one. They enjoy the class with insightful knowledge about the topic in an extra way. Although I divided the class into different groups, the main focus is given to Group A. In this group, I selected

around 8 students who weren't interested to do homework by themselves and most of the time, they copied from their friends. However, after the artistic work submitted by one of the students of the same group embedded my mind to come up with better plans for better results. I started to see changes in them after 2 weeks. Group A started to create their own designs and decoration while doing homework. I find the artistic way of giving homework breaks the traditional way of doing homework which was confined to the exercise of textbook. To make students creative, no doubt teacher has to spend long hours to plan lessons with the proper learning outcomes. The product that came by the end of every ELT class in two months demonstrated that the students are creative and can come up with various types of creativity, filled with artistic ideas well when they are given artistic homework for learning and relating to their real-life purpose but not as burden.

Discussion

The study was carried out in the whole class but the focus was in Group A. It was observed that students, when providing different artistic homework and traditional homework to write down from books, make better effort and excited to do artistic assignments which promote creativity. They showed their unique ways of creating a new topic with new ideas, ways of presentation with full of decoration on various activities. At first, the same group of students showed their laziness and rather they copied homework of each other. They did homework for the sake of doing.

The same group showed their full excitement in creative writing, when I assigned them to write a letter and give to their pair. They decorated the letter with various pictures, emojis and even the envelop. They were the first to show their colourful letters to me in front of their class mates. In addition, the speaking skill of having an interaction with any one of their family members along with background sounds was the best creative with imaginative among other assignments.

My contemplation was that the students are excited to do homework when they are given some artistic homework instead of writing down the exercises from their textbook. Any assignments with the best methods and results can enhance creativity in students as well as arouse curiosity to get assignments from teacher. Learning is meaningful by designing the artistic tasks including the motive to enhance creativity, imaginative and in decorative way. This has been clearly spotted in the assignments when I checked in the class. Hence, artistic homework can make difference in teaching - learning process as well as it arouses excitement to complete it.

It is well-accepted fact that artistic homework is an important part of our students' education at school in today's generation. Thus, we must believe that artistic homework is truly an extension of the classroom, providing every student with the opportunity for enhanced extended learning to improve their creativity. Homework,

assigned by the teachers is generally related to the curriculum and thus, due consideration is given to the developmental needs of young growing students.

The interpretation of the word 'homework' in the past and present years has been changed drastically. In the past 'homework' refers to complete all the assignments from the text to memorise and kept in the mind related to topic. Students did not have any options rather than writing down all the tasks given in the textbook related to various subjects. Students' homework and achievement in exam was directly related to each other. However, students of today's generation avoid doing the textbook exercises, rather they prefer some creative homework which enhances the 4C's skills through their homework. All the assignments are designed according to the content with the motive to enhance creativity. Today's knowledge is based on practical and outside the box. According to me, artistic homework enhances the environment to students to utilize their creativity for the real -life purpose.

Conclusion

Based on my research, I have a completely different outlook on homework after the artistic homework submitted by one of the students. The creative, imaginative and decorative assignment shot me to come up with unique type if homework for students. I will be using the research compiled from this review such as making sure I am designing artistic homework assignments that fit the needs of all my students and modifying my process of assigning artistic homework, to promote creativity. In this 21st Century students 'interest play a vital role to acquire any type of information. Students learn joyfully and effectively, when they are given opportunity to complete their homework in a decorative way, which definitely help in enhancing creativity. The most significant change I want to adjust in my classroom is providing numerous exposures to their artistic assignments and giving more feedback during class time to keep some space for improvements. I want students to be given more choice to create homework in an artistic way. Despite all the research is on homework and academic achievement there is a very little correlation between the two. Assigning homework is very subjective and what one teacher assigns for a particular assignment, someone could have as many reasons why the assignment might not be effective in attaining the desired results. For an effective homework, creative and purposeful homework should be given, where students get excited to do the tasks but not as burden.

Recommendation

As I mentioned above, giving artistic homework with the motive of promoting creativity in students requires double efforts to design the lesson. I found many researchers, whose investigation was different than my article. Through this research article, I would like to emphasize giving artistic homework to get motivated and to complete the task with students' decorative ways of various types. One effective way of

recommending artistic work is the use of creative homework. There are many articles related with creative homework, however my research article is based on one of the experiences of my class. It assists me to explore the creative ways of giving assignments through new ideas. If teacher decides to take new initiation to solve the problems,, then great efforts needed for it. My finding is different than the finding of other researchers.

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