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Editorial

The global spread of English has brought a significant shift in English language teaching from methodology to post methodology era, structural to communicative approach and theory-based conception of teaching to evidence-based practice of teaching harmonizing with the context of learning. The advent of postmethod pedagogy in the twenty first century had widely acknowledged the contribution of individual teachers in English language teaching and learning field. Consequently, incorporation of dialogues and the field of English language teaching have turned to be complex creating numerous kaleidoscopic thoughts and research in the arena of English language teaching. In this diverse and convoluted contexts, we are pleased to bring the first volume of *Journal of NELTA Gandaki* (JoNG) with the aim of accommodating such diversities and providing support and resources to all the language practitioners for boosting up their professionalism by promoting the arenas of English language teaching in the local context.

This issue consists of eleven articles from various fields of applied linguistics, English language teaching, testing, researching and so forth. The first one sheds light on the pedagogical dimension of literature in ESL/EFL classroom and concludes with proposing the pedagogical approaches and procedures of exploring literary texts to maximize learning opportunities for students. The second examines the role of role play techniques in teaching speaking skill to the students of class 10. This article reports positive role of role play in fostering speaking skill of the students. Similarly, the third article has concluded that the reflection of critical events gave them some kind of relief in teaching practice and the events taught them a number of strategies. Likewise, the following article concludes that the book follows the gradual shift from foreign language literature to learners' local culture with communicative skills of interaction and provides learners an opportunity of learning foreign culture and their own cultures.

The fifth article deals with the finding that shows unsupportive behavior of the supervisors and difficulties of selecting the appropriate area of study. They were the major challenges that students ever facing in writing thesis. Similarly, the next article reveals that both the teachers and the students were affirmative towards learner autonomy but most of them did not adopt it in English language teaching and learning. The seventh article shows a number of challenges in implementing self directed learning even if both the teachers and students had positive attitudes towards it.

The eighth article justifies that mixed methods research design, which has been a recent practice in academia, should be adopted in the research of universities and the research centres. Similarly, the ninth article examines the strategies employed in learning English by Bachelor level students in Nepalese context. The following article reveals that integrated approach of language teaching is sure to pursue its harmony in teaching language. The final article concludes that majority of English teachers at secondary level followed product approach in teaching writing which led them to face a number of challenges in teaching writing.

We have made this a peer reviewed journal, in which a number of hands directly and/or indirectly, seen or unseen have bestowed to maintain quality and standard to bring it into this form. We would like

to extend our sincere gratitude to the contributors and reviewers from home and abroad without whose rigorous support, the journal would not have come to this form. We would also like to express our gratitude to NELTA Gandaki Province for full-blown support and guidance when, where and what the editorial team expected.

The articles published in the journal are the properties of NELTA Gandaki Province, however, the authenticity and liability of the views and ideas expressed in them go to the authors themselves.

Constructive suggestions from the valued readers and well-wishers are always welcome to uplift the standard and quality of the journal in the forthcoming issue.

- Editors

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Literature in the Language Classroom: Roles and Pedagogy

Bal Ram Adhikari

Abstract

The present article is theoretical in nature with its prime focus on the pedagogical dimension of literature in the language classroom in general and the ESL/EFL classroom in particular. It draws on some of the key publications in the field and my experience in English language education as a teacher and material developer. Moreover, I have drawn some evidence from B. Ed. and M. Ed. English courses offered to prospective teachers, and their class observation. Divided into three sections, the article begins with a checkered history of literature in mainstream language teaching methods while the second section underscores roles of literary texts in students' balanced language development. The final section proposes the pedagogical approach to and procedures of exploiting literary texts to maximize learning opportunities for students.

Keywords: activation, consolidation, culturally-sensitive, exploration

Introduction

To begin with, there is little consensus as to the place of literary texts in the second language classroom and its contribution to learners' overall language development. Maley (2001) observes that "the role of literature in language teaching remains contentious, owing to widespread differences in interpretation of the precise nature of that role" (p. 180). Even from the cursory survey of language teaching methods in the past, we can see that the use of literature as a means of developing learners' language has a checkered history. To go back in the history, the Grammar Translation Method in the late 19th century privileged literary texts in the language classroom with its unshakable belief that engaging students to translate the passage excerpted from target literary work contributes to the development of their vocabulary and grammatical structures (Larsen-Freeman & Anderson, 2011). Even in the GT Method the use of content from the literary text and deeper interpretation of literary devices were not the primary concern of the teacher. Literary texts were recognized only as a means to expose students to vocabulary and grammar structures and practice for translation.

The methods that emerged in the early and mid 20th centuries, namely the Direct Method and the Audiolingual Method, not only questioned the value of using literary texts, but also discouraged "use of the mother tongue in the classroom" (Richards & Schmidt, 2010, p.40) with the conclusion that the use of translation detrimental to the development of students' L2 competence. The criticism came as a fatal blow to those who would regard literary texts as a rich linguistic and cultural resource for second language students. The theoretical principles underlying these methods themselves stood barriers to the use of literary texts with language class. With its strong foundation on structuralism, the Audiolingual Method, for instance, was guided by the theory of language as "a system of structurally related elements for encoding of meaning" (Richards & Rodgers, 2001, p.55), that is, it took language as a totality of discrete units. Quite contrary to this, literature works on the assumption that language is primarily what it is in its

totality. The use of literature with language students calls for adoption of a holistic rather than atomistic approach to language.

The Communicative Approach that came in the late 1970s as a reaction against Audiolingualism and as a response to second language students' needs showed the lenient attitude towards the use of literary texts in the language classroom, which reopened the previously blocked path for literature. The approach privileged the use of authentic texts, and the techniques of role-playing and strip stories (Larsen-Freeman & Anderson, 2011). Undoubtedly, literature is one of many genres, probably the richest and most versatile sources of authentic texts. Meaning, language teachers could turn to literature for authentic texts. Likewise, the Approach also opened avenues for using short dramatic texts for dramatization techniques such as role-playing, simulation, skits and short stories for role-playing, and strip-story. The strong version of the Communicative Approach, which, according to Holliday (2010, p. 168), presents text as discourse rather than a collection of functions and exponents and encourages students to communicate with text, rightly acknowledges the use of literary texts with language students. Moreover, the use of literary texts compensates for the poverty of content that the structurally-guided methods and the weak version of communicative approach suffer. Similarly, content-based instruction, one of the strong versions of the communicative approach, brings content to the fore with the assumption that medium (i.e. language) and message (content) interact and interweave with each other and hence inseparable. It is impossible for students to be communicatively competent unless they "master language and content" (Larsen-Freeman & Anderson, 2011, p. 139). For this, the course designers and teachers are expected to draw topics from a wider range of content areas such as Social Studies, Science and Technology, Travel and Adventure, and obviously Literature.

The foregoing discussion is the indicative of the fact that there has been revival of interest in bringing literary texts to the language classroom. In recent years, argues Hismanoglu (2005, p.53), "the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum". O'Sullivan makes a similar observation:

Current approaches have endeavored to reexamine the value of literature and have begun to uphold its worth again. These approaches assert the value of literature teaching from several aspects, primarily, literature as an agent for language development and improvement, cultural enhancement and also for the eminence that many poets have previously ascribed to it. (1991, p.2)

It is, therefore, rather than getting entangled in the sterile debate of whether to use literature for students' development, the focus has shifted to how to best exploit this most creative and critical genre of language to facilitate teaching, expedite learning process and to maximize the learning outcome.

Methodology

I have mainly employed secondary sources of information, for which I surveyed key publications in teaching literature such as Collie and Slater (1987), Carter and Long (1991), Maley (2001), Lazar (2009), and Bibby and McIlroy (2013). Besides, I have used two types of primary sources of information: a) the survey of reading and literature courses prescribed for Bachelor's and Master's programs by Faculty of

Education, Tribhuvan University; and b) class observation of 12 trainee teachers, one class of each, from the Master's Program teaching one of the B. Ed. reading courses. Both the courses and the teachers were sampled purposively. I have adopted the interpretative approach to the discussion of the issue of literature in the language class and empirical evidence collected from the survey and class observation.

Reviews and Discussion

The section subsumes the place of literary texts in present English curricula prescribed by the Department of English, Faculty of Education for prospective English teachers, which is followed by the discussion of roles of literary texts in students' language development. The second part of the discussion presents an approach to and pedagogy of using literary texts in language class.

Place of Literature in English Curricula and its Role in Language Learning

Talking about the Nepalese context, the English courses from school to university levels strongly exhibit the feature of content-based courses in which literature as a source of texts has dominated other areas. To substantiate the argument, I present evidence from English courses offered to B. Ed. and M. Ed. students under Faculty of Education, Tribhuvan University. The courses, namely General English, Reading, Writing and Critical Thinking (B. Ed. 1st year), Expanding Horizons in English (B. Ed. 2nd year), Critical Readings in English (B. Ed. 3rd Year), Literature for Language Development (B. Ed. 4th year), Interdisciplinary Readings (M. Ed. 1st semester), Readings in English (M. Ed. 2nd semester), and Readings in Literary Genres (M. Ed. 3rd semester) are heavily based on English literatures around the globe. Five out of thirteen English courses offered to prospective secondary English teachers privilege reading in general and reading literary texts in particular. Similarly, three English courses out of sixteen in the Master's program are strongly rooted in literary writings that represent a variety of Englishes from diverse "geographical locations such as Britain, the United States of America, South Africa, India and Nepal" (Awasthi, Bhattarai & Rai, 2015, para.3). The curricula of the both levels have welcomed literature as one of the feeding disciplines. Furthermore, in some cases literature is the only discipline to feed the courses. The courses, namely Literature for Language Development and Readings in Literary Genres can be a case in point.

The study of the objectives indicates that these courses expect students to a) process the prescribed texts (reading) and produce their own texts (writing); b) resist or conform to the writer's stance/ideology; c) give continuity to writer's thought or create their own; d) reflect on and refract the text; e) and f) move from the role of recipient to that of the creator of text (Adhikari, 2017). By and large, the curricula are strongly guided by the assumption that it is inevitable to expose students to reading texts, particularly literary ones, to enhance their English proficiency in reading and writing backed up by vocabulary and grammar. At this point, I argue that literary texts are probably the most authentic means to integrate language and content, and engage students in creative and critical use of language. The following theoretical observations further substantiate this argument.

Recognizing benign effects of literature on the language learning process, Collie and Slater (1987) and Lazar (2009) advance a number of reasons for using thoughtfully-selected literary texts with language class. Collie and Slater posit that literary texts are the valuable material that provides students with genuine

and undistorted language, and such texts serve the indirect route to experiencing target culture norms and values. The latter contribute to the students' understanding of cultural aspects of the language. Other reasons put forward are language enrichment and personal development. In a similar spirit, Lazar (2009) recognizes literature as a highly motivating material for its intrinsic quality to "expose students to complex themes and fresh, unexpected uses of language" (p.15). For Lazar, encouraging language acquisition is another important reason that justifies the presence of literature in the second language classroom. Literature, according to him, can compensate student's scanty exposure to spoken language and stimulate language acquisition by providing "meaningful and memorable contexts for processing and interpreting new language" (p. 17). Further reasons as advanced by Lazar that justify the use of literary writings are expanding students' language awareness, developing their interpretative abilities, and educating the whole person. Likewise, Maley (2001) draws on the writers such as Billows (1961), McRae (1991), Carter and Long (1991), and Kramsch (1993) and comes to the conclusion that "the rationale for incorporating literature is [...] well established" (p.182). Maley maintains that unlike referential texts whose primary function is to convey information and requires the reader to receive and process the information, representational texts whose primary function is to represent the writer's inner world thereby requires "the reader to re-create in his or her own terms the imaginative world of the text" (p. 182). What is implied in Maley's observation is that literary texts raise the reader from the position of recipient of information and initiates him/her into text (re)creation. Against this backdrop, I present some of the arguments that further support the rationale for using literature with language students.

By its very nature, literature is likely to expand students' language and content knowledge immensely. It is because a well-written literary text is linguistically rich, culturally sensitive, cognitively challenging and affectively engaging. This argument underlines four facets of literary writing that appeal to language students and teachers alike. They are richness of language, cultural-embeddedness, interpretation, and affect.

So much is probably obvious that what makes a writing literary and what distinguishes it from the non-literary one is its language. To expose second language students to a literary writing is to expose them to figures of speech such as metaphor, simile, personification, hyperbole, allegory, irony, metonymy, onomatopoeia, paradox, parody, pun, sarcasm, and satire, apart from idioms, collocations, proverbs and sayings. Literature demonstrates how sentence structures can be intentionally manipulated to create special effects on readers. Moreover, literature maximizes opportunities for students to feel inherent musicality of language through prosodic features such as rhythm, rhyme, alliteration and assonance. Literature in general and poetry in particular is arguably the best pedagogical resource to restore musicality inherent in each language. By nature, poetry is oral and it comes to life through music. Celce-Murcia and Hilles (1988) rightly posit that "poetry in the ESL classroom can revive our love and respect for English and can bring to mind again the joy and exquisite beauty of the language" (p. 116). Lexical, syntactic and phonological properties of a literary text save students from language deprivation.

Literature as a type of discourse "reflects the social, epistemological and rhetorical practices of a

specific group" (Jolliffe, 2001, p. 102). According to this proposition, literature is the reflective of socio-cultural practices, cultural assumptions, values, myths, and histories, which serves as the means to get insights into the target culture. Bibby and McIlroy (2013) refer to Scott (1964) who considers literature as a cultural way in. Engaging students in literary texts thus helps them "to understand and appreciate cultures and ideologies different from their own in time and space" (Carter and Long, 1991, p. 2). Such understanding is instrumental in exploring similarities and differences between target culture and their own. This helps in enhancing cultural sensitivity and expanding "sphere of interculturality" (Kramsch, 1993, p.82) of students. Moreover, literary texts can be used to cultivate and develop four types of senses indentified by Adaskou, Britten and Fahsi (1990), namely "aesthetic sense" through the appreciation of artistic manipulation of language, "the sociological sense" through the information about target customs, institutions, history and myths, "semantic sense" through the interpretation of content, and "pragmatic sense" through the interpretation of interaction between language and context.

From the perspective of interpretation, literature is cognitively challenging, since it requires students to read not only the lines (i.e. understanding information), but also between the lines (i.e. making inferences), and beyond the lines (i.e. connecting one's understanding and inference to geo-political, and cultural contexts). Literary interpretation is a cognitive process, posits Simon (1995), because it concerns "the meanings of, in, and evoked by literary texts". Simon further argues that "enormous thought goes into the production of texts and perhaps even more (given the ratio of readers to writers) into interpreting them" (first para.). The process turns out to be more daunting and complex when students are reading and interpreting literature across languages. Lazar (2009) asserts that "literary texts are often rich in multiple levels of meaning, and demand that the reader/learner is actively involved in 'testing out' the unstated implications and assumptions of the text" (p. 19). Interpretation requires readers to enter into the textual world and the author's consciousness through the processes of evocation, prediction, and activation of one's schema.

Literature is affectively engaging owing to its quality to arouse feelings and emotions in readers. The author invites readers to share the world he/she has created or referred to through words. It is through feelings and emotions that readers indentify with and move towards the author's world. Like the author, the reader should be imaginative to make his/her entry into and finally dwell in the textual world. Unless the reader is emotionally engaged, the deeper understanding of literary texts is not possible. More than this, through such engagement, the reader is also in the constant process of recreating the author's world through and in his/her own language.

The common thread that runs through the foregoing discussion is that literature is too important to be ignored in the second language classroom. Students benefit from literary texts in several ways as outlined above. In this regard, pedagogy has a vital role to play, since it the pedagogy that determines the extent to which students can exploit literary resources for their benefit.

Pedagogy: Approaches and Procedures

Under pedagogy I discuss the approach and procedures of exploiting literary texts to maximize

learning opportunities.

As an external supervisor, I observed 12 classes of trainee teachers, one class of each, from 1 to 3 May 2018. The trainee teachers from the Master's Programme were teaching one of the English reading courses to B. Ed. students. All the teachers showed their high temptation to explain the text from the outset of the lesson, with nominal and in some cases null engagement of students in pre- and post-reading activities. The students did minimum amount of reading of the text. They were reduced to listeners of the teacher's lecture. Consequently, there was low student participation and engagement and the students' contribution to learning and teaching remained on the fringe. Such an approach to reading is detrimental to students' overall language development, and hence calls for rethinking.

As an alternative to the explanatory approach, I have been following the student-centred, exploratory, collaborative and integrated approach. This approach is informed by "enlightened eclecticism" (Brown, 2002), "thinking classroom" (Crawford, Saul, Mathews & Makinster, 2005), "an eclectic approach" (Cowan, 2008) and "principled eclecticism" (Larsen-Freeman & Anderson, 2011). The underlying assumption of this approach is that the teacher should resort to different approaches and make use of their strengths to expedite teaching-learning process and maximize the learning outcome. What follows is a brief explanation of the proposed approach.

Centrality of Students: Reading is the most prioritized skill in teaching language through literature. By implication, students are expected to get engaged in the text primarily through reading. They must be reading actively, imaginatively, creatively and even critically rather than listening to the teacher's explanation. For the pedagogy of literature to yield fruitful result, students should be taken as the point of reference.

Exploration: Bringing students to the fore of teaching and learning is giving more value to exploration than explanation. While dealing with literary texts in the classroom, teachers are often tempted to giving a long explanation about the theme, characters, plot, figures of speech and so on which ultimately discourages students from digging into the text themselves. Explanation should be kept to the minimum for two reasons. First, it discourages active student involvement in classroom activities. Second, it distorts aesthetics that students can experience from exploring language and theme of the text (Adhikari, 2011). Textual exploration calls for a greater degree of mental processing, and the language deeply processed by students themselves is more memorable than that is simply served by the teacher.

Collaboration: Collaboration maximizes learning opportunities. It is one of the best ways of inviting individual students to make contribution to teaching and learning process. Two levels of collaboration can be envisaged and practiced. The first is the collaboration between teacher and students in which students can work with the teacher in researching into such areas as the author's background, historical and cultural settings of the text, and locating different interpretations of the text on the Internet and presenting some of them in the classroom. The second level of collaboration is among students. Students can work in a small group of three or four in such tasks as preparing the glossary, acting out the dialogues from the text, and writing their own dialogues and acting them out.

Integration: The approach to the use of literature in the language classroom should prioritize integration of language skills, and integration of skills and language components. Though primary orientation of literary texts is reading, this skill has to be integrated with writing, speaking and listening for balanced language development. Moreover, it is equally essential to integrate vocabulary and grammar with these skills. Such integration is instrumental in developing students' language organically.

The approach outlined above is normally actualized through the three-stage procedure that goes by different names such as pre-reading, while-reading and post-reading (Lazar, 2009; Hedge, 2000); anticipation, building knowledge and consolidation (Crawford, Saul, Mathews and Makinster, 2005), and engage, study and activate (Harmer, 2007). Collie and Slater (1987), however, recommend a four phase procedure entailing first encounters, maintaining momentum, exploiting highlights, and endings. It implies that the pedagogy of literature in the language classroom can draw upon the general reading pedagogy. Of the possible procedural options, I loosely draw on Crawford et al.'s (2005) framework with slight modification i.e. activation (instead of anticipation), building language and knowledge and consolidation. In what follows, I present each stage with commonly used activities.

Activation

It is essential that teachers respect and capitalize on students' experiences, knowledge and language resources. Students bring to class a wealth of experiences of oral as well as written literature from their first languages and also from the target language. We need to value their linguistic, cultural and literary possessions by giving ample space in and beyond the classroom. Activation of the existing knowledge provides a context for understanding language and ideas when they encounter the text later. Moreover, it also informally assesses what students already know, including their misconceptions. Moreover, helping students to get cultural background of and stimulating them in the text (Lazar, 2009, p.83) are other key reasons for engaging students in activation activities. We can propose a wide range of such activities to orient students to the text. Some of them can be: working with the pictures; digging into the title; sharing their knowledge about the topic; previewing the title; predicting the theme; contextualization questions; personalization questions; preparing their own glossary of the text; reading the glossary given in the text; relating the text to their first language reading experiences; and concept teaching (but avoiding the summary).

Building Language and Knowledge

This stage requires students to deal with the text so as to enrich their language and content knowledge. Students are engaged in the exploration of the text individually or collaboratively through such activities as coding the text (underlining, and writing the meanings), responding to comprehension-checking questions, and identifying main points. The exploratory and collaborative activities encourage deeper processing of content and language. Other possible activities that provoke direct interaction with the text are: "read-discuss-write and share (RDWS)" (Adhikari, 2010, p. 6), jigsaw reading, questioning and answering in groups, completing the graphic organizers, multiple choice, and true/false items.

Consolidation

Consolidation activities take students beyond the text by engaging them in writing and speaking activities such as reflecting on the theme, sharing their opinions, agreeing or disagreeing with the writer's stance, identifying with characters, and creating a parallel text (writing a similar poem, story, conversation). These activities integrate reading into writing and speaking. To accomplish the tasks, students need to interact not only with the text but also with themselves. For this the teacher needs to set the tasks that require students to read between and beyond the lines. Students should reflect on what they have learned. They can also summarize main ideas in their own words; interpret the main ideas from their own perspectives; and critically appreciate the text. Additional activities for consolidation of students' language and content knowledge are: Did you like...? Why?, writing across the genres (a poem into a paragraph, a paragraph into a poem, a story into a play, a play into a story), writing an email to the writer/character, role-play, simulation, the Internet-integrated activities such as listening to the poem on YouTube, and searching Wikipedia for additional information about the author.

It is hard to make an exhaustive list of the activities for each of these stages. Teachers can also devise their own activities as per the demand of teaching-learning context. The choice of activities is subject to such factors as level of students, nature of the text, time available for the lesson and students' expectations.

The first and third stages require students to interact mainly with their own selves by exploring their previous learning, assumptions and views while the second stage calls for interaction with the text. These two modes of interaction are engaging and promote active participation. Most importantly, they provide students with opportunity to practice their agency.

Conclusion and Implications

Language teaching methods differ in terms of their perception of literary texts and the roles they assign to the latter in the development of students' language. Such differences, as in the past, will remain in the future too. However, the presence of literature is being more and more conspicuous in the contemporary language classroom with the realization that literary writing is one of the richest resources for students to get access to the target language and culture. This resource exhibits linguistic richness, cultural sensitivity, poses cognitive challenge to students, and engages them emotionally provided that the pedagogy is student-centered, exploratory, collaborative and integrated.

It is equally important that the pedagogy activate students' inner resources, enrich their content and language, and provide them with opportunity to consolidate what they have learned from texts. The conjunction of literary texts and activation activities can stimulate the inner resources such as interest, motivation and memory. Furthermore, exploration of texts can contribute to language and content enrichment, and finally having students generate their own texts orally or in written form is instrumental in consolidating what they have accessed from others' texts.

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Effectiveness of Role Play in Improving Speaking Skill

Binod Neupane

Abstract

This study was carried out to find out the effectiveness of role play technique in improving speaking skill in English. The population of the study was the grade X students of a public school from Lamjung district. The experimental group was taught through role play while the control class was taught through the traditional grammar based techniques. The total population of this study was 40 students who were enrolled in the academic year 2018/2019. The study was experimental approach. The tools applied in this research were observation sheet and speaking test. After 20 lessons of the teaching, the post-test of speaking was conducted in which the students in both groups were asked to answer. The results showed that there is a significant improvement in speaking skill of experimental group. It can be concluded that role play have significant effect on students' speaking skill.

Keywords: control ,experiment, role play, speaking ,technique

Introduction

One of the main goals of teaching English as a foreign language in Nepal is to make the students able to communicate in the target language. For the effective communication, students should be able to speak English fluently. To develop students' proficiency in speaking, different techniques of teaching have been recommended. In the speaking class, the students must be able to speak English. If the students have an inability to speak in English, they will face difficulty in expressing their ideas in classroom activities. Therefore, students must have ability to communicate and share their ideas, opinions and explanations in their classroom. Role play provides an opportunity to the students to express appropriate language functions correctly in the given roles and situation.

Due to more focus on paper pencil examination, i.e., reading and writing, the students of Secondary Education Examination (SEE) level are given less emphasis on communicative skills. The teachers follow the grammar based traditional techniques to develop communicative skills. It is found that the students who are able to write an essay on a given topic fail to communicate a simple idea fluently. So that, it is very significant to teach students some skills that they can use in the everyday interaction and role play can be an effective technique for this.

Richard (1985) defines role play as a drama-like classroom activities in which students take the roles of different participants in a situation, and, act out what might typically happen in that situation. For example, to practice how to express complains and apologies in a foreign language, students might have to role-play a situation in which a customer in a shop returns a faulty article to a salesperson. Doff (1992) states that in a role play, students imagine a role (e.g. a police officer, a shop assistant), a situation (e.g., buying food, planning a party) or both. Role play should be improvised; students decide exactly what to say as they go along. Situation, roles and useful expressions are the three parts in a role play.

Tompkins (2001) defines role play as it is one of the classroom teaching techniques that encourage

students to participate actively in the process of learning English. Therefore, foreign language students practise the target language in context similar to real-life situations where stress and shyness are removed. Keneth (2008) states that role play can be defined as the type of students' behave in a certain context. In the field of managing, discrepancies in the identifying role that can be seen as role conflict which does not match for a person or by others role playing as a method of teaching which is the conscious practicing and discussion of the role in a group. While in the class, the difficulty can be briefly acted out so that the student can identify with the roles. Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.

Chaney (1998) states that speaking ability is the process of sharing and building meaning while using verbal and non-verbal symbols, in different situations. Speaking is significant in both languages learning and teaching. For long time, students recall the activities and memorized the conversations but nowadays, they should study how to express themselves. They should follow social and cultural rules in any context.

The present study is only a part of an investigation project, which was conducted to study the effectiveness of role play in improving speaking skill of SEE level Nepalese students. In a speaking class, besides other oral activities like picture description, storytelling and quizzing, role play can be used to develop students' conversational skills. A role play technique not only makes the students fluent in speaking but also makes them creative and confident. As communication is not confined in one situation and a role play gives them the scope to play a series of different situational interactions in a real life situation.

Review of Literature

Role play is an effective technique to develop students' speaking skill as it provides ample opportunities to the students to take roles of different persons. Several studies have been carried out to find the different aspects of role play techniques in EFL classrooms. The review of some of them has been mentioned in this section.

Cornett (1999) shows that students improve fluency in language and oral interaction skills, beside the use of language of the body during face-to-face communication, when they are participated in role play techniques. Those techniques are especially fundamental for students learning a foreign language who may not often speak English at home because those students are eager to use the language and then improve their fluency and speaking with the chance to participate in role play. Role-play is simply required to play the other roles in the same way they think about how other roles may behave. As a result, role play can be clearly understood of many aspects like reactions, values, feelings, and attitudes of the person in the same.

Ments (1999) mentions a lot of areas where role play could be used. For testing linguistic ability, he said it could be done by devising scenes of everyday life, in particular those situations which make use of the vocabulary to be learnt, the students can be encouraged to use language in a free and interesting way. He also noticed that one is using language and other ways of communicating and for that reason learning

became 'an integral part of the task.' About role-play Ments claimed that it expresses hidden feelings, student can discuss private issues and problems, enables students to empathize with others and understand their motivation.

Hedge (2000) states that a number of advantages have been claimed for role-play as a fluency activity if it is performed in pairs or groups rather than one group acting in front of the class. The students choose the role they want to play. Savignon (2003) conducts an important study on the improvement of interaction skills designed on a model of communicative competence including many basic characteristics. She defines communicative competence as the ability to function in a truly communicative setting- that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors.

Holt and Kysilka (2006) state that role play technique can be fun and lead to develop learning, these techniques can be used a student communication, they help EFL students to comprehend the importance of cooperation and to have an interest in learning. Liu and Ding (2009) used role-play technique to see how the students performed in groups when they were given a familiar situation to role play in. They also observed their language potency and how the errors can be corrected as well as how to give feedback to the learners for further improvement. Jannah (2011) states that role play is very important in teaching speaking because it gives students in opportunity to practice communicating in different social context and in different social roles.

Yuliana, Kristiawan and Suhartie (2014) state that the students who were taught through role play got better result than the students who were taught through information gap. It is caused by the strategy that is used. Role play gives the opportunity to the students to explore their ability to be more active in teaching and learning process. The students have opportunities for stimulating their speaking skills which they can perform easily in the front of the class. In other words, role play helps the students to improve their speaking skill.

Krebt (2017) found that role-play improved the performance in the Iraqi English as Foreign Language students in speaking test. Accordingly, the students under experimental group seemed to succeed because of getting involved and practice in role play technique such as group work and peer work. It can be inferred that if the class is framed as a community to work together supporting each other, it will have the opportunity to work for the same aims. This builds their ability to interact with and understand each other, the best basis for all learning. Furthermore, the results of the present study confirm that role play techniques provide a kind of interesting environment for the students to flourish in such environment leads to better attention in learning and stimulate them to participate in role-play techniques. In role play techniques, students take a new identity and learn to use a foreign language for every day interaction.

Types of Role Play

There are three types of role play, they are: fully scripted role-play, semi-scripted role-play and non-scripted role play. In a fully scripted role-play, each word is given, and each student should understand or memorize his/her role (Harper-Whalen & Morris 2005). Such type includes explaining the model

conversation in the prescribed textbook and the main aim of the conversation after all is to make each item of the language meaningful and easy to remember. Byrne (1986) indicates that role play in this type can be appropriate for low level students who do not know the situation in the semi-scripted role play. The second one of role play includes a model conversation with some missing words and students should know how to fill in the blanks in suitable words of these contexts (Livingstone 1983). So, students can change the main conversation to some certain way and establish their own conversation. Such type of role play might be called as semi controlled or as the teacher or prescribed textbook includes language input, but students should also specify the materials depend on a frame which supplies the situations to establish a real life context. This type can be used for students with upper-beginner to intermediate levels of proficiency, those students should be familiar with main procedures and seeks to go to higher level of tasks as semi-scripted role-play is less structured and less controlled than fully scripted role-play.

In the third type of role play where students are given with keywords of dialogues (Dickson 1989), keywords and information, or contexts and aims in less controlled and structured tasks, in this type, students establish mini conversation based on keywords mentioned above, materials or contexts are simply as filling in gaps (Pi-Chong 1990). Identifying such type of role play as non-scripted role play, and they argue that non-scripted role play provides a great chances to employ the information of techniques in a certain situations. Davies (1990) states that students can build on their opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding. Non-scripted role-play can be practical to for middle to advanced level students as non-scripted role play in a free and structured way which sometimes demands special skills like problem-solving.

Methodology

This study was based on an experimental research among 40 secondary level students of grade X of a public school from Lamjung district. All the tenth grade students of the school were the participants. Out of them, 20 students were in the experiment group whereas the same number of students was in the control. The participants were grouped according to their class role number, i.e., odd in one group and even in other.

The tools for data collection were observation and speaking test. The results of the pre-test and post-test of both groups (experiment group and controlled group) were interpreted and analyzed using statistical tools such as mean, standard deviation and t-test.

The sampled population was divided into two groups having similar learning capacity. The traditional techniques were used in the controlled group whereas role play technique was used in the experimental group. Before implementing role play technique to the experimental group, the pre-test was conducted on 1st October 2018. The pre-test was administered on the sample of the study for two groups. The researcher himself tested the sample of the study and he recorded the answers for scoring. The time needed for answering the question was between 10-15 minutes. The aim behind carrying out the pre-test is to compare the students' achievement scores in the pre-test with that of the same students in the post-test.

The speaking class met three times a week. The teacher read the conversation aloud and then pointed a couple of students to read it in front of the whole class. Then, the teacher pointed out to the students if

they faced any difficult words or expressions in order to analyze and explain them. Students were asked to be in their assigned groups from last class during the three hours. Only given some minutes to remember and practice their conversations. Then, they were called up randomly to practice. This step conducted to encourage students; meanwhile the teacher should grade their performance on a rating scale of 1 to 20. In addition, a peer observation is conducted by asking students to grade their colleagues in similar scale. Member of each pair were scrambled with each time of practicing a new conversation to avoid of feeling bored. Whenever the teacher had spare time (which was rare), he asked couples perform in front of the whole classmates and also practice one of the previous conversations or they can choose a subject to talk about.

At the end of the teaching period, the students of the experimental group and controlled group were post tested on 15th November, 2018. The same testing procedures were used for pre-test and post-test of both groups. The students' oral performance in the post-test was scored under the same conditions as that of the pre-test. The time require for answering the questions was 10-15 minutes for each students. The researcher conducted the pre-test and the post-test under the same conditions.

Results and Discussion

The performance of the experimental group was observed by the researcher with the observation checklist. The researcher as the teacher decides the teaching materials, selects the situations and creates the dialogues, creates the activity that requires the students to work together to achieve a purpose. The teacher also teaches dialogue for role play, asks the students to practice the dialogue, gives the students a desire to communicate, gives the students opportunity to express personal feeling, ideas and opinion, provides supportive and dynamic classroom that make the students feel confident in using the language. The observation checklists for the students, found that the students have worked together to achieve purpose. The students felt more confidence in using the language and the students remained active in teaching and learning process.

The data were analyzed by applying the statistical methods: mean; standard deviation and t-test. The mean score of the controlled group and the experimental group is found almost same in the pre-test, i.e., 8.08 of the controlled group and 8.0 of the experimental group. On the other hand, the difference in mean score is found a bit bigger in the post-test of the control and experimental group. The mean score of the experimental group is 14.72, while the mean score of the controlled group is 10.52.

Finally, t-test is applied to determine whether or not the difference is statistically significant. Here, t-calculated value of the post test is 2.28 while t-tabulated value is 2.0. T-tabulated value is found out at 0.05 level of significance. Here, t-calculated value is found greater than t-tabulated value. This indicates that there is a significant difference in the total scores of post-test between the experimental and control groups in a favor of the experimental group. This confirms that the experimental group is better than the controlled group (see table 1).

Table 1

Total scores of the post-test

Group	No.	X	SD	DF	Calculate t-value	Tabulated t-value	Level of significance
Experimental	25	14.72	1.90	48	2.28	2.0	0.05
Controlled	25	10.52	2.06				

Table 1 shows that students' accents improved with experimental group more than controlled group. It may be common fact to obtain this result because role play technique asks students to practice speaking and listening more than reading and writing. Students also should practice the repetition of the same words or expressions many times to comprehend their conversation. They were asked to focus consciously on their accent and pronunciation in particular; also they focused on memorizing each line (this could be done mentally without speaking aloud). As a result, students might have paid more attention to accent or pronunciation while speaking.

The result of the present study showed that the students who were taught through role play got better result than the students who were taught through traditional grammar based method. It is caused by the strategy that is used. Role play gives the opportunity to the students to explore their ability to be more active in teaching and learning process. The students have the opportunities for stimulating their speaking skills and they can easily perform in the front of the class. So, based on the obtained results, certain justifications concerning the effectiveness of using role play techniques on Nepali English as a Foreign Language students' speaking skill can be made.

When students were assigned a situation to role play in, they had put in the effort to think of the appropriate language that could be used to express their views and thoughts for communication. It also helped them to acquire speaking skill and oral fluency, which also helped to boost their confidence level. As speaking skill requires more 'practice and exposure', role play can play an effective role. A clear observation of the similarly assigned situation helped the students to adapt to the moods and vocal expression of the given situation, which they could then perform. For example, when they were assigned to play the roles of a salesman and a customer, they were introduced to a 'different social context' which was new, interesting, and challenging for them. It gave them an opportunity to show their creativity because the life style, language, emotion, environment, expression and body language would be different. As they took preparation for the play, it not only helped them to gain back their confidence but also helped in acquiring fluency in the target language.

Accordingly, the students under experimental group seemed to succeed because of getting involved and practice in role play technique such as group work and peer work. It can be inferred that if the class is framed as a community to work together supporting each other, it will have the opportunity to work for the same aims. This builds their ability to interact with and understand each other, the best basis for all learning. Moreover, the results of the present study confirm that role play techniques provide a kind of interesting environment for the students which lead to better attention in learning and stimulate them to participate in role-play techniques. In role-play techniques, students take a new identity and learn to use a

FL for every day interaction.

Furthermore, students' vocabulary improved in experimental group more than control group. In role play, although as teachers gave them selected topics, they selected the words and phrases of their own, which helped them to choose suitable words that suited the situation and also helped them to increase their vocabulary.

Moreover, students in the post-tests might not find the contexts very complicated or even tried overcome these contexts. In the contrary, students were very aware of making conversation clear for themselves and their partners.

Conclusion and Implications

Based on the finding of the research it can be concluded that role play is an effective technique to develop speaking skill of the students. The result shows that the mean score of the experiment group and the controlled group in speaking skill is found 14.72 and 10.52 respectively. It can be generalized that role play technique improved the learners speaking skill. It is because the positive aspect of the role play technique in EFL classroom is it develops confidence and creativity on students as they are motivated to take part in speaking skills. The regular practice of role play makes the students fluent in English. Moreover, it develops vocabularies which help to choose suitable words that suit in the situation. Finally, the study proves that role play has an important pedagogical implication in EFL classroom to improve the communicative skills of the students in Nepali classroom.

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Appendix A

Marks Obtained by Control Group in Pre-test and Post-test											
Pre-test						Post-test					
X	F	Fx	X-X = x	x ²	fx ²	X	f	fx	X-X = x	x ²	fx ²
4	1	4	-4.08	16.64	16.64	7	2	14	-3.52	12.39	24.78
5	2	10	-3.08	9.48	18.96	8	2	16	-2.52	6.35	12.7
6	4	24	-2.08	4.32	17.28	9	4	36	-1.52	2.31	9.24
7	3	21	-1.08	1.16	3.48	10	6	60	-0.52	0.27	1.62
8	5	40	-0.08	0.0064	0.03	11	3	33	0.48	0.23	0.69
9	4	36	0.92	0.84	3.36	12	3	36	1.48	2.19	6.57
10	2	20	1.92	3.68	7.36	13	3	39	2.48	6.15	18.45
11	2	22	2.92	8.52	17.04	14	1	14	3.48	12.11	12.11
12	1	12	3.92	15.36	15.36	15	1	15	4.48	20.07	20.07
13	1	13	4.92	24.2	24.2						
Total	25	202			123.71		25	263			106.23
Mean (X) = 8.08						Mean (X) = 10.52					

Appendix B

Marks Obtained by the Experimental Group in Pre-test and Post-test											
Pre-test						Post-test					
X	f	fx	X-X = x	x ²	fx ²	X	f	fx	X-X = x	x ²	fx ²
4	1	4	-4	16	16	10	1	10	-4.72	22.27	22.27
5	2	10	-3	9	18	12	5	60	-2.72	7.39	36.95
6	4	24	-2	4	16	13	1	13	-1.72	2.95	2.95
7	3	21	-1	1	3	15	5	75	0.28	0.07	0.35
8	6	48	0	0	0	16	11	176	1.28	1.63	17.93
9	3	27	1	1	3	17	2	34	2.28	5.19	10.38
10	3	30	2	4	12			368			90.83
11	1	11	3	9	9						
12	1	12	4	16	16						
13	1	13	5	25	25						
	25	200			118		25	368			
Mean (X) = 8.0 N = 25						X = 14.72 N = 25					

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Recalling Critical Incidents for Professional Learning

Guru Poudel

Abstract

Teachers have to identify their own potentials and problems in order to look their way forward. In their ongoing process of teaching and learning, teachers might have encountered many critical incidents. Recalling critical incidents has worth in restructuring the pedagogical approaches and reshaping the classroom activities because teachers develop themselves if there is challenge and responsibility. Having such a claim in mind set, this article aims to unpack the Nepalese ESL lectures stories of critical incidents and to examine the role of recalling critical incidents for their professional learning. It has been developed on the basis of the narrative of three EFL lecturers. After the thematic analysis of the data obtained through indepth interview, it has been found that EFL lectures had a story of unplanned and unexpected event of the classroom and they recalled such stories as a part of professional learning. Similarly, the reflection of critical events gave them some kind of relief in teaching practices and the events taught them a number of strategies like persuasive or threatening, co-operating, caring and sometimes being indifferent to the students.

Keywords: critical incidents, narrative inquiry, professional learning, teacher development

Introduction

A series of events, which occur during teaching/learning can motivate or dishearten the teachers. The profession of teaching is seen of different values from different perspectives. It carries the social, moral, intellectual and other values. Teaching is a battlefield for the teachers and they are the great warriors or even may be the commanders. Therefore, this is natural that they encounter a number of ups and downs in their profession. More often, these might be because of the tensions between them and the students. The events they encounter may be seen critically and they might reflect on those events to build up on their further career. This is what I am talking here as the recalling of critical incidents. Recalling of critical incidents is one of the approaches of teacher professional learning and development. Teacher professional development includes any types of the efforts or actions that they do/perform alone or in collaborations. They may include: seminar, workshop, journal writing, peer coaching, keeping portfolio, action research, and so on. Here, the focus is on unpacking 'critical incidents' (Tripp, 1993) and exploring their role as one of those strategies that the teachers can use for their growth.

Recalling and examining the role of critical incidents helps teachers know more about how they teach. It also helps them to question their own teaching practice which enables them to develop professionally. The main purpose of analyzing a critical incident is to identify good practices of teaching a teacher is adopting. It also aims to identify those practices which are not working well. It serves as a form of reflective inquiry and a sense of professional awareness. Analyzing critical incidents has a number of benefits. It helps teachers in identifying and solving the problems. However, in our context much attention has not been paid in the study of critical incidents and their roles in teachers' learning. So, the issue so far

raised in this study discusses the role of critical incidents in teachers learning with the narratives of EFL teachers. The reason behind the selection of the very issue is that analyzing critical incidents facilitates teacher professional development to: create a greater level of self-awareness; prompt an evaluation of established routines and procedures; encourage teachers to pose critical questions about teaching; help bring beliefs to the level of awareness; create opportunities for action research; help build a community of critical practitioners; and provide a resource for teachers (Richards & Farrell (2010). Though the analysis of critical incident is taken as a strategy of professional development in the literature, the research trends on the role of recalling those events is still nominal. Taking these insights into the considerations, this study has made attempts on recalling teachers' critical incidents and exploring their roles in relation to their professional learning.

Review of Literature

A critical incident is something which we interpret as a problem or a challenge in a certain context. It is not a routine occurrence, for example, when a student constantly arrives late in the class, when some students make noise while teachers are teaching, etc. A critical incident is often personal to an individual teacher. It can be defined as any unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is "vividly remembered" (Brookfield, 1990, p. 84). In the words of Tripp (1993), "... a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and the basis of that judgment is a significance we attach to the meaning of the incident" (p. 8).

The vast majority of critical incidents, however, are not at all dramatic or obvious: they are mostly straightforward accounts of very common place events that occur in professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis (Tripp, 1993).

Regarding the concept critical incident, Richards and Farrell (2010) mention that "a critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning" (p. 13). They say that critical incident analysis refers to the documentation and analysis of teaching incidents in order to learn from them and improve practice. Such incidents compel teachers to ruminate the long-term implications they may have. This process of documentation and reflection provides opportunity for teachers "to learn more about their teaching, their learners and themselves" (Richards & Farrell, p. 114). The definitions and ideas about critical incidents exhibit that a critical incident in teaching refers to a particular occurrence that has taken place during a lesson. Teachers make it critical because they think it important and want to utilize it for future reference. In other words, teachers sometimes face some unexpected situations which make them surprised. They take such situations to be critical because they learn something from them. Critical incidents can be both positive and negative classroom events. For examples, the study of Mena, García, & Tillema (2011) has subsumed following positive and negative events as the reality of classroom episodes:

- Sometimes teachers plan to engage their learners in communicative activities to promote their speaking ability. But in the classroom, they may find their students' participation more than they had expected and the better speaking practices and outcomes.
- Sometimes teachers plan to conduct group work activities. They tell their students what they are going to do; divide them into groups; assign tasks, etc. and the students start performing them.
- A teacher may check the written responses of his students. S/he only marks "excellent", "well done", "keep it up", etc. regularly on a brilliant student's notebook. S/he thinks that the student has achieved what is expected from his level.
- A teacher prepares and presents different models of lesson plans to teach different aspects (e.g. grammar, vocabulary) and skills (listening, speaking, reading, writing) and also spends a couple of weeks engaging students in practicing how to prepare lesson plans for teaching different aspects and skills.

The above examples are the incidents that happen in classroom as commonplace events. But they are critical incidents in the sense that they reveal underlying beliefs and motives within the classroom. At the first appearance, these incidents seem to be insignificant but soon they become critical when they are subject to review and analysis since they trigger a sense of weird occurrence in the particular situation. These types of incidents can be called critical incidents because they are unexpected and they prompt the teachers to stop and think about the meaning of such events so that they improve (if negative incident) their teaching in future. All incidents that take place in the classroom may not be critical. A particular event becomes critical incident depending on how it is interpreted. Sometimes teachers themselves come to interpret an incident to be critical. Sometimes they take help of their students.

Identifying Critical Incidents

Most of the critical incidents occur in the classrooms (thou may also be outside) but some critical events influence the teachers' personal and professional life. For example, a teacher may attend a workshop or a conference where s/he is exposed to several different new practices. S/he may interpret any of them as a valuable, critical incident which influences his/her attitude towards the existing practices. Then, s/he may decide to adopt this new practice in his/her classes. It is said that teachers need to develop their understanding of teaching and of themselves. According to Freeman (1996), it is necessary for teachers to put themselves at the center of telling their life stories. He says that it follows a jazz maxim: "you have to know the story in order to tell the story" (p. 89). Bartlett (1990) presents some questions to be addressed while reflecting on personal critical incidents in teaching career as: why did I become a language teacher?; Do these reasons still exist for me now?; How has my background shaped the way I teach?; What does it mean to be a language teacher?; Is the teacher I am the person I am?; What is my philosophy of language teaching?; Where did this philosophy come from?; How was this philosophy shaped?; What are my beliefs about language learning?; What critical incidents in my training to be teacher shaped me as a teacher?; Do I teach in reaction to these?; What critical incidents in my career shaped me as a teacher?; Do I teach in

reaction to these critical incidents? Brookfield (1990) emphasizes the use of critical incident questionnaire (CIQ) in order to identify the feelings of the students regarding teaching out of which teachers can identify which incident is critical and which is not from the words of students.

The Process of Analyzing Critical Incidents

Scholars have given different frameworks to analyze critical incidents. One of the procedures to analyze critical incidents is to examine and understand the critical incident itself. Tripp (1993) has suggested that there are two stages to understanding a critical incident:

Stage 1: to describe the incident (i.e. the "what" aspect): This is the description phase. In this phase, a specific phenomenon or an issue is observed and documented.

Stage 2: to explain its meaning (i.e. the "why" aspect): In this phase, the issue is explained by the teacher in terms of its meaning or value. It is also interpreted in terms of the role it plays.

It shows that at first, an incident is described and then, it is decided why it is interpreted as a critical incident. Only those incidents which have significance in a wider context are viewed to be the critical incidents. When teachers report the critical incidents, they should follow certain steps: self-observation, describing what happened, self-awareness, and self-evaluation (Thiel, 1999):

- *Self-observation:* Teachers adopt different ways to observe and record their own teaching such as written narrative, audio videotaping, keeping a teaching journal, etc. The first step in analyzing critical incident is to identify all the significant and relevant events that occur in the classroom and write them in the note form.
- *Describing what happened:* In this step, teachers have to write a detailed description of what actually happened in their classes. This detailed description should be related to the incident which is interpreted to be critical or significant.
- *Self-awareness:* In this step, the teacher explains the way particular incident occurred. The teacher tries to look at the incident from every possible angle to explain why it happened.
- *Self-evaluation:* This step is said to be the most difficult of all. In this final step, the teacher evaluates what changes were caused due to the incident in his/her practices in teaching.

In the similar way, McCabe (2002) presents the following framework for analyzing the critical incidents from the narrative perspective:

- *Orientation:* This part answers the questions like: Who? When? What? and Where?
- *Complication:* This part outlines what happened and the problem that occurred along with any turning point in the story.
- *Evaluation:* This part answers the question: So what?
- *Result:* This part outlines and explains the resolutions to the problem.

As the part of empirical review, I studied several studies on the analysis of critical incidents, reflective practices and teachers' experiences in the literature and the review provided some insights for this study. For example, the study of Meijer (2016) presents a guided reflection procedure in the study of teachers' critical incidents aiming at supporting teachers in developing knowledge based on their practical experiences and

linking this with research generated knowledge. He recorded the class of 21 university teachers' lesson and selected two incidents for further reflection. He investigated differences in teachers' practical knowledge as revealed in oral and written reflections. The findings suggest that the reflection procedure supports teachers to the development of practical knowledge. Similarly, the study of Procee (2015) argues that the analysis of critical incidents encourages teachers to engage in reflection of experiences, and to enhance individual's active participation. Moreover, Leijen, Valtina, Leijen, and Pedaste (2012) agree that reflection of critical incidents enables individuals to share and learn from experiences and ideas from others' perspectives, (re) interpreting and developing their own perspectives further. In the same way, the study of (Meijer, Zanting, & Verloop, 2002) depicts that reflective discussion with experienced teachers provides insight into the thoughts or arguments that experienced teachers have concerning their teaching, which other teachers can find to be informative and useful for thinking about their own insight into the content and nature of teacher's practical knowledge. It can lead to a better understanding of the complexities of teaching and, as such, can contribute to knowledge of the relationship between educational theories and teachers' practice. Similarly Mena, García, and Tillema (2013) concluded that novice teachers are to be supported and mentored in order to raise their reflections beyond a descriptive level and to make it practical knowledge. The review shows that though various studies have been taken in teachers' reflection of critical incidents and their role in foreign contexts, I realized the need of such type of studies in relation to Nepalese EFL teachers which can bridge the existing gaps in knowledge and add a brick in research base in the area of teachers' learning.

Methodology

This study was a narrative of the three EFL teachers. The subjects were the EFL teachers who regularly attended the classes. This study tries to answer three main questions a) what are the critical incidents experienced by EFL teachers for their teaching career? b) what is the role of analyzing critical incidents in teachers' professional learning and c) how do the stories of unplanned and unexpected events help teachers for their professional development? To find answers to those questions, three experienced English language teachers teaching at master level were interviewed.

The study included the stories of three EFL teachers teaching at master level as the participants. The teachers were the temporary faculties teaching in the same place for about 6 years. They were purposively selected since the researcher was interested in knowing what different stories of unplanned and unexpected do teachers experience throughout their teaching career and what different roles of those incidents had in teachers' professional learning. The study was based on narrative inquiry as the research design and followed qualitative method. In depth interview with the participants was the major tool to elicit the data. The researcher presupposed that every teacher has his/her own story. Recalling such stories can be an important tool for developing in the profession. Teacher narratives tell "Stories of teachers' professional development within their own professional worlds" (John & Golomombek, 2002, p.6). Similarly, by telling their stories, teachers can not only reflect on specific incidents within their teaching world, but also feel a sense of cathartic relief and it offers an outlet for tensions, feelings and frustrations about teaching (Farrel, 2013, p. 80). As a narrative inquiry, I inquired the EFL teachers about and their critical events and

looked for deeper understanding. There is an interacting connection between meaning and its expression in language (Polkinghorne, 2008) which is a central focus in narrative inquiry. Thus, the stories of woes and foes of the teachers along with their meaning have been analyzed and interpreted in the study. Like other forms of qualitative research, narrative inquiry often involves coding field texts for themes or categories (Pinnegar & Daynes, 2007, p.4). The field texts were taken via interview with participants. I recorded the interview and transcribed the data for the analysis. I used the seven stages of an interview investigation: thematizing, designing, interviewing, analyzing, verifying, and reporting (Kvale, 1996). I emphasized the data in relation to the participants' meanings on the role of recalling critical incidents in my analysis and interpretation.

Results and Discussion

The data from interview were analyzed using the framework suggested by McCabe (2002). The framework is as follows:

Orientation: This part answers the following questions: Who? When? What? Where?

Complication: It outlines what happened and the problem that occurred along with any turning point in the story.

Evaluation: This part answers the questions: So what? What this means for the participants in the story?

Result: This part outlines and explains the resolution to the problem/crisis.

(as cited in Farrel, 2013, p. 82)

Thus, the narratives collected from the teachers were analyzed developing them into these four themes. The teachers are given the codes considering the ethical factors. They are given the numbers for the confidentiality. The analysis and interpretation have been made in consistent with the objectives of the study in the subsequent discussions.

Story of teacher 1

The story of this teacher is kept here in the way it was told. It is analyzed in terms of the four sections as decided above.

Orientation. I remember one of the critical incidents during my teaching. And... this happened when was teaching in a semester of M. Ed.... I experienced gender dispute among the students during their presentations. In the classroom, the students were given some presentation tasks and during the presentation of a day, there were the girls and the boys both... And after the presentation of students, after the boys presentations... they would only ask the questions to the girls ... and ... the girls would only ask the questions to the boys... and... when they would ask the questions to each other, they would be very attacking, the responses too would be in very aggressive styles, and they would blame each other. Because of this, the classroom environment became very disruptive. But I had to manage it. This became a major critical incident of my life.

This was a war between the groups. This became a big problem. From this, what I came to understand was... a teacher needed to develop the gender harmony and the another things I felt was a teacher has to take the role mediator and has to use the persuasive strategies, convincing strategies and have to think

of how to create a friendly environment and other things... After that event, I felt that in lower levels or school levels... the students are not matured and could not have good understanding power. And, therefore, because of that they would disturb to each other... and... in this type of advanced level class, this was not expected type of environment. And after that type of environment occurred, as a teacher, I was compelled to think of how to manage such type of differences and disputes in the class. In order to solve it, I used the persuasive strategies and I asked them to cool down ...to those students who would present themselves as aggressive ones. And, after that, I taught them about the class moralities for 5 minutes, I instructed them and I warned them that I would not like to see such type of behaviors. I further told them that, we are equal and we should have the sense of belongingness. So, this became a new learning to me that we should also seriously think over that type of situations and should suggest the students.

Complication. During the presentations, the boys and the girls would curiously watch each other so that they could find out the weaker areas of the one who would be presenting. The boys after their presentations would only ask the questions to the girls and the girls would also only ask the questions to the boys. When they would ask the questions to each other, they would be very attacking, the responses too would be in very aggressive styles, and they would blame each other. Because of this, the classroom environment became very disruptive. They would start blaming and fighting with each other resulting it into the noisy the classes.

Evaluation. This became very difficult to cool down the students. They would fight with each other but I had to manage and handle the situation. They had become the great enemies of each others. They would only speak in the satirical and attacking ways. This used to happen in most of the classes as I asked to other teachers as well. Everyone in the group, either the boys or the girls, just wanted to prove oneself as a talent one and the most powerful. I came to realize that the teachers must have good persuasive strategies for such situations.

Result. I came to know that they had developed that sort of ego boundaries in the groups. So, I became the mediator. I taught them regarding the class moralities for 5 minutes, I instructed them and I warned them that I would not like to see such type of behaviors. I instructed them saying that, inside the classroom, rather than taking it as an interaction between the girls and boys, that is to be taken as the interaction between all of us, so we should not show such types of gender biasness. I further told them that, we are equal and we should have the sense of belongingness. Thus, I used consoling and persuasive strategies to make the situation normal.

Story of Teacher 2

Orientation. One day, I was teaching 'Grammar Uses and Use'. I was teaching adjectives from the grammatical section of chapter two. Mean time one of the students suddenly stood up and started asking the questions from verbs or some such irrelevant things. Then, the debate started. I became angry at him at once. And... he started with confrontations saying that why he could not ask the questions. He started pointing at me but the other students remained totally silent. I also started discussing with him. I angrily told him, 'I didn't mean that you could not ask questions but you should ask only the relevant questions'.

I further added, 'We also have not come here understanding the whole world'. After that, for about 5-7 minutes, we started pointing at each other and throwing the anger..... And, after that, since I could not tolerate and had become too much angry; I left the class.... But the other students came to me told to forget and leave that stuff. They said, 'Let's not take these small matters seriously; we should continue the classes regularly from tomorrow'.

.... The following day, the boy came to me much earlier than the class would begin. And, he apologized, said sorry and then.... During the incident, I felt that the student was dominating me. From that time, I asked them to ask the questions, but only could ask if they are related to the subject matter. I further told them to ask the questions related to the topic of discussions. I also started thinking differently. I accepted his excuses and since then started establishing one kind of harmony. From that time, ahh.... we continued our classes as usual regularly without any problems...

Complication. The debate between the student and me started. I became angry at him. He also showed himself as a powerful person that he would not be afraid with me. He frequently started pointing at me and I too did. He asked why they could not ask the questions but what I said was they could only ask the relevant or related questions and only from the course content discussed in that class. Finally, because of the confrontation, I could not bear and left the class. Rest of the students became very unhappy of the situation.

Evaluation. I really felt very much disturbed by his questions. I started only thinking why that boy would not ask the relevant questions and related to the subject matter. But the other students were on my side. They too felt disturbed. They wanted to continue to the classes. Still, I was feeling dominated by the student. I expected other teachers also taking that issue seriously in the class. I felt that it was the issue related to the identity of the teachers.

Result. After leaving the class, other students came to me and requested me to take the class. But I resisted that I could not do that unless he would apologize. The next day, the boy came earlier than the usual class and apologized for the event that happened the day before. He seemed to be regretting up on what he did the day before. I too understood it, and the classes went on as us

Story of Teacher 3

Orientation. One day I was teaching literature to my students. The weather of that day was not good. So, suddenly, since it was too much cloudy outside, the rooms became dark due to thick cloud. The students started lightening their mobile torches. They also started making the noises. Meanwhile, one of the students just started pointing the torch light to the front and to my face. I didn't speak anything for a while. But he did not stop, therefore, my nerves were heated and I became very much angry at the boy. Then, I told him, 'You only have the torch in your mobile? You want to show your mobile to me?' I would not have been angry had he stopped that and had my eyes not been dazzled. He also suddenly told me that he was not showing the torch to me but I was rather looking at him. Again, I became much angry and said, 'You mean I should not always look at you; Are you trying to be too much?' Other students became very much angry at him except the one sitting with him. They told me to leave such matters. After some time, I could

read his facial expressions that he also had realized. From that day, I started concentrating less on those students because I felt upset and too bad that they could not understand me even the efforts that I had made for them. For the few next classes, in order to neglect those students and make them and myself forget that story, I just focused on my content. I would not center much on those students. I reduced the informal talks to them but continued with all others. They slowly started realizing that I was not paying attentions to them. I too came to feel that whatever they did was not intentional but something suddenly happened. Slowly, our relationships recovered and the classes went as usual.

Complication. Since my eyes were dazzled, I became too much angry. After he continuously did the same thing, I told him that he was making a show of his mobile that not only he but also others had that sort of things. He angrily looked at me and suddenly told that he was not showing the torch to me but I was rather looking at him. This made me more irritated and therefore, the confrontation continued longer. Other students also became very much angry at him except the one sitting with him. We had become good enemies for some time.

Evaluation. It made me really feel bad that the students never understand how much a teacher labors for them. At once, I also started thinking that I must not have done well for then. I was also worried that the other people may know it. Therefore, I wished it would be cooled down soon. All other students also were also not happy with him. Others were interested in the study and they wanted to continue the instruction. I felt that most were truly on my side during the event.

Result. As the other students requested me to continue, I tried too cool down myself and moved ahead in the teaching. From that day, I reduced some informal talks and continued without paying much for that matter and the student in particular. For few days, I didn't notice him and behaved as if I had forgotten that event from the next day. Slowly, the situation became as usual and that the enmity too ended.

All teachers have their own stories or incidents. Only an individual teacher knows and is much responsible in those types of events. Some events can bring the accidental changes in the teachers and the students both. That is to mean, events can have both the negative and the positive consequences. According to Theil (1999), critical incidents can be positive and/or negative events and may be identified by reflecting on a 'teaching high' or a 'teaching low'. A teaching 'high' in language class could be a sudden change in the lesson plan teachers make during class because of their perceptions of the current events (Farrel, 2013, p. 85). This has the positive impact on the changes. On the other hand, a teaching low could be a specific classroom incident that is immediately problematic or puzzling for the teacher, such as one student suddenly crying during class for no apparent reason (Farrel, *ibid.*)

The first research questions posed in the study was about the critical incidents experienced by EFL teachers in their teaching career. The analysis and interpretation section above has presented the details of the critical incidents of the EFL teachers. Similarly, the second question raised in the study related to the role of analyzing critical incidents in teachers' professional learning in relation to the meaning of participants' narratives. All of the three narrative cases presented above seems having significant impact on their professional growth. By sharing them, first, they got some kind of relief that everybody has it. So, it

was not a serious accident in anyone's case. Second, they greatly have become over such types of events and the situations that they will not easily be taking those events or participating in such confrontations. Third, the events taught them a number of strategies. For example, in first case, the teacher started using a persuasive or threatening or warning or convincing strategy. In the second too, he learnt how to bring the students to the right track and how to save the face through warning or co-operating. In the third case, the teacher became aware of either caring or indifference strategy of how to behave to whom in which situations. These all incidents therefore become the great part of learning for the teachers. The teachers not only learnt, but even change their strategies.

The discussions above show that it is necessary for every teacher to be aware of what is happening in his surroundings. Doing so makes one, an understanding and a better teacher. This can be clearer from what Richards and Lockhart (1994) say, 'Research suggests that teachers who are better informed about their teaching are also better able to evaluate what aspects of their practice they may need to adjust because they are more aware of what stage they have reached in their professional development'.

Thus, sharing these type stories not only has a great value in terms of sharing and consoling each other - they also lead to the further researches. That is to mean, further surveys, experimentations; case studies and action researches can be done on the basis of that.

Conclusion and Implications

Based upon the objectives of the study, I came to the conclusion that the teachers had a good collection of critical incidents recollected in their professional learning. However, their expectations and the events were in the quite opposite directions, for instance, the first teacher, he was not expecting any sorts of gender disputes in his class that in his perspectives it was not a good thing to happen at such a higher level. Unfortunately, the students had the confrontations over their presentations because of gender related issues. Regarding the role of analyzing critical incidents in teachers' professional learning, the narratives of the teachers presented suggest a number of things. The reflection of critical events gave them some kind of relief in teaching practices and the events taught them a number of strategies like persuasive or threatening, co-operating, caring and sometimes being indifferent to the students. These strategies can have more power in building the profession of every teacher. Sharing of these kinds of events makes the teachers closer in their professions reducing the gaps in their understanding and the performance. Teachers can learn a number of aspects from the 'imposing order' (Johnson & Golombek, 2002) that take place in the institutions.

Narrating the stories related to one's profession is not only important for the novice teachers but can be equally important to the experts too. By detailing, analyzing and interpreting important critical incidents, ESL teachers are provided with further opportunities to reflect on and consolidate their philosophical and theoretical understanding... (Farrel, 2013, p.88). That is to mean, it makes every teacher more aware, cautious, co-operative, social and rich in one's profession in one way or another.

For all this, the important thing that every teacher has to learn is the culture of learning. Therefore, it can be recommended that it is very crucial that every teacher share this type of stories either through writing or telling. Sitting together, (even forming the teachers support groups), sharing, discussing and

finding the solutions is beneficial to everyone.

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English Textbook for Class Five: An Analysis

Harishchandra Bhandari

Abstract

This article explores the use of the global trends of English language teaching (ELT) found in the book 'School of English- Five'. As this article is an instance of document analysis, it reviews and assesses how much the global trends of ELT have been maintained in the contents of this primary level grade five's English reading material. While reviewing the recent trends along with the changes in perspectives, it is found that the author of the book has included the contents with wide coverage and sufficient amount of examples from various cultures with the intent of promoting multi-cultural awareness and intercultural communicative competence with a slight sense of world Englishes especially Nenglish to the early age of learners with sufficient examples of child friendliness and reflective practices. And it concludes that the application of this book helps to achieve the general objectives of teaching primary level English courses on the part of learners and suggests for including further recent and global trends that are gapped in the book.

Keywords: global trends, local materials, multi-culture, Nenglish, paradigm shift

Introduction

English is taught and learnt as a foreign language in Nepal. As Kachru's concentric division shows, Nepal falls in the "circle of expanding zone"(Kachru, 1997) in the use of English language and we are also conscious on increasing its accessibility among Nepalese students by offering English courses in school and university levels. Nepalese ELT context has also been influenced by Indian and other Asian countries. Choi and Lee (2008) state, "Teaching of English starts at third grade in Korea, China, and nine cities in Taiwan; at fourth grade in Israel; at sixth grade in Iran and Vietnam; and at seventh grade in Japan and Indonesia (no official primary English education)" (p. 5). The context of starting at third grade normally emphasizes the early start of English education in Asia. And Nepal seems more conscious on this issue and starts from the grade one since the adaptation of Primary Education Curriculum by Curriculum Development Centre (2009).

With a critical view point Richards and Rodgers (2002) state, "Language teaching in the twentieth century was characterized by the frequent change and innovation and by the development of some times competing language teaching ideologies" (p.1). In the same way, Larson-Freeman (2004) writes, "Language learning, teachings are dynamic, fluid, mutable processes. There is nothing fixed about them"(p.186).

ELT in Nepal first began during Ranarchy with the establishment of Darbar High School in 1910 B.S. and hiring English teachers from Britain (Kandel, 2014). Kandel (2014) further claims, "At that time, it was taught as a subject; rather than a language for communication. Neither language skills nor language aspects; but the content was solely focused" (p.1). Now English is taught and learnt as a compulsory subject from grade one to Bachelor's degree and as an optional subject from secondary to post-graduate level.

Nepalese ELT does not remain far from changes in the perspectives and the recent trends in education. Jacobs and Farrell clarify the concept that paradigm shift over the past 40 years flowed from the positivism to post-positivism shift, from behaviorist psychology and structural linguistics to cognitive theories and to socio-cognitive psychology and more contextualized and meaning-based views of language (Jacobs & Farrell, 2001). These shifts bring significant changes in perspectives on education systems, teaching methods, conducting activities, selecting materials and refining curriculum. Scotland (2012) mentions "three major educational research paradigms: scientific, interpretive, and critical" (p. 9). And each of them consists of the four components: ontology, epistemology, methodology and methods (Scotland, 2012). These paradigms are based upon their own assumptions.

Ideology of paradigm shift in second language education occurs the shift : from teacher-centered instruction to learner-centered, from product-oriented instruction to process-oriented instruction, focus on the social nature of learning, paying attention on diversity among learners and their individual differences, on whole-to-part orientation instead of a part-to-whole approach, on promoting holistic learning, emphasis on the importance of meaning rather than drilling and rote learning and view of learning as a lifelong process rather than preparation for an exam (Jacobs & Farrell, 2001).

Review of Literature

'School of English-Five' is the text book, I reviewed, here, in this article. However, for the preliminary ideas, I have reviewed number of journal articles and books that are related to paradigm shift, recent ELT trends and the context of Nepal. In this part, I have mentioned the reviewed theoretical literatures based on the changes on various perspectives in ELT.

Changes in Perspectives on ELT Trends in Nepal

New ELT trends have been appeared during modern to postmodern era. The schools of thought have also changed their ideologies towards new directions with new visions and ideals. Similarities and differences on ideologies across Nepal and other Asian countries have been realized in terms of curriculum, textbooks, medium of instruction, use of technology, examination, teachers, beginning English, starting grade, class hours and in other issues and problems. ELT practitioners in Nepal are also practicing on global trends, social needs, availability of resources and their practicality. In this article, I have explained the ten major changes in the perspectives of ELT trends that are recently in application in Nepal.

English Language Teaching and Learning

During the last two decades, we see the drastic change in the perspectives on ELT in Nepal. Spread of globalization seems flourishing among multilingual speakers in Nepal. Sun (2014) also claims, "English language educators have realized that many new English language learners already know two or more languages" (p.7). English is not only second language for the learners of Nepal and now monolingual perspective has been changed in to multilingual perspectives in education.

English language learners are generally bilinguals and multilinguals who learn English as the speakers of other languages. With such awareness, perspectives have been changed from ESL to ESOL (English for Speakers of Other Languages), from TESL (Teaching English as a Second Language) to

TESOL (Teaching English to Speakers of Other Languages), Western English to English as an International Language (Sun, 2014).

The appearance of varieties of English, developed in foreign language contexts such as Singlish (Singaporean English), Hinglish (Indian English), Nenglish (Nepali English), etc. also appeared as World Englishes seem attractive among the EFL users with the perspective of promoting learners own local cultural norms, values and assumptions. And hence Nepalese ELT is also warmly accepting these new perspectives.

Goals of English Language Teaching and Learning

Goals of any nations are set on the basis of the needs of the learners, society and nation in relation to global issues. On the basis of refined national goals of education, level wise and subject wise objectives are determined in Nepal. When the perspectives on the goals change, experts also change the objectives of teaching in the same direction. In this context, Sun (2014) writes, "In the 21st century, the goals of ELT have changed from focusing solely on developing language skills and mimicking native English speakers to fostering a sense of social responsibility in students" (p. 8). The goals of teaching English are to be always based on local needs. Not only the teachers, but the learners are to be made up to date on the latest refined goals to develop their social conscience.

The policy makers in Nepal also have refined the national goals of ELT time and again to meet an international standard. In the past Nepalese learners of English were intended to be competent in linguistic features such as grammar, pronunciation, vocabulary, but now social use of language and "Intercultural communicative competence" (Byram, 1997) is intended. Present day goals of ELT intend learners to be autonomous and be aware of on their own ways of learning, so as to use their strengths and tackle with their weaknesses and lead them towards independence (Van Lier, 1996). Such goals emphasize the role of the learner, collaboration with their peers and to be independent from teacher.

Teaching Approaches, Methods and Techniques

Talking about changes in language teaching methods, Karna (2007) states that the traditional grammar translation method was replaced by direct method and again it was replaced by Audio-lingual method which became popular between 1950s and 1960s and that was again by the Communicative Approach. Within the same era, new method appeared as a reaction to the older one. In the 1990s, Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) emerged. Other approaches such as Cooperative Learning, Whole Language Approach and Multiple Intelligences have been extended from their original limitation in general education to foreign and second language teaching (Karna, 2007).

If we talk about traditional language teaching approaches in Nepal, drills, recitations, translation and memorization of Sanskrit Shlokas (pairs of rhyming lines in verse) were the best techniques or approaches and the same traditions were applied in teaching English and Nepali in the initial stages. But now, such techniques have been drastically changed and now various communicative teaching approaches such as content based, task based, outcome based approaches and pair work, group work, project work like collaborative techniques have been brought in application.

In reaction to emergence of one method after another, Kumaravadivelu (1994a) came out with the concept of "post-method pedagogy" which consists of no hard and fast rules, principles and techniques and whatever are the best ways to teach that are adopted. Kumaravadivelu (2006d) asserts that applying a pure form of theoretical methods in the classroom pedagogy is really a difficult job because language teaching and learning is situation specific, needs specific and culture specific. Similar to post method pedagogy, a new method came along with communicative approach is 'eclecticism' or 'eclectic method' which involves "the practice of using the boons of several different methods in language teaching"(Richards, Plat & Plat, 1999).

Curriculum Designing: Teaching Contents and Evaluation

The present ELT trend also focuses on the importance of content and disciplinary knowledge. It adopts the courses based on content based language instruction (CBLI), content and language integrated learning (CLIL) and English for specific purposes (ESP). Sun (2014) states that curriculum design at present is more content based and theme based with emphasis on both language and content knowledge. Textbooks and learning materials include more multicultural content, drawing on both local and global resources. As a form of new trend contents are selected from the various sources such as history, philosophy, economics, business, culture, arts and other disciplines to design the language courses. The materials selected are local as well as global. So, the students learn language with introduction to different disciplines.

Recently, in school level education in Nepal, mostly general English courses have been prescribed and in Grade 11 and 12 disciplinary courses like English linguistics, English language teaching, English literature have also been included where as in Bachelor level general English courses as well as courses on English for specific purpose (ESP) like: English for mass communication, English for communication, Business English, communicative English, Academic writing, etc have been offered as compulsory and elective courses. Similarly, in Bachelor and Masters' level disciplinary and interdisciplinary and Research methodology based courses and in M. Phil. level philosophy and research based courses have also been included. In technical schools and colleges, students also receive courses of English for occupational purposes (EOP).

Evaluation and Assessment system is different in the courses in annual and semester wise run systems. Annual system is slowly going to be replaced by semester system and its courses especially in college level in Nepal. Internal assessment from the side of the subject teacher through class tests, assignment, workshop presentation, group participation, oral and written practical tests, etc. have been given high priority in semester system. Another drastic change, in the context of assessment system in Nepal at school and university level scoring is in grades. Recently, in the examinations of secondary level , master degree level and in technical education students' performances are scored in terms of grades like: A+, A-, B+, B-, C+, C-, D+, D- and E replacing the earlier systems of percentage and divisions and absolute pass and fail broader line.

Focus on Competence

The recent trend in ELT moved from the limitation of sole linguistic competence to communicative

competence and similarly from communicative competence to intercultural communicative competence. Celce-Murcia, Dornyei and Thurrell (1995) provide a detailed model of communicative competence that consists of five components: discourse competence, actional competence, socio cultural competence, linguistic competence, and strategic competence. As a shift from Communicative competence, Byram (1997) specifies the intercultural communicative competence model (ICC model) consisting four major competences: linguistic, sociolinguistic, discourse and intercultural competences. The ELT courses in school level of Nepal also specify the competences on four language skills: listening competence, speaking competence, reading competence and writing competence and practices are made in the same way.

English Educators

Today our attitudes and perspectives on the preference of native English teachers have also been changed to non-native English speaking teachers. And similarly specialty teachers are preferred to generalists. Now the perspectives have been changed from English teacher as monolingual speaker to multilingual speaker and on behalf of teachers whose mother tongue is not English. TESOL is a leading professional association of Non-Native English Speaking Teachers Interest Section (NNEST-IS) in an international level with many well-known TESOL researchers and scholars as members work tirelessly together with native English-speaking researchers and educators to raise awareness of non-native English speaking educators sharing multilingual and multicultural perspectives (Sun, 2014).

English teachers also in Nepal have established their own associations to organize teacher training sessions, workshops, seminars, assemblies, research and publication of resources for their professional development. Nepal English Language Teachers' Association (NELTA), contributing more than two decades up to now, is the leading association of English teachers in Nepal which consists of province wise and district wise branches. Similarly, Linguistic Society of Nepal and Translation Society of Nepal are also contributing on professional development of English teachers making them up to date and aware on the issues on linguistics, teaching activities and translation techniques. Such associations help in bilingual and multilingual practices and perspectives among teachers and learners changing their views and attitudes on teaching as well as build English teachers' own networks of support groups, special interest groups, discussion and chat rooms, etc.

Grade on Beginning English

When to begin teaching English, is an ongoing debate in the context of ESL and EFL situation. The past logic, second language is to be taught after the full acquisition of first language stood for no longer. In recent years, many countries have started teaching English in earlier grades at school. Sun (2014), states with examples that in 2011, Japan made English as a required subject in the primary level and similarly in 2012, Dubai introduced English in the kindergarten level instead of grade one.

The trend of early start of teaching English is applied as a policy in most of the countries in the world along with the global spread of English language. In Nepal, teaching English used to be started from grade four in the past, but now the concept has been changed and it is started from grade one as a compulsory subject in the school level curriculum in 2003.

Needs of Information Technology in ELT

As present day English teachers felt the necessity in using computer, Internet and other technological means that facilitate in teaching, ELT has been extensively influenced by such innovations. Now we see the traditional chalk and talk method replaced by OHPs, multimedia projectors and power point projectors. The application of online services, virtual libraries, websites, U-tube materials and educational programmes in radio and television is thought a must for the integration of information technology in ELT in Nepal.

Learners from different parts of the world connect one another exchanging ideas via the Internet and websites. The new era brings such consciousness to students on how to use technology. The present day aim of ELT in Nepal is also to develop the socio-digital competence on learners. And for the application of recent innovations, Mobile Assisted Language Learning (MAAL), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL) and E-learning approaches have been increasingly used in English language classroom (Holmes & Gardner, 2016). And Nepal is also cradling on such trend.

In every district of Nepal, as per the policy of Ministry of Education, Education Department, some of the schools have been authenticated as 'Model Schools' and they have established computer labs and replaced traditional libraries into virtual libraries. Students of these schools play games on computer, reciprocate the lecture notes and assignments with teachers and among themselves, surf on the pages of Websites, search for Google sources, download the materials, upload the collected data in the system, analyse them, use the spelling and grammar checkers, follow the instructions appeared on the media screen and learn the right information. The use of technology help the learners use the ideas of science to make their task easier, faster and available (James, 2015).

Roles and Responsibilities of Teachers

Due to the impact of recent trends and practices in ELT, teachers' roles have also been changed and increased. In the older paradigms, teacher's role was only as a tutor, but now teachers have multiple roles and responsibilities. Along with change in the Perspectives, now teachers are mainly as facilitators and collaborators in the group work and project work activities. They do not just follow on what is given in the textbook, but can design the courses on their own, collect the relevant materials and implement them. On the basis of the content, the teacher can manage co-teaching, team-teaching and collaborate with students and can have rest being learner centered.

Future of English

Though English has been regarded as a foreign language in Nepal, it gradually became language of education and advertisement and also a language of administration for certain private institutions. People still view that dominance of an outside language or culture can lead to a backlash or reaction against local language and culture (Hemalatha, 2015). However due to global use of English, this view is in shadow and people has to adopt and prefer it. Though Nepal is not a colonized country, linguistically we are highly colonized than the colonized countries. We mostly depend on English language textbooks and other resources written by British, American and western authors.

At present English is more than the foreign language in Nepal and people in the educated family and the children who go to schools and colleges take it also as second language. Let's hope, when it will be the second language for most of the Nepalese, it will also get the status of official language along with Nepali, the national language in the future and English will be the second option after Nepali.

Methodology

This article was based on an instance of Literature review mainly of 'School of English – Five'. However, for the theoretical literature, changing perspectives with paradigm shift have been dealt with the ideas of additional reading materials that are cited inside the text as well as mentioned in the reference part in the end. For this, I followed library method. I visited library and different websites and collected the books and articles for the preliminary ideas. By organizing and integrating ideas of theoretical literature, I tried to identify relations, contradictions, gaps and inconsistencies through induction, deduction and synthesis methods in the review of this textbook.

Results and Discussion

The identified data in relation to paradigm shift with global trends in ELT that are adopted in the textbook 'School of English - Five' have been reviewed and presented on the basis of ten different aspects such as: curricular objectives, coverage of the content, communicative competence, early start of English, reflective practices, methodology focused, World Englishes, child friendliness, multiculturalism, and the use of technology along with an introduction to book.

Introduction to 'School of English- Five'

Here, in this article, I have inspected and explored the features of changing perspectives in ELT found in the book 'School of English-Five' published in 2018. It is an Integrated English Course Book offered for grade five and written by Shiva Sunder Shrestha along with two editors: Yognath Regmi and Jagadish Dhakal. This book has also been approved by the government of Nepal, Ministry of Education, Curriculum Development Center, Sanothimi, Bhaktapur as an additional material (Shrestha, 2018). This book consists of 207 pages and the price is Rs. 307/- and has been published by a reputed publisher, United Nepal Publications (P) Ltd., Kathmandu, Nepal. It is one of their books among the series of nine books offered from nursery to grade seven.

Curricular Objectives

The level wise general objectives and fifth grade's specific objectives of English curriculum developed by Curriculum Development Centre (CDC) Sanothimi, Bhaktapur have been presented here, so that the readers can themselves have the ideas on this textbook by reading this review.

General Objectives (Level wise, Grades 1 - 5)

The level wise five objectives of teaching English in the primary schools of Nepal as set up by CDC in Primary Education Curriculum (2009, p. 5) are as follows:

- a) to give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation; b) to provide them with the opportunities to practice their English in and outside the classroom, so that they can communicate

in simple English; c) to help them develop enthusiasm for reading so that they will be responsive and knowledgeable readers; d) to help them develop their potentialities in writing so that they can be creative writers; and e) to develop a positive attitude towards learning English and build up confidence in using English.

These level-wise general objectives are generally maintained in this textbook. This is due to the fact that they seem quite flexible. But they need to be more explicitly stated to avoid uncertainty on the range in defining grade-wise learning objectives.

Grade wise Specific Objectives (Grade -5)

As mentioned in CDC, Primary Education Curriculum (2009, p. 54), the content based specific objectives of English subject of grade five are specified for four different language skills. They are actually measurable on whether or not appropriately touched in the selection of materials in the textbook for the achievement of the learners:

- a) Listening:** enjoy listening to short texts (stories, conversation); respond in different ways to questions, true/false, and instructions; and listen for specific information. **b) Speaking:** participate in conversation through pair work and group work activities (role play, simple drama and games); use suitable language to warn, express wants, remind, describe possession and location and talk about the future; use tense correctly both for giving information, and asking/answering questions; describe things, people etc.; narrate events in simple language; and use and respond to tag questions. **c) Reading :** read different kinds of texts (stories and facts) both for enjoyment and to extract specific information; interpret charts, tables, diagrams; develop reading skills (skimming and more detailed reading); and use glossary. **d) Writing:** write simple letters, dialogue and narrative with correct lay-out and punctuation; narrate a sequence of events; and describe people, places and things.

These objectives are actually touched in the textbook 'School of English –Five' that are represented along with the contents in this paper. The objectives of the subject seem set up on the basis of the local needs of the learners as well the necessities of the community and nation. To meet these objectives, the materials included in the textbook seem local as well as global with wide coverage at the same time.

Coverage

The major contents included in the book reviewed are presented analytically here on the basis of their relevance and in relation to long term thoughts of nation, national objectives and primary education objectives. The contents of this book are categorized in to twelve units such as: appreciating, expressing human feelings and actions, asking for instructions and giving instructions, talking about foods and drinks, expressing wills, giving introduction to self and other family members, adventure stories, time for games and sports, endangered species, illness/diseases, weather conditions and listening to songs. By observing the major contents, there is no doubt that this book is a functional and communicative reading material as it follows the everyday simple language and the norms of notional functional syllabus.

The specific topics such as: 'mother's love', 'stories/fictions and truths' that deal with human feeling

and actions, knowledge about 'town and country', learning 'poems' are the conceptual contents. They are helpful to prepare learners with good conduct and moral character by acknowledging them with universal human values, national culture, social values, beliefs and experiences and to develop social-moral personality among children.

The reading comprehension texts and exercises range from objective and factual comprehension to inferential and evaluative understanding. Similarly, the given equal stress to uplift and update the child's attitude and moral standard also catches the new trend. The topics for recognition and description of varieties of foods/fruits/drinks with their advantages and disadvantages are also for developing social and moral traits, discipline and self-reliance by creating a sense of nation, national unity and democratic culture and for health consciousness.

The topics related to field trip and leisure time activities such as: 'party presents', experiences on 'travel and adventures' such as: trekking to mountains/rafting/ paragliding/rock climbing, and 'boys' and girls' sports' are for recreational learning of English which help promoting physical and mental sound health of the students. Similarly, the topics such as 'human diseases', 'pains and aches', 'smiles' and 'laughter: the best medicine' are for making students aware on the possible common diseases with their medical and psychological treatments so that we can promote sound mind and health on children.

The topic 'news reports' makes learners aware on news and views on the contemporary national and international incidences and events through media. The topics 'endangered species' such as rhino, panda, tiger, tortoise, etc. and talking about 'whether, climate and seasons' make students aware on wildlife preservation as well as in conserving and exploiting natural environment and natural heritages.

As our students learn English as a second language, this book also tries to avoid general possible pronunciation mistakes on students' speaking by including vowel and consonant sounds and symbols along with their use in words. As rigorous stress has been put to enrich phonics in this book, promotion on learners' pronunciation and speaking competences are intended. Similarly, as this book integrates language aspects: pronunciation, new vocabulary, language structure, language functions and all language learning methods to develop competence on four language skills: listening, speaking, reading and writing, the aim is to consolidate language skills and expand learners' linguistic foundation.

Such use of wide coverage of contents based on local materials, local needs and local cultures as well as global culture shows the application of new trends in ELT in Nepal. Hence, it is an instance of a paradigm shift from prescriptive and monolithic directional use of English language from the past to present multilingual, multicultural, multi-religious and globalized use of English language.

Communicative and Cultural Competence

The six broad units such as: appreciating, expressing human feelings and actions, asking for instructions and giving instructions, talking about foods and drinks, expressing wills and giving introduction to self and other family members encouraging communicative competence of the learners. The topics such as: 'thank you notes', 'writing letters,' expressing 'likes/dislikes and wishes', and 'study skills' are for promoting learners' expressive and receptive skills.

And the other topics such as 'music and musical instruments' such as: Madal , Sarangi, Yek Tare, Murchunga, Bansuri, and other items reflect the indigenous cultures where as lyrics and 'happy birth day songs' reflect the local as well as the foreign cultures being adopted. These topics help to promote learners' intercultural communicative competence as suggested by Byram (1997). Similarly, as it includes entertainment portions such as songs, chants, games, flash cards, simple vocabulary and grammar drills on: I can sing/ dance/jump/ run, etc. or I like apples/ ice cream/ orange juice, etc. basically help them talking in English most of the times. So, not only the linguistic and communicative competence, but also the intercultural communicative competence has been intended on the part of the learners in this book.

Early Start of English

Since it is an integrated course book and one of among the series of nine books offered from nursery to grade seven, this book expects some portion of English prerequisites on the part of learners from the beginning of their school age and follows the Primary Education Curriculum (2009). It intends learning English as a second language formally and together with their mother tongue expecting near native competence in English among the children in the non-native English speaking countries. As the series of this book begins from grade one, it as an example of initiation which later seems getting support as Dubai started English in the kindergarten in 2012 (Sun, 2014).

Reflective Practices

Maximum amount of reflective texts and exercises have been included in this book. The texts: 'Her Mother's Love', 'Human Feelings and Actions', 'Real Smiles and False Smiles', 'Me and My Parents', 'Adventures', 'Games and Sports', 'Illness and Disease', 'Endangered Animals' and 'Talking about Weather Conditions' encourage maximum self reflective practices.

The exercises such as 'matching expressions with the correct pictures', 'reactions on questions', conversation on 'Happy Birthday', 'Test yourself', 'expressing dreams', 'completing expressions: I love/ like/ enjoy/ dislike / hate/ wish...', 'conditionals' such as 'If I have money, I...', 'recalling the field trips/ hiking/ paragliding/ rafting/rock climbing', 'completing a profile or making own biography/ bio-data', and 'singing birthday and local songs' are the interesting and major self reflective exercises mentioned in this book. However, reflective exercises can be done in other lessons and exercises also which promote self actualization and self realization while learning.

Methodology Focused

I see little focus on structural and more focus on communicative approach to be used here along with greater emphasis on the functional aspect of English language in this textbook. The focus is on learner centric approach and in introducing English to the kids at an early age. At this age their minds are very open and flexible and they learn quite naturally by playing and being introduced with vocabulary items related to their diversity of interests, daily lives and surroundings such as: animals, body parts, actions, colour, clothes, foods, seasons, etc. So, "Post-method pedagogy" (Kumaravadivelu, 1994a) seems the author intended for its implementation in classroom teaching. The learning of these items help in building an inclusive society by creating a sense of empathy among different castes, religions, languages, cultures

and regions and in sensitizing them about human rights and social values.

World Englishes

As Nenglish is a variety of World Englishes and found in the spoken and written discourses of Nepalese people, the author considers as "linguistic and cultural capital" (Bourdieu, 1986) of Nepalese students and includes sufficient instances of Nenglish vocabularies in different lessons in this textbook. The Nenglishized words such as 'ratty village' for a shelter village of rats, 'holepur' for rat's home, 'ratty road' for path of rats, 'country mouse', 'town mouse', the structure of the instruction like 'Run cousin run faster', the words 'Tamangselo' for typical Nepali music, names of the Newari food 'Chattamari', Mongolian food 'Thukppa', the Nepali word 'saukhim' (as 'if you were saukhim,...') that means happy, etc. used as English words reflect the coinage of Nepali English or Neglish variety. By representing the learners' home as well as surrounding cultures, the author seems to remove the "tension between cultural homogenization and cultural heterogenization" (Kumaravadivelu, 2006d, p4).

The Nepali name of animal such as 'Habre' for Red Panda, 'chulho' for stove, 'cheese' for butter variety, 'Gandharba' for Sarangi player, 'Ek tare' for a musical instrument with single string, 'Basuri' and 'Murali' for bamboo flute, etc. are the Neglish words used in this textbook. Similarly, 'ghee', 'jungle safari', and 'salads', are derived from Hindi as Hinglish variety used in the book. In this way, this book, also initiates the vocabulary items and grammar of home language, home environment and home culture in to students' target language as their linguistic and cultural capital. So, the new trend has been used deriving words in the use of English from local and indigeneous languages.

Child Friendliness

The names of the domestic and wild animals, local and intercultural foods, varieties of fruits, musical instruments, contextual conversations, cultural pictures collected from Google and local culture, etc. create and reflect the child friendliness among the learners. The topics such as: 'time for games and sports', 'travel and adventures' such as: trekking to mountains/rafting/ paragliding/rock climbing' and 'boys' and girls' sports' are also for recreations among students. The group work and pair work activities, conversations and sharing ideas, and collaboration among them reflect the child friendly contexts in the textbook.

For instances of child friendliness, texts are taken from different sources such as Academic Tips, pictures from Google sources, Inspire Others, English Course Books and other sources. The use of every day communication language, the idioms such as 'with all eyes and ears', 'as far as I know,' helps them to perceive and express their views. Foreign stories such as 'A Glass of Milk, Paid in Full' and 'Dr. Howard Kelley' are the stories based on foreign culture. The special texts based on local cultures are: the Musical Instruments, the Pawankali (a description about an elephant), children conversations at different contexts, etc. that also help to maintain child friendly learning among the students. Such inclusion of local materials is friendlier to the children where as inclusion of foreign materials is for creating interest to the outside world.

Multiculturalism

This book consists of sufficient instances of indigeneous Nepali cultures and literature along

with English culture. By glocalizing English literary texts, this book facilitates the Nepalese learners to familiarize the students with international literature and with English language usages. All literature exploited for language learning are for enjoyment as well. These texts are thematically suitable for language learning. The stories taken from English literature, local customs and from the ethnic minority cultures reflect the practices of multiculturalism. This is quite different from traditional monoculture based textbooks of primary level in Nepal.

Technology in ELT

The modern ELT technology is rarely talked in this book and no instructions are found either. Only the text 'Listening to Songs and Music' talks on the use of CDs and DVDs. The author doesn't introduce and instruct us to use any devices of information technology. This is the weak point in terms of the use of perspective change in ELT trends in this book. Separate listening texts are not designed and included here. So for listening, the sole teacher's model speech is to be used and learners become deprived of listening native accent and speeches in English. Considering these thing in mind, the teacher can manage himself the further listening materials and use his own mobile phone for searching simple listening texts into the sites of Google and play the audio-video recorder for the ease.

It's a must as mentioned by CDC in Primary Education Curriculum (2009) that the outside world is changing rapidly due to the development in the area of science and technology. The development of information and communication technology has turned the world in the form of a single global village resulting in the wave of globalization. Here, I would like to request the author to add a text and some exercises based on the application of computer and Internet in the coming edition.

Conclusion and Implications

Textbook is the key material for the effective teaching and learning of English language. As this book seems up to date, more systematic, qualitative and effective in terms of touching new perspectives on ELT, it can be adopted as a good reading material. This book is an example of shift from traditional literary and grammatical textbook to functional and communicative one. Varied reading materials have been also derived from local and indigeneous ethnic cultures in parallel to foreign cultures. Since materials are not confined into a single culture, the intent of multicultural awareness seems inherent in the book.

Since this book follows a gradual shift from a foreign language literature to learners' local cultures with communicative skills of interaction, learners will get an ample opportunity to learn the target language along with their own culture. As the changes have been found from foreign monocultural perspectives to indigeneous multicultural perspectives, this book seems to meet the local needs of the learners. As new trends of ELT have been maintained in this book, I feel satisfactory to accept and adopt it warmly in the schools in Nepal. However, it requires use of ELT technology from the side of the teachers in its implementation.

This review is an effort to encourage the textbook writers to collect further reading materials in order to design a good English textbook for primary level. As it focuses on maintaining the recent ELT trends to meet the global needs of the learners in an ESL and EFL context, teachers and the school

administrations can select and adopt the particular textbook that meets the present need of the learners and the expectation of particular society and nation. I hope it makes aware English language educators for successful classroom practices along with the norms and values of the learners' local cultures. By adopting the up to date book of such type, classroom implementation will be fruitful, since learners can learn and do the reflective practices on their own as well. Students of grade five will neither feel hard nor easy to learn this book as it consists of sufficient child friendly examples and practices. This article is equally helpful to the syllabus designers to set up the objectives that meet the local and global needs of the learners and the teacher trainers to train their teachers aware and to make them focus on recent trends of ELT. Similarly, it is equally useful to the researchers to further research in this area.

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Writing Thesis in English Education: Challenges Faced by Students

Hari Prasad Tiwari

Abstract

A thesis is the most important write up in a researcher's life. Writing the research document in the form of a thesis is considered as the most challenging among the students. Keeping this view in mind, the present study was conducted to investigate the major challenges facing by the students of Masters of Education (M. Ed.) in English under Tribhuvan University (T.U.) while writing thesis. Fifteen students who have submitted the final draft of thesis in the Department of English Education of their respective campuses in partial fulfillment of M.Ed. in English and waiting for viva-voce were selected employing non-random purposive sampling procedure. The researcher used interview as a tool to collect the data which included open ended questions only. Interviews were audio recorded and they were transcribed, thematized and presented in narrative form. The findings were presented employing descriptive technique of qualitative data analysis. The findings of the study revealed that unsupportive behavior of the supervisors and difficulties of selecting the appropriate field or area of the study are major challenges while writing the thesis in English Education.

Keywords: challenges, English education, thesis writing.

Introduction

Students are required to conduct independent research work i.e. thesis writing in the second year to complete Master of Education (M. Ed.) in English Education in annual programme and in the fourth semester in the semester based programme under the Faculty of Education, Tribhuvan University(T.U.) . Thesis writing is related to the specialization subjects. Faculty of Education has determined full mark 50 and pass mark 25 for this particular course. This course aims at helping the students to write a language related thesis. It consists of specific activities for three successive phases of a research. In the first phase the students begin with the background reading, formulating a research problem and developing a proposal. In the second phase the students carry out a research and in the third phase they produce the thesis.

Writing thesis is not as overwhelming as some may initially think. However, students face a lot of challenges while writing or even getting prepared for writing thesis. Their difficulties range from identifying and thinking of the area of investigation to the process of analyzing the collected data and reporting the findings. They seek for special help from the side of the supervisors to accomplish their theses. Being a lecturer of English Education in affiliated campus of Tribhuvan University, I also have been supervising theses of M.Ed. in English Education since 2066 B.S. During my theses supervision in English Education, I got chance to interact with my research students. In the conversations students tried to share their challenges while writing thesis in English Education. The interests of the students to share challenges during the time of writing thesis attracted me to investigate common challenges while writing thesis in English Education.

The main objective of the study was to find out the major challenges faced by students while

writing theses in English Education. Along with this, the study also tries to find out the causes of challenges while writing theses in English Education and to suggest some pedagogical suggestions and implications.

Review of Literature

A thesis is a document submitted for an academic degree or professional qualification presenting the author's research and findings. Paltridge (2002) has defined thesis as a written product of a systematic study that results from a period of supervision of the supervisor. Thesis writing can be taken as a piece of independent research to be successfully completed as a part of a bachelor's or master's degree course (Hart, 2005). It is generally a requirement for higher-level degree programmes and is a preliminary requirement for attaining a degree and graduate in honors. In Nepal, the term thesis is used specifically to refer to master's thesis which is submitted in partial fulfillment for master's degree in universities and campuses.

Thesis writing should be understood as an investigation requiring an authentic proposal performed by a student, and in the process investigation of theories or previous studies and the categorization of authentic or current data are required (Owens, 2009). It generates scientific mindedness and facilitates the learning of how to identify a research topic and research problem, how to formulate research questions and objectives, how to design and implement a research, how to manage and interpret data and how to report a research. Thesis work needs to be done in such a precise and systematic way so that the students' knowledge, skill, attitudes and values becomes apparent in the thesis work.

Thesis writing process normally starts from choosing an area and then a sub and sub-area in our subject. Next, we need to collect and assemble reference materials and relevant documents. After selecting a problem or point for further elaboration, we need to develop a proposal known as thesis proposal. The thesis proposal describes our idea; theme and the method of research that we plan to take up. Thesis should be written or accomplished in accordance with framework or format prescribed by the departments or campuses or universities. There seems to be slight differences in the format of the thesis in different faculties of T.U. Even within the same faculty, different departments have their own format to be followed.

Sharma (2008, p.250) has mentioned following framework for thesis writing which is prescribed by the Faculty of Education, T.U.

Preliminary Pages

It includes cover page, inside cover page, declaration, recommendation for acceptance, recommendation for evaluation, evaluation and approval, dedication, acknowledgement, abstract, table of contents, list of tables and charts and list of abbreviations and symbols.

The cover page and inside cover page include the information such as the title of the thesis, the name of the researcher, date of submission and the name of the institution to which the thesis is submitted. Similarly, declaration is written by the researcher claiming the originality of his thesis. The recommendation for acceptance and evaluation are written in the theses by the supervisors and research guidance committee with a request to the concerned body to evaluate and approve the theses. Precise summary of the thesis is stated in the abstract section. Finally table of contents, the list of tables and charts and the abbreviations and symbols are presented in different pages

The Body of the Thesis

The body of the thesis includes five different chapters. In the first chapter, we write an introduction including a precise background of the study, an explicit statement of problem, some clear objectives, research questions, significance of the study, delimitations of the research and operational definition of the key terms

Chapter two of the thesis includes review of the related literature. The review can be of both theoretical and empirical. This chapter also includes implications of the review of related literature and conceptual framework as a summary of the theory used in the research.

The third chapter of the thesis presents the methodology ,including research design, samples, sampling procedures, data collection tools and procedures and data analysis and interpretation procedures.

The fourth chapter states the analysis and interpretation of the data. Different charts, tables, figures, descriptions explanations, discussions, narratives etc. are used in order to process and display the collected data.

Finally, in the fifth chapter effective conclusion of the entire thesis is written. Based on the analysis, findings and recommendations are also presented. These are the specific suggestions for policy level and practice level.

References and Appendices

These are the parts that appear after the main body. The reference section presents the comprehensive list of books, articles, theses and other reading materials which are cited in the body of the thesis. Similarly appendices section presents tools of the research for example: questionnaires, tests, etc.

Writing thesis following above mentioned format is not an easy task for the majority of the students who are studying M.Ed. in English. They may face various challenges due to their incomplete knowledge of research methodology, lack of commitment, limited availability of resources, less support from the side of the supervisors, etc.

According to Murray (2011, p.2), 'Thesis is a far bigger project than most students will ever have undertaken before, it requires more independent study, more self- motivation.' In addition, Berndtss , et al. (2008, p.4) stated that the thesis project was probably the biggest project that students would have undertaken in students' academic life. In line with those two ideas, Paltridge and Starfield (2007, p.25) stated that for all students, writing a thesis is a challenge; for those writing in English whose first language is not English, the challenges are even greater. No doubt, that thesis writing is not an easy project to be done and it is more challenging among the other types of writing for the students.

According to Helm (1989), as cited in Lessing and Schulze (2003, p. 159), 'postgraduate research pose three problem areas, namely the research design, the data collecting and processing and the report writing'. The writing phase of the research report, be it a dissertation or thesis, has been posing a lot of challenges to students. Wang and Yang (2012) found challenges as their respondents were found to struggle with theoretical knowledge and logical organization, and they could not analyze and synthesize the existing literature about their own research topic, and think critically while writing their academic research report.

Wang and Li (2008) conducted a study to explore the thesis writing experiences of a small group of international postgraduate research students at one Australian university. In this study, the author sought to identify, among others, the challenges the students faced in their thesis writing process. The findings indicated that the students faced a lot of challenges in their thesis writing. Another similar study was conducted by Cadman (1997) in which it was revealed that the main cause of the challenges that students faced in writing their theses and dissertations could be attributed to different epistemologies in which the students had been trained and in which their identities as learners were rooted.

As the literature summarized above clearly shows, in the process of writing thesis there may occur several challenges. Scholars in the related area have suggested a variety of solutions to avoid these possible challenges or solve them. Han (2014) best summarizes these suggestions as follows: administrators, teachers and students should made efforts collectively. For independent institutions, it is important to raise both teachers' and students' awareness in the importance in thesis writing. Teachers should shoulder the responsibility of guiding students in thesis writing and enhancing their abilities. The following effective measures will be helpful: improving the quality of teaching; perfecting the curriculum; enhancing field research; improving pedagogy; improving assessment; improving educational management; cultivating students' rigor and diligence in learning and writing; researching every requirements of undergraduate thesis writing. All these mentioned above would push English teaching practice in the undergraduate level to a new height (p. 127).

Methodology

The study is conducted through qualitative research method and it is based on primary sources of data. The researcher purposively selected three campuses viz Mahendra Multiple Campus Nepalgunj, Bageshwori Multiple Campus Kohalpur and Babai Multiple Campus Bardiya and employed purposive sampling. After selecting three campuses, he selected fifteen students (five from each campus) who have submitted the final draft of their theses in the department of English Education of respective campuses and waiting for the viva-voce. The researcher used interview as a research instrument in the study. Open ended questions were asked to the students to discover the challenges facing by them while completing their thesis work. The interview was recorded in audio recording device and important notes were also taken during interviews. The face-to-face interview was conducted with each student only one time (altogether fifteen interviews) and they were transcribed and themetised. The researcher has analyzed and interpreted the data using narrative and descriptive techniques of qualitative data analysis.

Results and Discussion

The aim of the interview is to investigate the major challenges faced by the students while writing thesis in English Education under the Faculty of Education, T.U. The researcher conducted the interviews with the sample students. The audio recorded interviews were analyzed qualitatively and during the analysis five themes of challenges emerged. Analysis and interpretation of each theme has been presented here.

Supervisor Related Challenge

During the interview the participants complained about the uncooperative behavior of supervisors.

All the students stated that supervisors do not show any sympathy to the researcher and always speak angrily when they talk about the challenges of thesis. Thirteen participants say that supervisors always seek for personal benefit rather than helping students. One student further added that supervisors indirectly demand money from the students. In this line one participant reported that

“.....once I had problem about analyzing the collected data. So, I met him (supervisor) in the campus. He instructed me well. When I was ready to leave, he called me by my name and proposed me to take the insurance of three Lakh Rupees. His statement shocked me. When I politely refused his proposal, he urged me to take the insurance of one Lakh rupees. Lastly, I agreed and accepted his (supervisor's) proposal. Later I came to know that he was the agent of one life insurance company.”

One of the participants shared his amusing behavior of his supervisor in the following way.

“I was in the final stage of the writing thesis. I printed the final draft of the thesis according to the format given by the supervisor and the research guidance committee. I visited my supervisor and handed the final draft to my supervisor. He looked that in a glance and looked at me with an angry mood and said the font size is small; font is not Times New Roman, double spacing is not maintained so you have to reshape it. I refused that saying sir I have one desk top center in the city, I have good knowledge of computer. I typed the thesis myself. The layout of thesis is prepared according to your guidance. I tried to assure him but he started to shout. The next day I brought the same copy by changing the cover and inside cover page only and I handed to my supervisor. He again looked that in a glance and accepted saying now its o.k. It proved that my supervisor was quite unfamiliar to computer.”

On the basis of the responses given by the respondents it can be concluded that supervisors show unethical behavior to the students while supervising their students in thesis writing. The statement made by the participant proves that supervisors supervise the theses for money and for their personal benefit but not for the betterment of the researcher.

Resource Related Challenge

The respondents were asked whether the library of their campus provides students with books they need for doing research and their responses were almost similar except for one. Fourteen students stated that books are not available in the library. The library does not include all the books that are required for students and most of these books focus only on other faculties. There is a lack of up to date resources needed for research. So, students waste their time looking for the books and at the end they find nothing. One of the students reported that the library contained all the books the students need and the problem is not with the resources but with the students themselves because some of them do not know how to search and find the best books. All the students stated that the internet is not available in the campus and if it is available, the connection is very slow and is only for the teachers not for the students. Some students can have access to the internet only if they have their own network in their mobile phones. So, this is also another obstacle that most of the students face while writing thesis.

Topic Related Challenge

The analysis showed that the participants also suffered from topic-related challenges. Some participants (1, 2, 3, 5, 6, 9, 11, and 12) reported that choosing an appropriate and original topic was the hardest part. Some also complained that the topics assigned by their advisors did not appeal to them. The following excerpt can best prove these topic-related challenges:

“The supervisor gave the topic, well; the topic did not attract me. I do not have enthusiasm on the topic that does not attract me.”

All the students said that selecting the appropriate topic is really challenging and problematic in writing thesis in the department of English education. The selection of the research topic is chosen correctly when the researchers know the problem in details. The knowledge about the problem can be obtained by literature review, previous work experience, consultation with the experts in the related field. But, the students do not want to go through the literature and seek for readymade title from the side of the supervisor. In line with this three of the participants stated that they had visited their supervisors for topic but they (the supervisors) were not ready to provide the topics. They further stated that the duty of selecting the topic was of supervisors not the researchers. This fact revealed that students feel challenging to select the title due to their misconception regarding the selection of topic of research.

One student added “My supervisor gave me the list of theses carried out in various campuses under the department of English education. When I went out through that list I thought that there is no topic left for me.”

Five of the participants mentioned that their supervisors suggested them to read at least five sample theses and research books to finalize the topic. Two of the participants mentioned that they had tried to buy that books suggested by their supervisors but they were not available in the local market. One of the participants stated that he had gone to Kathmandu to buy books and to make photocopies of the sample theses. More interestingly, he further added that he went through the books that he bought and the theses but he could not finalize the topic.

Time and Money Related Challenge

Most of the participants were school teachers. Ten of them were the teachers of private schools. Most of the participants stated the inadequacy of time while writing the thesis. Eight of them stated that they have to be in school from 9: A.M.to 4:P.M. They have to prepare tests for the schools, check the answer copies of the test, and check the homework copies of the students during off hour of the school. So, they don't have time to read resources for writing the thesis. Twelve participants added that money is the main problem while writing thesis in English education. They also added that they have to buy books, pay for the external supervisor, pay for printing, photocopy and binding, for all these the cost of thesis goes high. In line with this one of the respondents shared

“.... I have submitted the final draft of the thesis in the department and I am waiting for viva-voce. When I talked about the amount I should pay during the time of viva-voce to the department head, he replied that the external examiner is appointed by Dean's Office, Kathmandu. Generally the expert is appointed from central department of English education. So you all (students waiting for viva-voce) have to pay the airplane fare and daily allowance of the external examiner by dividing the amount.”

Ten of the participants stated that they were from poor family background. They also added that they

themselves managed the money for their study. So they regarded thesis writing as an economical burden for them. One of the participant interestingly added that his elder brother had already completed M. Ed. in English from the same campus. He had paid seventeen thousand rupees during the time of viva voce of his thesis. It has proved that writing thesis in M. Ed. in English is really costly.

Research Methodology Challenge

As ten of the participants mentioned that they were unfamiliar to the research methodology to carry out the research because they were not regular in the classroom. One of the participants mentioned that he had passed research methodology paper by reading guess paper. The participants felt difficulty to select appropriate research methodology to the topic on which they were going to carry out the research. All the participants touched upon problem areas such as gathering data, ensuring questionnaire validity, interviewing, analyzing data, and determining the sample. Two of the participants further added that campus never organized research methodology related workshop and seminars which are essential for students who are writing thesis.

Conclusion and Implications

It is worth noting that writing a thesis or dissertation is not an easy task. The students always need proper guidance and supervision from the side of the supervisor and research guidance to make their theses good in quality. Due to the lack of proper guidance of the thesis supervisors and students' incomplete knowledge of research methodology, a large number of students face many challenges during the time of writing thesis in English education. Moreover, thesis supervisors have to play supervisory roles so that the students feel easy to complete the thesis in time. The findings revealed that students are extremely frustrated with behavior of their supervisors during the time of thesis writing. So, supervisors should not forget ethical values and be able to distinguish about what is right and wrong while supervising students. Researcher and supervisors both should try to develop positive rapport. Similarly, selection of the appropriate topic causes problem to the students during the proposal writing phase of the students. Though the task of selecting topic is of the students but proper guidance and care should be given from the side of the supervisors for selecting the appropriate topic. Without sufficient literature review, the students cannot select the topic. But, there may not be sufficient resources in their institutions. So, supervisors should help them to locate the required literature. To help learners overcome such obstacles, supervisors must encourage their students to read widely to enrich their knowledge about research and research methodology. Moreover, students should also be involved in writing real empirical thesis.

It is recommended that more emphasis should be given to the investigation of the difficulties facing by the students in writing thesis in the Nepalese context. By doing so, it would be possible to be more aware of, and avoid, these challenges in the future. Further research should also focus on large number of participants to achieve generalization of the findings and more practical studies should focus on specific areas of research.

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Learner Autonomy Practices in English Language Teaching in EFL Context

Jagadish Paudel

Abstract

Einstein says “I never teach my students. I simply provide the situations in which they can learn”. In line with this saying the learner autonomy (LA) approach provides learners with situations where they can learn independently in their own pace. This learner centered approach to teaching, emerged during the 1980s, aims at empowering learners by transforming responsibilities to them. This study aimed at exploring the practice level scenario of LA in English language teaching and learning. To this end, I employed the qualitative research design i.e. I observed teachers’ classes and conducted Focus Group Discussion (FGD) with the students. The information elicited from participants was transcribed, codified, categorized and finally themes were generated. The study revealed that, though the teachers and the students were affirmative towards LA, in a real sense, the majority of them did not adopt in English language teaching and learning. The classroom ritual is still teacher oriented. On the one hand, the teachers are still in the cockpit of pedagogy without providing any agency for the students. On the other hand, students’ readiness for bearing responsibility of their learning was found weak. They preferred attachment to teachers without taking charge of learning.

Keywords: learner autonomy, practices, resources

Introduction

There has been a noticeable paradigm shift in language pedagogy; the shift from teacher centered pedagogy to learner centered approach- LA. These days, professional teachers appreciate self-reliant learners and promote LA as a main goal, where learners are self-directed taking responsibilities for their own learning (Harmer, 2007). The recent trend values learners’ experiences, interests, feelings and learning style, and is directed to make students independent in their learning. LA approach to language teaching was first introduced by Holec through his work *Autonomy and foreign language learning*, published by the Council of Europe in 1979 (Holec, 1981). Thanasoulas (2000) has listed some synonymous words with LA including ‘independence’ (Sheerin, 1991), ‘language awareness’ (Lier, 1996; James & Garrett, 1991), ‘self-direction’ (Candy, 1991), ‘andragogy’ (Knowles, 1980, p.183). The ideas that cluster around the concept of LA have also been promoted under other banners- for example, ‘humanistic language teaching’, ‘collaborative learning’, ‘experiential learning’, ‘the learning- centred classrooms (David cited in Byram, ed. 2010, p.70).

LA is commonly defined as “the ability to take charge of one's learning” (Holec, 1981, p. 3). In fact, it is the approach which leads learners to be responsible and makes them accountable for their own learning. It is the shift of accountability and power from teachers to learners by changing the traditional roles of the both (Banerjee, 2011). Supporting Banerjee’s view, Hedge (2000, p. 410) writes “learner autonomy is the ability of the learner to take responsibility for his or her own learning and to plan, organize, and monitor the learning process independently of the teacher”. Indeed, under the LA approach, learners are required to

plan, organize, and monitor their own learning autonomously and independently. LA regards teaching as a redeployment of power between teachers and students; and learning is taken as an individualistic approach rather than social process. In this connection, Thanasoulas writes (2000) “autonomy is a departure from education as a social process, as well as in terms of redistribution of power attending the construction of knowledge and the roles of the participants in the learning process” (p.223). LA gives power and freedom to learners; allows them to construct knowledge; make learners independent and critical in their learning. Little (1991) asserts that LA is “essentially a matter of the learner's psychological relation to the process and content of learning - a capacity for detachment, critical reflection, decision-making, and independent action” (p.4).

Apparently, LA is an approach which invokes the learners to take responsibilities leading them to decide learning goals, choose learning processes and methods, and identify their own learning needs. For Pennycook (1997), LA is “the struggle to become the author of one’s own world, to be able to create own meaning, to pursue cultural alternatives amid the cultural politics of everyday life” (p.39). In the similar vein, Young (1986) avers, “the fundamental idea in autonomy is that of authoring one’s own world without being subject to the others” (p.19). Obviously, both the authors have argued for freedom of learners in adopting preferential styles, strategies, and activities in their learning. LA is a kind of autonomous learning where learners get chance to learn in individualized, self-chosen styles without much depending on teacher. Regarding autonomous learning, Macdougall (2008) writes “it is a type of learning which is characterized by personalization, self-directedness and less dependency on the educator for affirmation, and which therefore enhances rather than hinders the capacity for constructive collaborative participation in the workplace” (p.224). From the above definitions and citations, it can be inferred that LA is associated with learners’ freedom, and it is directed to make learners autonomous in their study. It allows the learners to learn in preferential options in their own learning styles and strategies. Similarly, it drives the learners to be independent in their learning by transferring responsibilities, giving ideas and showing ways to learn independently.

The context

The whole world is rapidly shifting from authoritative regime to democracy. This effect has been pervasive in educational field, too. As we glance at the western academia, they are embracing the LA approach to teaching and learning with the aim of empowering their learners. In the recent years, the LA approach to ELT has been hotly discussed in Nepalese academia too. However, it has not been put into practice in most of schools and colleges yet. Describing the scenario, Pokhrel (2013) writes:

English teachers are less motivated to engage students in activities. Due to the practice of teacher centered-teaching method, students wait for teachers to solve problem and they become reluctant to expose them with others using English language even in ELT classroom. It shows that there is lack of integrity in students’ schooling, teachers’ teaching, demands of society and perspectives of contents in ELT. (p.130)

Indeed, most students are not ready to take charge of their learning; teachers are obliged to take

charge of their learning. The greatest challenge lies ahead to develop a sense of responsibility among the students so that they strive to be independent in learning. In this regard, Bashyal (2012) writes “one of the greatest challenges to the teachers is to develop a sense of responsibility among their learners so that the learners will understand why and how they learn and be willing to take an active role in their learning” (p. 60). Likewise, it has been found that most of the teachers do not want to change their traditional roles. It has been observed that teachers are depositing knowledge to students rather than promoting them to be autonomous. However, both the teacher and students were found positive in adopting the LA approach in ELT (Joshi, 2011). Though few studies have been executed on LA, however, if we go through research papers that deal with LA, we find very limited researches that were carried out to explore the practices of LA in the Nepalese context. Hence, this study was carried out to explore the practices of LA in ELT classroom and in students’ learning.

Methodology

For this, I adopted the qualitative design in order to explore the teachers’ practices of LA in the classroom. Further, I employed the participant observation research tool to dig out the in-depth information. I observed six teachers’ classes and performance. I codified observed classes as CO1, CO2, CO3, CO4, CO5 and CO6. FGD with the 78 students was conducted. While preparing research tools, utmost attention was paid to the roles of teachers in classroom teaching and students activities as advocated by LA. Both the teachers and the students were selected purposively from Doti and Dadeldhura Districts. In order to record the data, a checklist was prepared and also note was taken during FGD.

Results and Discussion

Based on the data obtained from the class observations and FGD, themes are developed and interpreted.

Teacher Controlled Classroom Atmosphere

Learners are argued to take the responsibility of their learning themselves to enhance learner autonomy (Harmer, 2007; Little, 1999). However, teachers’ classroom observation revealed that all the teachers did not transfer the responsibility to their learners; rather they themselves took charge while instructing to them. The shift of accountability and power from teacher to learner by changing the traditional roles of both (Banerjee, 2011; Hedge, 2000) has not been practiced. They did not assign task such as pair work, group work, and project work. Teachers did not deploy their power to learners. Out of 6 teachers, only one teacher taught in generating mode and all others taught in depositing mode (Freire, 1972). Similarly, none of the teacher asked the learners to correct their mistakes and errors themselves. Although LA gives power and freedom to learners and allows them to construct knowledge (Thanasoulas, 2000), Teachers took teaching learning activities as self-agency, instead of deployment of power and responsibilities to learners. Besides, they did not create situation to put their opinions on the teaching topic.

Vignette I (CO2)

The teacher began his class by introducing teaching topic. He did not ask the students to put opinions on the teaching topic. He assigned class work to the students. He allocated half of the class time for making students practicing the language items. He used problem solving technique in the classroom. But it was found that he did not provide options in carrying out class work; he did not ask the students to work in group work and pair; he did not ask the students to assess their work themselves. He gave equal opportunity to all students. He maximized students-talking-time (STT) rather than TTT.

Four teachers out of six maximized TTT; they did not give chance to students to put their views and ideas on the topic being taught. The teachers played authoritative role rather than democratic role: a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and creator of learning atmosphere and learning space (Kohonean et al., 2001, p. 40). They did not employ democratic practice in the classroom. They did not offer favored options in learning rather they impose without considering students interests and feelings. In LA practice, learners are required to set their own goals and choose their own learning activities (Little, 1995). They did not provide chance to choose homework, class work, project work and learning techniques. Likewise, they did not encourage the students to use reference materials, supplementary. In the same way, none of the teachers encouraged the learners to prepare learning notes themselves. Overall, teachers did not play their as advocated by LA.

Attachment to Teacher and Lack of Self-directedness

The study explored that the learners did not take the charge of their own learning and they did not have their own plan for learning. As Little (1999) advocates LA as the learner's psychological relation to the process and content of learning- a capacity for detachment, critical reflection and decision making, the learners were not found to have capacity for detachment and independent action; rather they want to be deposited from their teachers delivery; out of 78 students, only 11 of them had the habit of designing questions and answering the questions themselves, especially at the time of examination. The learners in LA are expected to be oriented towards self-directed learning, self-instruction and self-accessed learning (Gardener, 1999; Macdougall, 2008). It was found that, only very few learners had the habit of reading several times when they do not understand reading text. Similarly, only 9 students preferred to prepare learning notes based on their teacher's delivery. Likewise, they expressed that they do not read extra-books and materials (poems, stories, essays, novels and other materials) for improving their English.

Vignette II (CO6)

The teacher started the class by introducing teaching topic "Othello"- poem. He delivered lecture very nicely relating the topic contextually throughout class period. But it was found that he did not generate any ideas and opinions on the topic being taught from the students; he did not conduct group work; he did not involve the students in guessing work; he did not ask the students to assess work themselves; he did not suggest the students to consult supplementary and reference materials;

he did not assign homework. Similarly, it was found that the teacher did not encourage the students to prepare learning notes themselves. At last, the teacher asked the students an oral question from topic he had taught on the period, the students responded in Nepali.

Viewing at the CO6 from the LA point of view, it was found that the class was not satisfactory in terms of assigning class work, group work, providing chances for the students to put their views, asking them to guess learning content, involving them to assess their own work, encouraging them to prepare learning notes themselves, and asking them to consult additional materials at their home. None of the students had allocated fixed time for self-study at home. They reported that they do not like to take risk while learning in the classroom. They do not dare to put their opinions when they are not sure of the answers.

Dearth of Resources

Both the teachers and students are expected to go beyond the classroom to bring learner autonomy into action. That is, they can use technological tools such as TV, Radio, and also surf online materials which help them to learn outside the classroom. In this connection, Rana (2013) writes, "Technology has turned into one essential aspect of society that helps students to understand the bigger picture of the world and not just stay confined to what schools and teachers teach them within their classrooms" (p.12). Technology has made greater access of materials; due to it, online resources are available to almost everyone; picking a language of choice has become possible (Chik, 2018). The learners and the teachers need not be dependent on university and schools library; rather they can use online learning materials at their own home and schools. From the study, it was found that none of the schools had managed newspapers for the students and had installed Wi-Fi in their schools. Digital practices and learning beyond the classroom (Benson & Nunan, 2004; Murray, 2008; Richards, 2014) are rare in pedagogy. Only 48 students had the Ajanta dictionary at home. Similarly, the schools did not have resources materials for improving English. Only very few language learners converted their out of class digital practices into learning events such as using digital games, photo and media sharing (Chik, 2018). Likewise, the students did not have extra reading materials at home. They showed dependency on teachers' notes rather than own notes prepared consulting the online resources. The learners, in this study, were found to have the deep rooted notion that they are knowledge receivers rather than the creators. Therefore, they prefer readymade resources available in their yard. They are reluctant in searching the resources from google and other e- networks.

Vignette III from FGD

We do not watch English news on TV channels and listen English news in radio for developing our English language skills. We do not have laptop and computer at home for listening and watching English film and recorded speech. All of us use the Internet for Facebook purpose using cell phone but none of us use the Internet for consulting and searching course related learning materials and other English improving materials; we have never visited Google site for study purpose. While chatting with friends, we use Roman (Nepali) language instead of using English language. Similarly, we do not have the access of English newspapers and Wi Fi, ADCL Internet facility at our school to

improve our English ourselves. We use only guide (bazaar-note: non-authentic and non-prescribed notes) as reference materials. We do not have smart phone for installing dictionary on mobile phone. Similarly, we do not have Ajanta Dictionary (English to Nepali dictionary) at home. Even if we have, majority of us do not have the habit of looking meaning ourselves using dictionary. We would like to get learning notes from teacher since that does not demand extra-labour and we also believe that learning notes prepared by teacher is more accurate and secure; rather than the learning notes prepared by ourselves.

Just like the teachers, the students did not embrace the LA approach in their learning. Viewing the FGD from the LA perspective, it was found that they do not strive to be autonomous as they do not have the habit of watching English movies and programs on TV, listening to English news and songs on the radio, reading materials beyond the syllabi and so on. Similarly, it was showed that the majority of the students do not like to prepare notes themselves; they do not strive to read difficult texts and understand themselves. Areported, none of them had the habit of watching English news on TV channels and listen to English news on the radio for promoting their language skills. The study revealed that only 22 students used the internet via cell phone only for the Facebook purpose but none of them were found using the internet for improving English. From the study, it is inferred that the students are unaware of the potential benefits of technology and resources for learning language themselves.

Conclusion and Implications

The African saying goes “A good father does not give his son meat. Instead, he gives him a bow and arrow, and teaches him to hunt”. In the same way, the LA approach to ELT does not make the students dependent on the teacher; rather it encourages them to be self-reliant learners. In LA, students are involved in decision-making as well as they are encouraged to take charge of their own learning by assigning tasks as per their interests and preferences. It allows students to develop their potential by letting them learn at their own pace and style with privileged options. Similarly, students can learn English language themselves using technology. There are abundant online materials for learning English which can be used for directing learners to learn independently. Despite having vital implication of LA, the study revealed that the classroom atmosphere was controlled by teachers rather than leading the students to be autonomous by asking them to work themselves. Similarly, teacher addiction and lack of self-directedness were found among the students. Likewise, the students did not make use of technological tools for learning English since they are unaware of the possible usages of the tools for learning English autonomously.

From the study, it can be inferred that, for leading students to be autonomous, teachers should transfer responsibility to students. Students should be provided opportunities to put their views and ideas on the topic being taught. The teachers should play democratic role: a facilitator of learning, an organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and creator of learning atmosphere and learning space (Kohonean et al., 2001, p. 40). They should offer favored options in learning rather imposing without considering students interests and feelings. Similarly, students should be given opportunities to choose homework, class work, project work and learning techniques.

Likewise, teachers should encourage students to use reference materials, supplementary. In the same way, students should be encouraged to prepare learning notes themselves. The learners in the LA are expected to be oriented towards self-directed learning, self-instruction and self-accessed learning (Gardener, 1999; Macdougall, 2008). Likewise, they should read extra-books and materials (poems, stories, essays, novels and other materials) for improving their English. Learner autonomy, to bring it into action, both the teachers and students are expected to go beyond classroom. That is, they can use technological tools such as TV- for listening and watching English news and films, Radio-for listening English news and music, and also surf online materials which help them to learn outside classroom. The learners and teachers need not depend on schools and university library; they can use technological tools and make digital practices for learning beyond the classroom (Benson & Nunan, 2004; Murray, 2008; Richards, 2014).

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Appendix A

Class Observation Checklist

Name of the teacher:

Name of the School:

Grade:

S. N.	Questionnaires	Yes	No	Remarks
1.	Did the teacher motivate the students before starting the lesson?			
2.	Did the teacher give chances to reflect their learning experiences (put opinions) to the students?			
3.	Did the teacher assign class work during the class time?			
4.	Did the teacher provide options/choices to the students while assigning works?			
5.	Did the teacher use problem-solving technique in the classroom?			
6.	Did the teacher assign group and pair work?			
7.	Did the teacher ask the students to prepare learning notes themselves?			
8.	Did the teacher maximize STT?			
9.	Did the teacher ask the students to assess their work themselves?			

10.	Did the teacher give feedback?			
11.	Did the teacher assign homework?			
12.	Did the teacher suggest the students to use reference and supplementary materials at their home?			
13.	Were the students participating actively in classroom?			
14.	Did the students involve in guessing work?			

Appendix B

FGD with the Students

S. N	FGD Questionnaires to the students
1.	Does your teacher give you reward when you do good work?
2.	Does your teacher ask you to correct your mistakes yourselves?
4.	Do you read several times yourself when you do not understand something?
5.	Do you prepare learning notes/summaries yourself on basis of teacher's delivery?
6.	Why do you prefer learning notes prepared by teachers; rather than preparing yourselves?
7.	Do you like self and peer correction or teacher's correction?
8.	Do you read poems, stories, essays, novel at your free time?
9.	Have you ever design questions yourself and answer them sometimes?
10.	Do you prefer learning by discussing and sharing with your friends?
11.	Do you listen and watch English news, and other programmes in different radios channels and TV channels with the aim of improving English?
12.	Do you watch Hollywood movies with the aim of improving English?
13.	Do you have laptop or desktop computer with you?
14.	Do you have Internet access at your home?
15.	Do you use Internet for your study purpose?
16.	Do you use facebook?
17.	Do you use facebook for study purpose?
18.	Which language do you use while chatting into chat box?
19.	Do you read extra materials –newspaper, magazines, reference books etc.?
20.	Do you have Oxford Advance Learner Dictionary at your home?
21.	Do you use dictionary?
22.	Is there Internet access at your school?
23.	How much time do you spend for learning English at your home?

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Self-Directed Learning for Learner Autonomy: Teachers' and Students' Perceptions

Luk Gharti

Abstract

The research entitled Self-directed Learning for Learner Autonomy: Perceptions of Teachers and Students was carried out to explore the perceptions about Self Directed Learning (SDL) for Learner Autonomy (LA) and analyze the roles of teachers to engage students in SDL. Considering the objectives, the primary data was collected from five master level English Language Teaching (ELT) teachers and three groups of master level students from Pokhara, Kaski. The purposive non-random sampling procedure was used to select the participants. The study was conducted using in-depth interview and Focused Group Discussion (FGD) tools to collect data. The obtained data from the respondents were analyzed and interpreted using analytical and interpretative procedure. It is a new approach in language teaching and learning in Nepalese context though it has been practicing since earlier. The finding shows that all the respondents have positive perceptions and its great contribution for developing LA. SDL helps learners to achieve better achievement and effective learning. It helps teachers to find the necessary changes and increases motivation to the learners to learn. But because of student's unawareness, time constraint, no inspirations of institutions, student's false assumptions, lack of insight knowledge about SDL, etc are creating the challenges in its proper application. In the study, the teachers' roles are facilitator, helper, and resource provider by creating different situation, encouraging, orientating, inspiring, using Information Communication Technology (ICT) and using multimodality in the classroom.

Keywords: learner autonomy, self directed learner, self directed learning

Introduction

Self Directed Learning is any form of study in which learner individually takes initiation and responsibility of learning. Smith (1982) defines that SDL refers to “individual's ability to control his/her learning plan/schedule and other learning-related factors” (as cited in Suc and Duo 2010, p.156). SDL engages learners in self-motivation, self-consciousness, self-controlled, self-dependent and active in their learning. The learners set the goals, plan and manage the materials for their own learning. Merriam (2001) argues that “self-directed learning goals should have the development of the learner capacity to be self-directed, fostering of transformational learning and the promotion of emancipatory learning and social action” (p.9). It means, self directed (SD) learners' goals should have self responsible, generalisable of acquired knowledge from one situation to another and make free to learn without any hindrance and disturbance.

SDL is a process of learning in which individuals take the initiative, with or without help of others, finding their learning needs, formulating learning goals, identifying materials and resources for learning, choosing and implementing appropriate learning strategies. In SDL, the learners self initiate for learning,

take active participation, and learn through self efforts as well as ask support from others if there is need. According to Nunan and Lamb (1996), SDL refers to “situations in which learners accept responsibility for all the decisions concerned with learning but does not necessarily undertake the implementation of those decision”(p. 156). It means, SD learners take all the responsibilities and decisions of own learning but difficult to fulfill all these although SDL helps learners to develop competencies, real-world experiences and familiarity with the subject matter and facing challenges while learning.

Noland and Skidmore (2011 list the three aspects of SDL “the goals, the process, and the learner” (p.4). It suggests, SDL goals should be self-determined or learners’ need based, the process should help to fulfill the goals and according to goals. The learners have to manage and arrange the resources. They are the focal point so they should be self-motivated to be successful learners. SDL is constituted by interest, commitment, understanding and practice of the learners. So, Eva and Regehr (2006) define self directed learning is “a claim of self-regulation” (p. 34). The goal of SDL is to help learners to develop autonomy in the learning process. Simply, autonomous learners refer to the learners’ ability to do work independently without other’s direction. Holec (1981) defines learner autonomy as "the ability to take charge of one's learning"(as cited in Little 1991 p. 1) which means learners’ hold the responsibility of one’s learning. The learners take all possible advantages and limitations self. It suggests learner autonomy means determining the objectives, defining the contents and progressions, selecting methods and techniques to be used, monitoring the procedure of learning and evaluating what has been learnt. The autonomy itself is relative term because we cannot say you are totally dependent learner and independent learner but it is in continuum as Nunan writes (1997) “the degree of learner of autonomy” and “autonomy is not an absolute concept” (p.13).

An SD learner is one who takes the initiative and the responsibility for what occurs. The individual learner selects, manages, and assesses own learning activities which can be pursued at any time, in any place, through any means. Nunan (2003) argues “Learners who are able to play the kind of active role in their own learning is self directed learners” (p.194). Learners self set the direction which way I have to go, set the aims and objectives for what I am going to, set the methods and procedures to proceed, manage the recourses and monitor the process. Abadi, Jahandar, Khodabandehlou and Seyedi (2012), the key characteristics of SD learners are:

the learner who can take responsibility for learning, an ability to define one's own objectives, awareness of how to use language materials effectively, careful organization of time for learning, and active development of learning strategies (p.3).

SDL is one of the most important concepts of learning. There is no debate regarding the advantages and benefits of SDL. But problems like low degree of students proficiency and knowledge, low achievement in expected outcome, increasing dependency upon teachers, lack of self-confident, passive in leaning and receiving rather than constructing own knowledge suggest learners’ due attention of SDL is there. So, the purposes of this study were to explore the teachers’ and students’ perspectives on SDL for learner autonomy and analyze the teachers’ roles to engage students in SDL. This study was also expected to identify difficulties and challenges in SDL to develop autonomy in learning. The prime focus was also

given on adult education; adult education is in that sense, to be self directed and autonomous, learners should have intrinsic motivation, self-concept, needs and experience. The research will be very helpful to understand about SDL and regarding the future research on the related issues and will be significant to all the stakeholders like teachers, students, researchers, etc.

Review of Literature

SDL can be described as self-initiated, personal and intentional learning. It involves establishing personal goals, utilizing various resources and becoming personally responsible to learn. According to Hiemstra, (1994), Knowles, North American scholar popularized with andragogy and corresponding with adult instructional processes his work published in (1975) “Self-directed Learning” which provided foundational definitions and assumptions. The first attempt to better understand learning-oriented individuals was made by Tough, A Canadian researcher, his dissertation effort to analyze self-directed teaching activities and subsequent research with additional subjects resulted in a book, ‘The Adult’s Learning Projects’ (1979).

Chee, Divaharan, Tan and Mun (2011) share, after the popularity of Knowles’s Andragogy, questions were raised whether the concept of Knowles really unique to the adults or not. In 1987, an ‘Establishment of an annual International Symposium on Self-Directed Learning’ by Long and his colleagues completed this historical picture. The Symposia have spawned many publications, research projects and theory building efforts by researchers throughout the world. A well-known research by Grow (1991, 1994) ‘Staged Self-Directed Learning Model’ (SSDL), the matrix presented in this model enables learners to identify their stage of readiness for SDL. Hanson (1996) argued that the characteristics of an adult learner were also found amongst children like adults, children could possess intrinsic motivation to learn, if the problem was of interest to the child, he or she would make attempts to address the need for knowledge in order to solve the problem.

As with the development of many new ideas, SDL has created some confusion in that many related concepts are often used interchangeably or in similar ways. Hiemstra, (1994) includes SDL with self-planned learning, learning projects, self-education, self-teaching, autonomous learning, autodidaxy, independent study and open learning. Though, they are terminologically differing but subtly they are interrelating or corresponding with SDL. So, SDL is development of knowledge and skill in which an individual does efforts by his or her own attempts using any method in any time. SDL does not need formal classroom, formal examination, teachers, group and grades but it does not mean it avoids formal setting.

SDL is obviously based on adult learning theory or andragogy. In simple word, adult is a period of optimum mental functioning when the individual’s intellectual, emotional, and social capabilities are at their peak to meet the demands of career. Knowles (1980) defines adult as “fully developed, mature and grown-up” (p.24). It means the person who is physically, psychologically, instinctually and socially developed. The persons who have ability to reproduce, develop self concept, and seek roles and responsibility, are adult. Merriam (2001) adult has “the ability to recall, to process information, and to problem solve” (p.4). So, adult can solve the problems themselves, they have the capacity to recall the previous ones, they have

the ideas to process the information and to solve problems. Adult students have potential possibilities for the learning, they have experiences with world and they have consciousness to learn which make them possible to develop one's abilities more successfully and systematically.

Andragogy is based on adult education. Knowles defines andragogy as "the art and science of helping adults learn," and contrasted with pedagogy, "the art and science of helping children learn" (1980, p. 43). Andragogy becomes a better point for those who are trying to define the field of adult education as separate from other areas of education. From above definition, andragogy is art or science of adult teaching; it deals with the adults. Davenport and Davenport (1985) say andragogy has been classified "as a theory of adult education, theory of adult learning, theory of technology of adult learning, method of adult education, technique of adult education, and a set of assumptions." (as cited in Merriam 2001, p. 5). It suggests andragogy itself is cover term which covers different theory, method and technique so it remains as the most learner-centered of all patterns of adult educational programming.

SDL is directly linked with adult learning theory. At least adult learners are conscious of SD and autonomy. The teachers can play the role of facilitator rather than presenter of content. SD learners can exercise of independence in learning, they can make goals and decide what is worthwhile learning as well as how to approach there. So adults have reason why they need to learn, how it will benefit them and they have earlier experience too which adults want to use what they knew and to be approved for having that knowledge. Adults want to develop self-identity and self-determinant from their experiences. SD learners have their own orientation to learn, readiness to learn which can use real-life situation or problem orientation. Adult learners are self and intrinsically motivated and give importance to internal priorities than external motivators. That's why, SDL or SD learners are based on adult learning theory which is technically called andragogy.

Autonomy simply denotes a significant measure of independence from the control of others or learners' degree of freedom. Little (1991) stresses "Autonomy is a capacity for detachment, critical reflection, decision-making, and independent action" (p. 4). It implies that the learner has the freedom to plan and control his own learning by choosing what, when and how to learn in compliance with their own needs, interests and abilities. Boyadzhieva (2016) argues "learner autonomy refers to individuals psychological capacity to explore their own learning abilities, capacity to take charge of the decision making concerning their learning, intrinsically motivated and freedom of choice"(p.37). So, on the basis of above definition, learner autonomy is the ability of a learner to understand and manage learning processes responsibly and effectively.

The idea of autonomy has grown with various forms of practice including individual learning, self-instruction, self-access, etc. There are no uniformities in its definitions; it differs from one context to another. Dang (2012) states:

The psychological perspective values the personal attributes of the learners; the technical perspective values attributes in the learning environment; the socio-cultural perspective emphasizes the interactions between learners and their environment; and the political-critical perspective focuses

on learners' access, control, power and ideology in their community (p. 53).

So, we recognize that autonomy is multidimensional and takes many different forms according to person, setting, and multiple contexts. It has been brought into language teaching through psychological, cultural, social and different fields of philosophy. Benson (2011) defines learner autonomy, "as remarkable degree of consensus around the idea that autonomy involves learners taking more control over their learning" (p.16). It is moving from teacher dependency to autonomy. The learners control of own learning in a remarkable degree of continuum.

Eneau (2008) argues autonomy is not merely the ability to direct one's own learning; it takes into account emotional, intellectual, and moral dimensions. It reveals an autonomous learner manages his or her aptitude for own learning and an ability to make judgments in the use of appropriate strategies to learn. The learners can develop autonomy engaging in discussion with others, applying the previous experiences and knowledge creating knowledge from interaction with others. So to construct one's autonomy, it is necessary to learn from oneself, from others and from the resources.

LA is defined as learners' self-initiation and self-regulation. To foster LA, different styles and strategies or approaches are incorporated. Benson (2001) classifies six approaches to develop LA viz resource-based, technology-based, curriculum-based, teacher-based, classroom-based and learner-based. Same as Lo (2010) adds LA has been increasingly promoted, more teachers are aware of shifting their roles from decision-makers to facilitators. The different learner-centered approaches encourage learners to actively participate in every aspect of their learning, including setting goals, selecting materials and strategy and assessing outcomes. Lo (2010) also emphasizes portfolios to promote autonomous language learning because process of portfolio includes self-reflection, self-direction and self-evaluation embedded for promote autonomous learning.

Abdullah, Koren, Muniapan, Parasuraman and Rathakrishnan (2008) conducted research on Adult Participation in Self-Directed Learning Programs in Malaysia was done to explain the different concepts related to SDL. The various concepts regarding adult participation such as autonomous and SD, life experiences and knowledge, goal-oriented, relevancy-oriented, practical and social contact were explained along with its barriers like situational barriers, dispositional barriers which create non-participation in SDL. So, the research outlines concepts why adult learners are engaged in SDL and what are the barriers for not participants in SDL. The research carried by Agung, Lestari and Widjajakusumah (2009) found the positive perceptions and practices of SDL. The students who have positive perception toward student centered learning had a better tendency and practiced student-centered behaviors like self motivation, self management, self readiness, interaction and self assessment. It also suggests the students' areas of residence are dominant factors which influence the student-centered behavior but gender, age and year of entry do not seem to affect the student-centered behavior.

The research of Ahmada and Majidb (2010) found that cultural factors need to be taken into account in the classroom, it is important for the teacher/instructor to understand that cultural factors because that affect classroom interaction strategies. Students learn many styles and strategies from the teachers and friends so the teachers should address the students' diversity to promote them to be autonomy.

Du's research carried out in (2013) on the topic Student Perspectives of Self-Directed Language Learning: Implications for Teaching and Research outlines that the students are derived from several benefits such as exposure to news texts, an improvement in meta-cognitive ability, higher motivation, improved SDL abilities, skills to prioritize tasks, independently locate resources, read strategically and critically self-appraise. The research also point out the great roles of teacher facilitating the students in learning from students' views.

A research conducted by Khatri (2012) on Self Directed Learning for Teachers' Professional Development which explored the secondary level teachers' awareness of SDL and SDL strategies practiced for teachers' professional development. The finding shows only fifty percent teachers of secondary level English teachers are aware of SDL for teachers' professional development. It means, large number of teachers are still unaware of own career development even they avoid basic activities like self-monitoring, action research, journal writing, analyzing critical incidents, etc. Dhakal (2017) suggests group interaction, presentation, role play, simulation and storytelling help students to develop autonomy in speaking skill. SDL helps learners to be autonomy in all skills with sound knowledge and skills of subject matter.

A single teacher cannot teach all the students individually in the classroom so students should develop a degree of autonomy. SDL can be the best method to develop LA and that is proved by the different research conducted in different counties and contexts. The reviewed empirical literatures have shown the great importance of SDL to develop LA. The reviewed research shows the positive perception toward SDL and it should be encouraged. The different roles of teachers and barriers are also pointed but these all are from the teachers' point of views. So it was conducted to pinpoint the perceptions of both; teachers' and students' point of view along with challenges and difficulties. This research has shown the roles and responsibilities of teachers in context of campus level education.

Methodology

The present study was based on qualitative research design. Qualitative research is an approach that seeks to make sense of social phenomena as they occur in natural settings. For this study, the populations were campus level English teachers and students in Kaski district. Five English teachers and three groups of students were the sample of this study. Each group contains five students. The purposive non-random sampling procedure was used to select the informants to fulfill the objectives of this study. The primary data was collected from five English teachers and three groups of students.

The interview and focused group discussion (FGD) tools were used for this study. For that, semi-structured questions for interview and semi-structured guidelines for FGD were designed. In order to collect data, the first of all, the researcher informed the teachers and students and met them. Teachers were met individually in different time but students were met in college. After that, with building rapport with teachers and students, the researcher explained the purposes of the study then scheduled the time for interview and took the interview. For the FGD, first researcher formed the groups and shared few instructions. The FGD was done in three different days on the basis of students' convenient of time and date. Both, interview and FGD were recorded by a mobile phone. Then, the researcher transcribed all the

recorded information into written form highlighting the catchy ideas. And this information was analyzed and interpreted using interpretative and analytical procedure.

The researcher used oral consent to the respondents without using any written form and letter. Respondents were insured for maintaining privacy, not misusing the data for other purposes and anonymity of participants by the researcher. The researcher has respected all participants' ideas, did justice to all, excluded the irrelevant information and used unbiased language appropriate for audiences of the research. And dew attention is given on honesty, accuracy, truthfulness and credit for ownership to researcher, participants and advisers.

Results and Discussion

The collected data from the respondents were analyzed and interpreted under the following quotes from them to illustrate the main themes which were developed.

Perceptions of SDL

The finding shows that campus level teachers and students have reached certain level of SDL understanding and positiveness. SDL is a learner-centered activity in which learners learn themselves by doing their own activities. Grow (1991) assumes SD is creation of situations in the classroom to direct one subject or one dependent learner to another and degree of teacher talking should minimize. The informants add, "SDL is new approach and learners' autonomy itself in teaching learning context in which teacher creates the situations and students learn themselves where teachers' roles are minimized and students' are maximized".

It argues SDL is a new approach in Nepalese context for teaching and learning language which makes learners to learn doing themselves. The roles of teachers are facilitative and creating the learning situation in the classroom. So, teachers' careful nurture should be there to make students' attention on the subject matter. SDL is for developing autonomy by doing own efforts wherever that can be in the classroom and outside the classroom, individual or collective but learners should be responsible and active in pair, group or whole class.

Eneau (2008) argues SDL is not only directing own learning but the ability to use appropriate strategies in learning but self direction and self motivation is first one. To assist it teachers argue, "It is a way of motivating students for autonomy where learners develop their skills and knowledge by using own efforts and strategies". The learners themselves try to search, find out new things with the help of teacher or without, in that way, they develop insight in learning. SD learners are those learners who have the capacity to drive self in learning. In another word, SD learners should have internal desire or motivation to learn. Motivation motivates them to learn so it is internal drive as well. A teacher compares SDL with motivation saying, "SDL is a pushing factor". It means that SDL is such a drive which motivates learners for learning. So, the concept of SDL can be compared with teachers because they are assumed as the pushing factors to motivate the learners.

SDL Activities

In the perceptions of informants, there are different activities which make learners engaged in SDL for LA. The use of SDL activities differ from one student to another obviously because of their different social, psychological and cognitive nature or background. Balçıklı (2010) states “Because of differences, involving students in the decisions such as individual/pair group work, use of materials, type of class activities and type of homework activities provides them with choice of different approaches and understandings to foster learner autonomy” (p. 93). As a whole, the activities such as using libraries and using internet for searching materials, exercising to find out the answer of questions themselves are the SDL activities. The interviewees suggest, “This is the era of science and technology and mass media. The students can consult needy materials using mass media such as You Tube, Google, Wikipedia, etc and discuss in group on different issues and topics”. This excerpt also proves the activities as searching mass media, discussing in group about the learning areas make learners self directedness. Mass Media also makes learners active and updated with new innovations and changes.

One group strongly suggests to develop autonomy in learning, “We read authentic books and foreigners written, attend different seminars and conferences which help us to generate new ideas and explore our originality and potentiality, study making schedule of each days, etc”. These are the self involvement activities which make students self- involved. So we can conclude, when the learners psychologically ready for learning, they realize learning is their own responsibility, they develop their sense of responsibility in learning and do following teachers’ path and guidelines, these activities make learners self directedness. The habit of library reading, writing diary or developing self-portfolio, habit of readings further materials than just reading own classroom contents like readings newspapers, research papers and articles, creative works and literary works also help learners for SD.

In the work of Little (2003) shares, “In my own classrooms, I work hard at moving learners along a continuum from total dependence on the teacher to autonomy. I incorporate a series of steps into the educational process which are more content oriented to learning processes”. A teacher follows the same process as Little:

Yes I do, while teaching story, I provide some of the lines of the story by picking from different paragraphs and ask them to identify. It is no necessary to say read this story but those lines motivate them to read story where the lines remain.

This is an absolutely delightful way to motivate students in SDL. Such kind of activities helps learners to be curious and habit of inquiry to find out. The students read the whole story without feeling of insistence directly. Besides this, students learn different reading skill such as scanning skill, skimming skill, comprehension skill, etc.

Difficulties and Challenges

SDL is based on adult learning. Adult learning deals with andragogy. So it is applicable only to college level students. Because of different elements like lack of sufficient number of colleges to enroll the students, overcrowded number of students in a class, lack of resources, no access of mass media, teachers’

time and students' perception create the difficulties in implementing SDL strategies. Leach (2000) points different factors which are responsible while implementing and challenging SDL strategies viz context, domain of knowledge and level of learning, socialization, confidence, motivation, time, resources and age. An interviewee says, "There are so many challenges as student numbers are very high, students' individual differences, and lack of accessibility of resources. So, it is easy to say but difficult to implement". The great problem in Nepalese context is overcrowded number of students. Because of high number of students in a class, it is very difficult to deal individually and if teachers' guidance and support do not provide properly, we cannot imagine better achievement and LA. Nepal is a multicultural, multilingual, multiracial and geographically diversified country so the students come from different educational, economical, religious, language and social background which also create the difficulty in higher level too.

Most of the informants' state that the challenges also stand because "Lack of sufficient time we cannot create all situations within 45 minutes and no inspiration from administration". Applying students' centered method or activities itself is time-consuming. The teachers also should do more preparations and practices rather than traditional teaching. But according to informant, there is no such situation because of unavailability of proper resources, lack of sufficient time and any inspiration or encouragement. Doing all the students' centered activities within 45 minutes is also very difficult. And there is lack of inspiration because they grew in such theoretical and traditional scenarios of teaching and learning. But those teachers who are aware of communicative approach, who advocate students centered methods; they should start to create the situation whatever environment they grew. A teacher suggests "Making students self directed itself is challenging. They themselves are unaware about their job and they love and enjoy when teacher provides them complete note". This excerpt argues, students themselves are not interested to engage in SDL. The main challenge faced by the teacher is making aware about SDL and learning is their own duties. Students are not realizing that we should be responsible for our own learning.

Leach (2000) argues, to be the students SD, their existing knowledge of the subject, and the level at which they were learning, made to the amount of control they would want, or be able to take, over their learning are the most. But informants stress "Students want to provide readymade note from the teacher, readymade note entertain them very much, notes are in questions answer, questions are likely to be asked in the exam and students' preferences in capsule note" have created problems in applying SDL activities. Students don't want to spend much time for studying themselves. Learners should be more responsible in their learning but they seem irresistible and dependent to the teacher. They expect the complete note from the teachers that would be asked in exam that suggests students are exam oriented or pass and fail oriented rather than generating own learning. It shows students are patience receiver rather than exploring their own talent.

It was found almost all teachers have same view toward students, not for all students but most of the students have false ideology that is whatever teacher says that is correct and authentic whether that is correct or not that which hinders for developing own responsibilities and autonomy. When the students satisfy from what they get from the teachers and think enough, their further attempt to learn is decline. But as teachers, students also blame teachers, "Because of teacher's rushing time table or schedule timetable

for teaching in different colleges and also tedious feelings toward applying SDL activities have created the barriers for applying SDL strategies for students' autonomy". This argument suggests, teachers also need to change according to time and needs. The problems and difficulties lay in the students, teachers and administration, unless these stockholders become aware, such new concept will not be entertained.

Teachers' Roles

Learning is not a single process but it's a joint process among students, teachers, parents, administration, society and many more. To develop the autonomy in learning, students should follow the directions and guidance of the seniors, teachers and other experts. Teachers should provide full exposure, supports and they should use student centered activities, strategies and methods. Teacher roles are facilitator and resourceful person rather than only content deliverer and teacher should create the situation in the classroom and let students to do work. Use of science and technology and mass media can make the students active and self involvement. Besides this, teacher should manage modern libraries, virtual libraries, self access centers, etc which help students to search and identify the needs. As far as possible, teachers and students relation should be sound and there should be cooperation, collaboration between teachers and students and among students too.

Teachers roles should make students to explore their own knowledge, generate own knowledge and exploit the available resources and facilities for own learning. Teachers should help students to be aware of their own talent and should explore. A teacher claims, "Teachers should not confine students only inside the classroom but let students go outside and be always active, eager and quest in every step for learning". It suggests teachers should be shifted from traditional and obsolete teacher-centered method to students centered methods. Along with teachers' roles, the administration also should play crucial roles making access of libraries, books, internet facilities, inspirations and motivations to the teachers and students. The administration should maintain the school areas impressive and attractive with sound environment.

Conclusion and Implications

The study was mainly concerned to find out the teachers' and learners' perceptions about SDL, SDL activities, challenges and the teachers' roles to make LA. The respondents have positive perceptions regarding the SDL helps learners to be autonomy. It claims SDL is a pushing factor or drive which makes learners self responsible about own learning and makes learners conscious about learning is their own duties. So SDL is necessary learning strategy for better and meaningful educational achievement. SDL is not only learning individually or learning in isolation but it is learning collaboratively and collectively too. It means, even a learner can learn in pair, in group, or in whole class but he/she should self work, active and self responsible.

SD learners learn how to learn and take challenge to learn using SDL activities like self study, group study, library study, participation in seminars and conferences, use of ICT and mass media. This research also outlines institutional and students' ideological barriers Teachers' roles are inevitable to overcome from these barriers or challenges by motivating the students, being facilitator and resourceful person, situation creator and guiding learners individually as well as collectively. Based on the above findings, this study

may have a few implications for teachers and students. First of all, in order to help students develop LA, teachers also need to identify the change of teachers' role in teaching learning process. Teachers encourage and give students the skills and learning strategies to learn on their own ways. Overall theme of the study is to develop LA so learners need to use SDL styles and strategies for better learning and achievement.

In conclusion, the informants are no doubt of in favor of SDL for making autonomous learners but there are so many challenges in implementation. Students and teachers are facing difficulties and problems in it but have been practicing SDL activities or strategies for developing autonomy. However, all informants are supported the SDL activities help to develop LA. The researcher believes that this study will contribute for developing LA and in improving results.

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Paradigm Shift in Research: Emergence of Mixed Methods Research Design

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Abstract

Between the lines of quantitative and qualitative inquiries, mixed methods research, which has taken a considerable space in academia, has emerged as a promising design as a mark of paradigm shift from pure method to the hybrid one. In this context, this article aims to explore the phenomenon of the mixed methods research design in terms of reasons for use, historical developments, types, and assessments. To achieve this goal, document analysis method has been used. Only the secondary sources like books, journals and archives have been used for documenting information and making meaning from them. The conclusion is that mixed methods research design has been a current practice for many reasons in academia. This implies that the new paradigm should profusely be used in the field of research at universities and research centers.

Keywords: concurrent, embedded, multiphase, sequential, transformative

Introduction

Along with the wave of postmodernism everywhere, mixed methods research design made its debut as a new paradigm for the researchers. The newcomer is a good blending of traditional research methods viz. quantitative and qualitative. Despite their strengths, both of them have been criticized for their weaknesses. Although the quantitative method has a long- established tradition, qualitative researchers regard quantitative research for being “overly simplistic, decontextualized, reductionist in terms of generalizations, and failing to capture the meaning that actors attach to their lives and circumstances” (Brannen, 2005, as cited in Dörnyei, 2007, p. 39). Likewise, quantitative researchers criticize qualitative research in terms of small sample size, lack of generalizability, biased researcher role, lack of methodological rigour, too complex or too narrow theories, time consuming, and labour-intensive (Dörnyei, 2007, p.41-42). Of these limitations, some (like the last two in this list) are confessed even by the qualitative researchers. In the similar vein, Denzin and Lincoln (2018) have made a mention of four-faced attacks on qualitative inquiry such as political, epistemological, ethical, and economic, representing methodological conservatives, neotraditionalist methodologists, traditional social science researchers, and advocates of global audit culture, respectively. Thus, between these two lines of worldviews, the third one made its debut as a new paradigm to overcome the weaknesses and to encapsulate the strengths of the two methods. As the name itself suggests, the mixed methods research design (MMRD) mixes up or combines or integrates both the traditional methods in such a way that quantitative part uses numbers and numerical data, and qualitative part uses textual and discoursed forms of data. These polarized methods have come together to form the intermediate form of inquiry. To put in Miles and Huberman’s (1994) words:

Entertain mixed methods. We have sought to make a virtue of avoiding polarization, polemics, and life at the extremes. Quantitative and qualitative inquiry can support and inform each other. Narratives and variable-driven analyses need to interpenetrate and inform each other. Realists,

idealists, and critical theorists can do better by incorporating other ideas than by remaining pure. Think of it as hybrid vigour. (as cited in Dörnyei, 2007, p.42)

This shows that MMRD has come out in the domain of research to incorporate the extremists' views of objective reality (quantitative) and subjective one (qualitative). This newcomer, which is a byproduct of the polemic paradigm war, amalgamates positivists' (quantitative) and interpretivists' or constructivists' (qualitative) positions. These two positions can be located at the two edges of a paradigm continuum that allows intermediate methods subsuming the newcomer. In this sense, MMRD is a mongrel and an intermediate approach to incorporate both the independent standpoint on its left and right.

Before it received its labeling as mixed methods research design, it got different appellations like "multitrait-multimethod research, interrelating qualitative and quantitative data, methodological triangulation, multimethodological research, mixed model studies, and mixed methods research" (Creswell et al., 2003, as cited in Dörnyei, 2007, p.42). For Dörnyei (2007), MMRD has increasingly been used as a newcomer in research domain of the social sciences for the past 15 years. This confirms that MMRD has been in practice in a way or the other for a few years of history. It has been considered an influential way of integrating two polaristic standpoints. Although some researchers take these two as opposing views, the researchers or theorists assume the two (i.e. quantitative and qualitative) to be supportive to each other. It means that the two views support each other not in supplementary or complementary but in circular ways (Strauss & Corbin, 1998, as cited in Dörnyei, 2007). It implies that they are not caricatural to each other but facilitative in a spiral manner in such a way that one helix supports the other in an evolving series of a research process.

Thus, Creswell and Plano Clark (2011) have defined this design as "a procedure for collecting, analysing, and 'mixing' both quantitative and qualitative methods in a single study or a series of studies to understand a research problem" (Creswell, 2012, p. 535). This fundamental premise has further been clarified by Creswell (2015b) in these words, "Mixed methods is an approach in which the investigator collects, analyses, and interprets both quantitative and qualitative data (closed- and open-ended information), integrates or combines the two approaches in various ways" (p. 59). Furthermore, this research design "uses a mix of quantitative and qualitative methodologies to examine that problem deductively and inductively so that findings will be explainable" (Hay, 2016, p. xii). In this way, this design has made its third space in the field of research.

The Multimethod design can sometimes be mistaken for the MMRD. To clarify, Creswell (2015a) and Hesse-Biber and Johnson (2015) have conceded that the former employs the collection and analysis of multiple forms of either quantitative or qualitative data whereas the later uses not only the collection and analysis of the both forms of data but also integrates of mixes up the two datasets along with interpretation. The distinctive traits of a typical MMRD are as follows:

- i Collection and analysis of quantitative and qualitative data in response to research questions.
- ii Use of rigorous qualitative and quantitative data using a specific type of mixed methods design, and interpretation of this integration.
- iii Sometimes, framing of the design within a philosophy or theory.

(Creswell, 2015a, p. 3)

The researchers interplay between the two methods in each step of the research process from collecting data to drawing inferences. This context makes the research process more advanced than the other two; the procedures are time-consuming and labour-intensive as the researcher should bear the double load of the approaches; and MMRD needs to link or embed two strands in such a way that the loopholes must remain invisible. Thus, the newcomer is an emerging yet demanding approach to overcome the shortcomings of either one.

Based on these contexts, this article aims to explore the reasons for using MMRD, to explore its historical developments, to delve into its taxonomy along with the salient features of each type, and to assess its uses in the research domain.

Methodology

To achieve the set goal, I have employed document analysis method as a part of qualitative approach. This is, thus, a secondary research that “includes any research based on secondary sources, especially other researchers’ books and articles” and “is further divided into library research and literature reviews” (Brown & Rodgers, 2014, p. 10). Thus, secondary research adds to the common body of existing knowledge. As a secondary research, this article analyses and interprets available documents within the domain/s selected (Bell, 1999, as cited in Al-Jardani, 2012, & Krippendorff, 2013). Accordingly, I have selected the domain of mixed methods research design (MMRD), and analysed and interpreted the documents within the framework of parameters of the phenomenon such as reasons for use, historical developments, typologies, and assessments of its uses to draw inferences.

Review, Result and Discussion

This section reviews, analyses, and interprets the phenomenon of MMRD in terms of the four themes (as per the objectives) such as reasons of its use, historical developments, taxonomy along with the salient features of each type, and assessment of its uses in the research domain.

Reasons for Use

The mixed methods research design (MMRD) calls for understanding both qualitative and quantitative strands on the part of a researcher, who should mix up the two as an integrated whole. Thus, the main condition for using this design is the expertise in both the approaches. Although it is a rigorous process, the researchers need to follow its principles as this is a requirement for an innovative researcher to follow the advanced procedures. For Creswell (2012), these are the reasons for the need of its use:

- i Mixed methods research is a good design to use if you seek to build on the strengths of both quantitative and qualitative data.
- ii One type of research (qualitative or quantitate) is not enough to address the research problem or answer the research questions.
- iii You want to provide an alternative perspective in a study.
- iv On a practical level, you use mixed methods research for studies in graduate programs in which qualitative research has yet to be fully accepted and in which quantitative approaches are the

norm.

- v A mixed methods study is more acceptable than a 'pure' qualitative study because there is still a component of quantitative research in a study.
- vi Graduate students use mixed methods research in order to learn and experience this form of research design so that they are well-informed about the latest research approaches. Mixed methods research has become popular as the newest development in research methods and in approaches to 'mixing' quantitative and qualitative research.

(Creswell, 2012, pp. 534-536)

These reasons confirm that MMRD is a safer and more reliable research journey than either quantitative or qualitative alone. To put in metaphorically, its researcher is to follow a double-lane road whereas either of the two is to follow a single-lane road. Naturally, the former way is comparatively safer if the researcher is expert in both the types of enquiry. To put it in a straight way, MMRD is more advanced because it catches the strengths of the both wings (i.e. quantitative and qualitative) to build on more strength (Anderson, 2016). For example, qualitative data facilitate in formulating survey questionnaires and quantitative data in formulating open-ended interviews or observations.

Thus, Miles and Huberman (1994) have asserted, "When one mixes quantitative and qualitative data, 'we have a very powerful mix'" (as cited in Dömyei, 2007, p. 535). Further, the mix up of the products of the study with the process enhances "a complex" picture of a social phenomenon (Greene & Caracelli, 1997, as cited in Creswell, 2012, p.535). Therefore, for the deeper study of an issue, MMRD is needed. To elaborate, the once collected data (quantitative), the researcher needs to revisit the phenomena (qualitative) in a naturalistic setting. For example, objective reality of a classroom culture maintained by a survey needs to re-examine through multiple lenses to diagnose subjective reality. Conversely, subjective reality may need to quantify objectively for the validity and reliability of the research process and product. So, following only one method paralyzes the product and needs to reincarnate by means of concurrent or sequential approaches in a circular way. This offers an alternative perspective to the usual one.

In universities, the quantitative design may have been a convention and therefore purely qualitative enquiry may not be accepted. In such contexts, the graduate students need to follow the mixed one. Further, researchers should always be hungry of knowledge and in such contexts; the newcomer can be a good food for thought and practice. Hence, mixed designs have been a current practice among the novice and the expert researchers equally. This is evident from the proliferated practices in the research domain like universities, and research centres.

Further, in Leavy's (2017) views, "Mixed methods research (MMR) involves collecting and integrating quantitative and qualitative data in a single project and therefore may result in a more comprehensive understanding of the phenomenon under investigation" (p. 164). These reasons call for the intensive use of the MMRD.

Historical Developments

A glimpse of the MMRD can provide a huge impetus to the researchers for framing a proper research

design. Thus, its historical overview is needed for the researchers.

The roots of the mixed designs are traced back to the beginning of the 20th century, although mixing different methods “has an even longer history in disciplines such as ethology and animal behavior, palaeontology and geology” (Maxwell & Loomis, 2003, as cited in Dörnyei, 2007, p. 43). The multiple methods of data were used since the 1930s (Sieber, 1973, as cited in Creswell, 2012). However, it was only 1959 when Campbell and Fiske practiced “multitraitmultimethod” research design in which they emphasized collecting more than one type of quantitative data (Creswell, 2010, p. 536 & Dörnyei, 2007, p. 43). Thus, the early phase of MMRD dealt with mixing multiple quantitative data in a single study.

Using the single source of data appeared to be seen with skeptic eyes since the first half of the twentieth century. This context seems the cause for germination of the new way of inquiry. When positivism was a back-up philosophy for quantitative enquiry, interpretivism or constructivism was for qualitative. Qualitative research, in the beginning days, was brutally criticized by the positivists for lacking validity and reliability of the research process as a whole. To address this issue, the interpretivists preferred using multiple sources of data. For example, Denzin (1978) advocated methodological triangulation in which multiple qualitative methods would be used to maintain external and internal validity (as cited in Dörnyei, 2007). Triangulation, a term borrowed from naval military science, was used in research to mix up multiple data sources to investigate a single phenomenon. The multiple sources can be interviews, observations, documents, and the like. Similarly, Jick (1979) used triangulation by mixing up “surveys, semi-structured interviews, observations, and archival materials to provide ‘rich and comprehensive picture’” (as cited in Creswell, 2012, p. 536) in a single study. There was a good rationale for blending this way to overcome the weaknesses of single method-boundedness and to maintain trustworthiness of the research data and process. In this way, MMRD has a legitimate shape methodologically for combining the strengths of the two and for overcoming weaknesses of one by the other.

Like methodological development of MMRD as a breakthrough in the 1970s, there was a philosophical breakthrough in the 1990s. It is a well-established fact in the domain of research that quantitative method was developed on the positivists’ philosophy which assumed for a single objective reality that can be tested. The same well-established fact is that qualitative method drew heavily on interpretivists’ or constructivists’ philosophy which assumes for multiple subjective realities that depend on an individuals’ perception on a phenomenon. Even criticism or a critical assumption placed skepticism on the existing practices which enforced to introduce pragmatism as a background philosophy for MMRD (Creswell, 2012, & 2014). In this way, the mixed methods have historical grounds of methodology and theory.

Before the 1990s, there was paradigm war between the positivists and the interpretivists as separate schools of thought. There was an issue of compatibility of the worldviews or paradigms and methods. The advocates of incompatibility argued that different worldviews and methods are not compatible as they were (Tashakkori & Teddlie, 1998, as cited in Creswell, 2012). To put it differently, quantitative method is based on one worldview (e.g. single objective reality) whereas qualitative method on the other (multiple subjective realities perceived by one’s own lens). This logic concludes that these two phenomena (i.e. qualitative and quantitative) are incompatible like sand and water and thus cannot be integrated or

embedded in a single study. This notion, however, was understood as a fallacy later on as objective reality (e.g. observations of students' behaviour in a classroom) may have components of subjective realities (e.g. variability in the students' behaviours in a classroom culture) (Creswell, 2012). Thus, absolute dependency of an either method on a single paradigm proves wrong. This context opened up avenues for flourishing MMRD.

Further enhancement of the MMRD was observed when pragmatism was taken as its philosophical premise. For example, for Tashakkori and Teddlie (1998), pragmatism explores a particular research problem with the lens of multiple methods (as cited in Creswell, 2012). Likewise, Dörnyei (2007) has remarked Magnan's (2006) report which shows that "over the 1995-2005 period, 6.8 percent of the research papers appearing in the *Modern Language Journal* used mixed methods" (p. 44). This fact confirms that towards the end of the 20th century, the MMRD emerged as a popular method of investigation based on pragmatism. Further, Mertens (2009) has asserted, "Other philosophies have emerged as a foundation for mixed methods research such as the transformative research perspective advancing the need for addressing issues of social justice for underrepresented groups" (as cited in Creswell, 2012, p. 537). In this way, the MMRD has come up with current interests and foundations philosophically and methodologically.

The forgoing paragraphs justify the demands of MMRD from methodological and philosophical perspectives. Beyond these dimensions, the paradigm war has been quietened by the development of its procedures for implementing MMRD (Creswell, 2012). Now, MMRD has its own notation system, fixed models and typologies, certain processes, and strengths to overcome single method-boundedness. For example, triangulation of different types, qualitative data support quantitative and vice versa concurrently or sequentially. Further, for large-scale projects "the data collection could extend from two to three phases (e.g. see Miles & Huberman, 1994) or be collected from multiple levels in an organization such as the district, school, teacher and student (e.g. see Tashakkori & Teddlie, 1998; Teddlie & Tashakkori, 2009)" (as cited in Creswell, 2012, pp. 537-538). In this way, MMRD has been one of the research methods currently procedurally.

These methodological, philosophical and procedural perspectives have established MMRD as a legitimate research design. Therefore, different books, book chapters and journals offer reasonable space for MMRD research works are researchers. As nothing is complete in itself in general, MMRD is being amended. In this direction, Creswell (2012) has remarked, "Refinements continue in the process of data analysis in mixed methods research (Caracelli & Greene, 1993), the use of computer programs for merging quantitative statistical programs with text analysis programs (Brazeley, 2000, 2010), and the identification and discussion of numerous mixed methods studies reported in the scholarly literature (e.g. Creswell & Plano Clark, 2001; Geene et al., 1989)" (p. 538). This shows that MMRD one day has its potentiality to be the most effective research design as it has already played a crucial role to quieten the paradigm debate and also because it regards the research dynamics which calls for flexibility and open-endedness. In this conjecture, Creswell's (2012) remarks are worth quoting, "In the last 5 to 7 years, mixed methods has entered a new historical period in its evolution" (p. 539). It means that the emergence of MMRD has called upon some constructive criticisms from the veteran researchers in terms of its definition, scope, nature,

process, philosophy, design, and the like.

These challenges are beneficial to settle with improvised MMRD in the research domain. These are the fruits of openness of the design and thus they facilitate to fill in the gap for further improvements like the use of technology to quantify qualitative data and to qualitize quantitative data.

Salient Features of Each Typology

As discussed before, the MMRD mixes up qualitative and quantitative in a way or the other. The two methods can be merged based on numerous organizing principles. However, Dörnyei (2007) has conceded two widely used principles of sequence and dominance. He has also provided these nine combinations based on only two components in a study:

- | | |
|-----------------|-------------------------|
| (a) QUAL + QUAN | (b) QUAL + quan |
| (c) QUAN + qual | (d) QUAL → QUAN |
| (e) QUAN → QUAL | (f) QUAL → quan |
| (g) qual → QUAN | (h) QUAN → qual |
| (i) quan → QUAL | (Dörnyei, 2007, p. 169) |

This classification exhibits that Dörnyei (2007) has used notations like the sign a plus (+) indicates a concurrent whereas an arrow (→) represents a sequential collection of data; capital letters denote priority; and QUAL/qual stands for qualitative research whereas QUAN/quan quantitative research (Johnson & Christensen, 2004, as cited in Dörnyei, 2007). In this way, the first three are concurrent whereas remaining six are sequential designs. Likewise, three types have dominance on the both qualitative and quantitative (a, d, & e); three have dominance on qualitative (b, f, & i); and other three have dominance on quantitative (c, g, & h). Further, permutations and combinations make unlimited taxonomies and therefore MMRD is open for adding new designs following any suitable organizing principles.

However, Creswell (2012) has classified the MMRD based on four organizing principles such as priority, sequence of collecting data, way of data analysis, and the step in which the data are merged. Accordingly, he has classified the MMRD into two basis groups like the basic and the complex designs. The basic designs are convergent parallel, explanatory sequential, exploratory sequential, and embedded. The first one is like Dörnyei's (2007) 'QUAL + QUAN' or QUAN + QUAL' design in which emphasis lies on both the designs in collecting and analyzing the data simultaneously. That is why, it is also called concurrent parallel design. The second is like Dörnyei's (2007) 'QUAN → qual' design in which emphasis lies on quantitative data collection and analysis that follows qualitative data collection and analysis sequentially. The third is like Dörnyei's (2007) 'QUAL + quan' design in which emphasis lies on qualitative data collection and analysis that follows quantitative design in a sequence. The fourth one is a distinct one in which either quantitative or qualitative data collection and analysis supports either of the two simultaneously or sequentially. Creswell (2012) has also added two more complex designs based on the basic four. They are transformative and multiphase designs. The transformative design uses any of the four basic designs but frames the design within a transformative lens like feminist, racial, ethnic, disability, gay or lesbian perspectives. Finally, the multiphase design is used in large-scale project works.

It also uses any of the four basic designs but is conducted in multiple phases/steps/projects. Nevertheless, the two complex models need to integrate or mix the results together to draw inferences, albeit they may diverge to each other. Creswell (2015a, 2015b) has also recommended convergent, exploratory sequential, and explanatory sequential as basic designs; and experimental/intervention, social justice/participatory, and multiphase programme evaluation as advanced designs. Of them, intervention is like embedded and social justice is like transformative design.

Similar typology has been suggested by Johnson, de Waal, Stefurak, and Hildebrand (2017), who have labeled MMRD as qualitatively driven, quantitatively driven and equal status. This classification is based on the emphasis given on the type of method. Accordingly, the first type emphasizes on qualitative component; the second on quantitative; and the third on both the types of approaches. This typology represents Creswell's (2012, 2014) three designs like convergent parallel (equal status), explanatory sequential (quantitatively driven), and exploratory sequential (qualitatively driven). However, this model does not incorporate other models like embedded, transformative, and multi-phase. Three-fold typology has also been recommended by Leavy (2017), who has used different terms such as convergent or concurrent, sequential, and nested. This taxonomy also represents Creswell's (2012, 2014) three types like convergent, sequential, and embedded. Nevertheless, Leavy (2017) has further categorized nested design into two types such as nesting qualitative data in quantitative design, and quantitative data in qualitative; and has also illustrated each type with examples.

The delineations expounded above prove that since Creswell's (2012, 2014) taxonomy is more exhaustive, applicable, and implementational; this is followed by many researchers and theorists. The taxonomy, which can be analysed in terms of purpose, rationale, process, researcher's role, strengths, and challenges, are discussed in the succeeding paragraphs.

Convergent parallel design (CPD). The name itself shows that the researcher in CPD collects and analyses the both forms of data concurrently (Creswell, 2012, 2014). Thus, the purpose of this design is to collect and analyze both the forms of data, to compare and contrast the results for the purpose of interpretation. The rationale of this design is that the strengths of both quantitative methods are integrated so that the new, i.e. CPD can be stronger enough to maintain validity and reliability. In this design, two or more researchers collect and analyze data simultaneously. These simultaneously collected and analyzed data are merged to answer the research questions. This comparison of the two datasets converges together for interpreting the results whether they yield similar or different findings.

The strength of this design is that quantitative data provides generalizability whereas qualitative data natural setting. For example, a researcher can conduct questionnaire survey whereas another researcher qualitative interview concurrently. The two datasets are compared to explore similarity/dissimilarity for the sake of interpretation. One major challenge in using this design is that the researchers have to mix up the results even if they may diverge. However, it is noteworthy that data collection and analysis are done separately for merging the data to draw the results (Creswell, 2012, 2014). Then, in the discussion section, the results are shown whether they are divergent or convergent. In case of divergent results, the researchers are suggested to revisit the datasets and/or to collect additional information for the investigation

of convergence of the findings. In a nutshell, variability in sample sizes (more in quantitative or a few in qualitative), researchers and data sources should show convergence of findings, which sometimes is challenging because divergent results can be observed. Thus, the researchers, willing to conduct to this design should be aware of the pitfalls and hurdles of CPD to implement.

Explanatory sequential design (ESD1). Unlike CPD, in explanatory sequential design (ESD1) the researcher follows two-phase project in which strong quantitative follows the weak qualitative method. In ESD1, the researcher first collects and analyses quantitative data by means of questionnaire survey, structured interview, observation which a checklist, tests, and the like. Based on the qualitative results, s/he plans for qualitative phase in which the data are collected by means or unstructured interview, unstructured observation, documents, records, verbal reports, texts/discourses, vignettes, and the like. Thus, ESD1 is not a concurrent but a sequential design.

The purpose of ESD1 is to collect and analyze quantitative (i.e. numerical) data and to corroborate the numerical scores by means of in-depth analyses (qualitative). The rationale of using ESD1 is that quantitative results provide a general superficial picture of a phenomenon whereas qualitative results offer in-depth understanding of the phenomenon. Therefore, the researcher first collects and analyses quantitative data, draws results, and enriches final findings by means of qualitative results drawing on the previous results. It means qualitative interviews/observations facilitate explaining the survey responses. In other words, purposive sampling applied in qualitative phase is preceded by random sampling in quantitative phase. Thus, Creswell (2012) has claimed, “This design is useful for student research and perhaps easier to accomplish (than the convergent design) because one database builds on the other and the data collection can be spaced out over time” (p.273).

Like in CPD, interpretation is done in discussion section. For it, the researcher should first present quantitative results followed by qualitative ones. Only then, s/he shows how qualitative results support the quantitative ones. Thus, in whole research process, priority is given to quantitative phase; qualitative results refine, extend or explain the general picture drawn in the first phase; and interpretation of the results. One of the strengths of ESD1 is that the researchers need not integrate the two datasets. However, like other MMRDs, ESD1 is labor intensive, time-consuming, and calls for expertise on both qualitative and quantitative methods on the part of the researcher. Further, it is also challenging to follow the particular aspect of quantitative results in the second phase.

Exploratory sequential design (ESD2). Like ESD1, ESD2 is a sequential design in which the researcher follows strong quantitative method by quantitative one. This two-phase model aims at collecting and analyzing data in a sequence, i.e. the researcher explores a phenomenon by a small-sized population but in-depth analysis of the themes. Based on the theme-analysis, large size population is tested by using quantitative means. Thus, ESD2 is a reversal of ESD1 in research process. The rationale of ESD2 is that qualitative themes support in designing quantitative tools. Therefore, emphasis lies to qualitative method; qualitative data collection and analysis follows quantitative ones for the corroboration of initial findings in qualitative phase. Like in CPD and ESD1, the researchers in this design interpret the results in the discussion section. The strength of this design is that themes can be tested for their generalizability. The

challenges of ESD2 are like ones of ESD1.

Embedded design (ED). Embedded design (ED) has been categorized as a basic method in Creswell (2012) but as an advanced one in Creswell (2014). In ED, the researcher aims to collect and analyze both the forms of data simultaneously or sequentially but one form supports the other. The rationale of ED is to augment first form of the data by the other. In its process, the researcher collects and analyses quantitative and qualitative data in a single study separately to answer different research questions. Then, interpretation of results is presented in discussion section like in other MMRDs. ED differs from the other MMRDs that one form of data is embedded into the other. For example, within an experiment, the researcher can nest qualitative interview concurrently or sequentially. The strengths and weaknesses of ED are like of other MMRDs but further challenge involved in ED is that the researcher should embed the two forms of data in a single study.

Transformative design (TD). TD is a complex MMRD as TD follows any of the four designs, delineated above, but within a transformative framework, which may incorporate social justice theory, feminist/racist/lesbian/gay/ethnic/disability perspectives (Creswell, 2012, 2014). Thus, the purpose of TD is to encase CPD, ESD1, ESD2, or ED within a transformative lens. The rationale of TD is to dig out a phenomenon basing it within a perspective selected. The process involves merging both the forms of data and interpreting the results encasing them within a particular framework. For example, the researcher can explore the school dropouts within an ethnic lens. Firstly, s/he can survey using a questionnaire. Then, s/he can narrow down the population and select particular ethnic groups and their responses in focus group interviews or participant observations to explore the reasons. Finally, s/he interprets the results seeing only through the ethnic glasses. Creswell (2012) has observed the strength of this design in terms of ideology and value; and the challenges in terms of integration of the lens into MMRD.

Multiphase design (MD). Like TD, this (MD) is also a complex or advanced design (Creswell, 2015). It is mainly conducted for large-scale projects. Thus, the purpose of this design is to address the incremental research issues and the rationale is that MD is useful to conduct multi-phase research projects. It is a popular design for large-scale projects, but challenges occur for forming a team of researchers, sequencing phases of research projects and establishing linkages among them. The process is to conduct multiple phases of any of the four basic designs.

Out of these six MMRDs, the researchers need to choose an appropriate one based on different factors like outcomes expected, process of data integration, time, emphasis on each database, suitability of the design for a field, single/multiple researchers and the like (Creswell, 2014). Therefore, the researcher considers multiple factors before selecting the type of mixed methods design.

Assessment

Since MMRD has been a popular design in research, pros and cons have been put forward. So far, it has been assessed valuable and useful for overcoming the shortcomings of monomethod designs (i.e. only quantitative or only qualitative). Dörnyei (2007) has mentioned the strengths of the monomethod design in these points: (a) Increasing the strengths while eliminating the weaknesses; (b) Multi-level analysis

of complex issues; (c) Improved validity; and (d) Reaching multiple audiences (pp. 45-46). As indicated before, MMRD has emerged to erase the boundaries between the two poles of quantitative and qualitative methods. The supporters of either of the methods would claim that their side is superior to the other. To end the paradigm war, this design was introduced. Therefore, attraction to this newer paradigm is because of the mixing up of the strengths of each method and blurring its weaknesses. For example, quantitative researchers charge qualitative research to be subjective, invalid, unreliable, context-specific, and too small in sample size (Denzin & Lincoln, 2018). However, if qualitative research follows or precedes quantitative sampling, the charge can be neutralized. Likewise, qualitative researchers blame quantitative research to be too “simplistic, decontextualized and reductionist in terms of its generalizations, failing to capture the meanings” (Brannan 2005, as cited in Dörnyei, 2007). If quantitative research precedes or follows the qualitative process, the charge can be neutralized. In this way, MMRD increases strengths by eliminating weaknesses of monomethod designs.

Secondly, complex issues can be better addressed by combining numerical data that can be generalized and verbal data that offer in-depth analysis of meaning making process between the lines of the expressed verbatim. In this regard, Dörnyei's(2007) remark is worth mentioning, “Words can be used to add meaning to numbers and numbers can be used to add precision to words” (p. 45). Thus, multi-level analysis is appropriate for fuller exploration of phenomena. This context supports the use of MMRD.

Thirdly, validity in research is a crucial issue and thus it should be maintained well in research work. In MMRD, triangulation of different types (like data, method, theory, researcher, and so on) is well catered for maintaining validity. Corroboration of both the forms of data and analysis increases external validity (generalizability in quantitative method and transferability in qualitative research). Further, multiple data sources in the both forms of data increase not only internal and external validity but also reliability. In MMRD, these qualities increase trustworthiness and rigor of the researchers.

Fourthly, the final outcomes of the mixed methods are acceptable both for qualitative and quantitative researchers. However, the MMRD researcher should be aware of “paradigmatic crack” which may cause the results to be of nowhere (Dörnyei, 2007, p. 46).

As a coin has two sides, MMRD is not beyond criticism. However, it is too early to attack MMRD severely. If the researcher is not expert in both the methods (i.e. QUAN and QUAL), s/he will run after two hounds and will catch none. Further, such researchers will fall prey of a lamb owned by two masters is eaten by the wolf. Thus, it is advisable that the researchers who do not have mastery over the two edges (e.g. QUAN and QUAL) should not use MMRD. The next issue can be the organizing principles for mixing up the methods. MMRD is open-ended and flexible enough to emerge new combinations. No typologies are fixed. Therefore, if not handled carefully, and skillfully, the researchers cannot reach the destinations they fix to reach. Despite these limitations, the current trend of MMRD use shows that it can be the research design of the future, too.

Conclusion and Implications

The emergence of mixed methods research design (MMRD) is based on the assumption that it can weaken the loopholes and strengthen the brighter aspects of the monomethod designs like quantitative or

quantitative alone. The paradigm war of the mid-twenties between the poles of the two strands ended with the use of the MMRD that creates its own space as an advanced research design. Multifarious reasons (like its encapsulation of the strengths of the two strands, proliferation of university research works, and so on) have settled this newcomer as an effective research design of the day. This design has also been approved philosophically (i.e. pragmatism), methodologically, and procedurally. This is evidenced in the study of its historical developments and its current practices.

Two main sub-designs like basic and advanced are being adopted. The former includes concurrent, sequential, and embedded; whereas the latter transformative, and multiphase designs. In concurrent design two datasets are collected and analyzed simultaneously; in sequential design the datasets are collected and analyzed in a sequence; and in nested design one set of data is embedded within the other. Further, sequential design can be explanatory or exploratory based on the priority on quantitative or qualitative component respectively. The advanced designs call for the use of any of them; nevertheless they can be encased within a frame (transformative design) or conducted in multiple steps (multiphase design). Of these two, the former design subsumes social justice/participatory and the latter multistage programme evaluation. Furthermore, the MMRD is an emergent design and thus it is open for the newer designs, too.

Although it is too early to assess its fruits, the MMRD has been backed-up by the proliferation of university studies, books, book chapters, journals, and the like. These trends imply that MMRD should take a considerable space in the courses of the universities; proliferate by means of studies and publications; and be the genre for freelance researchers.

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Learning Strategies Employed in English Language: Perceptions and Practices

Pitambar Paudel

Abstract

Learning strategies are the key tools to determine the approach for achieving the learning goal. They are included in different phases of teaching learning process. They are usually tied to the needs and interests of students to enhance their learning efficiency. This article aims at exploring perspectives and practices of learning strategies in learning English language. For this, phenomenological descriptive qualitative research was conducted with a class of 48 students of Bachelor in education at a constituent campus, under Tribhuvan University, Nepal. Both the class of the students and campus were selected purposively to meet the requirement of phenomenological study. Thirty classes were observed as a participant as well as teacher and from the same group of the students only ten students were interviewed. Then, the data from both the sources were triangulated, interpreted and analyzed descriptively. From this study, it was interpreted that students employed various strategies to learn different language skills and aspects. The study revealed that students felt difficulty in selecting proper learning strategy for learning grammatical rules due to many exceptional cases and listening skill due to their less time devotion on it while they felt ease to select and employ proper strategies in learning vocabulary.

Keywords: cognitive, communicative, metacognitive, organization, rehearsal

Introduction

Language learning is the process of internalizing a language, either a mother tongue or a foreign language. Learning a language means being competent in manipulating the four basic language skills; listening, speaking, reading and writing and various aspects of language. To get mastery over these language skills, a learner uses his/her personal approaches which are termed as learning strategies. Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learning activities, testing and so on. Jimenez (2018) concedes that strategies are usually tied to and determined on the levels, needs, interests, background of students and cultural context of teaching and learning.

A learning strategy is a person's approach to learning and using information for boosting up personal efficiency and ability in language use. Students use learning strategies for understanding information and solving language related problems. Rubin (1987) defines learning strategies as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information” (p. 19). Language learning strategies are attempts to develop linguistic, communicative, discourse and sociolinguistic competences in the target language that is by employing various and appropriate learning strategies they can enhance all round growth and development in language and language use. In this backdrop, Richards, Platt and Platt (1992) state that learning strategies are “intentional behavior and thoughts used by learners during learning so as to better help them understand, learn or remember new

information”(p. 209). Similarly, Stern (1992) concedes "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques”(p. 261). Learning strategy in language learning is a way in which a learner attempts to work out the meanings and uses of words, grammatical rules and other aspects of a language, for example, by the use of generalization and inference. Tay(2013) concedes that learning strategies are the total effort that students need to process, understand and adopt the information introduced in learning and teaching process or in their individual preparation. Similar to him, Kafadar (2013 a) argues that the whole of the performed activities of learners to give meaning to information in cognitive and affective processes are the learning strategies. Learning strategies are the quick and tactic techniques that learners use to improve or construct their knowledge. In this vein, Kalati (2016) asserts that conscious and semi conscious thoughts and behaviours employed by the learners to improve their knowledge and understanding of a target language are learning strategies which can be unique to each other.

They are effective and efficient techniques used for getting new information, connecting it to the given information and use it to learn and consolidate with the current knowledge. The shift within the field of language learning over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand learning and remember the information, have been the primary concern of the researchers who are dealing with the field of foreign/second language learning and teaching.

Accessing and accommodating students' learning strategies is a complex job as each individual adopts different and in some cases unique strategies. However, an instructional designer or the teacher needs to be aware of the strategies that students select and use in the classroom learning. Gu(2005) in this context, argues that it is difficult to find out and it is not clear about the bases of selecting particular strategies and preference on them rather than others. In this vein, Simsek and Balaban(2010) urge not to feel surprise looking various strategies employed by the students because each student is guided by instructional variables like technology, exposure, time, teaching methods, subject matters, feedback, individual differences , evaluation system and so forth.

From the aforementioned discourse, it can be said that language learning strategy is any action that language learners perform in order to increase their target language proficiency. It may focus on some quite specific task, for example, the learning of an item of vocabulary or the memorization of a grammatical rule. Alternatively, it may have to do with the language learning process in general. For example, learners may decide to organize their vocabulary noted in a particular way, or to evaluate themselves at regular intervals in order to identify aspects or their proficiency that need special attention.

Since language classroom is like a problem solving environment in which language learners are likely to face new input and difficult tasks given by their teachers, learners attempts to find the quickest or easiest way to do what is required, that is, use of language learning strategies to get mastery over language problem is inescapable. Thus, this research attempts to explore the perception and practices of the learning strategies that learners employ in learning English language.

Review of Literature

Though the studies and practices on learning strategies began in 1960s, the formal elaboration and exploration of them started with the publication of papers collectively known as the good language learner by Rubin in 1975(as cited in Larsen Freeman, 2008, p.159). Since then, hundreds of studies have been generated that look at different aspects of learning strategies and their roles in language learning. Regarding the beginning of learning strategies, Larsen-freeman (2008) states:

Keeping with the perception that language learners were seen to be more actively responsible for their learning, Rubin investigated where good language learners did to facilitate their learning. From this investigation, she identified some of their learning strategies, the techniques or devices which learners may use to acquire knowledge (p. 159)

Good language learners are willing and accurate guessers who have strong desires to communicate and will attempt to do so even at the risk of appearing foolish (Rubin ,1975 as cited in Larsen Freeman, 2008, p.159).

From the aforementioned literature, it is found that researches into language learning strategies began in the 1960s, particularly; development in cognitive psychology influenced much of the researches done on language learning strategies. The primary concern in most of the researches has been on identifying what good language learners report they do to learn a second or foreign language. In 1966, Aaron Carton published his study entitled *The Method of Inference in Foreign Language Study*, which was the first attempt on learners' strategies. After Carton in 1971, Rubin (1975) started doing research focusing on the strategies of successful learners and stated that, once identified; such strategies could be made available to less successful learners. Rubin(1987) O'malley (1985),Oxford(1990), Brown(2002;2006), and Simsek (2006; 2010) have greatly contributed in the classification and promotion of language learning strategies. Language learning strategies are remaining as active areas of research at present among the researchers. Despite extensive researches by various researchers, many theoretical and practical issues are needed to be addressed (as cited in Hismanoglu, 2000).

Learners use learning strategies to help them understand information and solve problems related to language. Students who do not know or use good learning strategies often learn passively and ultimately fail in language. Learning strategy focuses on making students more active by teaching them how to learn and how to use what they have learned to be successful in their lifelong learning process. By getting mastery over language through the use of appropriate learning strategies, they can prepare themselves to cope with any challenges in the language use and they learn how to live with language in the world.

Classification of Learning Strategies

Since learning strategies are unique to individual they have been classified differently by the scholars. In this vein, O'Malley(1985) classifies meta cognitive strategies, cognitive strategies and socio affective strategies as the learning strategies that learners employ in learning second language (as cited in Brown, 1994, pp. 116-117).

Metacognitive Strategies are used to express executive function. The strategies are required for

planning, learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluating learning after an activity is completed.(O'Maly,1985 as cited in Brown, 1994, p. 116).

Cognitive strategies are more specific to learning tasks and they involve more direct manipulation of the learning materials itself. Repetition, resorting, translation, note taking, contextualization elaboration are the most important cognitive strategies. (O'Maly, 1985 as cited in Brown, 1994, pp. 116-117). Similarly,the strategies which are related with social-mediating activity and transacting with others are socio-affective strategies. Co-operation, questions for clarification are the examples of cognitive strategies(O'Maly,1985 as cited in Brown, 1994, p. 117).

In the same vein, Rubin (1987) classifies learning strategies, communicative strategies, and social strategies as the major categories of learning strategies employed by learners which contribute directly or indirectly for effective and sustainable language learning. Learning strategies are those which directly contribute to the development of the language system constructed by the learners. Cognitive learning strategies and Metacognitive are the two types of learning strategies.(Rubin ,1987).

Cognitive learning strategies refer to the steps or operations used in learning or problem solving that requires direct analysis, transformation, and synthesis of learning items. Rubin (1987) identifies classification/verification, guessing/inductive inference, deductive reasoning, practice, memorization and monitoring as the main cognitive learning strategies (pp. 41-51). Rubin (1987) concedes that metacognitive learning strategies are used to oversee regular or self direct language learning.

Communicative language learning strategies focus on the process of participating in a conversation and getting the contextual meaning that the speaker has intended. The speakers use these strategies when they face some complexities due to the fact that their communication is misunderstood by the co-speaker. Similarly, social strategies are those activities or processes which afford the opportunities to be exposed to and practice their knowledge. Although these strategies provide ample exposure to the target language, they contribute indirectly to learning since they do not lead directly to obtaining, storing, retrieving, and using of language (Rubin, 1987).

Oxford (1990) categorizes direct and indirect as the basic types of learning strategies. Making comments on her classification Brown (1994) states that she sees the aim of language learning strategies as being oriented towards the development of communicative competence and has outlined a host of learning and communication strategies that have been successful among the learners(pp. 125-127).

Directive strategies lead direct contribution to the obtaining, storing, retrieving and using of the language to the learners in learning language. Directive strategies include memory strategy, cognitive strategy and compensation strategy (Oxford ,1990).

Memory strategies deal with grouping, associating, using imagery, representing sounds in memory, using physical response or sensation, using mechanical techniques, semantic mapping, etc. Memory strategies include creating mental linkages, applying image and sounds, reviewing well and employing action Cognitive strategies involve the identification, retention and retrieval of language elements. (Oxford, 1990).

Similarly, cognitive strategies include practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output. Likewise, compensation strategies deal with using linguistic and nonlinguistic clues, switching to the mother tongue, selecting topic, words, etc. It incorporates guessing intelligently and overcoming limitations in speaking and writing (Oxford, 1990).

Oxford (1990) concedes that indirect strategies do not provide direct contribution to the obtaining, storing, retrieving of language, but they provide ample exposure and opportunities to the target language. Oxford(1990) incorporates metacognitive, affective and social strategies under indirect strategy.

Similar to Rubin's (1975) claim, Oxford(1990) argues that metacognitive strategies deal with planning, monitoring and evaluating language learning activities. For example, students may develop a plan for monitoring their progress by constantly comparing their current level of proficiency with the course goals outlined in the curriculum. This strategy incorporates centering, arranging, planning and evaluating learners' learning.

Affective strategies on the other hand are those that serve to regulate emotions, attitudes, and motivation. For example, students may read linguistically simplified books to develop a positive attitude towards reading materials. Affective learning strategies include, lowering anxiety, self encouraging and taking self emotional temperature (as cited from Oxford, 1990).

Social strategies are those actions that learners use to interact with users of the language. For example, students may deliberately seek out opportunities to use target language with native speakers of the language. Oxford (1990) states that asking questions, cooperating and empathizing with others come under social strategies

In oxford's (1990) system, metacognitive strategies are concerned with the learner's emotional requirements such as confidence while social strategies lead to increase interaction with the target language. Cognitive strategies are the mental strategies that learners use to make sense of their learning. Memory strategies and compensation strategies help learners overcome knowledge gaps to continue the communication.

On the basis of learning strategies employed, Brown (2002) identifies visual, analytical, auditory and impulsive as the types of learners (as cited from Jimenez,2018, p.75). In the backdrop of learning strategies, Brown (2006) discusses repetition, memorization, formulaic expression, verbal attention getter, answer in unison, talk to self, elaboration, anticipatory answer, monitoring, appeal for assistance, request for classification and role play as the basic learning strategies that learners use in learning second language. Simek (2006) explains rehearsal, elaboration, organization, metacognition, motivational and cognitive strategies along with the various activities associated with them.

Benefits of Learning Strategies

Language learning strategy is a methodological innovation. Since the amount of information to be processed by language learners is demanding in language classroom, learners use different learning strategies in performing the tasks and processing the new input they encounter with. Learning strategies are the good indicators of how learners approach the problems that they encountered during the process of language learning. They help the learners understand information and solve the problems. Learning

strategies focus on making students more active learners by teaching them how to learn and how to use what they have learned to be successful. Similarly, teachers are helped by giving valuable ideas and clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn or remember new input presented in the language classroom.

Learning strategies can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise. Fedderholdt (1997) states that the language learning strategies can appropriately improve learner's language skills in a better way (as cited in Hismanoglu, 2000). They are beneficial for the learners to continue to learn even after they have completed their formal study of target language. Brown (2006) mentions that learning strategies deal with the receptive domain of intake memory storage and recall. This means that learning strategies greatly contribute to the development of the communicative competence of the students. Oxford (1990) states language learning strategies are tools for active self-directed movement, which is essential for developing communicative competence. Simek (2006) argues that learning strategies are used to refer to all strategies that foreign language learners use in learning the target language, that is, they are the bases for any kinds of competence in foreign language. Jimenez's (2018) research reveals that learning strategies could also be used by bad language learners trying to become more successful in language learning. Language learning strategies enable the learners to achieve academic success if they are self regulated, self motivated and self directed. They also make learners use language in different situation.

Among the various learning strategies, Kikas and Jogi (2015) assert that the most basic learning strategy is cognitive rehearsal which focuses on repeating information in order to memorize the item without transforming or moving beyond what is being taught and they (2015) further concede that the most complex learning strategies are elaboration and organization. In elaboration, learners build connections between information being taught and the information located in other sources along with summarizing and paraphrasing them. On the other hand, in organization, they group or order the information, outline the most important ideas or create tables and figures. Duncan and McKeachie's (2005) research shows that students who report using elaboration and organization strategies are more able to link information from different sources (as cited in Braten & Stromso, 2011).

The aforementioned literature declares that learning strategies are unique, context, content and learner specific. A good language learner has to find out his/her way taking the charge himself/herself. To get mastery over any language and make the success of learning strategies, language learners need to be dedicated, directed, motivated and capable of using a wide variety of language learning strategies appropriately in the context.

In the context of Nepal, English language has been taught or learned as foreign language from basic to advanced level, that is English has become the subject of teaching and learning either as core subject or optional subject from Nursery class to advanced Ph. D. degree. Students' motivation and eagerness towards English language has been rapidly increasing. In this backdrop, the present research aims to explore the perception and practices of learning strategies employed by the learners in English language learning using the learning strategies principles developed by Rubin (1987), Oxford (1990) and Simsek (2006).

Methodology

In this study, I used descriptive phenomenological qualitative research design. Van (1990) concedes that phenomenological research seeks understanding of the meaning and significance of a particular phenomenon as it is lived (as cited in Diaz, 2015). Similarly, Willis (2007) asserts that phenomenology allows the researcher to focus on subjective and multiple realities (as cited in Campbell, 2015, p. 288). In this study, I took learning strategies as phenomena and aims to explore the perception and practices of them by the students in learning English language in the classroom. I used in-depth interview and observation as the tools of data collection. The research was conducted in a classroom with 48 students of Bachelor of education first year majoring in English at a constituent campus under Tribhuvan University, Nepal. Both the class and campus were selected purposively. For collecting data, I observed 30 face-to-face classes as participant as well as teacher and problem provider/generator. Each day observation note focusing on learning strategies that learners employed to deal with the various aspects of language and language skills and cope with the problems generated by their teacher was noted / prepared. After observing 30 classes, all thirty notes were analyzed, compared and the list of strategies that learners used in learning English language was prepared. Then, to validate the learning strategies and find out students' perception and motivation in learning strategies and English language, 10 students from the same class were selected for interview purposively. They were interviewed in a convenient time and place both for the researcher and the participants. The interview was recorded and later it was transcribed, coded and analyzed. The study was delimited to explore the learning strategies used in learning English language aspects (Vocabulary, Grammar and Language function) and language skills(Listening, Speaking and Reading). Since the students were engaged in various reading texts, listening and speaking activities throughout the month of study as per their syllabus, writing skill was not included in this research.

Finally, the data collected from both the sources were triangulated, interpreted and analyzed descriptively.

Results and Discussion

The study explored what learning strategies students use in learning English language skills and aspects and their perception and motivation towards learning strategies and English language. The results are the culmination of the students' practices and voices and share a deep perspective into their lived experiences. To study the learning strategies employed by the learners in learning English language, I focused my research around two primary questions:

- To what extent are the students familiar and motivated to the concept of learning strategies and English language respectively?
- What strategies do they employed to learn English language aspects and skills?

First, I clearly identified the phenomenon then, elicited the participants' perspectives and practices by coding, reading and categorizing them. The accumulative description provided me to identify and describe it under language aspects and skills.

Students' Perception and Motivation towards Learning Strategies and English Language

The literature on learning strategies suggests that learning strategies are the tactics that an individual employs to get mastery or control over his/her own learning process. All the informants were familiar with the concept of learning strategies. They conceded that learning strategies are the procedures or the activities that they use in learning language or any other thing. At the same time, they were found to be familiar with different types and levels of strategies employed in learning English language. They responded that some of them could learn better by studying tables, videos, film with English subtitles, some enjoyed learning with games, workshops, from teachers' guidance and feedback. They further added that some of them learned better by reading books, magazines, asking and sharing to each other, elaborating and explaining or listening audio songs, audio books, etc. Their accounts reveal that the informants were seemed to be very careful and aware of learning strategies and their use in learning English language.

The data further reveals that all the informants had clear purpose for learning English. Twelve of the participants stated that they knew the usefulness of English language and the various opportunities on it motivated them towards learning it. They expressed that they had keen interest and high eagerness towards learning English language. This account reveals Simek's (2006) ideas on motivational strategies in which learners develop their internal interest and manage time themselves for learning. Thirteen of the participants believed that learning English could enhance their better professional and career development. Sharing the viewpoints in this context, P1 conceded:

Well, my motivation is being able to see, read and understand articles, books or any readings and materials in English. Furthermore, I am motivated to talk to foreigners, and my colleagues and teachers in English, to listen to music and watch English film and understand them and overall to achieve sound level of English proficiency so that I could get scholarship in English speaking countries.

In the same vein, P2 added that he was learning English because it has open the doors and would provide betterment for future. It would be useful for him throughout his career and for his future professional life.

These accounts reveal that the informants had intrinsic as well as extrinsic motivation towards learning English which reflect Simek's (2006) view that conscious effort and attention of the learners towards learning enhances their motivational strategies which could be vary from learners to learners.

Learning Strategies in Vocabulary Learning

Vocabulary is a set of lexical items in the language. It includes learning word meaning in context, word use, word formation and word grammar in the language. All the participants responded that vocabulary is the core of language which beautifies the standardization of the language. Realizing this fact, they employed various strategies to learn them. In this context, P10 stated:

I listened my teacher, read the text, make list of words, used them in sentences, and sometimes memorized them. When one technique could not work I shifted into next. I evaluated myself and selected the appropriate strategy which could be matching, rearranging, making mental map,

analyzing or elaborating to meet my capability.

In the same vein, P7 stated that he learned vocabulary by listening English songs and watching English movie. He further added that he listened the words and guessed the contextual meaning on the basis of their use. Sometimes, he talked to his friends to get the appropriate meaning.

The abovementioned discourses reveal that participants used auditory, visual, analytical, rehearsal, elaboration, organization and metacognitive strategies to learn English vocabulary. This gives a sense that no single strategy is enough and complete in learning vocabulary in English language.

Strategies Employed in Learning English Grammar

Grammar is a set of rules in a language which governs the words, their combination and form in a meaningful manner. All the participants felt difficulty in learning grammatical rules and their uses in English language. They responded that the exceptions remain in the core rule made them difficult to learn English grammar however; they employed elaborative, organizational, cognitive and metacognitive strategies to deal with grammar in English. One of the participants P6 shared his strategies of learning grammar as:

When I learned the core rule of grammar, I tried to use it in my own sentences and context. I elaborated the same rule into a text/passage, asked my teacher to look and receive feedback which made me feel a bit competent in learning English grammar.

Similarly, P9 conceded that she was very conscious of using English grammar. She evaluated her own grammatical performance before she used it. She checked it in many other examples, be sure on it and only used it in her performance.

These two accounts reveal two different strategies that the learners employed. P1 felt comfort in elaboration strategies while P5 in metacognitive strategy. The first account reflect Kalati's (2016) ideas that language can be learned employed the combination of various techniques while the later account reflect learning strategies are the use of conscious and semiconscious capability or efficiency in building knowledge in language (Kalati, 2016).

Talking about the learning strategies employed in grammar learning, P8 conceded:

I employed receiving and restructuring technique. In this technique, I searched for alternatives, that is If I felt unsure in one structure, I found the alternatives working in the same context and employed it in learning.

This discourse reveals the participants' ability in using organizational strategies. From the aforementioned discourses, it is revealed that learners felt difficulty in learning and choosing appropriate learning strategies in grammar learning. They did not shifted from one to another or they do not mix various strategies to learn the same grammatical structure as they did in learning vocabulary.

Tactics in Learning Language Functions

Language functions are the utterances which are used to perform a purpose that is they are the ways of doing. They are the purposes of an individual for which particular utterance is used. In the study, the participants were asked how they get mastery over various communicative language functions in which

all of them agreed that learning through dialogue and conversation among themselves were the common strategies that they employed in learning English language functions. Sharing the strategies in learning English communicative language function P4 expressed:

I learned language function through pair work and group work in which I worked with my friends engaging in pattern practice, and creating short dialogue. One of us gave situation and others create proper dialogue in that given situation.

In the same backdrop, P10 added that he used his own personal cognition to make the language more polite and appropriate to the context. P3 mostly learned language functions making the matching between the exponents that she had exposed to with the contexts of her daily activities she further added that she got mastery of them by making comparison between exponents and various situations, making and writing questions, making mental images for using them.

The accounts of the informants exhibit that the participants incorporated cognitive, metacognitive, organizational strategies including group work and pair work. They further admitted that to learn language functions single strategy does not work. According to language functions and their contexts, one or more strategies need to be incorporated together. The accounts that the participants admitted reflect Rubin's (1987) communicative strategies where focus is put on conversation and contextual meaning of an utterance.

Activities Employed in Fostering Reading Skill

Reading comprehension is mental and physical processes of understanding the text and its message where the learners keep their eyes and mind in the text to grasp the particular information from it. Almost all the participants reported that they understood the text best by analyzing, inferring, comparing, reflecting, reviewing their notes, summarizing, organizing, critical analysis, interpretation and critique. These strategies were more prominent to get message from reading text. Participant 3 shared his experience of learning strategies employed in reading text as:

I listened my teacher's explanation and elaboration, took notes, elaborated that note, I myself read the text, underlined the important ideas, extend them as the concept that I understood, shared it to my friends, compared it with them and come to the conclusion.

In the same vein, P2 mentioned the strategies that he employed as:

I became a bit critical while getting information from the reading text. I understood the text and context, generalized the knowledge into my context-if it did not work, I changed the ideas of the text to make appropriate to my context and capability.

These two accounts bring out the fact that reading comprehension requires the integration of two or more strategies together to get the message from the text. Reading comprehension incorporates all language skills and aspects so that learners used different learning strategies even in a single text. The efforts that participants employed in fostering reading skill manifested Griffiths' (2008) view that learner chooses activities comfortable for them for the purpose of regulating their own language learning as per their capabilities.

Strategies Employed in Listening Skill

Listening is an ability to recognize and understand what others' say, that is, it incorporates comprehending speaker's tone, pronunciation, grammar, vocabulary and meaning. Participants employed listening to phone message, music and sound effect, radio and television programmes, watching and listening songs and English film for enhancing their listening skill. Sharing the experience of learning strategies for developing listening skill P4 conceded that he employed listening to English songs, picking up important words and generalizing them in his context. Similarly, P3 watched English serial without subtitle in Youtube while P9 used watching movie and following the speech of the characters for developing pronunciation and listening skill. Almost all the participants reported that they devoted very short time to strengthen their listening skill. They reported that they felt difficulty in selecting appropriate learning strategy for developing listening skill. The informants' viewpoints reveals Jimenez's (2018) research finding where university students mostly felt difficult to get mastery over listening skill due to poor listening exposure.

Strategies Employed in Speaking Skills

Speaking is being able to produce an utterance with correct phonemes, appropriate stress and intonation in connected speech. The data reveals that the participants mostly employed describing, finding differences, telling stories, summarizing, comparing, questioning and answering, reflecting self experiences, loud reading, presenting papers by taking part in workshop, training, seminar, practicing dialogues and role playing as the common strategies employed for developing their speaking skill. All the participants reported that speaking and communicating in English was a great challenge for them however, they employed various strategies consciously considering the phonological and suprasegmental rules and accuracy to make their speech free from mistakes. Sharing learning strategy experience in developing speaking skill, P7 explained:

My friends disliked talking in English except English classes. Being risky and odd I used to talk in English. I described my friends and myself in English. I shared my childhood experiences in English which attracted my friends towards speaking in English. We organized a mini conference on 'English only English' where we presented papers and commented on them. This event became landmark for improving speaking skill.

This account reveals the shift of students from non-English speaking to English speaking environment employing the strategy of risk taking, motivating, metacognitive and elaborative. In the same vein, P2 conceded that he frequently practiced loud reading, describing time, places, animals and things for fostering his speaking skill. Likewise, P1 took part in English drama for developing speaking skill while P8 frequently asked questions to the teachers and responded the teachers' questions.

All these accounts reflect that learners learned speaking in English language by using several learning strategies. Their sharing relates Ecclestone's (2004) claimed that if learners integrate different learning style, they will feel better and more comfort while speaking in English (as cited in Jimenez, 2018, p. 76).

Conclusion and Implications

Language learning strategies which are individual, context and content specific play significant role in a successful language learning process. Whatever the background learners are, they employed one or more learning strategies for fostering their capabilities in learning second/foreign language. This study showed that all the participants were aware and familiar with the basic concept and use of learning strategies in second/foreign language learning process. They were found to be using one or more activities to cope with the language skills/aspects that they were encountered with in classroom learning.

The accounts of the learners in the study shows that learners could not make the use of two or more activities or could not shift from one to another while learning English language grammar as it has many exceptional cases and listening skill due to their less effort and time devotion which they did in learning other aspects and skills. Similarly, the study also reflected that the participants felt more difficult to select and use the proper techniques in learning grammar than the others. The common strategies they employed in learning English were rehearsal, organization, metacognition, elaboration, visual, audio and communicative. This study encourages the learners to use tricks or techniques which fit to the context, content and their ability. At the same time, it has made the teachers aware of various learning strategies by which s/he could set up appropriate teaching strategies to make a successful language teaching. It has opened the doors for textbook writers, curriculum designers, planners and policy makers to adopt and include appropriate instructional strategies that fit the learners' interest, levels and capabilities.

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Integrated and Segregated Teaching of Language Skills: An Exploration

Pitamber Gautam

Abstract

This article attempts to explore some existing dimensions of integrated and segregated approaches to teaching language skills along with their psychological and methodological foundations. The body of language is built out of various components of skills and aspects fitted together in a natural harmony. They are substantial elements for teaching and learning endeavour. But, nowadays there are serious arguments about whether to choose segregated or integrated approach for teaching language skills in an ESL/EFL classroom. Although the behavioural psychology and structural linguistics pleaded for segregated approach of teaching through Grammar Translation Method and Audio-lingual Method, the communicative movement supported by cognitive psychology and functional linguistics has a strong adherence to integrated approach in teaching language skills with a sole aim of attaining communicative competence. This article is entirely based on document analysis method, a major component of qualitative research design. The study arrived to conclude that the current communicative movement in foreign language teaching significantly stresses on integrated teaching of language skills. This approach of teaching was proposed in different language teaching methods and models. Among them, Content Based Instruction and Task Based Instruction are the two major methods introduced for integrated language teaching. Now, it has been inferred that integrated approach of language teaching is sure to pursue its hegemony at least for some decades unless a new powerful approach appears to challenge it.

Keywords: application, communicative, integrated, segregated

Introduction

Currently, there is a widespread belief among language professionals that languages are naturally divided into four language skills as listening, speaking, reading and writing. Such a division of language skills is taken for granted. Based on the opinions of Bloomfield (1933), the structural division of language into four macro skills was instigated mainly by teaching-learning objectives. The pedagogists of that time wished to synchronise a harmony between first language acquisition and second language learning. However, in the recent pedagogical practices, some methodologists have raised a suspicion over this suppository division of the skills and attempted to raise questions on the appropriacy against such segregated approach of language teaching.

In contrast to the segregated approaches and methods of language teaching, some current approaches to language teaching strive to integrate the four skills in pedagogy as far as they are justifiable. Integrated language teaching and different integrated pedagogical paradigms started to emerge into practice after the emergence of communicative movement. Distinct from the predecessors, the audiolingual method attempted to integrate the four language skills and initiated a new turn into the integrated language teaching movement. Since then there have been several studies carried out with an aim of underscoring the most

effective methods and approaches for teaching a foreign or second language. Nevertheless, the degree of appropriacy of an approach rests upon the range of advantages and disadvantages determined in practical relative terms.

The segregated approach of language teaching practiced in the first phase emphasized on one or two of the four macro skills while the other skills were left either dominated or untouched totally. Oxford (2001) describes this approach as a segregated skill approach. According to her, such a segregation of skills is reflected in traditional ESL/EFL language programmes. Yet, this segregated skill approach was found to contradict with the natural process of first language acquisition. Perhaps, by reason of standing in assymetrical relation with the first language acquisition process, there have been some movements which plead for integrated approach for teaching all the four language skills within a single general framework. In fact, language skills are rarely used in isolation in practical linguistic activities. As language is taught by breaking into skills one by one, it creates a wide gap between classroom learning and real life language use. Regarding this concept, Brown (2001) states that often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read. If all the skills are introduced through integrated approach, it would be easier for the learners to catch up the natural process of language development. In support of this view, Richards and Rodgers (2009) state that in natural language hearing, skills integration is inevitable and in the language classroom skills need to be practiced in integration. In actual language use, one skill is rarely used in isolation. Numerous communicative situations in real life involve integrating two or more skills together. As guided by this quoting, it becomes an accepted fact that human communication acts never take place in segregated skills. Therefore, language skills in the classroom should also be integrated just as it is done in real life linguistic communication. The teacher needs to integrate listening, speaking, reading and writing in a foreign language classroom.

Review of Literature

Modern pedagogy of language has divided language skills into two broad categories as receptive and productive. This is a categorization made on the basis of communicative process. Similarly, Klimova (2014, p. 87) has divided the skills into spoken and written based on the form of the communication process. Jing (2006) states that the early day applied linguists focused on teaching the four language skills separately with a belief that a separate focus on each of the language skills accelerates students' language efficiency. Therefore, Oxford (2001) claims that discrete skills approach is also known as "language-based approach." In the same line of thought, Jing (2006) writes that language itself is the focus of instruction and learning for authentic communication bears not much significance in language learning process. Thus, traditional discrete skill approach seems to have ignored communicative aspect of language against the light of structural and formal competence.

The traditional ESL/EFL courses laid a heavier emphasis on discrete approach of teaching language skills. They suggested teachers to teach listening, speaking, reading and writing sequentially often with jumps and revisits. With regard to this approach, Oxford (2001) infers that focusing on more

than one skill at a time can be instructionally impossible. She further mentions that the traditional Grammar Translation Method focuses on 'grammatical competence' and translation from source language to target language on the basis of reading and writing skills shading back listening and speaking, the two major primary skills. According to Su (2007), the traditional approach to teaching English, as a second or foreign language, teaches reading, writing, speaking and listening the four language skills, separately by stressing on skill orientation and rote memorization, where teachers pay a great deal of attention to reading and writing for instruction.

This does not teach the learners to use language for real life communication. In contrast to traditional GT method, audio lingual method emphasized maximally on speaking skill being guided by the principles of structural linguistics and behavioural psychology. The same principles guided them for the teaching of listening skill as being complementary to speaking (Hinkel, 2010). The audio lingual method is aural-oral, consequently it instigated the separation of four language skills reasonably. Thus, a distinct model of language teaching was developed that stood for logical separation of four language skills with a primacy of speaking skill (Hinkel, 2010). Another group of linguists, popularly known as the formalists, focused on accurate reading and writing skills as the basic canons of language learning (Sanchez, 2000). In the same backdrop, Hinkel (2010) states that the ppp (presentation, practice and production) model of classroom teaching as proposed by situational approach suggests that learners can use the language skills on their own pace as needed in real life situation even if they are taught the language skills through controlled practice in the classroom.

The researchers who adhered to discrete teaching of language skills believed that the ESL/EFL learners can attain complete command over one language skill due to focusing on only one language skill (Jing, 2006). Further, it was believed that this approach would enable the learners to become an accurate user of language (Klimova, 2014, p. 88). Tajzad and Namaghi (2014) assert that as a matter of fact, despite having a sound knowledge of segregated skills, the learners were not able to communicate in actual communicative situation because of not possessing communicative competence. Therefore, they came to the conclusion that, though it is possible to teach language skills through segregated approach, this approach could be failed to prepare the learners for academic, job oriented or everyday communication (Oxford, 2001).

The concept of 'communicative competence' introduced in the pedagogical realm brought a remarkable change in the perspectives on how language skill were to be taught and used for communication inside and outside of the classroom (Hinkel, 2010). Regarding this, Harmer (2007) states that receptive skills (listening and reading) and productive skills (speaking and writing), as being two sides of the same coin, cannot virtually be separated by reason of the fact that one skill can reinforce another in a number of ways. In the same stream of thought Hinkel (2010) writes, the communicative approach to language teaching led to the integration of four macro skills and their components which do have complementary roles to the development of one another. Such an integrative approach of teaching and learning a target language keeps a harmony with the process of using language skills in normal communication (Oxford, 2001). In the words of Tajzad and Namaghi (2014), individual learners may require to learn language skills

separately for gaining a perfect mastery over target language, however the skills and aspects must be learnt integrately if they intend to use the language in actual communicative situations.

In order to highlight the role and goals of language skills, Klimova (2014) states that the four macro skills are both the means and goals for communicative language use. It is through skills integration that the learners become able to use authentic language and use it for real interaction. They can get to higher levels of skill proficiency through this approach (Oxford, 2001).

Moreover, the communicative approach adopted by ESL/EFL learners focus on functional proficiency rather than the lexical forms and grammatical operations. Here, the entire teaching learning endeavor emphasizes on learning to communicate over merely passing an academic examination. Due to the emphasis on solving practical necessities of communication, this way of integrated learning can be highly motivating to students of all ages and backgrounds (Oxford, 2001). In actual practice, language skills are barely used in isolation. For example, a conversation needs both speaking and listening comprehension. At other times, one may require listening, reading and taking notes (writing) simultaneously as is often done by journalists. Likewise, Jing (2006) suggests that integration of skills is vital for learners with varying learning styles as extrovert learners can practice speaking, introvert learners can listen or read, and analytical or visual learners can observe written sentences being constructed. As a result, the integrated skills approach creates an optimal ESL/EFL communication as the skills are presented in interwoven net-form during instruction (Oxford, 2001). Therefore, Tajzad and Namaghi (2014) propose that skills should be taught integrately from the day one to make the learners competent language users.

Application of Integrated Skills Teaching

Oxford (2001) states that there are basically two teaching methods under the communicative approach of language teaching. They were basically designed and proposed for teaching language skills integrately.

Content based instruction. As suggested by the name itself, content based instruction focuses on the subject matter more than the forms, aspects and communicative functions of language and aspects of language. Here, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics and social studies (Crandall, 1987, as cited in Oxford, 2001, p. 9). Content-based language instruction is equally useful at all grades and levels of study, but the only matter is that the nature and difficulty level of the content obviously differ from grade to grade. The content selected for the beginners involves basic social and interpersonal communication skills. But, for the higher level learners, the content becomes increasingly academic and complex. Chamot and O'Malley (1994) describe Cognitive Academic Language Learning Approach (CALLA) about how language learning strategies can be integrated into the simultaneous learning of content and language.

Scarcella and Oxford (1992) have presented three general models of content based language instruction as given below.

Theme based model. This model integrates the language skills into a particular theme such as social discrimination, dowry system in marriage, seven wonders of the world, global warming, cross-

cultural variations in marriage practices, etc. Such theme based topics must be highly interesting and familiar to the learners so as to attract them towards spontaneity and fluency in communication. This is a highly useful and widespread model in the recent time. Perhaps due to this reason that majority of modern ESL/EFL textbooks are compiled and written in this framework.

The adjunct model. This model of language instruction is designed in such a way that the language and contents are taught separately but with careful coordination. There seems a perfect symmetry among all the subject matters organized for in mutual complementation and reciprocal supplementation.

Sheltered model. This model is such in nature that the subject matters for instruction are selected and graded to suit to the level and interest of students. In order for selection, the students' existing proficiency level is identified by administering proficiency tests.

Task based instruction. Task-based instruction is an approach based on the use of tasks as the core unit of planning and instruction in language teaching. The proponents of this model assert that it is a logical development of communicative language teaching since it resides on several principles from communicative language teaching movement (Richards, & Rodger, 2009).

In task based instruction, students are involved in pair work, group work and mini workshops where they need a significant range of interaction and collaboration. Regarding this Nunan (1989) writes:

The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone, as a communicative act in its own right.

Thus, task based instruction fundamentally utilizes pair work and group work to involve the learners into interaction and collaboration. For example, students work together to write a sample news bulletin, develop a television commercial, rehearse a scene of a play, practice for giving directions to a stranger, prepare a condolence message, etc. Task-based instruction can be used at all levels of language proficiency with varying degrees of learning complexity. The advanced students may require to do more demanding tasks such as taking opinion polls, preparing someone's autobiography, exploring teachers' attitude towards their profession.

Thus, the relevance of task based and theme based language instruction is very important for integrated skill teaching. Here, the tasks prepared for students are chosen from coherent themes in the unified manner which has become a trend in recent ESL/EFL instruction.

Methodology

In this research, I employed a document analysis research method as a part of qualitative study. Document analysis research is such a design where a researcher can use a huge plethora of texts to comb through and arrive at a conclusion. Bowen (2009) suggests that a wide array of documents is better although the question should be more about quality of the document rather than quantity. It is an effective and efficient way of gathering data since such documents are easily manageable and practical resources to identify different intellectuals' authentic ideas. They provide a very accessible and reliable source of data.

Moreover, documents are stable, "non-reactive" data sources in that they can be read and reviewed multiple times and remain unchanged by the researcher's influence or research process (Bowen, 2009, p. 31). As with other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008, as cited in Harmer, 2007).

In this study, I went through a number of documents related to the title and analyzed them to explore on integrated language teaching models against segregated teaching of language skills.

Results and Discussion

Integrated-skill approach is a modern practice in ESL/EFL pedagogy. It was intensely brought into discussion along with the introduction of communicative movement in language teaching. In contrast to the purely segregated skill approach, the integrated skill approach exposes ESL/EFL learners to authentic language and challenges them to interact naturalistically in the language (Oxford, 2001). This approach provides the students with a true picture of the richness and complexity of the English language as is naturally employed for communication. Rather than being merely an academic subject, this approach recognizes that English is a real means of interaction and sharing in actual communicative events. This approach enables the teacher to direct the language learning efforts of students straightly into language learning, as a product. In this approach, language teaching and learning is taken as an automatic process not confined within the four walls of classroom and language lab only.

Research carried out so far on integrated and segregated approaches towards language teaching has presented us with some useful insights. The discrete approach in skill teaching provides the learners with an opportunity to learn the skills thoroughly in an isolated manner. Supporting this view, Hinkel (2010) points out that teaching discrete language skills in class allows more focused teaching and more intensive learning. Sometimes, attempting to teach multiple skills at the same time may push the learners into confusion provided that they lack some basic level of proficiency on the language skills. The complex tasks of language learning accompanied by multiple skills may demotivate the learners from learning as a whole. It is more demanding on both the instructors and learners (Hinkel, 2010) as the tasks or language units integrate multiple language skills and respective underlying aspects. Consequently, due to complexity of the tasks, the learners may escape some of the skills and sub-skills either knowingly or unknowingly. On the other hand, sometimes teacher may be incited to overlook students' errors for the sake of pursuing fluency in integrated teaching of language skills. As a result, the students' incompetencies may be left uncorrected during learning stage and finally they may be very difficult to unlearn.

Although skills are taught separately in segregated/discrete skills approach, they are naturally integrated in classroom learning. As people use language for communication in real life situation, it is not possible to use only one skill at a time nor does it look natural. Regarding this, for instance, Oxford (2001) explains that, in a reading skill oriented class, students need listening skill to comprehend teacher's instruction, speaking skill for discussing the reading text. Hence, listening, speaking and reading skills are naturally integrated in the classroom. Similarly, as we talk about the lessons in a textbook, a particular skill

may be given as a topic of learning which implicitly requires the support of remaining other skills for a successful learning of the task.

Obviously, teaching language through integrated skills approach is more beneficial than teaching through segregated skills approach. Integrating the skills permits the learners to learn them simultaneously during communication inside and outside the classroom. The simultaneous use of skills can be very rewarding to the learners since they can prosper all the four skill uniformly. Besides, the achievements in one skill are sure to pave the way for better hearing in remaining other skills as well. Akram and Malik (2010) reveal that reading helps the students get vocabulary to be used, and the learners give better performance in writing when all the skills are integrated at the first place. In the traditional segregated skills approach, language was taught as a distinct subject itself and the learners were found to be demotivated to language learning. Conversely, modern integrated skills approach treats language as a means for communication and interaction which boosts the motivation and confidence of the learners. After learning the skills, they can express their own ideas and feelings without any fear and hesitation. In order to support this view, Tajzad and Namaghi (2014) explain that, integrating skills reduces learners' level of stress and anxiety by engaging them in real communication of ideas rather than mechanical practice of skills and components. The segregated skills approach focuses on form, mastery of language, and accuracy. But the integrated approach focuses on mastery of meaning, fluency and communication as a whole language system. Tajzad and Namaghi (2014) note that integration of skills leads to reconceptualization of teachers' role by decreasing their talking time and increasing students' talking time. Thus, successful integration of skills can make the lessons dynamic by involving the learners in various activities which gives them the scope for interaction and communication and such a communication makes them motivated to learn (Jing, 2006).

Conclusion and Implications

This article analyses some of the major research works available on teaching language skills from philosophical and procedural point of views. The main focus of this study lies on the rationale of integrated and segregated teaching of language skills and their implications in ESL/EFL classes. Although segregated teaching of skills enables the learners to learn each of the isolated skills deeply, the integrated teaching of skills enables them to become competent users of language as a whole. Regarding this, Hinkel (2006) asserts that in an age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multi skill instructional models with a focus on meaningful communication and the development of learners' communicative competence. Integration of language skills, therefore, proves to be more effective provided that the teachers are more dedicated and resourceful to adopt the new models for effective classroom teaching. Although there are certain drawbacks of integrated approach, these drawbacks can be minimized to optimum level if the integration aims at boosting up natural communication against teaching individual skills separately. However, the integration of skills should not be too excessive to result in counterproductive effects through demotivation and extra burden on the part of the learners. It is up to the syllabus designers and teachers that they should decide what is logical and illogical integration following some practical trails and testing upon the real students. In conclusion, it is commonly asserted

that the gateway of research is always open for inviting any new logically practical principles and findings to accommodate in the vast realm of ESL/EFL pedagogy.

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Writing Instruction in Secondary Schools: Unraveling Practices and Challenges

Tirtha Karki

Abstract

In a discourse related to teaching writing in second or foreign language classrooms, there is a focus on process writing which seems still new practice in many Nepali classrooms. In this context, this study was conducted to explore secondary level English teachers' practices and challenges of teaching writing. The study adopted qualitative research design. For this, twenty secondary level English teachers from both public and private schools of Sunsari District, Nepal were selected as informants. The data were collected through classroom observation, semi-structured interview and Focused Group Discussion (FGD). First, classroom observation of eight teachers was carried out followed by semi-structured interview. Then, the other twelve teachers were invited for FGD. Analysis of qualitative data uncovered that majority of the teachers adopted product approach to teaching writing with abundant stress on support to students for securing good marks in the final examination. The major challenges revealed behind this situation were large class size, low proficient learners, pressure on course completion, lack of practical training for teachers, and insufficient resources including ICT facility in the classroom contexts.

Keywords: collaborative writing, resource, writing challenge, writing instruction, writing process

Introduction

Getting mastery over writing skill is highly challenging. This skill is problematic to both L1 and L2 learners. In this context, Silva (1993) asserts, "both L1 and L2 writers employ a recursive composing process, involving planning, writing, and revising, to develop their ideas and find the appropriate rhetorical and linguistic means to express them" (p. 657). For L2 learners, learning to write in the target language is demanding because they have to pay due attention to several aspects of writing so as to compose a comprehensive text. In this regard, Richards and Renandya (2010) maintain, "L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on" (p. 303). It portrays that learning to write accurately is a complicated activity mainly for L2 learners.

Some studies have unfolded the impact of comprehensive techniques for writing instruction leading to enhance students' ability to write (Bai, Hu, & Gu, 2013). EFL learners cannot cope with this complex aspect of learning independently. Especially, learners with low writing ability and writing disabilities require careful support by school, parents and community (Graham, Harris & Larsen, 2001). In this manner, teacher's sensible conduction of writing tasks is crucial that affects seriously on students' learning on writing (Corneille, 2017). It depicts that teachers have an important role to facilitate L2 learners to acquire skills needed to improve their writing skill. Regarding the importance of writing instruction, Graham and Perin (2007) recommended to apply explicit writing instruction to support mainly the learners with writing difficulty in the areas of planning, revising, and editing to improve quality of their writing. From

this discussion, it can be inferred that systematic and careful writing instruction can be crucial to enhance L2 learners' writing skill. Thus, it is essential for the teachers to be enlightened with the most appropriate approach and strategies to employ in their writing class.

As writing skill is essential for the future academic and career path of the learners, an effective classroom instruction targeted for developing writing would prove to be fundamentally important. Teachers' practices in teaching writing and the challenges they encounter in diverse contexts deserve significance for research. And the research findings would contribute to the understanding of underlying gaps between the intended curricular goals and classroom practices, which will finally be relevant for future policy and practice initiatives.

Review of Literature

Numerous approaches have emerged in the field of writing instruction. In the context of Asian L2 writing instruction, product approach to writing has been adopted by many English teachers (Pennington, Brock & Yue, 1996). This approach to writing is concerned with the aim of writing task and its final product (Harmer, 2007). Learners in this approach are guided to focus on the structure provided to produce quality final product. However, a paradigm in writing instruction shifted when a term 'process' appeared first in the literature of 'L1 composition' derived from John Dewey's concept of learning as a process (Berlin, 1987, as cited in Susser, 1994). In this approach, the students undergo through multiple stages before they construct their composition (Harmer, 2007). The students, in this approach, can apparently avail exhaustive platform to exercise their writing skill. In this regard, Ho (2006) discusses opportunities the students have in process approach where they are guided step by step through several stages of process writing developing their confidence to improve quality of their composition. In the recent days, we can witness presence of genre-based approach to writing in the literature of writing instruction (Richards & Renandya, 2010). This approach, "provides students with ample opportunities to become aware of the different purposes of written communication and the different ways information is organized in written texts" (Richards & Renandya, 2010, p.304). In genre approach to writing, the learners perform numerous roles through writing in the real world.

A number of empirical studies have been carried out related to teaching writing in EFL contexts. The study of Shi (1998) uncovered that prewriting discussion contributed to improve students' writing in the areas of length of essays and vocabulary use. Another study by Storch (2005) disclosed majority students' positive attitude towards the experience of collaborative writing. Further, she also unveiled that collaboration in writing process was found to be advantageous for the students to generate ideas and provide feedback to their peers. Similarly, an investigation of Ho (2006) revealed process approach as an effective approach to foster confidence and writing ability in the students. In the same way, the examination of Kamimura (2000) and Hasan and Akhand (2010) about the effectiveness of product and process approach unearthed that balance between product and process can best facilitate L2 learners to develop their writing skill. From these investigations, it can be deduced that the L2 learners will be benefited by collaborative writing activities balancing product and process approach.

In the context of Nepal, the Secondary Level English Curriculum has envisioned equal focus of all four language skills (CDC, 2014). Its focus is to “create opportunities for learners to learn together to draw on their personal life and language experiences, and to develop their social and cultural understanding” (CDC, 2014, p. 69). The curriculum has stated to apply pair and group work as crucial tools to foster high levels of participation. Further it has envisaged to “scaffold learners’ language learning through the careful design of follow-up tasks which create opportunities for learners to practice in authentic contexts” (CDC, 2014, p. 69). In regard to writing instruction at secondary level education (in grade nine and ten), the present curriculum has allocated 35 per cent weightage for teaching writing (listening 10%, speaking 15% and reading 40%) (CDC, 2014). For writing instruction, the curriculum has clearly recommended to implement writing process: planning, drafting, revising and producing the final draft (CDC, 2014). Importantly, to support the teachers, a teacher guide has been developed which has clearly mentioned step by step processes to teach writing for the teachers so that they can facilitate writing instruction in line with the vision of the curriculum.

Some existing literature related to writing instruction shows significance of collaborative writing process in EFL writing instruction. Furthermore, it has been devised to engage the students into various stages of writing process before producing the final draft to strengthen their writing skill. Moreover, it also presumes blend of both process and product approach enhances L2 learners' writing skill.

However, particularly in secondary classrooms of Nepal, it is observed that the students are found reluctant to write when they are asked which requires some writing tasks. Mostly, they are found uninterested for spending some time to generate ideas related to their writing task collaboratively. Moreover, they are not interested for the peer-feedback to produce the final product incorporating suggestions of the peers and teacher. In this context, a study of Sapkota (2012) demonstrated positive impact of peer and teacher correction in students’ writing. Especially, peer and teacher correction improved grammatical accuracy, coherence and cohesion in students’ writing. In such situation, although the policy of Nepali secondary education curriculum and some literature related to teaching writing have emphasized the importance of collaborative writing process in teaching writing, many secondary level students lack this experience in their writing development. It illustrates a gap between policy and practice of teaching writing at secondary level. In Nepal, only a few studies have been conducted related to writing development in students. Nonetheless, classroom practices of teaching writing in line with the provision of curriculum in secondary schools of Nepal have still not been disclosed systematically. Thus, this study was administered to explore how secondary level English teachers of Nepal discharge their writing lesson, and what problems they have been facing to teach writing. In this rationale, this study addressed the following research questions:

- How is writing taught at secondary level?
- What challenges have the teachers been facing for teaching writing at secondary level?

Methodology

The present study adopted qualitative research design because this design provides the researcher with an opportunity to explore organizational reality and perspectives of the people involved (Jonker

& Pennink, 2010). For this study, I purposively selected twenty secondary level English teachers from public and private schools of Sunsari District, Nepal. They were chosen in terms of their willingness to participate in this research project. Majority of them possess minimum of four years teaching experience to twenty-two. All of them hold at least Bachelor's Degree in major English. For collecting data, I drafted semi-structured classroom observation form and the questions for semi-structured interview and FGD. Then, I tested the tools using them with the other teachers possessing similar tenets with the selected participants. Then, I improvised the tools incorporating feedback attained from the prior execution of the tools. After that, I visited eight secondary schools (four public, four private) and received oral consent from the principals and English teachers to conduct classroom observation and interview. I informed each selected secondary English teacher to prepare a lesson to teach guided/free writing in their natural way. Hence forth, I observed writing lessons of eight English teachers using semi-structured observation form followed by semi-structured interview. The semi-structured interview was recorded using an audio recorder. Afterwards, I invited twelve secondary English teachers (six public, six private) for FGD who were participants of a professional gathering. Receiving oral consent from them, FGD was conducted. Note taker and audio recorder were managed to record the data of FGD. The recorded data of both semi-structured interview and FGD were transcribed and sent to the participants to check the accuracy of transcription. The confidentiality of the participants in qualitative research is very sensitive (Creswell, 2012). The ethical matter was highly valued in this study. All the responses from the teachers were kept confidential. The data were recorded with the oral consent from all the participants. Further, respondents' privacy was strongly maintained using codes instead of their names. Furthermore, the transcribed script was sent to each interviewee to obtain their acceptance and assess validity of the transcription.

Results and Discussion

This section presents results and discussions drawn from thematic analysis of classroom observation, semi-structured interview and FGD. The qualitative data were analyzed employing 'Thematic Analysis' process proposed by Braun and Clarke (2006). The first research question was answered with the analysis of classroom observation, semi-structured interview and FGD, and generated a broad theme, 'Practice of writing instruction' and a sub- theme 'Use of materials in writing instruction'. The second research question was addressed by the analysis of semi-structured interview and FGD, and developed the next theme, 'Challenges of teaching writing' and a sub- theme 'Support for teachers to empower their writing instruction skills.'

Practice of Writing Instruction

Analysis of the qualitative data disclosed that almost all the teachers followed product approach to teaching writing. Almost all the teachers write lesson topic on the board to commence their writing lesson. They explain a topic, and format or structure of writing task. After that, they explain each part of writing topic in detail. Then, they explain how to write different parts of writing topic presenting some writing samples. After the students complete their writing, the teachers either ask the students to read out their writing or check their writing themselves making corrections of some grammatical errors. If the

students cannot complete their writing task within the period, the teachers assign the task to the students as homework. And the next day the teacher makes correction of the students' writing. Regarding writing process, T8 shares his experience as:

Being a private school teacher, I should focus on marks. So, I teach practically how my students can score more in the exam. First of all, I create environment for the writing item to be taught. For that, I present a number of examples with the hints so that the students will know what writing item they are going to read. And I also provide them with necessary vocabulary and some structures as well. Then, I assign the writing topic to the students. Then, the students write on the given topic. After the students complete their writing, I see their writing and provide them some necessary feedback.

This shows that the writing lesson the teachers deliver in their writing class is influenced by examination. Moreover, the teachers adopt such activities in their class that ensure students get good marks in the final examination. Also, the teachers themselves provide ideas, vocabulary items and structure to the students that are needed to compose a written text. It clearly outlines that various important stages of writing development (prewriting discussion, planning, drafting, revising and rewriting) are excluded in the writing class.

Nevertheless, in the classroom observation, some of the teachers were found involving the students in generating ideas and vocabulary collaboratively. They ask the students to work in groups to write collaboratively. And share their ideas with the other groups. However, they were unable to engage the students into all stages of teaching writing (pre-writing, drafting, revising, editing and producing the final draft). Only a few number of teachers involved the students in peer correction. Almost all the teachers did not involve the students to revise, edit and rewrite.

All the teachers accorded that they have to support the students to write topic sentence, thesis statement, supporting details, conclusion of different writing items. Their conception resembles with the outcome of Shi's (1998) study that involvement of the students into different prewriting discussion activities develops writing of the students. However, it has been found from the classroom observation that they explained such concepts orally making the students listen passively. The teachers did not engage the students practically to enable them to write such components in their compositions.

It was also observed that almost all the teachers were found unable to engage the students in all stages of writing development. The students were partially involved in generating ideas. But almost all the teachers did not involve the students in revising, editing and rewriting process. The main focus of the teachers was on drafting. For supporting the students to organize their composition, the teachers explained all the parts of the writing tasks. However, their long explanation was not supported with concrete examples and practical activities to engage the students.

The students should be enlightened with the value of reading in writing process as guiding students to read and research on writing tasks enables them to write efficiently (Grabe & Zhang, 2013). Conversely, majority of the teachers do not provide an opportunity for students to read and research about unfamiliar writing topics. Instead, they explain the topics themselves for the students. It implies that the students do not get opportunity to exercise their researching skill from their school level.

Overall, the analysis of classroom observation, semi-structured interview and FGD reveals that the majority of Nepali secondary English teachers employ product approach to teaching writing. This illustrates that the current practices of teaching writing is incongruent with the policy of secondary education curriculum, recommendations of the TG, scholarly publications on academic writing (e.g. Bailey, 2011; Leki, 2010) and the findings of the studies in EFL writing instruction (e.g. Kamimura, 2000; Storch, 2005; Ho, 2006; Hasan & Akhand, 2010) which focus on collaborative writing process balancing process and product approach to teaching writing.

Uses of Materials in Writing Instruction

All the teachers maintained that materials are essential for teaching writing. Further, they conceived that their activities of writing lesson should align with the spirit of the curriculum and suggestions of the TG. Majority of the teachers both from private and public schools have been using textbook as the most dominant teaching resource. Despite this, the other resources the majority of the teachers consult are: practice book, resource books, newspaper cut outs, and some online resources.

However, it has been unveiled that the majority of the teachers do not consult and study the curriculum and the TG. The TG developed by the CDC has presented step by step suggestions to teach all the lessons of the book available online in free of cost. Sadly, many teachers have even not found the TG. Mostly, many private schools' teachers even stated that they are unknown to the TG produced by the CDC for the teachers. In this regard, T5 states, "I have not found the Teacher's Guide. I asked many times to the school administration. I have searched to find it but I could not open it through the website." Likewise T8 asserts, "Since I have been teaching for a number of years and yes caring about the SEE (Secondary Education Examination) question patterns, I take necessary methods myself. I hope they are related to curriculum." This situation outlines that the teachers are not consulting the curriculum and TG to plan and present their writing lessons in the classroom.

From this discussion, it seems that majority of the teachers base their writing lesson on the textbook. Still, many teachers possess inadequate technological skills to search, plan and present materials using ICT.

Challenges of Teaching Writing

The participants in the semi-structured interview and FGD responded that they have been encountering multiple complexities to teach writing in their class. Firstly, the major problem the teachers should cope with in their writing instruction process is insufficient time. (Harmer, 2007). In case of private schools, 35-40 minutes time has been allocated for teaching English, for public schools 45 minutes. Within this short period of time, it is almost impossible to engage the students into different stages of teaching writing. In this manner, T6 resonates:

Time is not sufficient especially for teaching writing. I have to always take more time, 5-10 minutes of another period. Because of lack of time, it is not possible to complete the writing tasks during the different activities like dividing the students into different groups, extracting or collecting their ideas, and talking about different mechanisms of writing, the time is not sufficient to do all these activities.

Secondly, one of the concerns the teachers have been facing every day in their writing lesson is size of the class (Leki, 2001). The majority of Nepali teachers have been experiencing a problem of large class. Some teachers even have 80 plus students in their class. In such case, the teachers have been unable to make their writing instruction participatory. In this connection, T5 mentions, "There are more number of students in classes. And it is very difficult to control the students." To cope with this situation, training teachers with strategies to engage students into various collaborative classroom activities could be pragmatic.

Thirdly, the practice of teaching English in majority of Asian countries is still "traditional product-oriented examination-centered approach" (Pennington et al., 1996, p. 228). English teachers in Nepal do have similar situation. They encounter a huge pressure to complete the course so earlier so that they have enough time to practice and revise the course for the final examination. The teachers are also mainly concerned with supporting the students to obtain good marks in the final examination. Thus, the teachers adopt such strategies that could enable their students to secure high marks in the examination. In this matter, one participant of FGD says, "Actually our students are exam oriented. They want to learn the things that will appear in the examination. This is the reason why students are not much interested in learning all the processes of writing." This illustrates that the teachers conduct classroom activities to enable their students to secure better score in the examination.

Fourthly, the next burning issue the teachers are facing is inadequate instructional resources. Majority of the teachers have been using textbook and practice book as primary resources in the class. Despite these, majority of the teachers are not using the other materials. Many teachers are even not using the curriculum and the TG. In this context, T7 says, "We do not have sufficient materials to support students to improve their English." Likewise, T3 also holds similar thought stating, "We have got lack of materials. There is not such hard and fast materials that we can get for teaching writing." It implies that the teachers should be provided with required resources to make their writing instruction effective.

Another issue both public and private schools' teachers are facing is unavailability of ICT tools. Most of the classes observed lacked facility of ICT. Hardly, teachers get chance to make PowerPoint presentations and show videos to the students about the topics which could be best presented using such tools to make concepts clear. Equally, many teachers lack technological skill to make the effective use of available technological tools. Regarding a problem of modern technology, T4 says:

There is no access of the internet in my school. I lack training to use ICT in the classroom. There is a multimedia projector in my class, but I don't have much idea to use that ICT technology in my class. The main issue the public schools' teachers are facing is low level proficiency of the students. Majority of the students are found poor in vocabulary, grammar and content. Thus, teaching writing is the most challenging job for the teachers because (in the words of T7):

Most students have poor proficiency of English. They do not have sufficient vocabulary. They are using means of communication mostly Nepali. They don't have language structure as well. They are not correctly using even a single sentence. They do not have command over English.

Interestingly, the students of the private schools have better command over English, since the medium of instruction in those schools is English. However, the majority of the private schools' teachers admitted

that the students do not pay proper attention to English. In this context one participant of FGD states, "The private schools' students neglect English and pay more attention to the other subjects, e.g. math, science, etc. They think English subject is easier for them." This circumstance makes learners ignorant to valuable stages of writing development. Thus, it seems necessary to empower the teachers to plan and implement learner centered activities in their classrooms to teach writing.

Support for Teachers to Empower their Writing Instruction Skills

All the teachers asserted that it is important to engage the students into different stages of collaborative writing process. Importantly, all the teachers asserted that they are willing to apply those stages in their writing lesson. In this regard, one participant of FGD states:

In this process the students get chance to learn from the other students' writing, they can get chance to correct their work getting feedback from their friends. Similarly, they repeat their writing; they reread their writing, so that it will be quite good while producing the final draft.

However, to enable the teachers to make their writing lesson collaborative, engaging and productive, they should be supported in multiple dimensions.

First, all the teachers said that they need frequent training on how to make their writing instruction effective. Here, in this circumstance, T1 views, "I expect some effective training conducted by different organizations so that we can know the depth of these writing items and we can conduct teaching learning activities accordingly." Moreover, many teachers stated that they need training on ICT so that they will be able to use ICT in their writing class.

Secondly, majority of the teachers maintained that they do not have enough materials. In this matter, T3 states, "We have got lack of materials. There are no such hard and fast materials that we can get for teaching writing." Even many teachers have not found the curriculum and the TG. In this context, it seems mandatory to provide necessary materials and resources to the teachers to empower them to make their writing instruction effective.

Thirdly, most of the teachers are facing short of time. In this regard, one participant of FGD says, "We have (in private school) 35-40 minutes class. So there should be change in time. At least 60 minutes class should be managed to involve the students into all the phases of process writing." Here, it seems that the time allocated to teaching English in general and writing in particular should be revised.

Likewise, some teachers believe that their exposure to some model classes - practically teaching writing to the students in the real classroom could help them to attain valuable insights for teaching writing. In this context, T4 stresses, "I strongly need model class conducted in my class from the expert." In this context, an exposure to a model class that demonstrates practically how to engage students into all the stages of writing lesson collaboratively can be instrumental for the teachers to enhance their writing instruction skills.

Conclusion and Implications

The findings of this study evoked that majority of secondary level English teachers followed product approach to teaching writing to facilitate the students to secure more marks in the final examination. Although interpretation of qualitative data portrayed teachers' desire to implement collaborative writing process in their writing class, they encountered multiple complexities for this condition: large class size, pressure to complete course on time, low proficiency level of the learners, lack of instructional materials, training and ICT. This clearly depicts disparity between policy and actual classroom practices of writing instruction in secondary schools of Nepal.

From the above discussions, it can be claimed that the challenges the secondary English teachers of Nepal have been facing in writing instruction in their classroom cannot be resolved by their sole efforts. Thus, while framing a policy related to teacher development, focus can be given to process writing as opposed to product writing. Moreover, comprehensive training programme should be constituted and implemented practically embedding ICT contents so that the teachers can blend ICT in their writing class. Further, all the schools should be supported with sound access to ICT along with instructional resources and materials so that the teachers would have favorable condition to adopt process- based collaborative writing instruction strategies in their writing class.

Finally, this study is limited in many respects: in terms of respondents, classroom observation and follow up interview, and a number of FGDs. In this manner, execution of further comprehensive studies is imperative to draw broader generalizations to bridge the gap between policy and practice of writing instruction in secondary schools of Nepal.

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Appendix A

Observation Record Form

Name of a teacher: _____ Subject: _____ Name of a school: _____ Date: _____
 Qualification: _____ Time: _____ No. of Students: _____ Topic of the lesson: _____ Focus of the lesson: _____

Prewriting activities	Drafting	Revising	Editing	Producing the final draft	Use of materials

Appendix B

Interview Questions for the Teachers

1. Do you think writing process (pre-writing, drafting, revising, editing and producing the final draft) is important for students? Why?
2. Is it necessary to engage the students into different stages of teaching writing in your class? Why?
3. Is it necessary to support your students to write topic sentence, thesis statement, supporting details, conclusion of paragraph, essay, etc.? Why?
4. Why are you unable to engage your students into different stages of teaching writing in your writing class?
5. Are instructional materials important for classroom teaching? Why?
6. What materials have you been using to teach writing in your class regularly?
7. Do you study the teacher's guide and the curriculum produced by the Curriculum Development Centre available online freely as supporting materials for your writing instruction? If not, why?
8. What problems have you been facing for teaching writing in your class?
9. What support do you need in order to improve your skills of teaching writing?

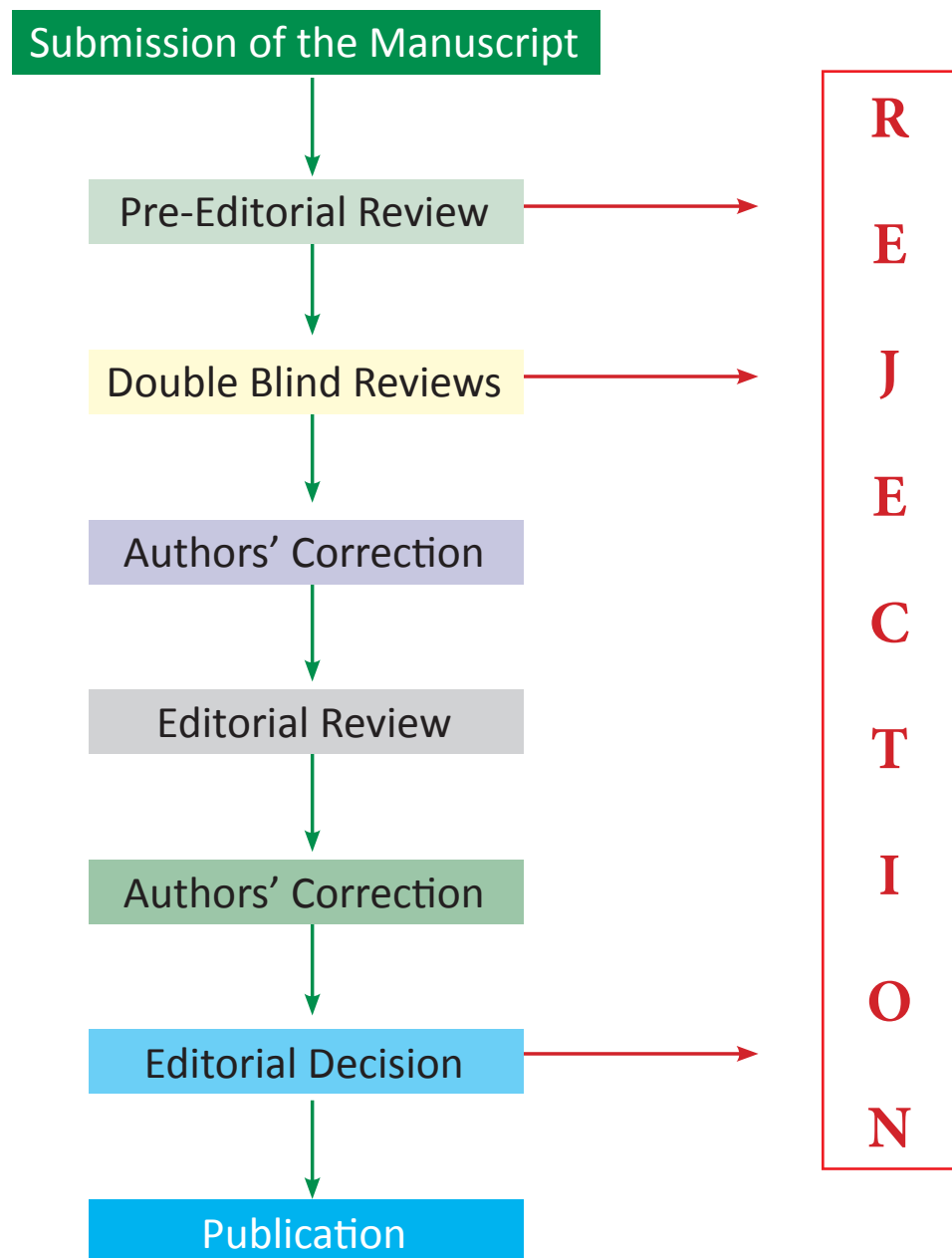
Appendix C

Focused Group Discussion questions

1. How do you teach writing in your class regularly?
2. Do you think writing process (pre-writing, drafting, revising, editing and producing the final draft) is important for students? Why?
3. Is it necessary to engage the students into different stages of teaching writing in writing class? Why?
4. Is it necessary to support your students to write topic sentence, thesis statement, supporting details, conclusion of paragraph, essay, etc.? Why?
5. Are you able to engage your students into different stages of writing development in your writing class? If not, why?
6. Are instructional materials important for classroom teaching? Why?
7. What materials have you been using in your writing class?
8. Have you been studying teacher's guide and the curriculum produced by the Curriculum Development Centre available online freely as supporting materials for your writing instruction? If not, why?
9. What challenges have you been facing to teach writing in your class?
10. What support do teachers need to improve their skill of teaching writing at secondary level?

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Peer Review Process



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Journal of NELTA Gandaki (JoNG), published by **Nepal English Language teachers' Association Gandaki Province** welcomes original contributions of fundamental research in English Language Teaching, Applied Linguistics and English Literature. Articles for the journal must be standard, research-based and within the scope of the journal. Authors submitting articles must follow the guidelines below:

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Abstract (approximately 150 - 250 words, justified, Times New Roman, 12 pt., single line spacing)

Keywords: (not more than 7 words)

Introduction (Should introduce the title, state the problem under investigation, the rationale of the study and purpose/s)

Review of Literature (may subsume the review of thematic, theoretical, policy and empirical literature)

Methodology (in concise form including design, tools, and processes)

Results and Discussion

Conclusion and Implications

Acknowledgement/s(if any)

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Appendices (if necessary)

Author's/Authors' abridged CV (approximately 80 words)

- The article must have its cover page including author's name and affiliation. The author's name must not appear in any other parts of the text.
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