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Editorial

The pace and face of English language teaching and learning in the 21st century has been drastically different from that of the past time due to the advent and use of new approaches, ideologies and practices. Such changes are vividly seen in educational planning, policies, curricula, teaching learning processes, assessment systems and in overall modes and modalities of teacher education. The current practices of language teaching and learning have been more affected due to the pandemic spread of the COVID-19 that has created the largest disruption of education system and has made educational institution closure as one of the best preventive measures against it. In this adverse context, we are pleased to bring the third volume (issues 1 & 2) of Journal of NELTA Gandaki (JoNG) as one of the benchmarks for keeping academic activities functional and contribute world academia in this pandemic situation.

This volume of JONG becomes a meeting point of ELT practitioners, who are in different phases of professional development. It addresses multiple facets of linguistics, literature and English language teaching and learning. It is an open access, online NepJol indexed journal and, therefore, can be accessed by any ELT professionals with access to the internet. We are delighted to share the fact that JoNG has received the JPPS one-star.

The Journal of NELTA Gandaki (JoNG) follows a standard blind review process for all the articles. Any article that is received into our official mailbox is reviewed by the editorial team. If it meets the basic requirement and standard of the journal, it is passed on to two reviewers with relevant expertise in the field. Based on the review, the editorial board decides if the article is standard and worthy for publication. The article may still be rejected if the author fails to satisfy the standards and requirements as advised by the reviewers.

In response to our call for papers for this volume, we received 41 articles in total. Among them, only 10 have been selected for publication after a rigorous review process. The first article sheds light on the delineations of the translation theories developed in the West. The second article found the beliefs of students on learning autonomy in terms of English language classroom. The third article deals with the students' views towards shadowing to learn English language. Likewise, the next article exhibits content analysis of pop-songs in the English language teaching classes. Similarly, the fifth article focuses on the use of six different digital online tools which could be effectively blended in face-to-face and distance classroom teaching by teacher educators to reshape the way they teach. The sixth article concludes that the teachers of ESL should pay attention to how students formulate the structure and content of emails as they directly impact their writing capability. The sub-sequent article reveals that the persona in the poem searches tranquility in the form of a prayer and this quest perpetually becoming stronger. The next article analyzes the impact of COVID–19 on socio–economic and psychological factors of the students. Likewise, the penultimate article explores the ideas on ecocritical quest in Sanjeev Upreti's novel Hansa. The final article investigated trainee teachers' perspectives on microteaching.

As this is a peer reviewed journal, numerous hands directly and/or indirectly have supported to

maintain quality and standard to bring it into this shape. We would like to extend our sincere gratitude to the contributors and reviewers from home and abroad without whose punctilious abutment, the journal would not have been materialized in this form. We would also like to express our gratitude to NELTA Gandaki Province and the advisors for full blown support, encouragement and guidance wherever needed.

Although the articles published in the journal are the properties of NELTA Gandaki Province, the authenticity and liability of the ideas and views expressed on them go to the respective authors themselves. Constructive feedback from the valued readers and well-wishers is always welcome to uplift the standard and quality of the upcoming issues of the journal.

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Towards the Development of an Exhaustive Translation Theory

Dr. Nabaraj Neupane

Abstract

Systematic studies on translation began only after its introduction as a separate discipline in the 1970s. The movements of the mid-twentieth century established translation theories like functional, post-colonial, and systems and proved relevance for translation works. Thus, a brief survey of translation theories that were developed and applied in the Western countries is significant, rational, and timely. In this context, the present paper focuses on the delineations of the translation theories developed in the West. Further, these theories have been included within applied linguistics and English language teaching courses. Since the wholistic expansion of all of them is impossible and unnecessary in such a small-scale study, this article presents a brief survey of only contemporary theories, which have been developed from the 1970s to the present date. A survey of these theories exhibits that none of them is exhaustive enough within itself and therefore, a new theory that is intelligible, practical and relevant is yet to be developed The implication of this study in English language teaching is that the translation and the transtlation theories offer insights into the sensitivies of language and culture for language teachers while teaching.

Keywords: translation, third literature, source language, target language, theory

Introduction

Currently, translation has profusely been used in the globalized context of the world. The term translation is recognized differently in separate territories even though the denotations are similar. Since this article expounds the translation theories developed in the west, a quick glance of English and Nepali terms is needed. *Anuvaad* [saying again] in Nepali language and 'translation' in English are equivalent terms. The Nepali term has been borrowed from Sanskrit that is formed from the root *vad* [say, speak] by adding *a* or *ghn* suffix that makes *vaada* [saying]. Again adding *anu* [again] to *vaada* makes *anuvaad*. Etymologically, in this way, *anuvaad* means re-statement. *Anuvaad* is widely defined in Sanskrit as p*raaptasya punah kathanam* or *gyaataarthasya pratipaadanam*, which means reproduction or restatement of what is already produced or stated. This saying is evidenced in Apte (2000) who has defined *anuvaad* as interpretive reproduction of already produced saying. In this way, in the Eastern perspective, translation has been defined based on temporal dimension. On the other hand, the term 'translation' has been derived

from Latin *translatus*, that is in the form *trans + latus* in which the former means 'across' and the latter 'to carry' (Gentzler, 2010). Thus, translation is to carry meaning of one language into another. The Western definition that is place/space-oriented and the Eastern definition that is time-oriented are similar to a convergent definition like "the transference of the messages, information, and the like expressed in one context and time in one language into another (Neupane, 2014, p. 200). Etymologically, thus, *anuvaad* and *translation* seem to be synonymous

Although translation from the perspective of practices and applications is very old, its establishment as a separate disciple Translation Studies marked the 1970s. Since then, new theorists and theoretical turns began to appear substantially. The turns of translation established its significance in language, literature, culture, science, technology, communication and others. In this connection, Dahal (2013) has asserted these reasons and uses for translating across languages: readers' needs, translators' interests and personal pleasure/satisfaction; and business or professional perspectives. To be specific, the importance of translation can be shown for transference of cultural heritage, proliferation of literary repertoire, a means of communication, a means of revitalization of language and culture, and a means of pedagogy.

The latter decades of the 20th century witnessed rapid development in the Translation Studies in terms of theories and practices. However, in the Nepali context, translation has been limited to the university curricula, translators' personal interest and satisfaction, and some uses of professionalism/business. Translation as a teaching subject got entry into the Department of Linguistics, under Tribhuvan University only in 1998. Then, translation was included in the Department of English Education in 1999 and then in the M.Phil. programme in Faculty of Humanities and Social Sciences. Gradually, translation has been a teaching subject at different levels of Kathmandu University, Purbanchal University, and others. Many institutions and publishing houses like Nepal Academy, Society of Translators' Nepal, Sajha Prakashan, Ratna Pustak Bhandar, and Oriental Publication are involved in bringing out translation works profusely now. Besides the university level and institutional attempts, numerous translators are also engaged in translating texts across languages. As a result, translation today has been a fertile ground for academic, professional and research practices. Yet, an original and context specific theory of translation is a great scarcity although some of the scholars who have worked in this direction include Bhattarai (1999), Kshetri (2011), Adhikari (2015), Neupane (2017) and others.

These contexts show the need of a brief survey of the translation theories that can pave a way forward to develop a theory-practice interface. This development can thus give a proper shape to the translation practices and theoretical attempts done so far.

Aiming to present a glimpse of translation theories used so far, this article vertically and horizontally extends from functional theories to the present developments mainly in terms of features, trends and limitations. In this way, this paper is delimited within the perimeters of about four decades of theory developments in the Translation Studies. Further limitation of this article is that it does not touch upon the facts of digital translation.

Methodology

Since the aim is to review the existing translation theories, this study employs document analysis method that requires the in-depth analysis and interpretation of the available documents within the domain selected (Bell, 1999, as cited in Al-Jardani, 2012, & Krippendorff, 2013). For the assessment of the translation theories since 1971, the fundamental documents for this article have been extracted from the sources like Nida (1981), Bhattarai (1999), Venuti (2004a, 2004b, 2008, 2011), Bhattarai (2007), Munday (2008), Gentzler (2010), Kshetry (2011), Adhikari (2015), and Neupane (2017). These secondary sources were selected using convenient sampling procedure. The deliberations and discussions are based on the five criteria of labelling the theories like functional, systems, deconstruction, postcolonial, and source language culture oriented.

Discussion of the Results

The inception of translation theories was seen in Cicero (48 BC) and Horace (21 BC), whose theory was clarified by Saint Jerome (395 AD) as a binary distinction between word-for-word versus sense-for-sense translation (Newmark, 1981). This is evidenced from the survey of the history of translation in China, which marked the Chinese translations of Buddhist treatises in Sanskrit (Kshetry, 2011). Then, Martin Luther, William Tyndale, Étienne Dolet, John Dryden, Alexander Fraser Tytler and others followed sense translation as a translation technique. Later on, Johann Wolfgang von Goethe, Fredrich Schleiermacher, Wilhelm von Humbolt, Walter Benjamin, Franz Rosenberg, and others prepared foundations for translation theories, of which, Schleiermacher's theory, influenced much (Snail-Hornby, 2006). These theories, for Newmark (1981), are from "prelinguistic period" (p. 8). The theories developed in the period could not be substantiated.

Systematic and scientific theories began to make their debut only after the mid-twentieth centuries. The theories developed in the period are categorized as linguistic theories, which appear to be centered on the theories of Jakobson (1959/2004), Levy (1976/2004), Nida (1964), Catford (1965), Koller (1979), Newmark (1981, 1988), Chesterman (1989), Gutt (1991/2004), Bassnett (2002), Muday (2008), Baker (2011, 2018) and so on and so forth (Venuti, 2004a, 2008; Gentzler, 2010; Schäffner, 2011). These theorists consider translation process as a linguistic activity and translation as a skill or a science. They take translation both as a process and a product. Under translation as a process, cognitive processes like think-aloud and immediate retrospection were developed. These developments settled translation as a psycholinguistic field. These linguistic and scientific theories were criticized for their limitations. They were reliant on the mathematical concept of equivalence, indifferent to literary translations, highly source-oriented, fixed and narrow models, exclusion of cultural component, denial of dynamic aspect of language, and prescriptive-natured (Mollanazar, 2001, as cited in Neupane, 2017). To fulfill these gaps, new theories appeared.

Of the linguistic theories, the pragmatic turn of the 1970s established Translation Studies as a separate discipline; and cultural turn after the 1970s prepared the basic profile for the new discipline (Munday, 2008). The latter movement was mainly from Germany, England, Israel, Finland and Brazil. The turn of England and other English speaking countries raised systems theory, and the pioneers of this theory

were: Itamar Ivan-Zohar, Gideon Toury, and Theo Hermans (Adhikari, 2015). On the other hand, Germany and other German speaking countries gave birth to the functional theories. Both of the theories, which are culture-oriented, are expounded and discussed in the following sections.

Functional Theories

In the 1970s and 1980s, functional theories emerged in Germany as a reaction to the linguistic-based theories that had gap in the analysis of culture. To fulfill the gap, functional (and communication) theories made their debut based on the action and communication theories. This is justified by Schäffner's (2011) remarks, "The theories reflect a paradigm shift from linguistic approaches […] firmly situated within to framework of applied and comparative linguistics to a more functionally and socio-culturally oriented concept of translation" (p.116). Thus, these theories subsume both the language and culture in translation; and are target language-centered (Gentzler, 2010). These theories are mainly of five types which are discussed in the succeeding sections.

Text type theory. The pioneer of text type theory was Katharina Reiss (1971/2004) who developed this theory in the 1970s based on the concept of equivalence, Bühler's functions of language, and pragmatics turn in translation. Equivalence, unlike in the linguistic theorists, is searched in the text, which are classified into four types such as informative, expressive, operative and audio-medial. Translation strategies are determined based on the types of text. For example, simple prose and interpretation is used for informative, and manipulation is used for operative texts.

The limitations of this theory include the determination of only a limited categories of the texts, exclusion of phatic communion, inability to specify typical techniques for the types of texts, and indifferent to the translators' role, objective and socio-cultural needs (Munday, 2008). To address these issues, other functional theories were developed.

Integrated theory. Since Reiss (1971/2004) could not present the clear framework of text types, Snell-Hornby (1988, 1995), the forerunner of integrated theory, presented a single analytical framework that subsumes all the text types. Her integrative framework presents three types of translations such as literary, general language, and special language. Further, literary translation includes translations of films, poems, children's literature; general language translation involves translations of magazines, advertisements; and special translation subsumes translations of legal, financial, scientific and technical texts. Thus, her model is inclusive of cultural history, literary study, socio-cultural study, technical subjects, informative texts, and so on. However, this theory was criticized for lacking clear-cut demarcations among the texts and for lacking ascertainment of the aims of translation.

Skopos theory. To overcome the problem of lack of ascertaining aims of translation, Hans Vermeer (1978, 1987) propounded skopos theory, which assumes that translation is not a process of transcoding but a specific form of human action, determined by its purpose (skopos) (as cited in Schäffner, 2011). Thus, translation is an action based on purpose/use. In this way, skopos theory (being skopos, a Greek work that means aim or use) is based on action theory. In this theory, a translator is an agent who performs an action of translation with an aim. Thus, skopos theory equates translation as a human action.

Extended version of the skopos theory appeared in Reiss and Vermeer (1984) who have presented the following six underlying rules:

- A translatum (or TT) is determined by its skopos;
- A TT is an offer of information in a target culture and TL concerning an offer of information in a source culture and SL;
- A TT does not initiate an offer of information in a clearly reversible way;
- A TT must be internally coherent;
- A TT must be coherent with the ST; and
- The five rules above stand in hierarchical order, with the skopos rule predominating (as cited in Munday, 2008, p. 80).

All these six rules are skopos oriented. The main point to understand appears to be the advocacy of faithful translation that is referred by 'fidelity rule' and the fine-tuned texture of the translated version that is referred by 'coherence rule'. Thus, skopos theory tries to maintain balance between the source text (ST) and the target text (TT).

This theory was criticized for these drawbacks: (a) not all actions have an aim; and (b) not every translation can be assigned a purpose, an intention (Vermeer, 1989/2004). The theorist tried to save her face by offering counter-criticism. However, she could not properly give satisfactory account on intercultural communicability that is lacking in skopos theory.

Theory of translatorial action. To overcome the gap of intercultural communicability, Holz-Mänttäri (1984) introduced the theory of translatorial/translational action which viewed translation as purpose-driven, outcome-oriented human interaction, and a process of intercultural communication (Muday, 2008, & Schäffner, 2011). This theory, in this way, draws heavily on the communication theory and the action theory. As a professional acting, translation involves experts, clients and participants as actors. In the production of TT, actors, like an initiator, a commissioner, a ST producer, a TT producer, TT users, TT receivers, play different roles in the action of TT production. The key actors are ST author, TT producer (translator) and the recipients of the TT.

The main achievement of this theory is that it keeps translation within socio-cultural context. However, this theory was criticized for using complex jargons and for failing to include cultural differences in detail.

Translation-oriented text analysis. Unlike other functional theories that focus on TT features, Nord (1988, 1997, 2005) introduced translation-oriented text analysis theory that focuses on the analysis of ST features. In this theory, a translator at first should analyze the features of the source text. Then only, s/he should transfer its contents into the target language. In this way, the production should have equivalent effect on TT readers as source text would have on ST readers. This view echoes Newmark's (1981) dynamic equivalence. For the analysis of ST features, Nord (1988) has classified two types of translations such as documentary and instrumental. The former emphasizes literary translations and is SL-oriented communicative translations (Munday, 2008). Thus, this theory balances both the SL and TL orientations. However, this theory was criticized for being inappropriate to translate literary texts in general.

These five types of functional theories demonstrate shifts from static linguistic to dynamic functional/communicative translations. The latter theories are mainly concerned to the purposes of translations and are suitable for pragmatic, informative, and scientific texts. However, they are criticized for their inappropriateness for translating other types of texts like literary genres (Garzone, 2000, as cited in Neupane, 2017).

Systems Theories

Systems theories, like functional theories were developed in the 1970s as a reaction to the static and prescriptive linguistic approaches. The functional theories were criticized for their inappropriateness for literary translations. This recess was fulfilled by the systems theories, which was fruitful mainly for translating literary texts. There are two types of this theory such as polysystem and manipulation. The former assumes translated literature as a joint system of target culture in terms of social, literary and historical systems. Whereas the latter presumes that ST is manipulated within TT.

Polysystem theory. Israeli translation theorist, Itamar Even-Zohar propounded polysystem theory based on the Russian literary theorists. The term 'polysystem' implies the integration of literary systems in translated literature (Gentzler, 2010). This theory postulates that literature is an integral part of social, cultural, and historical contexts and therefore, literary system is wholistic form of all other sub-systems that include translated literature. For Ivan-Zohar (1978/revised 1990), translation can occupy the primary position in these conditions: (a) young literature, (b) novice/under-developed literature, and (c) dissatisfaction with traditional writing (as cited in Venuti, 2004).

Like the other theories, polystem theory has been criticized. In the Gentzler's (2010) views, its brighter sides include its target-orientation, study of translation within the cultural and literary systems, get rid of the ambiguous term of equivalence; and the darker sides incorporate the adoption of 1920s Russian model unquestionably, lack of its own model, development of a theory without adequate research works.

Later on, Ivan-Zohar's (1978) model was tested by Gideon Toury, a Tel Aviv scholar and improved it. Thus, it can also be called Zohar-Toury model (Neupane, 2017), that comprises the network of correlated systems (i.e. literary and extra-literary).

The target text orientation was criticized and the next approach (i.e. manipulation approach) tried to address this issue.

Manipulation theory. Because of the influence of Even Zohar and Gideon Toury's theory, several meetings and conferences were held in Belgium, Israel, and the Netherlands and the papers presented in those conferences were edited and published in 1985 by Theo Hermans (Munday, 2008). The team is known as the Manipulation School or Group which regards literature a dynamic and complex system; and literary translation as descriptive, target-oriented, functional, and systematic. Thus, a translation implies manipulation of the ST to ensure social acceptance within the target culture. This theory shifts translation from skill to art and from equivalence to manipulation. Therefore, a translator is a re-writer/manipulator who rewrites the ST to fit into the target language community. To fit ST to TL community, manipulation is done that includes elaboration, normalization, explanation, addition, alteration, and omission strategies.

For the description of translations, Lambert and Van Gorp (1985/2006) recommend this four-step plan: preliminary data, macro level, micro level, and systematic context (as cited in Munday, 2008). Thus, the manipulation theory follows a stepwise procedure of translation.

The above delineations show that systems theory could not be applicable for non-literary translations. In the name of manipulation, the implied meaning of ST can be lost. To overcome the drawbacks of functional and systems theories, a radical theory, that is to say deconstructionism could be implemented in the field of translation. It is noteworthy that deconstruction theory broke the walls of binary divisions (for example, form vs. content, word-for-word vs. sense-for-sense translation, SL oriented vs. TL-oriented theories, and so on).

Deconstruction Theory

The theories delineated above are either SL-oriented or TL-oriented. They, in one way or the other, were entrapped around the concept of the ambiguous term 'equivalence'. Breaking all these barriers, French scholar, Jacques Derrida's deconstruction theory was used to liberate translation from the traditional binary divisions.

The foundation of deconstruction theory was on the philosophical tenets of Benjamin (1923), Pound (1929), and Steiner (1975) (Munday, 2008). Benjamin's (1923) concept of transparency in translation, Pound's (1929) experimentalism, and Steiner's (1975) hermaneutic approach are the basis of Derrida's theory (Neupane, 2017). These views created the third space of translation and the notion of literature-three in the post-structural context. Therefore, there was advocacy of literature-three, being first of the target language and the second of the source language. Basing on Heidegger (1927), Foucault (1977), and Derrida (1982, 1988), the deconstruction theory claims that no text is original because the so-called original writing like translation is translation of any other discourse/s (for example, non-verbal sources). Thus, translation is rewriting, re-construction, re-interpretation, or deconstruction process (Bhattarai, 2007). The more one reads the source text; the more the meanings and translations are created. This implies that no translation is final as there are numerous possibilities of rewriting the source texts. Each new reading breaks the older interpretations and creates the newer ones. In Derrida's (1982, 1985) words, translation is a "lively operator of différence as a necessary process that distorts original meaning" (as cited in Gentzler, 2010, p.162). This implies that there are two processes in translation. The first is to defer the old reading and the next is to differ the meaning from the older ones. In this way, deconstructionist theorists liberated translation from the traditional logocentric and binary concepts and established translation in its separate existence. Translation, thus, is regarded as a process of extending, enlarging, or making languages grow externally.

Post-colonial Theory

Raising the cultural issues in translation, the above mentioned theories showed shifts in the postulations of translations. On this foundation, postcolonial theory made its debut raising two crucial issues: (a) how blatant power differentials, particularly in the age of European colonialism, have influenced the practice of translation, and (b) how translation might contribute to exposing challenging, and decolonizing the legacy of colonialism (Hui, 2011, as cited in Neupane, 2017). In this way, the authors

and translators use translation as a strategy of resistance. It means, the pre-colonizers were protested by the pre-colonized authors and translators. Thus, mainly, postcolonial theory resisted the history of powerful pre-colonizers and studied power imbalance between the colonized and the colonizer (Munday, 2008). This theory follows the system of analyzing translation keeping history and culture together. This turn includes mainly Brazilian movement of cannibalism, Indian movements, and Euro-centric conflicts, which are delineated in the subsequent paragraphs.

Of these movements, cannibalism is related to the Brazilian history of colonialism and a means of liberating translation from the shackles of European cultural values and assumptions (Snail-Hornby, 2006). Began in Brazil in the 1920s, it was an anthropological movement for the political protest to the colonizers and for bringing indigenous people in the mainstream of the nation. Therefore, the main goal of cannibalism was to cannibalize the colonizers and to nourish the Brazilian culture.

From the 1960s to the early 1980s, Augusto de Campos and Haroldo de Campos used the term metaphorically to develop a translation model as a cannibalistic theory of translation and concede, "Creative translation is parricidal dis-memory […]. Translation is transfusion of blood […] of the translator's nourishment of the target culture". Thus, translation is regarded as a recreation, parallel creation, or reproduction of donor language and culture to fit into the receiver language and culture. In this way, cannibalistic theory of the translation advocates for the translator's visibility and transparency in the translated text.

Like in Brazil, a movement in Indian subcontinent was led by Niranjana (1992), Spivak (1992), Bhaba (1994), and Dingwaney (1995) (Neupane, 2017). Of them, Nirjana (1992) believes that translation of the Eastern culture by the Western scholars result in the wrong recognition of the East due to mistranslations. So, she calls for retranslation of the pillars of the eastern civilization like *Shakuntal*, *Dharmashaastra, Gitagovinda, Manu Smriti* and others. Likewise, Spivak (1992) has presented her triangular views of feminism, post-colonialism in her renowned essay *Politics of Translation* (1993, as cited in Venuti, 2004a). Likewise, these two scholars, Bhabhha (1994) and Dingwaney (1995), have added the concepts of third space of translation and third literature, represented by translated literature (Munday, 2008). These translation theorists' views prove that translation constructs cultural hybridity and thus, makes its own space in literature.

Besides these non-Eurocentric turns, a movement raised voice against colonialism from within Europe. Of the many, Cronin (1996) has raised voice for the establishment of Irish existence for which translation can play a vital role (Venuti, 2004a).

In this way, postcolonial theory of translation establishes a vital position of translation (that is the third space), translator's visibility, and brings the voices of the oppressed (here, the colonized) out in the mainstream.

SL Culture-Oriented Theory

Revolving within the circumference of the deconstructionists and the post-colonialists' theory of translation, Lawrence Venuti (2004b) launched SL culture-oriented theory, which has been well-developed

in his well-read books like *The Translator's Invisibility* (2008) and *The Scandals of Translation* (2011). Venuti's theory is based on Schleiermacher's (1813) distinction between domestication and foreignization. The former is target culture-oriented whereas the latter is source culture-oriented. Of them, Venuti favoured the latter. For him, both the source and the translated texts are derivatives. This view echoes deconstruction theory of translation. He is dissatisfied with the manipulation and collapse of source culture within the target culture and thus claims for the reversal process. He claims that the readers of the translated text should be aware of the source culture. A translation of a text is a reading of a translator; the more a reader reads the more translations s/he can produce. Thus, a source text should be left open for the readers and for maintaining this situation a translator should clearly express his/her aims and motives of translation and strategies applied for translating texts. The readers of the translated text should not discard the hidden meanings (that is to say, implicatures) of the cultural references. In this way, this theory claims that the translators should bring the authors to the readers. This theory, thus, appears useful for the aesthetic interpretation of the translated literature but not so much relevant for translating pragmatic texts (or informative texts). Further, this theory can be applied for developing and disseminating the undeveloped, marginalized, and young/novice languages and cultures as it relies on linguistic and cultural diversities. Despite this benefit, the translated text may lose readability, intelligibility, and fluency.

Conclusion and Implications

Translation in English and *anuvaad* in Nepali are equivalent terms. Both of them refer to the meaningful reproduction of the texts across languages. Although translation practices were old, disciplinary studies commenced only in the 1970s. Then, Translation Studies, as a separate discipline, has received numerous theories contributed by the translation thinkers, theorists, and scholars. Now, it has been taught at the university level classes and many translators have been translating texts across the languages for the proliferation of the world literature and intercultural communication. Multilingual, multicultural, multi-ethnic, multiracial and multidimensional contexts of the world has triggered the significance of translation. In this context, numerous theorists have furthered their views, opinions, thoughts, feelings, and experiences, which provide foundations to build an exhaustive theory. The survey of the theories developed so far in the West lead the translators to follow the following pathways for better translation:

- The translators and the readers of the translated texts should be aware and vigilant to the language, literature, culture, history and allusions of both the source and target texts.
- Any translation should not be taken for granted as a final version because re-reading of the text may result in the reproduction of a newer translation.
- There should be harmony between the theories and practices. The former guidelines the latter and the latter provides baselines for constructing a theory.
- Translated text needs to be both intelligible and fluent. For this, a translator should keep an eye to all the facets of translation like source text, target text, author's, readers, languages, cultures, and so on.
- For the development of translation in the space of third literature, relevant theories should be

developed and disseminated.

Thus, translators and translation theorists need to develop, apply, and adapt the theories, which are appropriate in their own contexts and which substantiate the recent developments in the field of translation.

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Students' Beliefs on Learner Autonomy in English Language Classroom

Man Bahadur Jora

Abstract

This study tries to explore the students' beliefs on learner autonomy in English language class at the secondary level. I, as a researcher, collected first hand data from the students of secondary level of government aided school. The students of school A are interpreted on the basis of ethnographic research. This study analyses students' beliefs and reflections on learner autonomy. Moreover, the present study relates and connects two theories in the process of developing and shaping of it. It emphasizes the students' perceptions toward learning autonomy and the researcher has anticipated mentioning the students' perceptions on English language teaching learning in the government aided schools. The findings of this study reveal that learner autonomy is necessary for the learners' encouragement, the opportunity of learning language and learner's development, and for responsibility of the learners.

Keywords: encouragement, learner autonomy, self-determination theory, self-directed learning

Introduction

Learner autonomy is the concept of enriching learners in the learning process by making them responsible and independence. The notion of learner autonomy, especially in the field of foreign language learning was clearly articulated in the 1979 report prepared by Holec for the council of Europe under the title of learner autonomy in foreign language learning (Çakıcı, 2015). For Holec (1983), "Autonomy is the ability to take charge of one's learning"(p. 3). It is the way of providing opportunities to the learners. Currently, concept of learner autonomy has got momentum in the sector of learning. Therefore, my interest is to study the beliefs of students on learner autonomy in the classroom.

I wanted to study the classes having learners' autonomy and how students believe on it. The role of learner autonomy is very significant in the process of learning. Accordingly, Wenden (1998) says, "It is a truism that one of the most important spin-offs of more communicatively oriented language learning and teaching have been the premium placed on the role of the learner in the language learning process" (p. XI). It can be elicited that learner autonomy is a shift of teaching process to learning to teaching process. As Little (1991) claims, autonomy is essentially "a capacity-for detachment, critical reflection, decision making, and independent action" (p. 4). However, learner autonomy does not mean that the teacher becomes redundant, abdicating his/ her control what is temporarily in the language learning process.

Learner autonomy is a perennial dynamic process amenable to educational interventions (Candy,

1991). Individual learners differ in terms of habits, interests, needs, and motivation, and develop varying degrees of independence throughout their lives. There is need of exploring students' experiences about learner autonomy in the classroom. This study is organized around a pedagogical model (Cotterall & Murray, 2009; Murray, 2013, as cited in Cotterall, 2017) which aims to enhance learner engagement and autonomy. The model consists of five affordances like engagement, exploration, personalization, reflection and support. Currently, learner autonomy has become an essential in language classroom in which learners are made autonomous by empowering the access to learn.

I studied the beliefs of students on learner autonomy in English Language class because the English language classes in Nepal are not paired with learner autonomy in real sense. The main focus of this study is to show the effectiveness of learner autonomy in English language classrooms on the basis of students' beliefs at secondary level in Nepal. That is why; I tried to deal with the inclusion of some research questions used in the process of data collection. In doing so, I prepared and designed research questions for students while completing this work such as how do students feel in the class having the access of learner autonomy? Why do they prefer English Language classes having learner autonomy? How do they perceive learner autonomy in English language class at secondary level? Thus, these were many research questions to be dealt with in this topic. For the topic in question, students' beliefs have not been studied exactly in the classes of English language in Nepal yet.   The objectives of this study were to elicit students' voices to learner autonomy in the classroom, and study the beliefs of students on learner autonomy in English language class.

Review of Literature

Learner autonomy is a term exists against traditional way of teaching and learning. It is a system of individualization or learner independence. It is such a process in which there is system of creating capacity to take charge of decision- making in all the area basically determined by an institution, teacher, or textbook. Convincingly, autonomy involves students having a range of learning strategies which they are able to apply flexibility in different contexts. Teachers can scaffold students to develop learning strategies through learner training in the classroom. Simultaneously, it is approach of awareness raising, encouraging for reflection, and providing opportunity to perform actions.

On the contrary, learning autonomously is a newly used and initiated system in Nepal although it was already popular in developed countries. Regarding language learning, it is different because it encourages learners, but difficult to implement for teachers. The reason behind this is that language learning does not involve internalizing sets of rules, structures and forms; each learner brings self-experience and world knowledge to bear on the target language or task at hand. The belief of critical theory is that knowledge is constructed rather than discovered or learned. This theory argues that knowledge does not reflect reality, but rather comprises completing ideological versions of that reality expressing the interests of different social groups (Benson & Voller, 1997, p. 22). Agreeing with this, I assume that knowledge is not readymade, but it is built on in accordance with the beliefs and ideas developed. Personal experiences are focal points for understanding the reality and they provide the chances to lead the issues accordingly. Learners in

the language classes like English have to be made responsible and accountable for their learning arena critically.

Learner strategies are mental steps that learners use to learn a new language or to regulate their efforts to do so. Similarly, learner motivation is very significant in the language autonomous class. Learners are given activities to perform themselves for performance. They need to develop a set of skills or their own strategy and they have to be responsible also. Their active participation is necessary for their involvement. The determination of their direction for self-learning is again reflected here.

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Theoretical Framework

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Since my interests are in exploring students' experiences occurring instances of small scale schooling on learner autonomy, I pursue a theoretical orientation appropriate to study of sociocultural phenomena in natural settings. Ethnographic analysis is effective to attend holistically to the details and subtleties of such settings, especially when insider perspective is crucial to understanding those settings. In the process of configuring and developing this paper, I consulted theories related to my topic. I just dealt with the following two theories in order to conceptualize and contextualize my present work although a number of scholars have provided theoretical insights related to this topic. Interestingly, I used two theories namely self-directed learning theory and self-determination theory, and I examined their connection to this study. They are described in combination with my research paper as following.

Self-Directed Learning Theory

In my study, I build on self-directed theory proposed and developed by Malcom Shepherd Knowles (1913-1997). He was an American educator well known for the use of term 'andragogy' as synonymous to adult education. Andragogy in Greek means man-leading to in comparison to pedagogy which in Greek means child learning. The original theory and practice of autonomy in language learning emerged from research on adult self-directed learning that is defined by Knowles (1975, as cited in Benson, 2001). According to Knowles (1975), individuals become responsible regarding the decisions made by them with their learning. During 1970s and 1980s, adult self-directed learning tended to be on the learning processes, which are outside the context of formal education.

I chose this theory because it attempts to make learners independent and responsible for learning. There is connection of my topic because of this theory's focus and nature. Knowles (1975) describes self-directed learning theory as a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes. When I studied this theory, I got the link of my work with it. The base of self-directed learning is constructivism which focuses on the learners' individual differences and multiple interpretations. Constructivism is an approach to social science (Denzin & Lincoln, 2011). It appeared in the late 1970s. It is related to characteristics of particular world views and sensitizing concepts.

Along with the selection of the self-directed learning theory by Knowles (1975), I am interested to study how learners become responsible in the process of learning. This theory is related to interdependence and freedom only but not focused voices on learner autonomy. Therefore, I found it connected to my

study and tried to study the beliefs of learners' on learning autonomy in English language class. Learner autonomy grows out of the individual learner's acceptance of responsibility for his/her own learning. Likewise, it denotes a significant measure of independence from external control. Thus, it is a matter of social interdependence. Contrarily, I wished to study students' beliefs on learner autonomy in the classroom in the context of Nepal. In other words, I anticipated tracing out the beliefs of students on learning autonomy in English language class.

Self-Determination Theory

Self-Determination Theory (SDT) is "a theory of motivation" (Deci & Ryan; 1970, p. 45). It is concerned with supporting our natural or intrinsic tendencies to behave in effective and healthy ways. SDT has been researched and practiced by a network of researchers around the world. The theory was initially developed by Edward L. Deci and Richard M. Ryan in1970, and has been elaborated and refined by scholars from many countries (Deci & Ryan, 1985, 1991). Self-determination theory (SDT) is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. The theory focuses on the degree to which an individual's behavior is self-motivated and self-determined. In short, it is a theory of motivation. As Deci and Ryan (1991) argue, the three psychological needs motivate the self to initiate behavior and specify nutriments that are essential for psychological health and well-being of an individual. These needs are said to be universal, innate and psychological and include the need for competence, autonomy, and psychological connection.

In the context of this study, I got its connection with SDT, which has highlighted the role of learners in the learning process. Self-determination of learners plays pivotal role in the learning process of learners. However, I chose it in the process of configuring this part. But, I have reservation with it because it has not talked about learner autonomy and learners' beliefs separately yet. I became confused from it owing to its merging idea of autonomy and motivation together. Moreover, I tried to study students' voices on learner autonomy separately which is not talked in this theory clearly.

 I thoroughly studied theories in association with present work. I conceptualized the theoretical framework required for my research with the help of aforementioned theories. Convincingly, I chose the theories to make theoretical framework of my research work. Although my research work is associated with self-directed theory and self-determinant theory, it paves the students' beliefs on learner autonomy in English language class in the context of Nepal that I expected to work on. Due to such matter, I tried to study students' beliefs on it over here. In this way this work will be a new venture.

Methodology

This research work employs qualitative research design. It is frequently more open and thereby 'more involved' than other research strategies that work with large quantities and strictly standardized, and therefore more objective, methods and normative concepts (Wilson,1970). Qualitative inquiry, which focuses on meaning in context, requires a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data. Ethnographic research is a qualitative design in which the researcher describes and interprets the shared and learned patterns of values, behaviors, beliefs, and language of a

culture-sharing group (Creswell, 2012; & Harris, 1980). Particularly, this research catches the stream of ethnographic research. Dewan (2018) expresses the view that the researcher is not looking for generalizing the findings; rather, they are considering it in reference to the context of the situation. In this regard, the best way to integrate ethnography in a qualitative research would be to use it to discover and uncover relationships and then use the resultant data to test and explain the empirical assumptions.

As the goal of this ethnographic study, I made cultural group of students. I selected them from ethnic group with the purpose of eliciting their beliefs on learner autonomy in English language class. My study is a field based research. For collecting data, I went to a government aided school in Kirtipur. Then, I selected 3 students from different ethnic groups of class ten using purposive sampling because my main aim was to study their beliefs on learner autonomy. I took the class for three days regularly with the strategy of learner autonomy in School 'A' (pseudonym) in Kirtipur, Kathmandu. I mean to say that I tried to teach giving them total freedom and learning responsibility in the class. I facilitated and managed the class having learner autonomy for my study's objective to complete. I gave them chances to answer whatever they like and I motivated them to write the answers on the whiteboard as I asked from the text that I taught. In the beginning, they remained shy and unanswered. Gradually, they participated in different activities and answered my queries. I myself participated with them in the class. For learning autonomously, I engaged them in different topics from their English course book.

I conducted their interview on the basis of the objectives and research questions as stated in the preliminary section of this study after the class. I subsequently conducted the interview with Sushmita Chadhary, Dipak Ghalan, and Agni Bal who were not the students taught using learner autonomy earlier. These are changed names of the respondents considering ethical aspect. To collect data, I did not force the above mentioned students as I intended to create natural environment for real data elicitation, and I encouraged them to answer freely. I recorded the beliefs of students on my tablet, and noted their views in my diary. I called students one by one to interview in a separate room near by the office.

Results and Discussion

This section deals with the responses of the students whom I interviewed. The central point I found was that the classroom teaching lacked learner autonomy which Knowles (1975) calls self-directed learning in which students get independence and they become responsible for learning (Benson, & Boller,1997; & Little, 1991). Learner autonomy is the system through which students are offered independence, responsibility, support, favorable environment, personalization, and engagement for learning. I collected the beliefs of students about learner autonomy in the classroom. The result section is connected to the idea of Deci and Ryan (1970) which focuses on self-determination theory. The following section clarifies why students need learner autonomy and how they perceive it.

If we ask students about learner autonomy, they respond differently. But, most of them say that there is not full practice of learner autonomy in the English language class. Even today teachers use traditional methods of teaching. Accordingly, they implement spoon feeding teaching. As a result, students are unable to perform the expected results in their schooling. They become passive because of lecture

methods of teachers and their ideas and creativity are in danger because of the schooling system of Nepal in government aided schools. In this ethnographic study, students advocated in favor of learner autonomy.

As reported during this study, Sushmita Chaudhary told me that they only followed teachers whatever teachers said in the class. But she was motivated in the class for language learning when I myself taught English with the concept of learner autonomy during the period of this research. Moreover, she told me that she felt independent and got freedom in the class having learner autonomy. She added that she was taught even with more force and punishment in private school where she studied up to class 8. The views of Sushmita were:

> Initially, I thought that the teacher was cheating us, but I understood later that he used such method for our betterment. When he gave freedom and independence us in the class we, got many advantages. I got chance to work with my friends. I experienced that we had to do work and we learnt many things from each other in the class. We I got the idea that we can do things with the way of learning by doing, but not by memorization and rotting.

In the government aided schools of Nepal, students are not taught with the concept of learner autonomy. Neither, they are supported with independence nor any responsibility. I found that Sushmita was not interested in learner autonomy initially, but with the context of independence and responsibility, she was encouraged with it to learn English through self-practice. We can link this idea with self-directed learning theory by Knowles (1975) and Dam (1995) which focuses on self-learning strategy. Moreover, students learn to do something with the facilitation of teacher in the class with learner autonomy.

At the time of collecting data, I asked Sushmita the question how she experienced in the class with learner autonomy. Regarding this, she replied that she has felt a bit benefitted and she can do things better by engaging with her peers either in group or pair. She stated that:

> At first I was afraid to do works assigned. But I was interested to do works again and again gradually. I experienced that there was not any boredom to work if we friends worked each other with reciprocity. I experienced that there was encouragement to work in front of friends without any hesitation. My friends used to think that I was very poor in study because I never dared to speak any word in the class before this. Now I think that I am able to do things.

I got the idea that students are not given the works to be done among friends. Sushmita explained it by stating that their hesitation can be removed and they can learn with the help of friends and facilitation of teacher in the class. In the classes with teacher authority, students are made passive listeners, and do not get any opportunity to perform their potential. The school authority and the teachers do not realize their mistakes behind the poor type of performance, but they just impose the failures with learners.

The next student I interviewed was Dipak Ghalan. I asked him how he has experienced in the class with learner autonomy. He said that it was very good because he also got chance to participate in different activities in the classroom. Before that he never dared to speak in the class due to use of traditional way of teaching. Furthermore, he shared his view by saying:

> Sometimes the teacher asked questions to only some students, but not him. In class 10, I was never told to say any answer by coming to the front of the class. I experienced that we could do things if

the teacher guided us for answering and performing. But he did not ask anything. In this method, all students could get equal chance for performance. In doing so, we learn things in systematic way. We got chance to participate in different activities within the classroom. We got idea to do things self. I realized that we can ask things when there is freedom in the classroom.

The schools of Nepal do not have system of self-learning and for self-motivation. As Dipak stated, there was no recognition of students in the class without learner autonomy. He grasped the chance to participate with or among friends. Classes with learner autonomy provide the vision of encouragement and opportunity to work (Cotterall, 2017, p. 107).

The third student I interviewed was Agni Bal. She also shared her voice that she found the class beneficial as a whole. I asked her why autonomy is important and how she perceived the class with learner autonomy. I have reported her experience as following:

I felt difficulty because we had never such class before. I got fear what would I do if teacher asked me any question. Later I felt convenience in the class with learner autonomy. Wow! How nice! In this method, we had to do activities with the presence and guidance of teacher in the classroom. My friend Ram and me became surprised owing to the use of such class first time in our classroom. Later we realized compensentated. I experienced this method as a way of learning by doing rather than memorizing. I experienced that students and teacher could have warm relationship in this method. Teacher could give feedback to students on the spot and immediately.

This verbatim illustrates that learning becomes better and more effective if learner autonomy is used in the classroom. As Agni viewed, never speaking and shy students also involve in the learning process gradually. In the beginning students found it troublesome, but they get motivated gradually. In the words of Holec (1981), it arises for practical engagement in the interests of widening access to education and promoting lifelong learning on behalf of students. The class with learner autonomy is very significant and opportunity directed. I think it can become a milestone in the learning journey of students. As Deci and Ryan (2002) claim, learner autonomy is relevant for intrinsic and extrinsic motivation of learners from the eye of self-determination theory. In the process of collecting data, I interviewed three students from a government aided school in Nepal. Whatever I realized and concluded from them is that learner autonomy is an essential for learners' language learning. Agni opines that learner autonomy is a device that helps develop students:

One day a person asked me and one of my friends to say any two sentences in English, but we were not able to answer. He teased us by satirizing our educational level and knowledge. We became shy then. Now we have realized that students could get skill of using and speaking language if they have got a class with learner autonomy. Students could get the environment to use language between or among friends within the classroom.

For Agni, learner autonomy provides the chance of communication in the class and learners become ready to answer whatever is asked. They become confident for answering everywhere. There can be created the English speaking zone within or among friends. Similarly, I asked her the attitude of using learner autonomy in the classroom. She responded that they learn from each other in the class of having learner

autonomy. Regarding her attitude and reason of using learner autonomy in the classroom, I asked Sushmita. Although her view was different on learner autonomy, she gave the answer as Agni in terms of essence of using it. She shared her experience as:

> There was environment of learning in the classroom practically. We students could get two benefits by the use of learner autonomy such as the compulsion of speaking and learning English. in doing so, we have the chance of improving English. I felt happy when I became able to communicate with my friends in English. She requested me to come for teaching English from that day. I got chances to use language and improve my language.

This vignette illustrates that learners can get a chance to communicate language in a friendlier way in the class having learner autonomy than the class having teacher autonomy. The shyness and fear of learning can go away if they get a chance to speak with or among friends in the class having learner autonomy. Practical type learning becomes existed in the classroom. Sushmita said that they also can get the chance of improving language. Finally, I liked to talk about a vignette under this section said by Dipak, another interviewee of this study. His voice also perpetuated that learner autonomy supports to develop language learning and learner development. He said me in terms of learner autonomy by reporting as:

> I thought learner autonomy could help to develop students. I call this is a learner centered method. In the beginning, I was in tension and felt uneasy to speak and say in English in the classroom. Later I felt that things are possible if we do. While using this method, we could get knowledge of using language practically and behaviorally. I hope to get class in this way onwards.

In this verbatim, Dipak views that learner autonomy supports learning process by doing. Learners can do their development using language in a natural setting by offering language use in real life situation. To quote Palfreyman and Smith (2003), there can be use of appropriate methodology and moving students on for self-learning and realization by the application of learner autonomy. The views of students can be interpreted as the learning realities in the days to come for remedial teaching.

This section deals with interpretation part of the research. The interpretation is drawn from the results presented. This work is based on qualitative research design. What's more, the themes that are analysed have been discussed by interpreting the results.

Learner Autonomy as Factor of Encouragement

Learner autonomy is not practised in the government aided schools of Nepal. Traditional methods like Grammar Translation method for teaching students. There is not provided any responsibility to students. Teachers are sources of knowledge in the classroom regarding the content knowledge. Students are made passive in the class. Teacher authority is prevalent in the class. Creativity of students is locked with the teacher centered teaching learning strategies. I practiced the class using learning autonomy in the class. I found that students preferred learner autonomy in language learning. Students follow their teachers to make better and effective learning. Students said that they got motivated through learning autonomy. Sushmita Chaudhary, a student from class ten, stated that she got incentive to learn in the class having learner autonomy. She viewed:

For learning English, learner autonomy is a matter of giving encouragement. It gives situation for using language to students. I felt too comfort while I was taught with the scheme of learner autonomy. I got freedom and independence to learn language and I was encouraged to use language without any force. Similarly, I wanted to use language along with my friends. The thing that I liked was that my teacher was there and we practiced learning as the team member. Learner autonomy encouraged me to speak, read and share ideas with my friends in the class.

Sushmita represents a student from ethnic group. She showed the view that learner autonomy provides opportunity in the class and learners take responsibility of their learning. Learning autonomy in English language teaching can encourage students for effective, goal based and fruitful learning. It developed the concept of self-practice. Students grasp the idea of learning by doing and they are motivated in the journey of language learning. Self-learning strategy grows in the repertoire of students when classes are paired with learning autonomy. Students learn things without any fear. Teacher facilitates learning in the class. Learning needs autonomy because it manages the class by encouraging them in the class. The teacher authority in the class is less, but there is more involvement of students.

In the English language classes with learner autonomy, students engage in pair work, group work and other classroom activities. The boredom of students is removed by learner autonomy. Students become frank and they face different situations courageously. Students participate in different activities if classes are made autonomous. Even the shy students become frank and open when the classes are created with learner autonomy. Students interact with each other and they interact with their teacher as well. To be clarified we can go within the saying of Dipak Ghalan, a student from class ten. He believed:

Teacher asked question and students answered in the class in traditional type class. My teacher never gave me and my friends learning chances in the class. When students are equipped with learner autonomy, students learn effectively and learning takes place systematically. We learn to stand in the front of the class and we got chances to participate. Students got ideas to things self and they could do actions freely. [Itching the knee] Learner autonomy provides encouragement to learn.

Learner autonomy is a recent trend to make students active and participatory in the language class. Students perform their roles, learn better and become motivated to learn the content knowledge to contribute in language learning. Though students feel nuisance to learn self initially, they are interested to learn with enthusiasm gradually in the class. Students were encouraged and activated to get thematic learning and achieve linguistic knowledge with the vision of learner autonomy in the English language class. Thus, learner autonomy is a drive that motivates students for learning and making the fruitful type learning.

The Opportunity of Learning Language and Learner Development

Learner autonomy creates opportunities to learners in the class. Deci and Ryan (2002) argue that learner autonomy motivates students intrinsically and extrinsically. Students get chances to learn and work with their friends when they are employed with the vision of learner autonomy. Learners get the contexts to learn language in the presence of the teacher. Similarly, learners attain the situations of their own development in the class having learner autonomy. I collected the views of students and they expressed the

idea that learner autonomy offers them the benefits of learning and they can develop the language fluency and self- development. As the name suggests, learner autonomy is a vehicle to enable learners in language learning. Agni said:

> I got many chances in the class when teacher taught by creating fearless situation. I said the answer in English and my answer became correct. The teacher made me learn more and say the answers again. For my own development, learner autonomy is a tool of self-activation because I learnt more than before when I was taught in the class having teacher autonomy.

Other students stated that learner autonomy makes the class stable and students learn the expected activities and achieve the desired goals to learn in the language class. The cultural differences are reduced and students learn in the pace of personal development in the class. Students learn things practically in the class. Dipak; a student of class ten, uttered:

> I believe that learner autonomy contextualizes learner chances in the class. Learners can check their own voices and language. I had a feeling that whatever I speak would be wrong. Therefore, I never spoke in the classes not having learner autonomy. But, I got the opportunity to use the language that I knew in the class having learner autonomy. From today, I interact in the class (..) in terms of speaking.

In this way, learner autonomy is the situation offering students opportunity of learning. Similarly, students develop their way of learning. They can share the learning items together and can brainstorm the items further. Students learn things practically and behaviorally. Potentialities of students can be explicitly out from the learner autonomy in the class. Students recap the content and information together in the perspective of learner autonomy. They can reflect their own learning in the situation of being autonomous in the class. They can furnish their learning in practical sense of educational attainment.

Responsibility of Learning in the Language

The students viewed that learner autonomy provides students the situation of being responsible in the language class. Students break the teacher dependency for learning and they lead to learning feeling the responsibility of classroom learning. They read the texts, perform tasks and achieve to perform in the language class. Students' beliefs reveal that learning autonomy makes students accountable for pedagogical attainment in the schooling. Furthermore, students develop the habit of acting specific type of roles in the classroom. Particularly, students become engaged in different learning activities in the language class. In other words, students learn self and they can cooperate to their friends in the journey of learning being responsible to the played in the language learning class.

Students believed that learner autonomy empowers students in language learning. Whenever students are made autonomous for learning, they become responsible and self-reliant to learn language. In other words, learner autonomy cultivates the learning habit of students by using language in their own way. Students may use it for their own accountability in learning language being independent. Regarding this, Sushmita, one of the respondents, replied:

> I became responsible for learning. I totally became engaged in learning. Learner autonomy engages

students in learning things in the way of conceptualizing independently. I thought that I would be wrong in the beginning. But I was able to perform the learning roles being accountable to my own learning. I got the concept that I learn better if I am responsible for my study.

When we teachers encourage our students to participate in different activities, they develop the concept of learning in the team and they feel that they are the active members of the team. To be specific, learner autonomy teaches learners responsibility in the learning process. Students generate the idea of classroom accountability for their own learning. In the same token, learners elicit the content information from the students in the class. They again develop the habit generatively to burst out the required knowledge in the class. Students share knowledge and the ease of language learning can be suffocated. Teachers facilitate students for language learning. They even activate their students for the rehearsal of learning. It is useful from the angle of encouraging students, making them responsible and directing them to the self-way of learning. The students get chances for improving their language and learn in an encouraged way in the class taught with learner autonomy. Leaners learn better and more effectively, and teachers become able to accomplish their desired goals in an enhanced way in such classes. Learners become trained and skilled for own learning as conduits for behavioral change and positive transfer of knowledge.

Conclusion and Implications

This ethnographic study garners the idea that learner autonomy is very practical and behavioral way of teaching and learning English. Learners learn from their peers and self as well when there is given learner autonomy. Similarly, it highlights the idea that teachers in government aided schools in Nepal are rooted with traditional way of teaching. Even today students are being taught using old methods of teaching which are oppressive and lethargic in nature. Fostering learner autonomy is necessary for the betterment of learners' learning. The leaner autonomy based classes focus on the responsibility of learners in learning and students are independent and become accountable for self-learning.

Self-directed learning motivates and encourages students for learning. The readiness of students towards learning can be fostered by launching the concept of learner autonomy in the English language class. The interviewed students such as Sushmita, Dipak and Agni represent the beliefs of present time learners in Nepal with urgency of learner autonomy. This study can support the stakeholders to think and implement this type of classes in the days to come in Nepali academic setting. Students get motivated for language learning and learner development is anticipated in the class with learner autonomy. Learner autonomy is a wheel of learning as it makes learners responsible for language learning. In the same vein, it encourages students working in company and the situation of learning by doing is nurtured in the classes having learner autonomy. Finally,learner autonomy guides learners for effective learning. Learner autonomy develops efficiency for learners in coping with diverse needs and preferences of learners. This study anticipates a pedagogical model which aims to enhance learner engagement and autonomy in the learners. Learner autonomy gears the assets like engagement, exploration, personalization, reflection and support on behalf of learners from the eye of learner autonomy. Learner autonomy creates student centered learning and teacher can provide opportunities to learners by facilitating. Beside this, this work is anticipated to be

done on the verge of engaging researchers to study the issues of language teaching in Nepal. ELT experts, researchers and practitioners may apply this study as a base for further issues remaining in the field of language teaching and learning.

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Students' Views on Shadowing in English Language Learning

Dr. Arun Kumar Kshetree

Abstract

This article is a part of a mini-research conducted in Rupandehi district, Tilottama municipality to find out the situation of shadowing in education and its effect in English language learning. It focuses on the students' views towards shadowing to learn English. Though the study was conducted there in two private schools of the municipality, the participants were from various districts and have passed SEE from different government and private schools of Lumbini region and outside. The results found include that the students are spellbound in taking part in shadow activities of education and they believe that whatever they achieved was due to shadowing not due to the regular classes. The study also reveals some unwanted activities of the teachers involved in shadow activities like giving clues of questions to prepare the exams, helping students in exam halls and so on.

Keywords: ELL, shadowing, tuition classes, home tuition, coaching classes

Introduction

English has been a very important language to survive in the 21st century world. It is taught as compulsory paper from the beginning of the school education to master degree in Nepal. English language teaching in Nepal does not have a long history and the society believes that the English language teaching and learning in Nepal is not successful in the real sense (Kshetree, 2018). The formal teaching of English in the schools is especially much criticized as the students have to take tuition or get admitted in the coaching centres for the preparation of the decisive final examinations of English. The students are compelled to join different tuition centres and private tutors only to be able to pass the examinations and are compelled to pay much more than they pay for the formal education in their schools. Taking tuition has almost been a culture even in the good boarding schools although they are called English medium schools. (Kshetree, 2019**)** Thus, the practice of getting involved in academic activities, apart from the formal school teaching and learning has been common in Nepal as well**.**

Private tutoring, taking coaching classes or getting home tutors have been widely known as shadow education. Different forms of imparting education to the students out of the formal school or college situations are termed as shadow education. Bray (2010) describes that the label 'shadow education' is appropriate for several reasons. First, private supplementary tutoring only exists with the mainstream education system; second, as the size and shape of the mainstream system change, so do the size

and shape of supplementary tutoring; third, in almost all societies much more attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow system are much less distinct than those of the mainstream system. Shadow education takes different forms in different cultures. (p. 13)

This trend of taking private tuition has clear implications for efforts to achieve equity in access to education and high levels of learning for all. However, equalization of access to schooling alone, in the absence of good quality teaching and learning, is not enough. Access without quality along with parents' wishes to give their children every advantage that they can, are key reasons for the growth in uptake of private tuition. Of note, parents of all socioeconomic levels are striving to provide their children with extra tuition. In some cases, this supplements attendance at government schools, which may be a cheaper option than sending a child to private school; while in other cases it is in addition to private school attendance, including attendance at private schools of all fee levels. It is important to gain an understanding of growth in private tuition, including an understanding of the profile of students who take private tuition and the reasons for this.

Private tuition as a major activity of shadowing can thus be described as fee-paying supplementary education that students take with the motivation to acquire subject knowledge to increase their educational chances in the formal system of education. Particularly, lots of secondary level school students use it in order to succeed in the final board examinations that determine successful completion of schooling, as well as university entrance and ultimately chances of gaining government employment. Private tuition, referred to by Bray (1999) as the 'shadow education' system, is a fee-based educational service, and can be provided by different types of service providers. The services are closely linked to the formal education system, aimed at helping students to meet its curriculum requirements. Private tuition is often provided by individuals, from secondary school pupils, university students, graduates and qualified teachers, to organized businesses and even chain businesses. It has gone from being seen as just a source of supplemental income for an educated (often young) person, to being a business in its own right, part of what is now a large-scale industry (Bray 1999). Increasing supply and demand each seem to be feeding growth in the other, and there is supply to meet all types of demand from the relatively poor who can still pay something, to the very wealthy. In addition, while tuition traditionally has consisted of a tutor and anywhere from one pupil to many, the internet has enabled distance (online) tutoring, where a reliable internet connection is available.

Shadowing in education was common in the past in Nepal specially, the well-to do families would hire home tutors for their children and other students would join the coaching classes with many other students. Bray (2013) further points out that the history of private supplementary tutoring is probably as old as the history of formal schooling. The notion of seeking extra help for children and youths to help them to keep up with peers and/or to stretch their learning further is thus longstanding. However, in earlier decades and centuries supplementary tutoring was modest in scale, chiefly confined to relatively prosperous households. In the contemporary era, shadow education reaches a much wider spectrum of income groups and has become a major phenomenon around the world. Likewise, Stevenson and Baker (1992) defined shadow education as a set of educational activities outside formal schooling that are designed to improve a student's chances of successfully moving through the allocation process. In the past, the extensive use

of shadow education was only observed in a few countries, especially in several East Asian countries. However, recent research shows that the expansion and prevalence of shadow education is a worldwide phenomenon, and shadow education is one of the fastest growing industries in many countries around the world.

This is because in most cases, shadow education accompanies significant private capital investment on the part of certain families and, at the same time, it is less feasible for many families with limited economic capital (Baker and Le Tendre, 2005). In the same way, Grodsky (2010) points out that shadow education is different from other mechanisms that contribute to educational inequality such as school segregation and tracking or ability grouping within schools that fall under the control of educational organizations. That is, it is more difficult to control the pervasiveness and repercussions of shadow education compared to other factors since it takes place outside of formal schooling. Bray (2006) mentions that some countries such as South Korea, Uganda and Mauritius have tried to ban shadow education, but the ban was ineffective. Along these lines, if shadow education does make a difference in academic achievement, it carries important implications concerning educational opportunity and stratification in society. It is obviously a mechanism for maintaining and increasing social stratification by conferring educational advantages on students who are already advantaged in terms of their rich economic, social and cultural capital.

In case of Nepal, the private tutoring was very a common phenomenon. The education system in the traditional Nepal was simply home based teaching which was inspired by Hindu philosophy that they called Gurukul Shikshya (Kshetree, 2019). Thus, before formal school education system was started there was the culture of getting education from some educated well-known Gurus. This shows that the shadow education started in Nepal very long ago. During the Rana regime as well the common people were educated by home based tutoring and even Rana's children also used to be taught in their palaces not in the schools. Later on only the establishment of Durbar School opened the chances to go to school specially for the children of Ranas. As the Rana regime was over, the schools were in various places and common people's children started to go to schools (Rana, 2012). However, as some of the courses were difficult for the students they started to get private tutoring, joining coaching classes or even hiring a home based tutor for their support in the subjects they feel difficulty. This system is going on until now. When the students feel that they are close to the School Leaving Certificate, SLC (now School Education Examination, SEE) examination, they start taking tuition, joining coaching classes in their schools and other institutions. It has become a fashion like activity to get tuition classes from beginning of the school especially to complete the homework of the students. Thus, the system of shadow education has been a fashion among the students and parents. The parents who do not have time to help their children's study and those who cannot help their children in their studies and those who cannot help them in completing their homework are compelled to send their children to take tuition or hire a home tutor. Such phenomenon has been proved fruitful to them as their problem is solved.

The point here is that English was supposed to be very difficult in the rural Nepal and the parents used to be compelled to manage private tutoring to their children so that they could easily pass the SLC exam in the past and SEE exam these days. All the children became very happy to have tuition or

coaching classes apart from their regular school classes. It became a fashion among the children in Nepal. Many parents and children think that it certainly increases their marks in the exam results' and helpful in increasing the English achievement of the children. In this backdrop, a study was planned to analyse the effect of shadowing in the achievement of students in English. The main objective of the present study is to analyse the role of shadow education in the English language learning in Nepal. I thought that the study will be significant for the policy makers and general practitioners to systematize the shadow activities in education. It will also be helpful for the teachers and students as it will try to show the impact of shadow activities in English Language Teaching (ELT).

There is very limited research conducted in Nepal in this area and some researches completed in this area in other parts of the world try to analyse the shadowing in education and its various aspects. A research was conducted by Sujatha (2007) for United Nations Educational, Scientific, and Cultural Organization (UNESCO) and reported that a strong presence of private coaching classes was observed in Kerala and a low presence in Andhra Pradesh in India. The relationship between school and the shadow institution of education has manifested the tensions between form and function in a distinct and interesting way. This report concludes that though there is tension between the schools and the shadowing institutions, the schools were also accepting the roles of such institutions. The shadowing in education is blended in the formal education from the establishment of education bodies and schools.

In Sri Lanka, the shadowing activities of education are forcing the parents to invest more in the education of their children. This has increased the total household expenditure there and the investment in education. A research in Sri Lanka, conducted by Pallegedara (2011) showed that expenditures there were rising over time. Referring to national household surveys, the researcher noted that in 1995/96, 23.3% of households with school-aged children spent money on private tutoring, and 14.8% of households allocated 1%–5% of total household expenditure for tutoring. In 2006/07, 64.0% of households spent money on private tutoring, and 24.0% allocated 1%–5% of total household expenditure for tutoring. Moreover, some households spent even more. In 2006/07, 2.7% of households allocated between 5% and 10% of their total expenditures for private tutoring, and 0.9% allocated more than 10%. The situation of Nepal is also being similar regarding this issue.

Examining correlations between receipt of tutoring and scores of 22,500 students on the grade 10 School Leaving Certificate examination, Thapa, (2011) found that students in public schools who had received tutoring had higher scores by 1.74 percentage points. However, no significant difference was found for students in private schools. This study shows the increment of students' scores after their involvement in the shadowing activities like joining the tuition. Likewise, in the case of Malaysia, Jelani and Tan (2012) looked at patterns of private tutoring received by primary school students in Penang, which concluded that students of Chinese ethnicity were more likely to receive tutoring, observing that such students formed 38% of the population but 46% of students in their sample. By contrast, Malays formed 51% of the population but only 44% of their sample. This means that the private tutoring like shadowing activities are common not only in developed and under developed countries but also common everywhere around the world, even in the people's republic of China, a communist governing country. Although there

are many research works accomplished in various aspects of shadow education, there is no any evidence of researches conducted in Nepal related to the present study. There are some studies conducted related to privatization of education with shadow education and like this.

In this foundation the researcher tried to study the impact of shadowing activities in English language teaching and learning. This article focuses on the students' views on shadowing activities in their achievement of English specially focusing on the SEE/ SLC examination results. The students' views regarding the help from their tutors not only in studies and higher achievements in English but also in the preparation of examinations were also a part of the study.

Methodology

This study is a part of a survey research conducted with the support of research centre of TU in 2019. For this study, I have purposively selected the case of 20 students studying in grade 11 from Tilottama Campus and other 20 students of the same level from New Horizon School. Thus, the participants were studying in grade 11 in the Tilottama Municipality, Rupandehi. I selected two best schools of the locality because the students scoring higher in the SEE could be found there. I developed a set of questionnaire to gather information from the students and used the same for the purpose of gathering information required. With the tools, I visited the authority of the schools such as the principal and the subject teachers to get permission to visit and gather information from the students of their schools. I visited the students in a separate room where I described them about the purpose of my study in detail and requested them to fill the questionnaire. I also assured them that the information will not be misused for any other purposes except for this research report preparation. With this commitment, the students wrote their responses in the paper provided and I gathered the information required for this study. The gathered data were analyzed and interpreted using simple statistical tools like mean, average and tables, diagrams and graphs, some of which are presented in this article.

Results and Discussion

A questionnaire was distributed to the students to investigate their views about the importance of shadow activities in education. The questionnaire was to be filled out by the respondent students. A question was asked to find out the students' scores in English and the trend of their English scores, which is presented in figure 1.
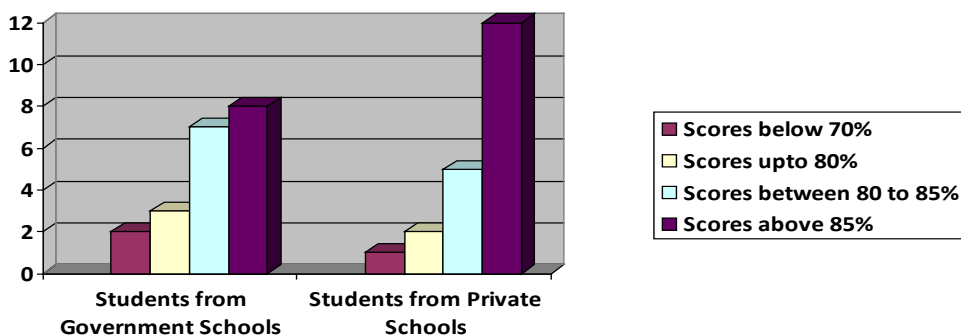

Figure 1: Students' Scores in English in SEE

As the selection was made by searching brighter students from different government and private schools who were studying in the two schools of Rupandehi, the scores in English were found to be high. 12 out of 20 students were found to have secured more than 85 percent in English whereas only 8 students from the government schools have secured similar scores. The number of students securing less than 70 percent scores was too less; only one from private school and two from government school reported that they had less than 70 percent scores in English.

In the same way, a question was asked to find out the English results of the students during the tenth grade, which is presented in table 1

Table 1

Students' English Results in Tenth Grade

S. N.	Students	Government Schools	Private schools	Remarks
1	Who used to pass tests	12	10	
2	Who used to fail tests	8	10	

Table 1 shows that the students used to fail the class tests and internal exams in their schools especially in grade ten. Sixty percent of the students studying in government schools reported that they failed some tests and exams during their tenth grade study whereas only fifty percent of the students said they were also failed in class tests and exams during the same time.

Likewise, two questions were asked to the students about their views regarding their scores in English and their regular classes in their schools. The findings are presented in table 2.

Table 2

Students' Views about the English Scores and Classes

S. N.	Students	Good English due to school classes	School classes sufficient	Main credit for present English
1	From government schools	No	No	Tuition/ coaching
2	From private schools	No	No	Coaching / Tuition

Table 2 shows that the students from both schools reported that the development of their English was not developed due to their regular classes. All the students in my sample reported that the regular school classes were not sufficient for them to improve their English properly. Not only this, the students of government and private schools said that the main credit for their high scores in English in the SEE exam was given to the tuition classes they studied and the coaching classes they attended during their tenth grade. This indicates that the students think that their school classes were ineffective and insufficient to improve English by scoring higher marks.

Regarding their activities to improve their English and increase their scores in English, they responded in the following ways:
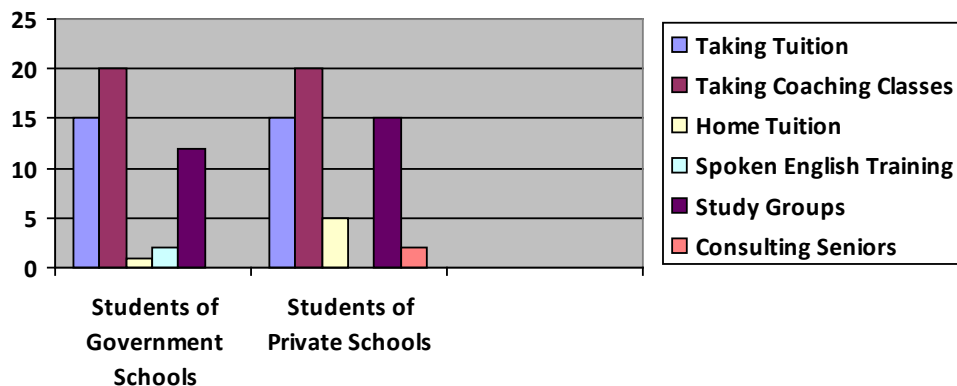
Figure 2: Students' Shadow Education Activities in English

Figure 2 shows the number of the students taking tuition was higher in private schools as it shows that 75 percent of the students were involved in general tuition classes and rest 25 percent of them were taking benefit from home tuition. However, 80 percent students from the government schools reported that they were involved in the tuition classes to increase their scores in English. All the students said that they took coaching classes, which might be because of the fact that it was compulsory in the schools. Only two students from the government school said that they joined spoken English classes to improve English.

Table 3 shows that 60 percent of the students in government schools worked in the study groups for the preparation of the exams and 75 percent of the students of private schools did the same. Two students of the private school students were found to have consulted seniors for their development. Collecting notes of toppers, photocopying the useful materials related to English were some other activities of the students for the development of English.

There were some questions in the questionnaire related to the attitudes of students towards shadow activities of education basically to find out how they feel about the activities and their beliefs. Table 3 presents their views related to their attitudes towards shadowing in education.

Table 3

Students' Attitudes Towards Shadow Activities

S N	Particulars	Government School Students	Private School Students	Remarks
1	Studying with the same teacher	19	15	
2	Cause of selection of the teacher	Support from the teacher	Teacher is famous	
3	Get help from the teacher during exam	5	8	
4	Get clues about questions asked in the exam	10	14	
5	Suggest juniors to take tuition	18	20	

Table 3 describes the attitudes of the students towards the shadow activities in education. It shows that almost all the students of government schools (i.e. 19 out of 20) have taken tuition from the same teacher who used to teach them in their schools whereas 75 percent of the students from the private schools

were found to have taken tuition classes from the teachers who used to teach them. The government school students took tuition from them with the hope that they would get support from them in different activities but the students of private schools said that they joined the tuition classes due to the name and fame of the teachers.

Not only this, 25 percent of the students from government schools and 40 percent students from private schools said that they got help from their teachers during examination. Likewise, 50 percent of the government school students said that they got some clues from the teachers about the questions asked in the exam whereas 70 percent of the private school students said that they got some clues about the questions asked in the exam. All the respondents from the private schools replied that they would like to suggest the juniors to take tuition whereas 90 percent of the students of government schools said the same. These evidences show the evidence of the support of the shadow activities in increasing their English scores in the examinations

As the shadowing in education is an inevitable part of our formal education, it seems almost impossible to think about the ways of eliminating it. This study was carried out with the objectives of finding out the contribution of shadow education in ELT and various forms of shadow education.

As the study was conducted selecting better students from the colleges, only twenty percent of the sample students were found to have secured less than 80 percent scores in SEE English exam and 50 percent of the sample students secured more than 85 percent marks in English in the SEE. As Bray (2013) describes there were positive changes everywhere in the students due to the shadowing activities, similar results were found in the present study as well. Sixty percent of the government school students were found to have passed the class tests and internal exams whereas only 50 percent of the students of private schools were passed the tests and internal exams. This indicates that the private school students were encouraged to take the shadow education activities as they were unable to pass the internal exams and after taking tuition or other shadowing they got success in securing better scores in English.

The society keeps blaming the Nepalese education system as being not successful and they blame teachers for not being honest to the students and teaching. All the students of the study sample said that their level of English at present was due to tuition and coaching like shadow activities of education and all of them were in the view that the regular school classes were not sufficient for scoring better and develop English language Proficiency. The similar belief is also reflected in the parents of the students of both government aided and private schools as they are ready to pay for any kind of shadowing activities. All the students in my sample were found to have joined coaching classes whereas 75 percent students from both types of schools were found to have taken tuition classes and one student from government school and five students from private schools were found to have used the facility of home tuition. Two students of government schools were found to have joined spoken English classes with the hope to improve their English. The result seems similar to the conclusions made by Taylor as cited in Bray (2013) that the students give credit to the tuition centers rather than their schools and colleges for their increased marks in the exam and they suggest others to be involved in the shadow activities.

The obtained data also showed that sixty percent of the government school students were found to

have worked in the study groups whereas seventy five percent of the private school students were found to have studied in the groups. Two of the students from private schools were found to have consulted senior students. This indicates that the socialization part of the students' life can be better by working together in study groups.

Almost all the students (i.e. 19 out of 20) from government schools were found to have taken tuition classes from the same teacher who used to teach them in the school whereas 15 out of 20 students from private schools were found to have studied with the same teacher teaching them in the school. The students from the government school were found to have selected the teacher with the hope to get support in the various activities whereas the student from private schools joined tuition with the teacher who was famous in the locality. Not only this, twenty five percent students of government schools and 40 percent students of the private schools were found to have received support in the exam of English. It was also revealed that fifty percent of the students of government schools and 70 percent students of the private schools were found to have received some clues about the questions asked in the exam from their tuition teachers. The facts in this point clearly prove that the teachers themselves are not honest in the class and they always encourage the students to take tuition or coaching like activities. The examples of their unethical behaviors are not worth discussing in detail. The situation is not only in Nepal, Bray (2013) quotes Sujatha who describes the situation of Kerala, India where 98% students take tuition in Mathematics. In different parts of the world the shadowing activities are very common. The students studying in different kinds of schools take tuition for various reasons for example to reduce the stress of assignments of the class. Bray (2013) presents many research conclusions related these facts.

Almost all the students from private schools and 90 percent students of government schools were found to be suggesting juniors to join tuition or coaching to improve English and to increase the English scores in SEE. The students suggesting their juniors to take tuition and coaching like shadowing activities show that the belief of the students towards the formal classes is decreasing and their dependency towards shadowing is increasing. This is not a positive sign towards our education system. .

Conclusion and Implications

By the analysis of the data obtained from the students involved in taking tuition classes like shadowing activities, some conclusions regarding the benefits of shadow education activities can be presented. Though the shadow education activities are of different types in other parts of the world, in case of Nepal, the most common activities related to shadowing are taking tuition, hiring home tutor, joining coaching classes and joining spoken English classes, etc. The students believe that the regular classroom activities are not sufficient for their proper development. Most of the high scorer students said that their scores were due to the tuition classes and coaching classes not just because of the regular classes of the school. Many students believed that they get some help by their tuition teachers during the exam as well which is completely unethical.

The shadow education is very common not only in developing countries like Nepal, but also in developed countries. Various activities related to shadow education are commonly used by the students to

increase their marks and to improve their English language competency and basically the English scores in the decisive examinations. Thus, the role of shadowing in education is really helpful in achieving better scores in the decisive examinations like SEE and 12th grade final examinations. The findings also indicate the bitter reality of the Nepalese education system where the students do not give credit to the regular school classes for whatever they have achieved and scored in the examinations. The government has been investing a huge amount of the national budget for the education of the children and training and development of the teachers. But the students are not ready to accept whatever they achieved was due to the school. The policy makers of education system need to be serious about this matter and design the schooling phenomena in such a way that the students and parents do not have to bother about their studies once they enroll into a school. The things expressed about the teachers' help and support to the students who took tuition with them is also not a good activity for an ideal teacher, which also needs to be addressed by the practitioner teachers. Not only this, the same teacher cannot make the students understand in the school class but the same teacher makes them satisfied in the tuition centre seems funny but serious for the policy making authority. The policy makers need to be serious to improve the ELT situation at least by addressing these issues as well. These issues may require further researches in large scale but should not be discarded as normal activities.

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Content Analysis: Pop-Songs in the English Language Teaching Classes

Dr. Urmi Satyan

Abstract

Along with Hindi, English is given a status of an official language in India as per the Official Language Act, 1963.(Dept. of Official Language, India). English is studied in India as a Second Language and so English is the most sought after language in India. There are many university students who aspire to obtain a Bachelor's and a Master's degree in English. With a view to make the process of teaching English language interesting as well as enriching, some popular English songs were selected for the class of postgraduate students of English Language. It was realised, during and after the activity, that pop songs can be effectively used in an English Language class. Songs and music have a natural quality to induce interest and enthusiasm to the listeners/learners and so it was aimed to redirect the students' attention to the linguistic varieties present in the songs. As the songs are easy to memorise, they effortlessly develop English vocabulary of the students. These songs are selected to learn the use of adjectives, figures of speech and idioms. The whole process of learning English Language through popular songs also helped students to improve their listening comprehension. The present paper is an attempt to study how content analysis of the selected pop songs is proved effective and impactful in the postgraduate class of English Language. The songs for the present study are selected from a popular album named Imagined Dragon.

Keywords: content analysis, English language acquisition, official language, pop-songs

Introduction

The non-native speaker of English can acquire accuracy over English language through skilful learning which can be developed with the help of a few techniques. With English Language Learning and Teaching, there is associated a two way process : learning through grammar or through speech practices. Out of these two, speech practice is found as a fruitful technique as the learner finds it interesting and engaging. For my post graduate class of English Language Teaching, speech practice is employed through making a content analysis of the select songs from the popular musical album *Imagined Dragon*.

Language is our basic identity as it springs from our culture. The native language is learnt naturally. Like the family name and the skin complexion, the language proclaims our originality. But human movement is a non-ending process and it is this process that makes the world dynamic and rich in all

sectors; exponential rise in trade collaborations, university affiliations and tourism interests. It has been rightly said by Ali Mazrui that globalization has now become the single word that captures all the exchanges and processes (Mazrui, 2019). The global exchanges and processes are possible when a common code of language is established across the world. English language carries the potential and competency to bridge the linguistic gaps and so it has been given a "special position in the . . . educational and administrative system [in India] for over a century". (Raj, 1968). This further opens up doors of education through schools and universities that teach in language English. Indian schools, in general, teach English language through grammar. But at universities, English language is being taught in the light of teaching English through LSRW – Listening, Speaking, Reading and Writing. Under the head of LS – Listening and Speaking – I planned to teach English language to my post graduate students through using content analysis of the selected pop songs from America. The young students liked this idea and participated enthusiastically to make a meaningful study of the songs. A pre-study-test was carried out to check the students' acquaintance with the linguistic and grammatical varieties used in the songs. Despite the fact that they knew the songs well, they could not explain the parts of grammar. The result of the post-study-test was quite different. Student knew the idioms and many other linguistic varieties as shown in the tables given below.

Having believed that the students are well versed with the English language (as they have studied through English Medium Schools), it was planned to analyse the grammatical and linguistic contents of the select songs. It is generally observed that English Language teachers effectively use innovative methods like studying language through role plays, story-telling or poetry recitations sessions. The present study can also be seen as one of those innovative ideas that is applied to gain learning through fun.

Review of Literature

Pop music and its influence on culture are undeniable, and so interestingly various studies depict that pop music can be used as a tool in teaching English language. A study by Oh (2015) suggests that American pop songs can be used as part of the syllabus to improve students' language ability, as it adds motivation and fun. After experimenting with a group of language learners, Oh finds that students' grammar, vocabulary and spoken language skills are substantially improved as she states *"It boosts the English learners' motivation and interest by using American pop songs in a fun and enjoyable manner."* (Oh, 2015). Various scholars like Kuśnierek (2016), Murphey (1992), Eken (1996), Lenka (2011), Baoan (2008), and Jolly (1975) have worked on the idea that curriculum can have pop songs. Stanislawczyk and Yavener (1976) believe that song is a useful tool in linguistic practice. She states:

> In the era when guitar players are ubiquitous, music must be an integral part of language study. It is a part of classroom activities from the start of the work in language, supplying additional language learning and cultural insights. At the advanced level, students become even more actively involved in music by creating song's (p. 60)

Kuśnierek (2016) has specifically worked on the aspect of vocabulary and found that pop music is useful in improving the vocabulary of students. Eken (1996) has interestingly summarized the whole idea in eight points on why one should use a song in class.

- A song may be used to present a topic, new vocabulary or a language point.
- It may also be used as a practice of lexis.
- Songs may be used as a material for extensive and intensive listening.
- It can be used to focus on frequent learner errors in a more indirect way.
- Songs are a perfect source for stimulating discussions about feelings and attitudes
- Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of students.
- Songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching.
- Songs may be said to encourage the use of imagination and creativity during foreign language lessons. (p. 46)

Also, a few of the interviews of the song writer and the singer Dan Reynolds have been instrumental in understanding the theme and the context of the songs.

Methodology

The study which aimed to find-out the techniques of content analysis through pop-songs and to analyze the linguistic aspective of the selected pop-songs is a content analysis design under qualitative approach. The approach is analytical and the method is qualitative. The aim of the present study is to determine how the selected popular songs can be made instrumental in acquiring accuracy in English language. The songs aggressively and assertively portray the concepts like faith, energy, confidence and spirit to fight against adverse conditions. The songs have used figures of speech like simile, metaphor and personification. The grammatical varieties like adjectives, gerund, pronoun, phrasal words, compound noun, prepositional phrases and the linguistic varieties like idioms are used that embellish the song and make it more delightful. The study is aimed to be carried out in a class of five students from the Master of Arts (in English). The studnets' basic exposure to English language through their schooling made them competent to find out and analyse the linguistic varieties of the songs. The students knew the songs and that made the study more interesting. Still, as a pre-study-test, a semi-structured question-bank was prepared with questions like; Who the songs are addressed to?, Find out the adjectives from the song?, How does a gerund function?, What is a compound noun?, What is a phrasal verb?, How do idioms add value to the spoken language?

In addition to these questions, students were also given peer reviewed assignment to write a 500 word long essay on the theme of the songs. As it was peer reviewed, the exchange of comments and remarks benefitted students to build a conceptual clarity. The analysis is based on the following research questions:

- Can popular songs be studied in an ELT class?
- How can content analysis of pop-songs make ELT more engaging?

Results and Discussion

As a teacher in English Language Teaching class, and blessed with students who are well versed with English Language; I took a few popular English songs and tried to apply the method of content analysis to study how accuracy can be attained through studying songs. The most noticeable quality of song is its lyrics. From lullaby to rhymes to poems to songs, the lyrical quality has always made an impression on us. We respond to songs immediately. Learning from songs is a fun activity too. We all would agree that songs occupy an important place in our lives. We have songs that celebrate festivals, occasions, situations, locations, human nature, scenic beauty and also the songs that preach philosophical wisdom as well as motivational learning. We have songs that are monologic as well as dialogic. Monologic songs narrate a story of a persona's failure or success whereas dialogic songs are interactive and so help learn communicability. It is not only the content but also the rhythm and lyrics that help us learn the valuable meaning embedded in the expression. Sometimes silence is also used as a technique to enhance the expressional qualities in a song. This general truth is emphatically presented through songs. Another important feature can be learnt from songs is the sound mechanism as in the production of unvoiced consonants and whistling and whispering sound. We can also study how vocal cords vibrate to use airflow from the lungs to make the sound audible.

The select songs are taken from an American pop rock band. The lead singer is Dan Reynolds. The songs of this band are motivational. As it is a pop music band, the music of this band is highly loud but very much in synchronisation with the moral that these songs preach. For the English Language class, the select songs were taken as tools to study the grammatical parts (phrasal verbs, compound noun, repositional phrases and idioms) as well as to decode the deeper meaning blanketed in the linguistic simplicity.

The first select song is titled as Radioactive (Dragons Imagine, 2012). To make the task of content analysis easy, table 1 is prepared.

Table 1

Content Analysis for the Song Radioactive

Sr. No	Phrasal Verb	Compound Noun	Prepositional Phrases	Idiom
1	Waking up	Prison bus	On the chair	Ash and dust
2	Breathing in		straight from inside	To feel in bones
3	Checking out			To raise flags
4	Shaping up			To don clothes
5	Breaking in			To fit right in
				wipe my brow
				Paint it red

Some students were familiar to these parts of grammar and some referred to the Wrenn and Martin grammar book. It was found that the grammatical property of the prepositional phrases and compound nouns were not identified by them. Once having prepared this table, students were asked to use them in

separate sentences. All in all, this content analysis helped them know the basics of the English grammar.

The next and a comparatively heavy exercise was to identify the undertone of the song. Whether it is a song of complaint, gratefulness, acceptance or rejection was the question for them. With a meaningful discussion, we reached a conclusion that it is a self-motivating song. Students were also asked to make content analysis to substantiate their answer. They unanimously selected a word from the song that conveys the message of self-motivation. The word was Radioactive. Also because it is the hook line and the title of the song. Radioactive can be defined as something that emits radiation. The word radioactive is to be seen in opposition to the word apocalypse – the complete and final destruction of the world followed by God's arrival, defeat of the Satan and establishment of peace as described in the Biblical Book of Revelation. It increased the interest of the learner's when the connectivity was built with the Biblical reference through the word apocalypse.

The second song for the study was "Whatever It Takes" (Dragons Imagine, 2017) from the same album. Table 2 is the result of the classification of grammatical parts prepared for the content analysis.

Table 2

Content Analysis for Whatever It Takes

Sr. No	Adjectives for the world	Adjectives for the persona	Adjectives followed by nouns	Compound adjective	Gerund	Simile	Metaphor
1	dangerous,	Hypocritical	Prodigal son	Half diseased	Tripping	Like a racehorse	I am an apostrophe
2	vulturous,	Egotistical			Falling	Like a ripcord	I am an epoxy
3	Negative	Parenthetical				Like a martyrdom	
4	Nepotism	hypothetical					
5		Apostrophe					
6		Product of the system					
7		Catastrophe					
8		Master piece					
9		Half diseased					

With these contents from the song, the class learnt various grammatical functions and also some figures of speech. Having collected many adjectives, the students classified the adjectives for the world, adjectives for the persona, adjectives followed by nouns and compound adjectives. This exercise further led to appreciate the rhythmic flow of the selected adjectives. As the persona is a fighter, the adjectives selected for him speak for his fighting spirit. The arrangement of adjectives is also a wonderful way to comprehend

how the persona is subjugated and how he rubs shoulders with the world and promises to rise. He says that people think that he is *hypocritical* and *egotistical* but he doesn't want to be *parenthetical* and *hypothetical* as he believes that he is a *product of the system* - a *catastrophe* itself. He does not want to lose courage and so he says that he is a *masterpiece*. Though *half-diseased* but being a *prodigal son*, he promises to reach his ultimate destination. The additional amazement was felt during the content analysis of this song where the persona negates a comparison of his status to that of a parenthetical and hypothetical sentence. A parenthetical sentence is not a part of an original sentence but establishes its contextual reference. A hypothetical sentence is also a sentence to be tested and might result into null and void. He says he is rather an apostrophe – a symbol that combines binary ideas/concepts/processes or time zones. Here, apostrophe stands as a link between his past failures and future successes.

Gerund is a part of grammatical structure that is usually gets mistaken as a continuous present tense. It is used in this song through the words *tripping* and *falling*. Gerund was further explained by using it in a few other sentences like

1.   Watering plants is a good time pass.
2.   Cycling is the best exercise.
3.   Visiting the past nurtures our ethnic emotions, etc.

The song also gives a dual imagery of the persona and a carcass on one side and the world and vultures on the other. The third line says, "everybody circling, it's vulturous". As a flock of vultures circle a carcass and lavishly feed themselves, so is the world (*negative* and *nepotist*) where tripping and falling is dangerous.

Two new words "adrenaline" and "epoxy" are added to the students' dictionary. The first is a biological word figuratively used here to represent the excitement that one feels while doing something remarkable – here breaking the chain of conventionality. Epoxy is a chemical concoction used in paints as adhesive and sealer. Stickiness and shine are the basic qualities of epoxy. Metaphorically the persona says he is an epoxy that will work as an adhesive and give the world a glorious look.

By the end of the song we see that the persona emerges as a catalyst. That is reflected when he says:

At least I go down to the grave and die happily Leave the body and my soul to be a part of thee (Dragons Imagine, 2017)

These lines build a direct communication with the listeners. It enhances its connectivity with the touch of classical tone reflected in the addressing pronoun "thee".

The third select song is titled as "Believer" (Dragons Imagine, 2017). This song can be precisely studied to learn the role of personification, the figure of speech that is used to ascribe human quality to an abstract idea or a non-living thing. "Believer" addresses pain and holds it responsible for giving strength and making him a "believer". The tone of this song is aggressive. He portrays how bit by bit pain tries its best to subjugate him and how vehemently he bounces back, gathers courage and emerges as a believer.

Unlike the method employed for the first two select songs –"Radioactive" and "Whatever It Takes" "Believer" was treated differently for the study. The first two songs were studied for their Physical contents (grammatical features) whereas "Believer" was treated for its expressional content. Some open ended

questions were framed to discern the undercurrent of faith and confidence in the song. The questions and answers with students, as presented below, add to the understanding of the song.

Q.   1 What is the tone of the song?

The song actually remakes the perception for pain. It sets the tone of almost a revolution when subjugation is challenged by faith in God and oneself.

Q.   2 Who the song is addressed to?

The song is addressed to pain – the abstract noun.

Q.3 What the song is in favour of and against of?

The song is in favour of self esteem and confidence and it is clearly against any marginal status given by the society.

Q.4 How many figures of speech are used in this song?

Personification and metaphor are amply used to make a unique impression towards the subjugator, pain. "Pain, you made me a believer" (personification) and "Fire and flames are the face of the future" (metaphor).

Q.5 What qualities of pain are presented here?

Pain has been seen for its two fold qualities. It can break one down as well as build one up. Pain acquaints the persona to the real love, true life and the enlightening prophet.

Q.6 Who is powerful? Pain or the believer?

It's a combat between two. The believer fights back courageously all the blows that are given by pain. This is presented through the lyrical arrangement of a positive line following the opposite one. The persona teaches fighting spirit that converts an adverse situation into a victorious feelings. It also a matters how we perceive pain.

Q.7 Where does the song writer take a poetic liberty?

Poetic liberty is taken in reframing the idiom 'ebb and flow'. The song writer uses present continuous form as 'ebbing and flowing'. This is also to show the frequency of the recurrent pattern of destruction and reconstruction that happens in human life.

Q.8 What is the essence of this song?

The essence of this song lies in its fighting spirit. It almost challenges the invisible enemy identified as pain. The song has a potential to transform a loser to a winner. It essentially preaches the importance of persistence, patience and prayers. It is from the very outset of the song, the tone of clarity is set. The use of the idioms *first things first*, *second things second*, *third things third* and *last things last* add constructional as well as conceptual meaning to the song. With every stranza, the persona's faith in life, prayers, grace of spirits is accentuated.

The themes of self-confidence and self-reliance, as presented in the select pop-songs, remind us of the Afro-American poet Maya Angeloeu's inspirational poem *Still I Rise*. She writes:

You may write me down in history

With your bitter, twisted lies,

You may trod me in the very dirt

But still, like dust, I'll rise.

(Angelou, 1994)

Due to their excessive sound effects and loud music, pop songs are academically less popular to study and explore. Pop music originated with the ragtime of the 1890s. The world noticed it during the time of Harlem Renaissance when the Afro Americans gave voice to their pain and subjugation and invented Jazz music, represented their tolerance and thus became a medium to bridge the gap between the white and the black Americans.

Conclusion and Implications

This study is focused at studying some of the basic parts of the English grammar and also the linguistic ornamentation that makes the teaching learning process more meaningful and student-friendly. The same study can further be extended with a larger sample size and with additional data collection. Some comparative analysis can also be carried out. Such self moduled learning activity creates a favourable ambience for both, a teacher as well as a student.

The findings obtained within the framework of the study have shown that popular songs can be used in English Language Teaching class. As the theme of the songs revolve around the reality of life, young students could easily connect to the songs. The aim of the study was to find out linguistic varieties from the songs and thus to study how the views of linguistic variety can enhance the competency of a learner. As a result of this study, the learners' language skills were developed and their perception towards pop songs – that is primarily used only for entertainment – got a new vision. Post-study the learners' found the songs as the efficient tools to learn English language. The select songs are from the contemporary times and so these songs can also be studied in the light of post-modern concept of popularity. It is hoped that these songs will also be studied to establish their relevance between the concepts of popularity, success and contemporary music industry.

The present study uses content analysis that has a two-fold benefit. Exposure to the art of listening a song appreciating a song's aesthetic as well as linguistic aspects. In an English Language Teaching class, such songs can be used as tools to make the teaching learning process more comprehensive and conducive. As the instructor, it was realised that this method was found interesting, interactive and inclusive. There was not any chance of copying as it was based on innovative questions and answers. The study could successfully establish the educational value. In addition, along with language acquisition, these songs provided stimulus to explore the socio-cultural, political, psychological and historical relevance of the songs. The theme of these songs is to motivate and psychological empower those who are suffering from any major disease or depression. Imagine Dragons is a rock band that carries out many philanthropic activities. The band works for the cancer patients and also supports the LGBT group.

As the songs were played many times, some unusual pronunciations were also corrected and grasped easily. The class was interactive so students' opinions, ideas and thoughts were shared throughout the study. In such classes, a teacher is more a facilitator than the conventional advisor. Content analysis of popular songs in the English Language class is an innovative method of engaging the students intellectually as

well as joyfully. As it is a thorough activity based learning, learner's resistance is reduced and the learning aptitude is enhanced. The basic requirement for this innovative techniques is 1.a few select songs and 2. Enthusiasm and willingness to learn and teach. This approach provides a structure that is flexible. The intellectual exchange of ideas and opinions between students and teacher enhances the learning of the students. Such studies encourage students to be actively participatory in the process of learning.

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Blending Online Digital Tools in Low Resourced Classrooms in Nepal

Ashok Sapkota

Abstract

The wider uses of digital online tools have been explicitly practised in the educational spheres including access and use of technology in Nepal during the pandemic situation, like COVID 19. This article focuses on the use of six different digital online tools which could be effectively blended in face-to-face and distance classroom teaching by teacher educators to reshape the way they teach. It links the idea of tech integration along technological, pedagogical and content knowledge (TPACK) model in the use of technology. The data elicited from the narratives of ten experienced teacher educators relate the grassroots challenges in the use of tech tools to foster the professional identity of teachers. It further discusses the effective use of digital online tools even in the difficult circumstances minimizing the challenges and digital divide.

Keywords: blending, circumstances, integration, impact, professional

Introduction

The advancement of Information Communication Technology (ICT) has brought an impact in wider aspects of life ranging from personal to professional as well as house to office. The use of the internet as an instructional tool has made educators to rethink about instructional practices in dealing with the learners having face-to-face classroom teaching (Schrum & Levin, 2009). In diverse content context and the context of difficulty like COVID 19, blended learning, a thoughtful fusion of face-to-face and online learning experiences (Garrison & Vaughan, 2008) is taken to be a viable alternative. It assists in adequate exposure to authentic materials to learners and helps in tailoring learning and the development to the needs of individuals (Throne, 2003).

In the difficult circumstances, technology can be blended with the existing educational practices. Here, we can blend face-to-face teaching at different levels and different modes. As Auster (2016) views, there are two models of blending: replacement model and supplemental model. In the replacement model, the amount of time that students spend in online mode is reduced from face-to-face class time. In contrast, in supplemental model, students are engaged in online activities (e.g. discussion forum, quizzes, etc.) outside the class for supporting their learning with the face-to-face class time remaining the same. Similarly, based on learning experience they provide for learners, Laurillard (2002) has classified education media

in five types: *narrative* for attending and understanding (e.g. printed materials, video), *interactive* for investigative and exploring (e.g. digital library resources, weblinks), *communicative* for discussing and debating (e.g. online discussion forum, video conferencing), *adaptive* for experimenting and practicing (e.g. quiz providing feedback, virtual laboratory), and *productive* for articulating and expressing (e.g. blogs, wikis). However, studies have shown that Virtual Learning Environments (VLEs) are used predominantly in narrative and interactive modes to offer students access to digital contents.

In addition to the modes mentioned above, Neumeier (2005) has suggested six parameters that are used to define the nature of blended learning especially in language. These six parameters are: (a) mode, (b) model of integration, (c) distribution of learning content and objectives and assignment of purpose, (d) language teaching methods, (e) involvement of learning subjects (students, tutors, and teachers), and (f) location. Two modes in blended learning are face-to-face and online mode. The first parameter is about the dominance of one of the two modes in blended learning. The dominant mode is called lead mode while the non-dominant is called peripheral mode. One of the modes is lead while the other is peripheral. The second parameter, the model of integration, is about sequencing of modes and level of integration. The sequencing can be alternative or parallel. Similarly, learning materials or communication channels available in a course can be made optional (low level of blending) or obligatory (high level of blending). Parameter three, distribution of learning content and objectives, can be implemented in two ways: parallel or isolated. Parallel distribution allows certain contents to be incorporated and practiced in both modes while this does not happen in an isolated mode. Teaching methods, parameter four, are influenced by online materials, the online tutor, and the face-to-face teacher. Involvement of learning subjects, parameter five, refers to types of interaction that can take place in the blended environment. In addition to the two major interaction patterns, human-to-human and human-to-computer, there could be another variation (e.g., human-to-human through computer). Another descriptor of this parameter is teacher and learner roles. In the blended environment both teachers and students assume new roles, so teachers can become online tutors and students become more autonomous learners. The final parameter, location, refers to the physical space were learning takes place. In addition to traditional locations such as classroom and home, new technologies (such as mobile phones) will allow for learning to take place elsewhere for designing blended learning (Al-Ani, 2013; Auster, 2016; Laurillard, 2002; Neumeier, 2005). This article relates how these parameters have been used in the classroom practices along the use of tech tools despite limited classroom resources or the institutional support to facilitate students' learning.

Classroom Practices and E-Learning

Technology refers to use and knowledge of tools which shapes our ability to control and adapt in the changing virtual world environment. When EFL teachers take technology as supporting tool for their professional development and students' progress in learning, the use of technology becomes meaningful. Here, the access resources as low digital online or high matters less. No doubt, classrooms in campuses are loaded places and mostly concentrated on 'data-driven practices' (Baber, 2013).

The situation in Nepal is not aloof from global issue of having limited access to the digital tools.

Regarding access, teachers and students studying in urban area access more in the use of technology compared to the teachers and students in the rural area. Even in face-to-face classroom, the context mostly relies on completing the class hours or the courses rather than involving oneself in the activities of professional development (Wilde, 2010). This situation in using technology as a part of professional development in the Nepalese context is really challenging regarding access to internet or digital online tools. In most of the university classes, the number of students ranges from 30-100. The teachers often use lecture notes, partially e-gadgets and interactive methods to teach contents or subject matter. The form of learning is shifting from the traditional practices and use of digital tools are being adapted than 'chalk and talk' practices. The interaction between teachers and students infers the technological awareness and expertise is growing in the recent times. The students can feel the shift in learning at home without going for traditional classroom instruction. It permits the learner freedom of learning at will and according to the time available.

The shift in the face-to-face learning environment is gradually blending with the integration of common tech tools, such as Powerpoint presentation, video discussion, exchange of emails where instructional materials are transferred electronically using email.

Thus, the classroom practices and use of tech tools in higher education is shifting towards an innovative approach for delivering well-designed, learner-centered, interactive, and facilitated learning environments to anyone, anyplace, anytime by utilizing the attributes and resources of digital technologies suited for open, flexible, and distributed learning environments (Khan, 2005).

E-Learning and Blended Pedagogy

The classroom environment learning is gradually been integrated using tech tools in different forms of pedagogies, such as: fully online, mixed mode or web assisted. However, regarding the process of delivery method, there are numerous tools and features used by the teachers using technology as a form of their experiential learning and developing towards e-learning community (Buzzetto-More, 2008).There are three types of e-learning named fully online, mixed and web assisted mode as forms of integrating pedagogy. They are briefly discussed below.

Fully Online. In this mode of learning, the educational process (90-100%) takes place in an electronic environment; the learning content is highly interactive and students regularly communicate with both the teacher and each other. (Yanuschika, Pakhomovaa & Batbolda, 2015). There are no physical contacts between the learner and the instructor; everything is done fully-online using internet and tools. Face to face interaction is possible though it is fully technology mediated. Learning materials, assignments, teaching and learning are all done online in this type of e-learning. This mode of learning is found as growing practice in the context of Nepal. The open and distance learning centre under Tribhuvan University, Kathmandu University and Nepal Open University are practicing this mode of learning using moodle virtual platform to address the students in the diverse geographical learning.

Mixed or Hybrid or Blended. The other mode of learning is mixed mode, often known as blended learning, incorporates face to face meeting and interaction with online learning. In this type of

e-learning, some portion of teaching is done online and some other aspects are done online. Blended learning encompasses both classroom-based and extracurricular educational activities with the use of complementary technologies of traditional and e-learning. In blended learning, the time allotted to work on e-learning courses can range from 20% to 80% (Yanuschika et al., 2015). For example, teaching is done face to face while assignment are submitted online. After the pandemic situation of COVID 19, Tribhuvan University has formalized the online examinations in regard to proposal defense and thesis viva. This mode of learning is practiced in Nepal under Tribhuvan University, Kathmandu University and Nepal Open University where the students are supported through the contact sessions as a form of face-to-face support and moodle platform as a virtual learning system.

Low Tech Classrooms in Higher Education

The advancement in technology has brought the changes in the classroom learning and teaching environment in higher education. The traditional classroom instruction is shifting to tech-integrated classroom in the context of Nepal in university classes. There is shift in the classroom practices regarding the enrollment of students in university classes. The number of students ranging from 300-400 in a classroom have been specified into 40-50. The number of students are divided into smaller groups, making it organized and support students intensively in their studies. The teachers often use professional emails to share classroom resources with the colleagues and reference materials to the students. The colleges use limited multimedia class along their chalk and talk mode of teaching. The students often present their course assignments using multimedia tools. Therefore, the use of technology has brought positive changes in the higher education in Nepal.

Statement of Problem

Despite having issues with internet access, the internet expansion is rapidly growing as a part of state investment and private sector initiatives in Nepalese context. There are multiple options in exploring the tech tools, like: live classroom, management information system, online assessment, and online homework login portal however these tools may not be feasible in the all classroom settings. The growing use of digital online tools are becoming part of life, yet the effective use of those tools in classrooms has not materialized because we try to use every tools into the classroom. This has become simply trial and error of the use of tools than of specific use of a particular tool. Some tech tools, like Microsoft teams, high definition videos, animated softwares do not work well in the low bandthwidth while others, like word document. Powerpoint presentation, closed private group discussion in Facebook or Edmodo work well. Teachers are given training which is more theoretical and less practical (Edge & Galton, 2009). So, they fail to relate such professional activities to their classroom engagement. The major problem lies in the use of digital online tools in the classroom blending the prescribed curriculum. As a faculty in Tribhuvan University, I have experienced that the curriculum except in the online modes hardly integrates tech tools in the face-to-face classrooms, like in the open and distance learning centre under Tribhuvan University, Kathmandu University and other institutions. It is limited to operating the device and does not equip the teachers for remodeling the conventional lesson into ICT (Sapkota, 2016). On the other, the role of teachers and the

institutions play significant contribution to shape the professional identity. An institution is the place where we grow, explore, learn, relearn and shape our identity as a teacher. Richards and Farrell (2005) believe that professional development is directed toward both the institution's goals and the teacher's own personal goals. Achieving personal growth and improving departmental performance go side by side. There might be various instances where we need institutional support to carve our growth. Based on the success stories of the teachers, the article presents the possible six ICT tools for the pedagogical purposes even if in the offline modes which are equally useful in the classroom practices in higher education in language classroom.

Objectives of the Study

The overall aim of the article is to find out the effectiveness of six online digital tools, like: use of professional emails, google sites, closed group discussion, youtube or TED videos, interactive PowerPoint discussion and moodle platform, in the context of low tech classrooms in a Nepalese University classes. Secondly, the article aimed to identify challenges and opportunities afforded by those resources as reported by teacher educators.

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Study Reviews

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This section relates the review of the use of technology in the classroom practices in the different countries in relation to the context of Nepal. Rhema (2013) carried out a research entitled "An Analysis of Experiences and Perceptions of Technology-based Learning in Higher Education Institutions in Libya: Informing the Advancement of E-learning". The overall goal of this research was to gain a better understanding of the experiences and perceptions of ICT and e-learning among students and instructors in higher education engineering programs in Libya. Mixed methods, including a written survey and phone interviews, were used for data collection. A paper-based survey questionnaire was the primary data collection instrument used in this study. The findings show that web-based technologies were used for learning and teaching purposes by a majority of students and instructors. All participating students and instructors perceived computer, web, and mobile phone technologies as useful and most of the participants indicated that they would like to use these technologies in learning and teaching. These positive perceptions were held by urban and regional, and male and female, participants alike. This research links is using the web tools and the use of tools in practice.

Focusing more on the general social sites, Dahal (2015) carried out a research entitled "Students Perception on the Use of Online Resources" with an aim of finding the students' perception on the use of online resources especially Website, G-mail, E-book, Blogs and Facebook. Both open and close ended survey questionnaire were asked to forty +2 level students of Kathmandu valley in order to collect the required data as per research objectives. The findings of this research show that students browse online resources to consult the subject matter regarding their academic course as well as to access authentic and updated materials. This shows the growing trend of ICT in searching resources to support ones study. Convincingly, findings show that online resources help students to arise interest and motivation in learning as well as support to expand their horizon of knowledge. This activity of students applies to many other

students in the higher level to use online resources to search article, book or research to support their study.

The research of Phuyal (2015) differs from Dahal (2015) in specifying the use of language skills. He carried out a research entitled "Use of World Wide Web for Learning English" with an aim of finding students' habit of using WWW for learning English Language. Survey Questionnaire were asked to eighty students of grade 12 from four different colleges of Kathmandu valley in order to elicit required data. The findings of the research show that listening and reading skills are highly facilitated by the use of WWW. Similarly, it takes no time to access the authentic information from website by which students become self-reliant and self-dependent. WWW is equally important to arouse motivation for grade 12 Students.

Mamattah (2016) in "Students' Perceptions of E-Learning" aims to analyze Ghanaian Students' Perception about e-learning. To collect the data he distributed 100 questionnaires to the student of Ho Polytechnic out of which 80 were returned, representing 80% of response rate. The finding shows that majority of the respondents agreed on the ease of e-learning platform. Similarly the study shows that overwhelming respondents believe upon the innovative concept of e-learning so it should be encouraged. The main intention of students to enroll in e-learning is to boost up their qualification in order to grab the opportunities they have.

The researches reviewed above reflect the use of e-resources in learning and teaching in diverse pattern. The studies above are differ than this study in terms of the level, the study context and the common tech tools used in the low resourced classroom and the challenges faced by the teachers in the form of their stories.

Methodology

The article is based on the narrative inquiry research design and relies on the narratives of the ten teacher educators teaching in higher studies regarding effectiveness of six digital online tools in the low tech classrooms. Narrative inquiry is the process of gathering information for the purpose of research through storytelling (Mertens, 2015) and exploring one's experiences. Narrative inquiry is a research methodology that is growing in acceptance with and practice in such disciplines as nursing, medicine, law, especially organizational studies, therapy in health fields, social work, counseling, psychotherapy, and teaching for sharing human stories of experience (Webster & Metrova, 2007). Ten teachers were selected in university level, particularly teaching in graduate classes having experience of 12-25 years using purposive sampling and using interview as a tool of data collection. Based on the qualitative research approach, the data were collected by using teacher narratives based on the exploration of their best practices in using tech tools and the challenges in using those tools. The personal and institutional names used in this research are the pseudo names which are used to maintain the ethical considerations of privacy, trustworthiness and confidentiality.

Theoretical framework

The major theoretical framework is based on the technological pedagogical and content based knowledge (TPACK) model of e-learning (Harris, Mishra & Koehler, 2010) of practices in the effective technology integration, recognizing technology, pedagogy, content in the context of Nepal in the university

practices. Knowledge growth in teaching with technology is identified as necessary in supporting teachers learning trajectories. TPACK framework is found supportive in thinking about planning, implementing and evaluating the knowledge (Hunter, 2015). TPACK is useful to integrate the successful practices of teachers and relate their successful practices. Bringing the ICT for everyday classroom practices and empowering teachers is the major contribution of this article to contribute in reshaping the practices we teach in the classroom.

Results and Discussion

The use of technology has become another 'compass point' through which individuals (whether students, teachers or policy-makers) and institutions construct modern and progressive identities (Shields, 2011).Based on the observation of digital online tools, used in the low resourced classroom, the following basic tools were found to be used in common the teacher educators as a form of low resourced classroom as best practices in Nepal in the higher studies.

Professional Use of Email

The use of email practices as a form of professional use is found among the students and teacher educators. In the recent classroom practices, mostly students and teachers both use email to share the materials used in the classroom. The email is mostly used in sharing assignments and asking queries to their faculties by the students whereas by the teacher educators to share the classroom resources. The discussion among the respondents was found that few teacher educators' response to the messages received instantly or in a days or two. The differentiation in the use of sender: to (the main sender),cc (carbon copy) and bcc(blind carbon copy) is mostly unknown to the email users although in is general information Carbon copy is the copy of the email for the information whereas bcc is used to the recipients to whom we want to send the mail without letting the main sender (to) and informant recipients (cc) about the information. Likewise, the use of signature in the email was found to be used by many teacher educators. This sorts of practices shows that the teacher educators are aware regard the professional use of email.

Interactive Power Point

Among the common multimedia tools, Powerpoint presentation was found to be used for sharing their ideas among the class. The teachers were found to use the slides to share the content knowledge in the class. The students are encouraged to present their assignments through the use of powerpoint presentation. Moreover, this tech tools helps the teacher to adapt their presentation the further years as a resource as well. There are books embedded with @companion as supplementary e-materials in research practices (Cohen, Manion & Morrison, 2011) which includes Powerpoint files to support learners along the book. On the other, powerpoint can be used in the offline mode and was found to be commonly used by teachers and students.

Closed Facebook Group Discussion

 Facebook is one of the common social sites popular among the several aged group learners. Most of the students use facebook in the informal settings however facebook can be best used in the classroom discussion as well. The closed group discussion was found to be best used to emancipate the students'

discussed moderated by the course instructor. It was found that the use of closed facebook discussion enriched the interaction and found to be one of the useful tech tools. For Example: https://www.facebook.com/groups/469035906845970/

Some examples of other groups are: Literature, Research in English Education

Youtube or TED Offline Videos

Youtube videos are mostly taken as the source of entertainment and often used for listening songs, film and some documentaries. However, the teachers were found to use this free tool in the academic purpose. There are several youtube videos available in free which can be integrated in the lessons, such as: An interview with David Crystal talks about the role of English and world Englishes, intercultural communication, discussions on critical pedagogy and many more can be blended in the course in applied linguistics. Likewise, there are videos in research which helps to describe more about the issues in research. The series of lectures by Creswell was found to be used by the teacher scholars. In addition, TED Talks were found to be used by the teacher educators in their lessons, for example Body language by Amy Cuddy, school kills creativity by Sir Ken Robinson, and Learning is life by Muniba Mazari, are few which can be interrelated to the textual practices.

Google Sites

Google sites are the free google apps which help to create individual web page. This site was found to be used by the teachers. It is useful in the sense that the teachers can create the site f their own subject, upload the resources and facilitate interaction. The best practices are:

Interdisciplinary Readings: https://sites.google.com/site/interdisciplinaryreadings1/

Linguistics in application: https://sites.google.com/site/appliedlinguisticskirtipurtu/

Moodle Platform

Moodle platform is the other innovative form of virtual learning platform which is widely used in Nepal and the globe. The teacher educators were found to use moodle platform as one of the basic tools and courses under Open and Distance Learning Centre under the support of Norhed Quantict Project uses moodle virtual platform for students interaction and tutorials. Using the mobile app to explore the learning materials, the students can make the best use of it. The materials uploaded by the tutors can be viewed even in the offline mode. Furthermore, Nepal Open University has started all its academic programs ranging from masters, M.Phil and higher degrees in the moodle platform.

Practices and Challenges in Using Technology

Technology has been a buzz word in the context of Nepal. Teachers in classroom practices try to bring effective tools in blending technology however, they often face challenges in using technology as a part of enrich their professional practices.

One of the teacher educators, Raju Smith shared as:

Closed group discussion have been medium of instructions as source of information and knowledge by building rapport with new friends with sharing and retrieves friend's thoughts and ideas. It probably the best way of teaching and learning means of communication among us.

This shows that the use of technology has become one of the medium of instructional tool to share, reflect and discuss the pedagogical discussions. Apart from the several tech tools for classroom instruction, closed group discussion helps the students to share their thoughts on the topics which promotes participation, enriches the wider knowledge and even boosts the shy students with the confidence (Burns, 2011). Likewise, the other teacher educator, Anju Dawadi use Google site , felt happy and motivated to use technology and shared:

> Really it was very effective to us .I am very glad because teaching is not limited within textbook but can be further taught using the blended tech techniques.

This shows tech tools might be helpful to develop extrinsic motivation among the learners. The textual knowledge might make the students bored in the all the cases. The students feel comfortable when they feel something new in integrating in the content knowledge. Likewise, the other teacher Pharshu Ram Tharu shares challenges in everyday life in using the tools and perceive tech-tools are often time consuming and stated:

> Other cases, sometime, I have really felt bad, when there is not match between you need to complete and the things you want to teach the learner. If you teach them, you will not be able to finish the course, if you want to finish the course, you will not be able to teach them. So, the constraints of time and the things … make me feel trapped.

The reflection above shows that technology may not be friendly for students in all the cases. Integration of the tech-tools and maintaining the content coverage are the major challenges that the teachers in the context like Nepal often face. The teachers are obliged to complete their course within the estimated timeline however they desire to integrate the tech in their teaching. Maintaining the balance between the effective use of tech-tools and completion of the course has been one of the major issues. We may not be able to handle technology all the times, get problems in using it as Usha Karki shared as:

> I think I haven't felt much. I am very open. Whenever I have difficulty I do not feel bad about asking questions to other people. I don't feel bad whenever I don't know anything. I tried to figure out talking to people or searching in the internet or going somewhere. Whenever I have questions, I need to find the answers to them. Because, I am open, I haven't faced many challenges because of the explosion of knowledge.

The reflection above relates the idea of collaborative learning where we learn from our colleagues and seek the answers to our queries. As Wenger (1998) believes learning is negotiated experience, participation in getting ones level and reification, the ideas or the solutions of the problems may not available on the books or in the internet all the time. We learn it as a form of community of practice. It is true that when we explore the tech tools we encounter many problems; it may be technical or academic. Mostly, technical problems are faced by the learners. In the course of learning, the role of collaboration among the colleagues is vital where as the role of institutional motivation is a must. In this regard, Ashok Mishra shared:

> I am a teacher at Sunrise Multiple Campus. It is not well equipped. It is an old campus and has traditional teachers and traditional teaching materials. We do not have language lab... We have to be updated which we do not have the culture. It has not done much for the English language teachers.

…We teachers not so aware about it. The institution has not done much for us regarding the use of computer as an advantage of using to teach English. The students study the theory courses. The students simply or remember some lines from the books written by the Nepali writers. Regarding, technology, it is the main problem for me. I am not used to internet access. In the past, my son used to assist me. Now he has gone for his masters' degree. I am feeling difficult. I am trying to use it to my knowledge.

The refection above shares the idea of community of practice where we cannot learn even if we have self motivation. The support of an institution, colleagues and family members can boost our level of motivation and sharpen our professional skills. The environment in the campus plays to reflect ones identity, love towards the profession. As Davies and Pearse (2008), believe, in the poorly coordinated institutions, the change begins when teacher teach effectively and establish some cooperation with one or two other teachers. It can be taken something important. No doubt the classroom atmosphere is gradually changing and the students' expectation from the teachers is found to be growing. In this regard, the blended learning is one of the important. In the course of revealing the stories, Kailash Pandey shared that physical strength matters lot in learning and exploring the tech tools despite personal interest in exploring it as:

I feel difficulty in using computer technology in the classroom because I am getting older and older. My muscles or hands cannot be manipulated easily and my typing is not so good. So, it is very difficult for me. When I went to higher grades, it was very difficult for me.

The story of Kailash Pandey relates to many teachers who are in the latter stage of teaching career. The motivation in adapting with technology relates both in age factor of learning in spite of our will and support. When we get older, there might be several physical allergies in using tech tools as shared in the story. In addition, we cannot work in computer for a long time which might bring eyes strain as well.

Conclusion and Implications

Despite the problems, they were enthusiastic to learn the things and bridge the gap that they felt as a digital divide and left behind (Finn & Inman, 2010). The rationale for using the offline materials is that teachers in many places cannot have reliable access to the internet in both urban and rural areas. We may not have internet access in all the times wherever, whenever we are. As one of the practitioner of ICT tools, the reflection from the respondent shows that few teachers still do not reply the mails in a week or the month. When we send them the mails, we need to call them as a form of notifications. Similarly, we might encounter technological problem and the technological terminological difficulties in course of teaching-learning practices. When we are able to cope with those problems in simple way, we will be able to construct our separate identity. The difficulties or the success we gain has implied effect in shaping our professional identities (Sapkota, 2016). Bringing the ICT for everyday classroom practices thereby empowering teacher educators is the main contribution to the area of technology it tries to address. Teaching is socially constructed out of the experience and the classroom from which teachers come from and can bring new innovative practices in contributing knowledge and get it as a social capital (Sapkota, 2017). As in the era of post method pedagogy, the diversity in the tech tools cannot be limited within

few however the common tools needs to be taken into consideration. The effective use of technology is successful when it works in the classroom. The success leads the students seem curious, motivated and develop their level of confidence in learning.

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Formal Email Writing Convention: Differences Between Native and Non-native Students

Shama-E-Shahid

Abstract

The use of emails in student-faculty communication is a regulated process. The regulations are formulated in order to ensure that the correspondences are in line with the institutional requirements and to maintain professionalism. There is limited information about such regulations amongst native students (NS) and non-native students (NNS) regarding formal email writing conventions. This study examines the formal email writing conventions of NNS under a regulated environment. A purposive non-probability sampling of 10 non-native students from a British university was collected. The findings indicate that language prowess, request letter acts, and use of formality have positive impacts on the formal email writing among NNS students. It can be concluded from the above findings that teachers of ESL should pay attention to how students formulate the structure and content of emails as they directly impact their writing capability.

Keywords: email, English as second language, environment, formal email writing conventions.

Introduction

Increased interconnectedness of the world has resulted in a higher level of interaction among people of different backgrounds. Consequently, the diversity created by globalization is more prevalent in the institutions of learning such as universities where locals are instructed together with international students. English is the lingua franca hence non-native speakers have to learn it as a second language. As a result, differences have been observed between comprehension and expression aptitudes among native speakers (LI students) and foreign speakers (non-native speakers) (L2 students).

Advancement in technology has increased the efficiency of the communication process among individuals. As a result, prior instances of face to face communications have been continuously phased out by the newest forms of information sharing. One of the new modes of interaction is the use of emails where a majority of the shared information is in an electronic format but retains the ability for attachment of multiple files of different forms. The inexpensive, fast, convenient and environmentally friendly nature of emails have popularized their use in college education (Peck, 2014, p. 15). Consequently, the use of formal emails has gained popularity in professional and academic contexts due to its efficiency. Emails

are consistently used as a means of communication and interaction among students, the professors and the respective faculties (Danielwicz-Betz, 2013, pp. 24-5). However, the concept of language pragmatics in emails sent by university students when they make requests to their professors and faculty remains a controversial issue. Danielwicz-Betz (2013, p. 25) maintains that there are no specific guidelines that inform the choice of form and style of constructing email messages among students.

There are notable differences between students who use English as first language and those who use the English as a second acquired language with respect to the pragmatics of language used in email conversations. The differences can be attributed to unawareness of students regarding the identity of the recipients with whom they wish to converse. As a result, ESL learners often face uncertainties regarding the decorum on linguistic forms to be used in emails and academic settings. Hendricks argues that the divergence in the language used by ESL students compared to the native students can be observed in basic grammatical competence and practical competencies in business writing skills (2010, p. 222). As a result, ESL students have glaring inadequacies of correct modifications that should be followed in the norms of academic and formal communication settings.

The insufficient alterations in the communication of ESL students are a result of limited and non-elaborate strategies of politeness (Hendricks, 2010, p. 222). Furthermore, Krulatz and Park identify the use of directness in the communication of Norwegian and native American speakers through the use of direct words such as 'want' (2016, p.39). Imperatives implied by the improper use of punctuations also contribute to the level of directness, differences observed between email communications of native speaking students and the NNS learners. Other factors that may influence the divergence found between the use of language in emails by native speakers and NNSs include the practice level, anxiety level when writing different information, and culture shocks.

Review of Literature

Several studies have been conducted to investigate the language learning process by ESL students and their proficiency based on the nature of email exchange between students and faculty (Alkhalaf 2014; Bou-Franch, 2011; Tajeddin & Pezeshki, 2014). From the studies, various theories that explain language acquisition are behaviorism, innatism, and interactionism; these theories will shed more light on how language is acquired when using emails and how this translates to improved or deteriorated academic writing skills (Alkhalaf, 2014; Bou-Franch, 2011). Alkhalaf (2014, p.6) recognizes that the SLA theory implies that human beings have retained the capacity to acquire language skills needed to converse and interact with other persons who use the same language. The learning of a second language occurs through formal instructions or informal means such as interaction with native speakers (Alkhalaf 2014, p.7). Achieving competency in a second language occur after the establishment of a first language; this is likely to impact on the manner in which the use of emails influences language usage among ESL students.

Innatism

The reasoning behind this biological argument is that a child is born with the innate/inborn abilities to acquire the skills to learn a language; both first and second languages (Dolati, 2012, p.754). Dolati

(2012, p.759) argues that the innate ability to learn languages lies on the 'predisposition that our brains have a certain structure for language'. Consequently, the innatism theory underpins the development of second language skills among learners of different age groups.

Behaviourism

Behaviourism is a psychological theory. In relation to language, this theory stipulates that people acquire language skills through imitations and repetitions (Rosen, 2010, p. 353). On the other hand, behaviourism theory suggests that repetition methods can be utilized in the learning of second languages. Bahrani and Sim (2012, p.144) assert that language exercises and practice by learners under the behaviourism theory take place under planned and pre-designed activities like the use of video resources, even in the informal settings. Furthermore, drills such as exercises and tests form part of the repetitive process which makes up the habits of learning the second languages. Feedback from educators serves as the reward and reinforcement for the learning process.

Interactionism

Interactionism theory is often preferred in the explanation of second language learning where people are encouraged to interact with native speakers (Alkhalaf, 2014, p. 10). The interaction with native speakers means that when the output of their conversations is not understandable, second language learners will be forced to retry the communication (Dolati, 2012, p. 756). Furthermore, native speakers may realize the mistakes that the NNS individual makes and they correct them as they try to present their message, which reinforces the learning process of the second language. The other argument supporting the interactionism theory in SLL is that interaction with advanced scholars ensures that L2 students acquire the needed skills in both spoken and written language skills (Gan, 2013, p. 234).

The use of email as a means of communication in academia is a form of interaction between academics and the students. Consequently, the interaction between NNS students and their professors, who are advanced scholars with higher knowledge of language use, present a chance for them to exercise their learning of the desired language (Gan, 2013, p. 234). When professors deem that the messages written by students are not understandable, students are forced to reconstruct to convey their intended meaning. Conversely, the strict demands and guidelines by some instructors on the composition of email messages during the interaction process reinforces the language learning process (Gan, 2013, p. 234). As a result, interactionism arguments support the fact that email interaction between L2 students and the faculty impacts the development of writing skills among such learners (Gan, 2013, p. 235).

Following the continued use of emails to communicate in the academic setting, scholars have classified email writing as a genre while considering the repetitive patterns used in the exchanges between students and instructors (Galabi, 2011, p. 3; Cowan, 2009, p. 306). The identification of the use of emails as a genre prompts a definition of the required textual characteristics such as grammar and spellings as well as the comparison between the observance of such requirements by ESL and EFL students (Hasan and Akhand, 2011, p. 78). Much attention has been paid to the academic writing of ESL students with respect to the genre; this is because the frequent use of emails between the faculty and students, being a

formal interaction, has an impact on how ESL students acquire their academic writing skills. Therefore, it is crucial to establish written emails from a faculty point of view on the learning and teaching of English language.

Email as a Genre

Understanding email writings as a genre requires the consideration of context. Galabi (2011, p. 3) identifies writing genres as those situations characterized by recurrent patterns in the usage of language. As a result, different social scenarios demand different genres in response to the fact that 'they are constructed socially and depend on unique contexts' (Galabi, 2011, p. 3). There are diverse contexts readily observed in email conversations ranging from personal to professional. As a result, personal contexts may have fewer demands regarding the construction of email and may fail to adhere to the general email features (Galabi, 2011, p. 4). On the other hand, professional and academic contexts require the adherence to specific guidelines in writing emails (Ren, 2016, p. 11). As evidenced in the adoption of different writing styles in other genres such as letters, the same case applies to email writing. Socially accepted norms to converse formally must be observed. As a result, professional email conversations should observe politeness, and correct grammar usage as the absence of these factors leads to a possible misunderstanding of the sender by the recipient (Ren, 2016, p. 11).

In the same context, Stephens, Houser & Cowan (2009, p.310) mention that the interactions between students and teachers are formal and have a pattern that is based on and follows specific conventions and appropriateness in language, and the breach of these conditions results in negative repercussions. Some of the negative feedbacks resulting from lack of proper decorum in the use of email as a means of communication are low opinions about the message by the student, low credibility associated with the message and reduction in the probability of a professor in complying with the request being made (Stephens et al. 2009, p.310). As a result, it becomes imperative for students to understand email writings as a genre which requires the consideration of context while drafting messages.

General Email Textual Features

Several studies have been conducted to investigate textual email writing. Some of these features include:

Openings. Multiple research studies have been done regarding the use of openings in email conversations; the use of openings was mainly dependent on three main factors namely cultural background, language proficiency, and the sequence of messages (Bou-Franch 2011; Ko Eslami, and Burlbaw 2015; Tajeddin & Pezeshki, 2014). Bou-Franch (2011, p.10) discovered that 93 percent of all emails from native Spanish students contain a form of official opening (such as dear Sir/Madam) regardless of the sequence such as is it the first message in the conversation thread or subsequent message.

Regarding cultural background, Tajeddin & Pezeshki (2014, p. 269) compared Iranian and American usage of email using English language and observed that both groups tend to use official openings. However, the authors note that Iranian students use small talk in the openings while other openings are denser. Cook (2016) further confirms that cultural differences affect the types of openings that an individual use while

writing an email. In view of the language proficiency, Economidou-Kogetsidis (2011, p. 11) report that the level of proficiency in English determines the use of openings and the use range from direct omission, grammatically wrong but acceptable, to those openings that disregarded title and may be considered offensive such as the use of 'Mrs.' instead of 'Dr.' or 'professor.' This paper will focus on the types of openings rather than the presence or absence of the element.

Closings. Closings are categorized into three aspects: pre-closing, farewell, and self-identification (Ko, Eslami, & Burlbaw, 2015, p. 5). Cultural differences also affect the variations of closings used where NNS students (Iranian) used a diverse composition of closings while American students used standardized forms of closings such as regards, yours sincerely, and so on (Eslami, 2013, p. 89). Furthermore, Iranian students use longer closing moves that ranged from pre-closing markers of thanking, farewells, apologizing, to self-identification (Cook, 2016). However, closings were not prone to language proficiency mistakes.

Email Request Head Acts. Whuhan Zhu (2012, p. 219) defines email request head acts as the minimum elements required to achieve the desired output from a request. Head acts represent the central part of a request sequence, and they are classified by the request strategies and the different categories including direct (e.g. *I want to meet you*), conveniently indirect (e.g. *are you available on next Thursday?*) or hints (e.g. *enclosed is the attachment of my student profile*) (Ko, Eslami, & Burlbaw, 2015, p. 8). In a study conducted by Tyter (2015), the researcher compared the differences between request strategies used by L1 and L2 students in academic settings. According to the findings, it was discovered that native speaking students used syntactic modifiers (embedding, i.e. *I would appreciate if you could help me*) while ESL students employed lexical modifiers (e.g. subjectivizer, such as- *I think, I wanted to know, I was wondering if,* etc. and consultative device, such as- *is there any chance? do you think that?* etc.) in their email request strategies (Tyter, 2015, p. 52). As a result, NNS students tend to use more directness in their head acts while native speakers were not oriented towards conventionally indirect and use of hints.

Extra-Linguistic Factors

The application of deadlines and frequency of required academic texts imply that time and likelihood of writing are considered essential in academic writing (Schüppert & Gooskens 2011; p. 332). In the study by Tyter (2015, p.55), it was found that NNS students were recorded to take more time in composing their emails compared to native speakers while their likelihood of writing emails was lower compared to EFL students. To conclude, it is apparent that the academic writing language can be a first or a second language to the student, and ESL and EFL students have different attitudes towards the English language (Eshghinejad & Moini, 2016). Therefore, the investigation of writing emails in the field of academia needs to incorporate the identified factors.

Context. Social context cues are essential in the communication between individuals as they establish the required protocol and observe the politeness accorded to hierarchy (Wang, Walther & Hancock, 2009, p. 60). In the field of academia, the protocol indicates that members of the faculty are higher ranking personnel compared to all students. As a result, written communications from students to professors should contain various social context cues to reflect the difference in social hierarchy between them (Alvídrez et

al. 2015, p. 534). While native speakers of English may effectively employ the different social context rules, misuse among NNS students often creates aspects of impoliteness in their communication between them and their professors.

Grammar. Grammar issues in email exchanges between the faculty and students are common in both EFL and ESL students but L2 scholars are more likely to commit serious grammatical errors compared to the EFL students (Island, 2016, p. 2478). Abdeen (2017, p. 95) assert that ESL students are more likely to commit serious text-level grammatical errors than sentence-level grammatical errors. These grammatical errors can be divided into text-level and sentence-level elements.

Text-level grammar errors involve the inappropriate use of words to create a sentence, thus, losing the meaning of the intended message. Candlin & Hyland (2014, p. 11) point out that every text contains a structure which is meant to pass an information in a specific way. As such, the commission of such errors in academic writing among students results in utter confusion and consequent misunderstanding by the reader. Text-level grammar is also characterized by the inappropriate choice of words by students writing academic materials such as articles or email correspondences. Further, Bailey (2014, p. 16), explains that an individual is required to use both verbs and nouns to create a comprehensible sentence. The failure to adhere to these rules often result in losing the intended meaning.

Sentence-level errors on the other hand entail arranging words and clauses in a way that does not make sense when read. Purpura (2013, p. 9) points out that a writer is supposed to consider not only the main clauses but also the compound or complex clauses when constructing a sentence in order to construct a logical statement. In his view, Andrews (2010, p. 2) asserts that text-level grammar has more influence on an individual's knowledge of a language compared to the sentence-level grammar, thus, teachers should prioritize improving the former while teaching grammar. According to the author, L2 students are more likely to make text-level than sentence-level grammatical errors. By contrast, however, Datchuk and Kubina (2013, p. 180) conclude that a majority of ESL students struggle with sentence-level adjectival mistakes more than any other aspect of writing. Students are fond of using short forms of words such as LOL for "laughing out loud" and 4 instead of "for" which affects their text-level grammar negatively (Ikeguchi 2013, p. 66). The trend can be attributed primarily to overgeneralization and ignorance of rule restriction (Tak 2014, p. 433). Text-level grammatical errors that are commonly made by L2 students include verb confusion (verb-subject agreement).

Other grammatical errors include wrong tense, word order, incorrect choice of word forms, and preposition errors (Matsuda & Cox, 2011, p. 5; Yoosawat & Tangkiengsirisin, 2016, p. 34). Furthermore, Island (2016, p. 2478) identified various grammatical issues that can be observed to ensure professional etiquette and they include polishing through proper editing. Singh et al. (2017, p. 16) maintained that ESL students are more likely to make serious grammatical errors than EFL students because they were also taught by ESL teachers or the students have a cognitive inability to comprehend various subjects within the grammar system such as subject-verb agreement, tenses, and essential and nonessential clauses. Therefore, the remedies to improving grammar usage by ESL students in their academic writing include training ESL teachers adequately and employ strategies that will ensure students comprehend the various concepts aptly

(Singh et al. 2017, p. 16).

Additionally, in a study, it was discovered that an email without spelling, grammar, and punctuation errors conveyed a professional tone (Foral et al. 2010, p. 8). In another study, it was discovered that ESL students who were allowed to use online resources to write an essay showed a significant improvement in how they expressed their thoughts with respect to the grammar rules (Hsieh, 2016, p. 115). Therefore, the combination of technology and collaboration portrayed in a classroom learning environment that is facilitated by the use of Internet resources is a great resource for enhancing grammar improvement among ESL students.

Purpose of the study

The frequent usage of emails in academic settings by ESL students indicates the need for educational and formal language in their communications. Classrooms and system-set evaluation mechanisms may reveal that ESL students are proficient in their use of academic writing due to their increased preparedness before examination periods. Standardized tests fail to reveal the ability of students to contextualize interaction scenarios (Roever, 2011, p. 9). However, the purpose of this study is vital for the following reasons:

- The language used in emails unveils ESL learners' contextual and pragmatic capabilities in making academic and formal conversations.
- The corrections and pointers in the correct usage of academic writing in formal setting present educators with chances to informally teach ESL students regarding the proper usage of formal language in an educational setting.
- Instructors can use emails as an integral means of increasing students' practice in academic writing skills.
- Instructors can use emails as an approach of communication to ensure continuous and individualized assessment regarding the growth of students in professional communication skills.

Research questions

- How do formal email writing conventions by non-native speaking students differ from the conventions of the native students?
- What are the differences between NNS and NS students that can be characterized in their formal email writing conventions?

Methods and Participants

A cross-sectional design approach under qualitative research is used in this study where the researcher follows the study to measure the exposure and the outcomes (Setia, 2016, p. 261). This study is about understanding the difference of email writing conventions between NNS and NS students, thus, this type of study requires a methodological flexibility to offer a comprehensive and detailed view of the phenomenon under investigation. Also, the study requires consent from the informants. Participants consented to quote the texts for use in the study. Even so, the identity and personal information of the participants in this study has been withheld, for personal and ethical reasons. Therefore, it was easy to

collect the authentic email samples. The researcher used participants' email copies to collect data on their naturally occurring behaviors of drafting and sending emails to their academics in the context of academia. The data was analyzed using a linguistic analysis as elaborated further in the subsequent sections of this paper. A purposive non-probability sampling was used to obtain 10 NSS students from a British University to participate in this study. The selected participants were asked to present five emails that they sent to the faculty seeking a clarification or an appointment or any other form of request. A total of 50 emails were collected and documented in one file to form the corpus.

Data Collection

Ten NNS students were purposively sampled using a non-probability strategy. Six of them were males and the rest females. Eight of the students were Asians and two were from Africa. Their mean age was twenty-three years. The ten students were then requested to provide five emails each that they have sent to their professors in a formal context. The emails were then collected and documented in one file. A total of 50 emails were collected over a period of one week. The emails were then analyzed linguistically using guidelines from previous studies.

The ten participants were obtained through well-defined inclusion and exclusion criteria. The criteria for selecting participants included the following; non-native English speakers, have a regular formal communication with the academics using email, and must be a university student. The exclusion criterion also entailed the last time the student contacted to their academics. NNS students who contacted their academics more than six months ago were excluded from the study. Further, NNS students who have been speaking English for the last ten years were also excluded.

This study involved the use of both primary and secondary data even though a mono method research strategy was employed. The 50 emails collected above comprise the primary data. A collection of secondary data was also collected using an advanced web search strategy. After identifying how the NNS students compose the emails that they send to their academics regarding emails' openings and closings, email request heads, extra-linguistic factors, punctuations, spellings, context, and grammar; keywords and key-phrases were used to search the Internet for journal articles, educational books, and other resourceful materials to do a comparison helpful in identifying how formal email writing conventions by non-native speaking students differ from the conventions of the native students. The advanced search strategy included the use of Boolean connectors in various online databases particularly EBSCOhost, T and F online, JSTOR, and many others. Other sites such as Google Books and Google Scholar were used to search the materials. The Boolean connects that were used include 'AND,' 'OR,' and 'AND NOT.'

Data Analysis

The primary set of data is analyzed in comparison with the secondary data as proposed by Peck (2014, p.17) who asserted that email composition should be formed in a professional language and with considerations given to the writer or writer's position (Peck 2014, p.17). The process of analyzing email requests as proposed by Chen & Baker (2010) entails examining the entire orientation of the email, that is, the general features in the text (general email textual features) such as openings and closings. It

also involves assessing samples of the request sequence which majorly focus on head acts. The general content of the NNSs' email to faculty members is also considered to determine the margin of directness or indirectness which in turn would influence the judgment of the politeness of the email. Overall, data were analyzed using linguistic analysis. Before the emails were analyzed, they were documented in one document as a corpus. Barceló-Coblijn et al. maintained that currently there are no specific methodological approaches to carrying out a linguistic analysis (2017, p.3). The latest software that can analyze language effectively is called Netlang. After analyzing the secondary data, the researcher did linguistic analysis. Data from previous studies, educational books, magazines, and other resourceful materials were used to make the comparison.

Results

This study conducted a simple and unique linguistic analysis based on Chen & Baker's (2010) approach. This study utilizes a corpus of 50 emails sent to the faculty by 10 NNS students. The entire orientation of an email message can be determined by examining the following aspects: emails' openings and closings, email request heads, extra-linguistic factors, punctuations, spellings, context, and grammar.

Openings

All the students are well-informed on recognition and use of salutations which is observed throughout their emails. However, the fifth student considers the use of grammatically informal and unacceptable phrases such as 'Dear Mam' instead of 'Dear Miss/ Mrs.' (See Appendix 1). Depending on the context, five students use greetings as listed below, but they also omit the element in sequential emails.

Table 1

Summary of Greetings Used by the Students

Student No.	Email number	Number of greetings used
1	1	1
2	4	1
5	5	1
6	2	1
8	2	1

On the other hand, the third, fourth, seventh, ninth and tenth student does not recognize the use of greetings at all. Additionally, this finding corresponds to Hallajian & David's (2014) findings which indicate that most students often start with an opening, which can be considered as a "greeting" or "self-explanatory" (Hallajian & David 2014, p.87).

Closings

Most students are familiar with pre-closing markers such as 'thank you,' 'looking forward to hearing from you,' 'yours sincerely' 'good-bye' and such (See Appendix 1). The same is omitted in sequential emails of a number of the students, for instance, the fifth email of the third student, the third email of the sixth student and the fourth emails of the ninth and tenth students. Findings of this study regarding this

aspect coincide with findings of prior studies. For example, a study that was conducted by Hallajian & David indicated that students mostly use closings in their first emails but fail to continue using them in the sequential emails (2014, p.88). This phenomenon is currently unexplored and there is a need to explore as it has potential implications in teaching English as a second language.

Request Letter Acts

The findings of this present study of email request acts correspond to the CCSARP framework of Blum-Kulka, House & Kasper (1989) which this study followed. The findings from this study suggest that most NNS students (49%) apply direct request strategies to their lecturers.

Table 2

Percentage of Requestive Directness (N=50)

Request type	Request strategies	Percentage
Direct request	Imperatives	13/50 (26%)
	Direct questions	1/50 (02%)
	Want statement	6/50 (12%)
	Expectation statement	6/50 (12%)
	Need statement	3/50 (06%)
	Total	29/50 (49%)
Conventionally indirect requests	Query preparatory	10/50 (20%)
Hints	Strong/mild hints	8/50 (16%)
Others	Gratitude, assurance, etc.	3/50 (06%)

These findings also correspond to those of Ko, Eslami & Burlbaw (2014) who investigated the pragmatic development of NNS students in requestive emails. The authors discovered that NNS students use different request letter acts from those of native English speakers who are students.

Linguistic Prowess and Grammar Rules

Most of the emails were composed using simple words that are easy to comprehend by the reader. It is also notable that the NNS students who participated in this study observed grammar rules apart from a few mistakes. An excellent example of an email that uses simple language with flawless grammar is:

I am writing this time for a query. As far as my visa application process is pending for a decision, I would like to know about the payment system of my accommodation fees. Can I pay the whole accommodation fees in one single instalment, instead of three separate instalments?

Thanks in advance.

From the example above, it is notable that the second student's third email has flawless grammar and uses simple words to communicate her point. It is to be mentioned that this student's other emails are also fairly accurate (Refer to Appendix 1 for more details). However, there are some other students who accidentally had grammatical errors and their language was complicated. An excellent example is the email below (student 8, mail one). This is to be noted that this student's other mails also contained some errors.

Greetings!!! I am hereby too pleased to receive this email as to enroll in PHD program which was

always my dream. Please let me know the criteria for admission. However, after completing MSC in Project Management, I haven't yet appear in the IELTS exam and will be appear my April. Is it possible to enroll in the program without IELTS? Moreover what is the tuition fee structure? Waiting to hear from you.

The above email has a lot of grammatical errors including tense confusion. The email was also poorly punctuated, thus, rendering it a poor form of communication in the context of a student-faculty interaction. This can result in the professor developing a negative perception. Many students will naturally adhere to that format to receive responses and feedback from the professor. Further, there are some emails that pass the intended messages clearly despite the multiple errors such as grammar and punctuation that they contain. However, some emails have serious mistakes just like the one shown above.

Overall, the average outlook for the language prowess and grammar usage among NNS students when emailing was outstanding. Most of the students wrote emails in a well-articulated manner and they displayed their prowess in the language through their writing. Most of the emails could be accepted in a formal setting based on the guidelines provided by Peck (2014). However, the trend observed from this analysis is that as much as the larger portion of the participants portray themselves as being average, there are also severe cases. This trend should also be examined in a similar study among students who are native English speakers. As well, this will have significant implications for the English Language Education. Nonetheless, this finding corresponds to the findings of Jewels and Albon (2012) that most NNS students often use a simple language with little to a few grammatical and punctuation errors (p.12). The aim of comparing each finding with the findings of prior studies is to try to put the phenomenon under investigation in the context of what is already known.

Formality and Informality

It was observed that most NNS students write formal emails to their professors based on the guidelines provided by Peck (2014). Most of them address their academics using titles such as 'Dear Sir/ Madam'. Only a few students referred to their professors using their first names. For example, the seventh student never used a title but instead referred to the professors using their first names. This act may sound rude and impolite, but it is also important that one understands the cultural underpinnings that may have influenced the student's choice of openings.

Collectively, the results of the linguistic analysis indicate that the participants of this study have a certain level of proficiency in writing formal emails. This conclusion is based on the grounds that they registered an outstanding performance with respect to most of the aspects of this linguistic analysis. They only notable weaknesses lie on the punctuation and a few grammatical errors. Thus, there is a need to find a similar research report that examined the above aspects among students who are native English speakers.

The second phase of data analysis yielded divergent results. Hallajian and David (2014), who looked specially at Iranian students studying in Malaysia, were used in analyzing the findings of openings and closings. Regarding the openings, the comparison of primary data and secondary data confirmed that indeed most NNS students mostly use openings in their emails to the academics. Openings can further

be classified into greetings and self-identification. Indeed, from the corpus, it is evident that most of the openings are components of greetings or self-identification. Another notable thing is that openings or the greetings and self-identification phrases or statements can be grammatically incorrect or be offensive depending on the titles used.

Further, a comparison of secondary data and primary data revealed that most NNS students use closings when writing emails to their professors in the context of academia. Additionally, closings can further be subdivided into pre-closing, farewell, and self-identification (Hallajian & David, 2014, p. 87). These categories of closings do not necessarily exist in emails, but they are the most dominant across various cultures. Further, it has been discovered that students from certain cultures such as Iraq tend to use formal styles of communication and use more thanking, apologizing, and farewell than American natives (Hallajian & David, 2014, p.91). Despite the fact that several recent studies have explored this topic previously; no current study has examined how the use of closings relate to this study. Therefore, a future study examining the use of closings in emails in student-faculty interaction should be conducted.

No research has examined the relationship between the use of directness and indirectness and academic writing from the perspective of NNS students. However, several studies have examined directness and indirectness in many languages including English and Russian. An investigation revealed that native speakers tend to use indirectness in their requests whereas NNS use directness when making requests (Almegren, 2017, p. 243). This finding partially agrees with the outcome of this study.

Areas directly related to academic writing include formality and informality and language prowess and grammar rules. A study indicated that the relationship between the professor and the student determines formality and informality in email composition (Shim, 2013, p. 223). The investigation also revealed that involuntary usage of informal language in a formal context affects the decorum required in academic writing (Shim, 2013, p. 223). This study indicated that most NNS students use formality when formulating emails to the faculty.

Discussion

This section summarizes the general remarks concerning the research and findings. Second-language acquisition is affected by various factors among them the first language interference, environmental elements of interaction, and mastery of content. Many theories have come up with tenets to explain how the second language is acquired. The linguistic analysis of the emails showed that most NNS students could send structurally acceptable emails to their academics. Besides, most of them are also able to generate appropriate content for the emails. Some of the challenges that were noted among the NNS students or the study informants are various barriers to effective learning. These barriers differ from one context to another, and that is why different NSS students have different levels of mastery of English language.

Besides, the findings of this study also showed that NNS students' language prowess, use of request letter acts, and use of formality are directly related to the level of their academic writing skills. Students who have satisfactory language prowess, the ability to apply directness and indirectness in emails appropriately, and can embrace formality in emails to the faculty can write academically efficiently. It is evident that the three

aspects that relate to formal email writing conventions mentioned above are also pre-requirements for effective writing. For example, one must have the exceptional language ability to write excellent academic papers.

Conclusion and implications

The central assumption that was made in regards to this study to what extent NNS students formal email writing conventions differ from the NS students. Due to time constraints, the researcher opted for a cross-sectional design as a way of observing the corpus that consisted of 50 emails of 10 NNS students from a renowned British University. Otherwise, a longitudinal design study would have provided a comprehensive perspective of the phenomenon under investigation because of time adequacy and methodological advantages. Even though this study is characterized by significant methodological shortcomings, its findings can make a small contribution in teaching English as a second language. Besides, the results of this study can serve as the primary informant of future studies intending to explore this problem further using more structured and comprehensive research methodologies. Moreover, the best research methodology for this study would be the use of mixed methods. The findings of this study suggest that, to perfect their writing skills, L2 students should work harder to learn the language used in academic work besides attending the regular curriculum involving professors, lecture attendances and assignment submission.

Students in the same institution and location can attend symposiums organized amongst themselves. Those performing better can help the less performing at different levels to improve their English language competence. L2 students can also take the initiative to empower each other in academic performance. Empowerment encourages a student who raises his or her interest in self-development. The students can get a professor or a faculty member willing to work with them to achieve the goal. Students can engage in practical public speaking before the others and one-on-one participation in in-depth, extensive discussions. Public speaking and open talks enhance the development of speaking and build the confidence while minimizing anxiety about making errors. Students should also have a humble attitude towards positive and constructive criticism. Also, it has been observed that ESL students in some institutions perform better compared to other institutions due to the surrounding and the effect the surrounding has on them. If the native speakers embrace and accommodate the NNS students at a personal level, the NNS students will develop a more in-depth focus in the foreign language. The teachers should have strategies of engaging native speakers to accommodate NNS students at personal levels for improved learning. Furthermore, teachers need to be well informed on how to execute various instructional approaches efficiently. Teachers should also consider the use of mobile learning to facilitate second language acquisition.

While doing the linguistic analysis, the researcher coincidentally noted some trend regarding the content and structure of emails and the average number of words used by email. A well-structured study should be conducted to confirm this trend., Further study is needed to be established whether the trend of omitting the closing marks is also similar among students who are native speakers. Additionally, further research should be conducted to determine why NNS students often forget to include an acceptable closing tag at the end of their sequential emails. Regarding grammatical errors, the situation can be attributed to

the notion that students do not have enough time to interact with their professors, thus, they are not well versed with the aspects that influence the composure of emails to the faculty members. Moreover, future study on this topic should be conducted using different methodological strategies.

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A Rasa Reading of *Prayer on a Clear Morning in the Month of Magh*

Yog Raj Lamichhane

Abstract

The study examines how the persona perpetually searches tranquility in the poem entitled "Prayer on a Clear Morning in the Month of Magh" by Laxmi Prasad Devkota. For the study, I have entered into rasa reading to explore the sovereignty of śānta rasa, which is pervasively dominant in the poem. As the nature of śānta rasa, all emotions merge out of śānta and finally in the end, submerge into it. Primarily, the determinant, consequent, and transitory emotions are identified and further analyzed to illustrate how they conjoin. Through the discussion, it appears that any sensitive readers of the poem could identify themselves to the persona's emotion as one involves in prayer. It stands as the devotion and celebration of the God and nature in the month of Magh; that represents creation and clarity. It happens there suspending 'I', surpassing ego, and searching metamorphosis of the lustrous desires, fabric beauty, and worldly pain for overcoming both life and death enjoying the elixir of the Sun and learning the lesson from the God. As a result, the persona believes in the dying down of the worldly dream to achieve delight and disillusionment eliminating shiny lacy veils entrapping humanity. Thus, the poem searches tranquility as a state of pure peace relishing utmost and absolute aesthetic pleasure, sama. Finally, it expands the scope of the Eastern aesthetics, especially unfolding and widening the area of śānta rasa, which is usually overlooked even in the Eastern literature.

Keywords: emotions, peace, rasa, *sama*, *śānta rasa*, tranquility

Introduction

Laxmi Prasad Devkota, one of the versatile litterateurs from Nepal, has contributed to diverse genres of literature and honored as 'The Great Poet'. His poetry incorporates folklore to modern domains with a deep understanding of the Eastern and Western philosophies. In this regard, the Eastern classical poetry has a legacy to *stotra* in Sanskrit aesthetic and Indian poets from Tamil Nadu to Kashmir have to struggle from the middle of the foremost millennium to liberate poetry out of that prayer (Pollock, 2016). Following the same line, Devkota has written a poem "Prayer on a Clear Morning in the Month of Magh" in the form of prayer, releasing poetry from the purely Vedic or religious subject matters searching aesthetic ends in the last quarter of the twentieth century.

The poem by Devkota mainly describes the beginning of *Magh* and according to the Hindu calendar;

it is the month of knowledge, clarity, and creation. The Eastern aesthetics has been excessively supplanted in this creation. This study aims to explore *sānta rasa* as the dominant *rasa* in the poem mainly exposing the persona's conquest to tranquility. This harmony could be possessed in the specific philosophic and psychological state beyond the ordinary desires and fears of life that is why the very prospect of *Śānta rasa* has often been questioned (Tubb, 1985). Of course, the question and the problem often foreseen are related to the [im]possibility of the performance of the *Śānta rasa* on the stage. In this context, Watave & Watawe (1942) accept that "*Śānta rasa* is more philosophic in nature and is fraught with several complications" (676) which heightens the hesitation to incorporate it in the taxonomy of *rasa*. Nevertheless, borrowing the idea of Anandavardana, Tubb (1985) later clears that one has no problem with *Śānta rasa* in poetry that is communicated through wordplay. This discussion approves the space for *Śānta rasa* in the poem and encourages the exploration of *Śānta rasa* as a prime quest of the persona. It also tries to examine how the persona has been perpetually searching tranquility in this poem.

<div align="center">Review of Related Literature</div>

The critics of the poem "Prayer on a Clearing Morning in Magh" seem to focus on the language, myths, and depiction of nature. Hutt (2018), a translator of the poem reveals that among many other poems of Devkota as he translated or read, he loves "Mad" and "Prayer on a Clearing Morning in Magh". For such appreciation, Hutt (1993) supposes that the second poem is "entirely different composition because it weaves together references to Hindu mythology and description of natural beauty to offer an insight which is deeply personal but also resounds with a profundity which is universal" (p. 43). This fusion of Hindu myths and the depiction of natural magnificence make the poem universal even if it shares deeply personal insights. Nature as a healer, Gouli (2019) also asserts that "Devkota portrays nature as a sight of celebrations and offerings treating it as a source of energy in achieving victory during sufferings" (p. 51) relating him to romanticism reading his poem entitled "The Rain". The author explores the effort of Devkota for linking the life, literature, and nature together in the poem. Moreover, Adhakari (2010) believes that "Devkota passed his life under the rules and regulations of Hindu traditional society festering with injustice and inequality" (p. 2). So the affects of religious consciousness and the rebellious awareness are found parallel in his writing. Discussing the strength of the words used by Devkota in "Prayer on a Clearing Morning in Magh" to communicate the emotions, Subedi (1992) deems that Devkota has explored "the potentiality of language as a medium of presenting experience" (p. 4). Here, the choice of the powerful language describes the simple reflection for the depiction of scenery and lyrics both unexpectedly.

In a study, Lohani (2016) observes Devkota as an ecocritical poet. He further argues him as an ecologically aware global thinker; he is conscious of the symbiotic interconnectivity and interdependency between man and nature. Similarly, assessing the huge output of Devkota in Nepali Literature, Subedi (2015) perceives the wonderful artistic force in his overall writings. The force has driven him to the journey of massive creativity. Likewise, Nathan (1981) defines Devkota as an unwitting surrealist because of his indifference to the repetition of work in the same line (p. 839). Devkota could move along with the consciousness of the time, keeping humanism at the center. He enfolds prophecies to project contemporary

life and society in colorful word pictures. Adhikari (2010) considers Devkota as a modern poet having the consciousness of the age. He is one of the Nepali poets, whose writings have translated into the English language much. Some of his writings are originally in English and several writings have self-translated too.

Since, this paper examines the peace, liberation, serenity, and eternity as the dominant emotions of the poem to validate that the persona in the poem is perpetually searching tranquility, which arouses *Śānta rasa* in the conscious audience that is dominant in each stanza. Finally, the study seeks to expand the scope of *rasa* reading in poetry mainly unfolding and enlarging the area of *Śānta rasa* dealing with the overlooked subject.

Methodology

For this purely qualitative interpretation, the English version of this Nepali poem, translated by Michael James Hutt as *Prayer on a Clear Morning in the Month of Magh*, is selected which is published in an anthology entitled *Himalayan Voices: An Introduction to Modern Nepali Literature*. The whole interpretation relies on the light of *Rasa*'s theory focusing on *śānta rasa*. However, there is a dispute about strong existence, the possibility of performance, and stable emotion of this *rasa* as well but the study does not enter into such debate and exercises the fundamental concepts of *śānta rasa* as the theoretical framework to authenticate the textual evidence of this modern Nepali poem selected for the study. The summary of the content has been interpreted relating the context to infer logical conclusions with strong evidence.

Likewise, the longing of the poet for tranquility to achieve liberation and transmigration would be inferred through this textual analysis. Any ideal reader can simply experience these emotions and savor *śānta rasa*, which is defined as "*rasa* of *rasas*" by Abhinavagupta (as cited in Larson, 1976, p. 378). *śānta rasa* arouses liberation, peace, and tranquility, which are considered as the highest aim of a human being. It is also known as *maharasa* that "all feelings in aesthetic experience merge out of the *śānta* and are in the end submerged in it" (Thampi,1965, p. 79). While categorizing *rasas* into pleasurable and painful, it falls in durable one with utmost profundity and objective intensity as śānta has the pleasurable foundational factors (Marchand, 2006). Readers may ask, whether there can be the classical aesthetic in the text written by the author who is known as modern. The issue is answered by the study on the poem, which was published originally in a collection under the section entitled Modern Nepali Poem applying classical Indian aesthetic, *Śānta rasa*.

Results and Discussion

In the title, the "clear morning" and the "the month of *Magh*" stimulate cloudlessness, purity, and eternal peace as the consequent emotions overcoming fuggy, muggy, and inauspicious *Paush*, the month of death. Especially Hindu philosophy believes that gods come to the earth as the spring starts in the month, *Magh*. The "prayer" in the title works as the transient emotion and it bestows devotion and blessing of God. The conjunction of all these emotions develops, as Cox (2017) believes to "the emotion of beatific calm" (p. 57) which is the trustworthy nature of the *śānta rasa*.

Similarly, the "lacy veil" which has been discarded by the blueness and again the clear morning

suggests the dying down of the worldly desires to achieve delight and disillusionment in the first stanza, which goes as follow:

How clear this morning is!

The blueness has cast off her lacy veil.

Afterward, the excitement and positive attitude of the persona to the clear morning show his prime quest that is purity or serenity in the lines. Such ultimate happiness that arises from the destruction of desire as believed by Anandavardhana (as cited in Rustomji, 1981) is sought in the poem in the form of casting off the lacy veil of delusions and desires.

A legendary sage and author of classical Sanskrit literature, *Ramayana*, Valmiki observes the pathetic scene of killing a crane by a hunter in the second stanza which is full of compassion to stimulate tragic reactions in the poem. In Hindu myth too, Valmiki articulates impulsive curse to the hunter killing a mating bird in form of a verse/curse (Pollock, 2016). As the blood of the crane speckles in the sky, it manifests kindness in the heaven and even the sun could not tolerate, so it climbs up as described in the last three lines of the second stanza, which go as follow:

Celestial gods appear to those

who long with shrinking hearts to see them:

the sun climbs up.

Moreover, the mercy, pain, and grief seem to serve tragic *rasa* in the beginning but when there is the presence of celestial gods for expressing kindness and climbing up of the sun, all these immortalize the death of the bird intrinsically indicating *śānta rasa*. Schechner (2001) considers that Abhinavagupta has added this *śānta rasa* as a ninth *rasa*, a transcendent *rasa* that absorbs and eliminates all other emotions (p. 32). The crane also represents the human being and the hunter stands as a devilish force in the poem and at last, all these tragic emotions serve for non-violence and immortality in the poem that the seemingly tragic *rasa* could be contributive for *śānta rasa* where its emotions are contributive to each other (Upadhaya, 2010). Like mixing colors, different *rasas* contribute to form or strengthen other *rasas*.

Besides these, the legacy of immortality from the previous stanza repeats in the third stanza for further discussion with details. The conversion of the bird's flight into gold, singing futuristic songs, and the raising finger of the tree to immortal sunbeams suggest the enlightenment as the prime goal of all creatures existing in this environment, as persona prays in this stanza, "which have attained their enlightenment/ and are flung out now for the world". The references of the bird, tree, and human seem to deliver the message of universal peace as a profound aspiration of the persona. This aspiration is intensely woven and deeply rooted in his heart as quietness and relaxation. This peace writes Thampi (1965), connotes tranquility, calmness, and serenity, which helps for a better understanding of life. In the last two lines of the stanza, the rays of the sun are inspirational enough to arouse creative emotions.

Mainly the reference of Brahma in the fourth stanza reminds him of the architect of *Natayasastra*, the preceding deity of the fantastic *rasa*, and the time just before dawn. There is a clear indication that the spring has knocked the door to wash out anxiety of life to replenish freshness and brightness as the lines go.

The morning star which disappears

is Brahma, who envisaged all Creation,

a flock of pure cranes swims in the brightness,

moving living wings of joy to life's rhythm,

the quest begins, the world is moving,

its feet climb onto the street.

Here, the rainbow of music, the swimming of the crane in brightness, and the beauty from fourth and upcoming fifth stanza simply stimulates joy, satisfaction, and dream as consequent emotions of *Śānta rasa* that deal with the purification of the desires and worries through transcendent ego for a cosmic peace in artwork that is full of aesthetics (Deutsch, 1970). Such purification and contemplation exist in spiritual insights and esthetic understanding as to the essentials for *Śānta*, which is pervasive in the subsequent lines.

A bird of lustrous beauty came first to the treetop,

It sang a secret rainbow of music and slipped away.

Within me, a bird cried out, moving its wings.

Poetry in the Eastern literary criticism is an "expression of emotions through suggestion, and the aim is to arouse at least an echo of that feeling in another" (Rustomj, 1981, p. 83). Mainly, in the last lines of the fifth stanza "Within me, a bird cried out, moving its wings," suggests that the persona is not interested in such illusionary satisfaction, false fantasy, and bodily pleasure but the knowledge and creation. Actuality, *Śānta rasa* derives its pretext to liberation from such bondages acquiring wisdom (Gerow, 1998). In the poem, the speaker wants to achieve spiritual liberation and transcendental happiness being free from all the worldly pleasure and lustrous beauty. In this stage, Odin (1986) believes that "the subject-object duality disappears; the self is united with the absolute and experiences the unity of *Brahma*" (p. 303). This *Brahma* is "one" in Platonic sense and enlightenment in the Eastern intellect.

Seemingly contradictory scenes of embracing, kissing, and sitting together as stimulant factors in the poem from the sixth stanza may mislead the audience to the state of erotic enjoyed. Nevertheless, Pollock (2016) believes that the ethos of peace is contrary to this love, wealth, and morality as it aims to spiritual liberty. Since the lines go on as:

They embrace and kiss with red lips of pleasure;

now see them more composed,

sitting smiling together,

telling the tale of morning,

casting forth warm colors.

Now, while readers meditate upon the above lines, they reach far beyond those misleading emotions. There seems the sub-merge of heaven and earth out of nature for the oneness that there was already a merger of the worldly creatures to nature. In this regard, it is claimed that "poetry is not essentially an imitation of nature, though nature is depicted in it" (Chaudhury, 1965, p. 147). Similarly, in the poem, the descending of the "Heaven" and the ascending of the "Earth" give new insights of wisdom as ultimate knowledge for tranquility when they meet on the mountain peak probably at dusk telling a tale of the new

dawn. This is real happiness and calmness. Anandavardana holds that happiness and peace achievable through the extinction of the lingering cravings and such happiness is even more than sixteen times greater in comparison to the blissful pleasure (as cited in Tubb, 1985). In this regard, this pleasure can make private heaven within oneself.

The "lovely garment" and the "gentle intoxication" as the stimuli and the "dawn's music" as transitory emotion for generating *rasa*, the description of the flowering of the fruit in the seventh stanza arouses peace within the mind. In the last two lines of the stanza, audiences identify themselves to that bird which is the man in form of implicature when the persona goes on praying:

The bird thinks its cage is freedom

so it sings all those songs once again.

Beyond literal meaning and sense for Anandavardana, "implicature is the soul of poetry and the *rasa* is the soul of implicature" (as cited in Pollock, 2016, p. 89). Relating to the implicatures from the above lines, it brings a realization about the illusionary world and impure freedom, which we enjoy repeatedly assuming real in the days of a cold and compressed month of *Paush*. Eventually, that evokes the passion of absolute freedom and the thirst of true wisdom within audiences as *Śānta* fulfills the goals of freedom from any form of burden (Mukerjee, 1965, p. 94). The peace and tranquility heal the burden and shapes the path of success.

In addition, the following eighth stanza talks about the pathetic condition of humanity in the first three lines, and the last two lines show that even in such a depressing situation the sun gives warmth to rejuvenate life and joy in this world.

The poet lies exhausted on a mat

the net of straw is ragged

he's a lame dog with a one-horned cow.

We say this life is joy when we feel

the sun's warmth on our bodies.

Furthermore, the sun's warmth connotes the supreme soul of the life that teaches a great lesson for men's release from the frustration of the material world particularly shown by Devkota using imagery of "a lame dog with a one-horned cow". Any conscious reader can simply detect his passion for the ultimate peace and start feeling like him while reading the poem. In this context, the *Śānta rasa* is a "poetic communication and experience of peace" (Rustomj, 1981, p. 86). All such pathetic and frustrating situations indicate the real dreams of human beings and only peace seems the solution to all problems.

However, the ninth stanza simply indicates the disinterestedness to a cold death in the beginning but later the persona guides the readers to both hot dishes of the elixir and glory of the immortal sunbeams. Additionally, it also shows that the hotness of the sun and *Śānta* are equally necessary for the creation. For instance, the first four lines of the stanza go as follows:

Death is cold, so they say,

but the sun's ageless dish is hot.

The grasses chant their morning prayer;

rooted in soil, they rise up for the sunbeams.

Of course, even the engagement of the grasses in praying stimulates the necessity of the ultimate knowledge in form of sunbeams for all that is pacified by the worldly desires in this world. The prayer as the transitory emotion with other emotions from the same stanza contributes to annihilate the ego of humankind for peace and humanity. As Viswanatha has suggested, *śānta* is "born of that mood in which man's ego is completely annihilated, and he becomes one with humanity" (as cited in Panikkar, 1998, p. 465) that is identical to the endless aspiration of the persona in the poem for emancipation.

After that, in search of the "plate of radiance" in the tenth stanza, the persona bows his head down with full devotion and sincerity. He asks God to teach him the ultimate lesson in the final and conclusive stanza as the *śānta rasa* situates on the apex of all the ends of humans because it results in liberation through transmigration overcoming life and death (Pollock, 2016). As Devkota concludes his poem and prayer:

Teach me, God,

 to win through the net of Death.

Finally, the readers can simply feel the emotions as the persona of the poem. The potential lesson from the God and the felt emotion would certainly guide to win the cold death to achieve ultimate knowledge and tranquility through the transmigration and metamorphosis of the so-called dream, lustrous desire, and material prosperity in this world as *Śānta rasa* refers to *Moksha*, the highest goal of the human being (Gerow & Aklujkar, 1972). The request to God by the persona to mentor the life signals that no worldly prosperity is further meaningful to achieve the final goal.

There is also the reference of depressing days and the active spirit to come out of it.

Delmonico (2000) has realized that it is true in *rasa* reading when literature strikes readers; they have to realize that they have approached it in terms of *rasa* aesthetics effectively. In this sense, the poem heavily strikes the cords of the poetry connoisseurs and the *rasa* can be savored in each stanza, which is perpetually longing tranquility as dominant emotion of the poem suspending "Í" in aesthetic experience (Deutsch, 1970) without being hurdled by some misleading emotions.

Conclusion and Implications

The persona in the poem searches tranquility in the form of a prayer. This quest perpetually becomes stronger in each stanza to the last line in the poem whereby persona asks God to liberate him by teaching ultimate lesson through transmigration and metamorphosis of the lustrous desires, fabric beauty, and worldly pain. This final lesson is for surmounting the cycle of life and death releasing men from the sensual world enjoying warmness of the sun for absolute freedom in the month of *Magh*, which represents clarity and creation. For that, there is the rupture of the subject-object duality that leads to the experience of unity to *Brahma* as pure happiness. Distinctively, it happens there through suspending "Í", surpassing ego, and searching transcend.

Although, there are some complimentary emotions in the poem related to other *rasas* that may confuse readers in the beginning but they all sub-merge with the *śānta*, heaven, and oneness fulfilling the

aim of spiritual liberty. Such a heavy description of natural beauty as a fantacy and powerful depiction of the painful scene as tragedy ultimately strengthens peacefulness, calmness, and purification through juxtaposition to achieve the spiritual insights being free from both lustrous beauty and merciful grief. The persona believes in the dying down of the worldly desires to achieve delight and disillusionment eliminating all the lacy veils and the depressing situations.

Consequently, the poem searches tranquility that represents a state of pure peace relishing utmost and absolute aesthetic pleasure- *sama* through the devotion, enlightenment, and serenity. The poem has suggested the roadmap to pure freedom and one can enjoy it by annihilating men's ego. Of course, the study guides any reader to a better understanding of the text identifying different types of emotions especially related to *śānta rasa*. However, we can hardly generalize the conclusion of the study as the overall philosophy of the poet that it has examined a poem of a prolific and versatile author. However, the study expands the scope of the Eastern aesthetics in poetry mainly unfolding and enlarging the area of *śānta rasa* iterating the generally overlooked subject, even in the Eastern literature.

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Socio-economic and Psychological Impact of COVID-19 on English Learners

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Abstract

The COVID-19 crisis has brought up unprecedented and complex issues for us all. COVID-19 crisis has made global impact in most of the sectors, including socio-economic and psychological impacts. Therefore, this study designed to address socio-economic and psychological impacts of COVID-19 on English learners. For this purpose, a sample of 50 students and 4 teachers were selected from two schools following random sampling procedures. Similarly, two key tools for collecting data were used, namely questionnaires and interviews. After analyzing the data collected through the online questionnaire and interview sheet, it has been found that COVID-19 has affected on socio-economic and psychological factors. Most of the students do not always take online class because of lack of money. During COVID-19, students sell fruits on the way. Psychologically, students are weak. So, they try to commit suicide and students do not enjoy online classes because of the lack of creativity in online. Furthermore, almost all the teachers opined that the presences of students are very low in online classes because of poor economic condition. Thus, COVID-19 directly impacts English learners' all aspects of life.

Keywords: COVID-19, English learners, socio-economic impacts, psychological impacts

Introduction

The world health organization [WHO] (2020) announced COVID-19 as a global pandemic on March 11, 2020. The diseases have advanced into a pandemic, started with small chains of spreading, further culminating into larger chains spread in many countries resulting in the widespread transmission consequently across the globe affecting all the continents (Anderson et.al, 2020). COVID – 19 has progressed to affect in many more sectors especially, in socio-economic and psychological. These are highlighted below in terms of thematically.

Socio–economic Impacts of COVID-19 on English Learners

The economic impact is bi-directional for COVID-19. It has both supply and demand effects. Concerning consumption, we have been facing changing consumer attitudes and marketing channels. At the beginning of the COVID-19 processes, rising consumer demand has been encountered attached to stockpiling. But both the demand dynamics and consumption and purchasing attitudes have changed.

Web–based online shopping tools have long been used all over the world. However, due to the quarantine enforcements, offline shopping will still destroy labour market dynamics (Ceylan, Ozkan & Mulazimogullaria, 2020, pp. 821 - 822). Nicola et.al, (2020) research showed the COVID-19 pandemics has sparked fears of an impending economic crisis and recession. Socio-economic impact of COVID-19 social distancing, self–isolation, and travel restrictions have to lead to a reduced workforce across all economic sectors and caused many jobs to be lost. Likely COVID-19 seriously affects the food sector as regarding the food sector. Nicola et. al, (2020) point out "including food distribution and retailing has been put under strain as a result of people panic – buying and stockpiling food. This has led to increased concerns about shortages of food products such as long–life milk, pasta, rice, and tinned vegetables." Nepal, like any other low – income country has big gaps among its citizenry in terms of their socio–economic and education/ literacy background. The existing system education and the uneven distribution of its resources have often been blamed for the widening gaps between the haves and have not: in the advent of COVID-19 the digital divide and the e–resources will increase the gaps even further by widening the inequalities between the advantaged and disadvantaged children. A few schools and colleges in urban areas have started to run online classes to mitigate the impact on learning. However, running online classes does not seem to be feasible for most rural schools in Nepal. It is estimated that only 56% people in Nepal have access in the urban and rural areas have created two-tier of inequalities in Nepalese citizenry i.e. between students who live in an urban area and those from a rural area, and between the rich and poor who can barely afford to access the internet (Dawadi, Giri & Simkhada, 2020, p.4). It reveals that COVID -19 seriously effects socio – economic of English learners. As there is no sources of money due to closeness of business, factory, etc during lockdown.

Psychological Effects of COVID–19 on English Learners

The spread of the pandemic, the partial lockdown, the disease intensity, week governance in the health care system, insufficient medical facilities, unawareness, and the sharing of misinformation in the mass media has led to people experiencing peer and anxiety (Doza et.al, 2020, para. 1). Serafini, et al. (2020) research showed many psychological problems and important consequences in terms of mental health including stress, anxiety, depression, frustration, uncertainty during COVID–19 outbreaks emerged progressively. Common psychological reactions related to the mass quarantine which was imposed to attenuate the COVID–19 spread are generalized fear and pervasive community anxiety which are typically associated with disease outbreaks and increased with the escalation of new cases together with inadequate anxiety-provoking information which was provided by media. The psychological reactions to COVID–19 pandemic may from a panic behavior or collective hysteria to pervasive feelings of hopelessness and desperation which are associated with negative outcomes including suicidal behavior. Importantly, other health measures may be compromised by abnormally elevated anxiety (para. 7). Yet, weeks of being in isolation, quarantine, and physical trauma create further loneliness and anxiety and issues of a mental health crisis that have been mostly overlooked. At the individual level and the government level, proper risk communication required. Special, attention should be given to combat child and women abuse. Necessary

action should be proposed for the post–recovery phase, suicide prevention, and mental health management (Duan & Zhu, 2020; Gunnell et.al, 2020; Mamun et.al, 2020).

This paper presents a study designed to address socio–economic and psychological impact of COVID – 19 on English learners. The following research questions were designed to frame the study;

ı.   How does socio–economic factor effect on English learners during COVID–19?

ıı.   What are the psychological effects of COVID–19 on English learners?

Review of Literature

The fear of infection, quarantine, social isolation, and a lack of self – care even leads individuals to face various critical situations in their everyday lives. Haleem et. al, (2020) show that COVID–19 has affected day- to -day life and is slowing down the global economy. They argue that the economic effects of coronavirus include: the slowing of the manufacturing of essential goods, disruption of the supply chain of products, losses in national and international business, poor cash flow in the market, significant slowing down in the revenue growth while the social consequences include the cancellation or postponement of large – scale sports and tournaments, disruption of the celebration of cultural, religious and festive events, undue stress among the population, social distancing with peers and family members, closure of hotels, restaurants and religious places, closure of places for entertainment such as movie and play theatres, sports clubs, gymnasiums, swimming pools and so on. Fornaro and Wolf (2020), using a simple model, show that the coronavirus triggered a negative supply shock. They suggest that drastic policy interventions both monetary and fiscal – might be needed to prevent this negative supply affecting employment and productivity. Wagner (2020) showed that the health crisis transformed into an economic crisis which was amplified through financial channels. Ozili and Arun (2020) find that the increasing number of lockdown days, monetary policy decisions, and international travel restrictions severely affected the level of global economic activities and the closing, opening, lowest and highest stock price of major stock market indices in the world. Also, they observe that the imposed restriction on the internal movement of people and higher fiscal spending had a positive impact on the level of economic activities. Kuckertz et al. (2020) state that the coronavirus (SARS – COV – 2) and the spread of COVID–19 disease in Nigeria led to rapid shut downs in cities and states across the country which severely affected the tourism industry. The lockdown has affected the socio–economic aspects of peoples' lives causing financial loss, health insecurity, and social distancing. Recent evidence suggests that individuals who are quarantined and kept in isolation are significantly distressed because of anxiety, anger, confusion, and post–traumatic stress symptoms (Brooks et al., 2020). Bhat et. al, (2020) rightly point out that "the pandemic resulted in income loss due to job loss or reduced income due to COVID – 19 lockdown gave birth to domestic problems" (p. 44). Dubey et al. (2020) point out that post quarantine psychological effects may include significant socio–economic distress and psychological symptoms due to financial losses (para.3). Chamorro (2018) argues that people from higher strata have more opportunities and access to better education and better services than those in lower strata (p.65). Dawadi, Giri, and Simkhada (2020) point out that many parents have lost their jobs due to the pandemic and their economic crisis has worsened than ever before. Therefore, it is likely that

some parents may not be able to afford their children to attend school or university and children may need to work to provide economic support to their family.

Psychological Impacts of COVID–19 on English Learners

Some studies state that prolonged school closures and home confinement might have the negative effects on children's physical and mental health (Brazendale et. al, 2017). "The psychological impact of quarantine is wide–ranging, substantial and can be long–lasting" (Brooks et. al, 2020). Any disaster–related trauma is likely to cause psychological distress in the presence of psychiatric history (Alvarez, et.al, 2005, Cukor et.al 2010). The public at large may also experience boredom, disappointment, and irritability under the isolation measures (Brooks et al., 2020). Buckler et. al, (2020) argue that "the longer schools are closed, the more drop–out occur. More generally, the longer people pause a learning program, the less likely they are to see themselves as learners. It becomes much harder/ logistically and. It has also triggered a wide variety of psychological problems, such as panic disorder, anxiety, and depression (Qiuj et al., 2020). Bhat et al. (2020) point out that fear causes stress and when we have stressed the hormones cortisol and adrenaline increases and they suppress the effectiveness of the immune system. The suppression of the immune system leaves the body vulnerable to disease and infection (p.44). Dubey et al., (2020) point out that the psychological impact of the quarantine can vary from immediate effects like irritability, fear of contracting and spreading infection to family members, anger, confusion, frustration, loneliness, denial, depression insomnia, etc. (para. 3). The fear of infection, quarantine, social isolation, and a lack of self – care even leads individuals to suicide. Predictably, any contagious epidemic outbreaks have deleterious effects on individuals and society (Duan & Zhu, 2020). The accelerating spread of the COVID–19 and its outcomes around the world has led people to fear, panic, concern, and anxiety (Ahorsu et al., 2020).

Theoretical Perspective

The development of crisis theory as it is today has its roots based in the 1942 fire at the cocoaunt Grove night club located in the Bay Village of Boston. The November 28th fire that lasted approximately 15 minutes took the lives of 492 people (Thomas, 1992). Following this fire, Lindemann began working with the survivors to gain an understanding of their grief reactions to the crisis. It is explained that situations were more likely to become a crisis for those individuals "who because of personality, previous experiences and other factors are especially vulnerable to this stress and whose emotional resources are taxed beyond their usual adaptive resources" (Aguilera, 1998 p. 2). Situational crises are unexpected or accidental whereas developmental crises are associated with moving from one stage of life to another (Slaiku, 1990). Caplan (1964) points out the crisis period into four phases. The first is the rise of tension, unpleasant effect, and disorganization of behavior stemming from the impact of the stimulus and calling forth the habitual problem-solving techniques in an attempt to return to the state of previous equilibrium. Second, a lack of success along with the continuation of stimulus impact exacerbates the state of tension. The third stage is characterized by the tension reaching a point where it mobilizes additional internal and external resources. In the fourth phase, if the problem continues and can neither be solved by need – satisfaction nor avoided through giving up goals or perceptual distortion, the tension mounts beyond a further threshold or its burden increases overtime to a breaking point major disorganization of the individual with drastic results then occurs. Birdsall et. al, (2004) advocate for holding government accountable for

fulfilling their responsibilities toward children during times of crisis, ensuring that they can exercise their right to education. Education services delivered during these times and under these conditions are meant to support simultaneously children's cognitive and emotional development while including additional educational content relevant to the crisis circumstances (Burde & Spring, 2004). Bensalah et al. (2000) points out a key recommendation is that education in emergencies is seen and planned from day one, as part of the development process and not solely as a relief effort. Donors should avoid compartmentalization of funding that can have the effect of creating an uneducated and bitter revenge oriented generation because education in emergencies was seen as the last call on inadequate 'humanitarian budgets (Bensalah et al. 2000). Rapoport (1970) argues that three interrelated factors usually produce a state of crisis: a hazardous event, a threat to life goals, and the inability to respond with adequate coping mechanisms. Jacobson (1968) argues that social, intrapsychic, and somatic components of a crisis. The social aspects of the crisis include any role changes or other alterations in the interpersonal behavior that occur during a crisis the intrapsychic factors of the crisis emphasize the changes in conscious and unconscious processes brought about by crisis, while the somatic aspects of the crisis refer to a somatic illness that might develop as a result of the crisis. Shulberg and Sheldon (1968) have developed a probability formula for a crisis: the probability of a crisis occurring because of a hazardous event is a function of the interaction between the hazardous event, the exposure of the individual to the event, and the vulnerability of the individual. Langsley and Kaplan (1968) suggest that an oriented model which takes into account the social field in which the person deals with the crisis. It is based on the belief that not only the development but also the outcome of the crisis depends in part on the social field of the person in crisis and therefore emphasizes the systems approach to intervention. Parad and Caplan (1960) have noted a crisis is usually also experienced to some extent by the family and social network of the referred person. Therefore, it becomes very important to involve the family and the community in the treatment process as soon as possible, to facilitate not only the resolution of the crisis but also the post–crisis adaptation of the individual. Hafer and Peterson (1982) point out that crisis intervention as the kind of psychological first aid that enables to help an individual or group experiencing a temporary loss of ability to cope with a problem or situation. Shifman (personal communication, 2004) and UNICEF, (2004) reported that economic circumstances push parents and children to take drastic measures such as employing children in economic activity or selling children into various forms of bonded labor.

Methodology

This is a survey research which included primary as well as secondary sources of data. The population of the study consisted altogether 50 students of grade 10 of two government schools of Parsa district, Birgunj. 50 Students (25 from each school) and four language teachers (2 from each) were selected for interview. The two government schools of Parsa district were selected through a purposive non-random sampling procedure. The main tools for the collection of data were a set of questionnaires and interview schedules. Data was collected through online.

The headmasters of chosen two government schools were called to build rapport with them and explained the aim of the study. Students were sent questionnaires through email with the help of subject teachers who were teaching students through online. After finishing the questionnaire within a fixed time, students were asked to submit a questionnaire with responses to the researcher. Four language teachers from selected schools were interviewed virtually.

Results and Discussion

Data collection processes were conducted to ensure that the informants expressed their viewpoints freely and thoroughly. Data were analyzed by using a numerical system and textual method in which the interviews were transcribed, coded, and categorized for understanding the phenomenon in question. Finally, data were analyzed, interpreted, and presented into three different themes in this study.

Socio–economic Impacts of COVID–19 on English Learners

Regarding COVID–19 socio-economic impact on English learners, Table 1 shows students responses about COVID–19 socio-economic effects on English learners.

Table 1

Socio–economic Impacts of COVID–19 on English Learners

Questions	Total	Strongly Agree (%)	Agree (%)	Strongly Disagree (%)	Disagree (%)	Total
Question 1	50	54%	46%	0%	0%	100%
Question 2	50	52%	48%	0%	0%	100%
Question 3	50	36%	30%	0%	34%	100%
Question 4	50	64%	36%	0%	0%	100%
Question 5	50	38%	44%	0%	18%	100%

Table 1 shows that students view very significantly about socio–economic effects of COVID – 19. Regarding the impacts of socio–economic of COVID–19, 54% of learners strongly agreed that they do not take always online classes due to a lack of money. And only 46% of learners agreed to the idea. No one responded in favor of strongly disagree and disagree out of 100%. In the same case, 52% of learners strongly agreed that they do not enjoy themselves with their friends because of COVID–19. 48% of learners agreed about it. No one responded in favor of strongly disagree or disagree out of 100%. 36% of learners strongly agreed that they sell fruits on the way because of losing their father's job. And 30% only agreed to the idea. Next 34% of learners were disagreement out of 100%. 64% of learners strongly agreed about their parents push them to do housework. And 36% of only learners agreed to the idea. No one responded in the support of strongly disagree and disagree out of 100%. 44% of learners agreed about their parents' force to help them to maintain hands and mouth problems and 38% only strongly agree about it. Next 18% of learners were disagreement out of 100%. All the teachers reported that socio–economic effect of COVID–19 is more serious. For example, T1 "Due to COVID–19, most of business office, company and factory have closed. So there is no source of money during COVID – 19. They feel difficult to maintain hands and mouth problems, then how learners can bear net packs for online classes. Most of the learners are dull. They do not know how to face COVID-19. More learners see more scarcity of family so they motivated towards bad activities. Learners do not enjoy with their friends so their speaking skill is not good lack of exposure." In the same context, another informant T2 added:

I think COVID-19 directly affects socio–economic sector more. As I see in my community, many good learners compel to sell fruits, vegetables on the way because of losing their father's job. Some

parents push them to do housework. Some learners are not getting mobile for study so they are doing suicide. Some learners motivated towards social evils activities by watching scarcity of family.

These accounts above reveal that COVID-19 seriously effects socio-economic of English learners. As there are no sources of money due to closeness of business, factory, etc. during COVID-19, many learners do not take online classes. Learners faced many more scarcities so they divert towards social evils activities. Due to the long gaping of learning, learners are dull. Due to lack of friends circle, learner's speaking skills and communicative skills are poor. Many good learners have a compulsion to sell fruits, vegetables on the way because of losing their father's job. Some parents force them to do housework. Some learners cannot tolerate scarcity so they do suicide. Due to parents' force, they involve to solve hands and mouth problems by leaving the study. In this context T4 shared:

I feel socio-economic effect of COVID-19 are more prominent. As our whole life is based on socio-economic, COVID–19 affects in every sector including food, sports industry, the housing sector, travel industry, finance industry, manufacturing industry petroleum and oil agriculture, domestic violence, and home video-gaming, etc.

The accounts above reflect that the participants expressed their experiences of socio-economic effects of COVID-19. Learners are buying high expensive food due to lockdown and curfew. Earning income has stopped so different socio-problems have created like a quarrel in-home, domestic violence, most learners pass their time by playing video-game. Especially, the agriculture sector is badly affected. Most farmers' production has destroyed due to COVID-19. Most people are hardly managing hands and mouth problems. Most of the learners involved in farming and working as labour to short out the economic problems of the family. Higher status learners get more opportunities for learning so, they are good. Whereas, poor status learners get less opportunity for learning so they are not good.

Psychological Impacts of COVID-19 on English Learners

There are many psychological problems and important consequences in terms of mental health including stress, anxiety, depression, frustration and uncertainty during COVID-19 outbreaks emerged progressively. Table 2 reveals the learners conceptualizations about psychological effects of COVID-19 on English learners.

Table 2

Psychological impacts of COVID-19 on English Learners

Questions	Total	Strongly Agree (%)	Agree (%)	Strongly Disagree (%)	Disagree (%)	Total
Question 1	50	90%	10%	0%	0%	100%
Question 2	50	56%	44%	0%	0%	100%
Question 3	50	56%	30%	0%	14%	100%
Question 4	50	54%	32%	0%	14%	100%
Question 5	50	56%	44%	0%	0%	100%

In table 2, 90% of learners were strongly agreed about their fear with COVID-19 because of no

vaccine whereas, 10% of learners were only agreement out of 100%. No one responded in support of strongly disagree and disagree about it. 56% of learners responded strongly agree about learners are more worry by watching increasing numbers of victim persons of coronavirus. And 44% of learners agreed to the idea out of 100%. No one responded in favor of strongly disagree and disagree about it. 56% of learners strongly agreed about they think more about the victim of coronavirus. 30% of learners were agreement whereas only 14% of learners were disagreement out of 100%. 54% of learners showed strongly agree about they like to live alone and talk themselves. And 32% learners of agreed the idea. Next, only 14% of learners were disagreement out of 100%. 56% of learners strongly agreed that their fear habits increase day by day due to COVID-19. 44% of learners agreed to the idea. No one responded in favor of strongly disagree and disagree out of 100%. In this connection, T3 stated that "I think COVID-19 will kill people physically as well as mentally. Due to COVID-19, most of the learners are frustrated, depress, and stress about their time and life. COVID-19 increases anxiety, hypertension in people, their fear habit develop day by day. Due to social distance and isolation learners are monotonous": In the same context informant T2 added:

> I see in my community most of the learners are in hypertension and fear with COVID-19. When my son saw coronavirus victim person numbers in news then he asked with me that father coronavirus will kill me too. Then I convince him very hardly by saying maintenance of it. Though, he is not cool. I handle my son very carefully. So, I feel that if we feel very difficult to handle this situation then what about other uneducated families? As we know the child's mind is "tabula rasa" i.e. blank sheet of paper.

These accounts above reveal that participants are passing very hard days of COVID-19. Most learners are hypertension as they create problems at home. As a result, they are upset, anxious about their time and life. They think that this year is losing year. By watching the news, and community, they fear with COVID-19 victim person as there is no vaccine. So fear is increasing day by day. Learners are not with their friends so they do not get a chance to share feelings and learn from friends so they feel alone in some cases and they are monotonous. As a participant stated that the child's mind is a blank sheet of paper. Whatever we write at first they store in mind for a long time and it affects very badly in a creative mind.

As today's world is the social networking world. People are updating quickly about COVID -19 by watching the critical situation of other countries. They fear more because our country can't manage like other country management of government is very poor. COVID-19 creates conflict in our society in terms of the distribution of food (rahat bitaran). As a result, learners think more about this case and mentally they become sick. In some cases, I see some learners are talking themselves and fear with even small matters too. They are mentally weeks and they try to commit suicide. The suicide rate is increasing day by day due to COVID-19 in our society (T1).

The accounts above reflect that the conditions of learners are not good. Mentally, they are very week. They see coronavirus victim person increasing numbers and they fear more with COVID – 19. In terms of rahat bitran, they create conflict and provide more distribution to powerful people not to the needy person by watching this situation, mentally they are weak. Most learners are talking themselves due to psychological problems. Learner's fear habits develop day by day due to COVID–19. Parents don't care

about their children properly as a result, psychological problems are increasing day by day with learners and they decide on suicide.

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Conclusion and Implications

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This study was designed to address socio–economic and psychological impacts of COVID-19 on English learners. This study shows that COVID-19 has affected all aspects of human life. Importantly, it affects in socio–economic and psychological sector, socio–economic effects show that students do not take online classes because of a lack of money. Students' parents feel difficult to maintain their hands and mouth due to COVID-19. It is not possible to maintain internet facilities in this crisis. Four language skills have not developed equally due to untrained teachers as the online classes are the only way to conduct classes during COVID-19. They think about victim person more and talk themselves so students do not do creative work psychologically; students are very weak because of no vaccine of COVID – 19. Social distance has become a curse for students as result their English fluency, speaking confidence and communicative skills are not good. Moreover, students do not do creative work so their creative power has not developed during COVID–19.

Furthermore, teachers should be creative to use online different activities for good development of language skills. Teachers should use effective methods for making online classes effective, innovative. In this, critical situation teachers should teach practical knowledge to face COVID-19 easily in English. It helps to make online classes effective and well development of the English language as well as provide proper online training to teachers. COVID-19 related life knowledge in English is the demand of current time.

Socio-economic effects show that learners have the compulsion to sell fruits on the way and parents force them to do housework to maintain hands and mouth problems. Furthermore, the teacher reported that online classes are not good in our context. It creates inequality in education. Therefore, concerning people and institutes should have considerations about the disadvantaged group. If possible then provide free mobile, laptop, and internet facilities to be needed learners. Likewise, the government should make good COVID-19 policies for all. Local government should care more about COVID-19 and apply all maintenance of COVID-19. If possible, the government should prohibit children to sell anything on the way and take action for it, provide more facilities to children. Parents should deal with their children carefully in this situation. Do not leave children alone, be alert about their behavior, provides applicable knowledge to a child for facing COVID-19 easily. Spend more time with children and make them more engaged in creative work. So, they don't commit suicide.

Although the study contributes to getting more knowledge about the effects of COVID-19 as socio–economic effects and psychological effects which is more demand of current time and more fruitful for the future, this study has many delimitations. First, it was a small-scale survey research including socio–economics effects and psychological effects; therefore, its findings may have limited applicability. A large scale incorporating multiple layers of participants such as policymakers, administrator teachers, students, and all other concerned stakeholders is needed to take positive action about COVID-19. Nonetheless,

it is hoped that this study raises awareness and provides feedback to local and central policymakers, governments and concerning stakeholders on various affective aspects of COVID-19.

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Sanjeev Upreti's *Hansa*: An Ecocritical Quest

Dadhi Ram Panthi

Abstract

*This article explores the idea of symbiosis; the notion of survival and letting nature and other organisms
survive. The idea of 'back to nature' has been explored in the novel through the role of Anuj Pandey
who makes a journey from East to West at first and from West to East in the end. Prem represents local
citizen whereas Anuj Pandey attempts to look cosmopolitan. However, Anuj Pandey's mission fails. The
novelist assumes a person cannot be a true transcendentalist unless he/she experiences materialism
through senses. In order to make a true flight, a person needs to move from the world of human to the
world of nature. This all is possible through the activation of the sixth sense. The novel depicts the
problems of both local and global homes. The locals desire to fly in the global and again the globalized
ones desire to fly somewhere else. The novel shows that they intend to fly beyond anthropocentric
world which is neither local nor global, but it is the world that is ruled or governed by the presence
of nature. A person may feel as a complete man only in the vastness of nature. The article brings
theoretical insights from romanticism, transcendentalism, narrative epistemology, anthropocentrism,
ecocriticism and biocentrism as the tool or method of analysis.*

Keywords: anthropocentrism, ecocriticism, transcendentalism, narrative epistemology, romanticism

Introduction

The novel *Hansa* (2019), written by Sanjeev Upreti, depicts the scenario of Nepali migrant workers
working and struggling in New York. However, the novel draws the picture of the problems of both the
home and globe. Presenting Anuj Pandey as one of the protagonists of the novel, the novelist has been
able to show the pains, sufferings and struggles of migrant workers in the global home. Anuj Pandey is
the husband of two wives – Sima who elopes with Anuj Pandey betraying her husband Prem after winning
EDV lottery and works in America while Anuj Pandey is there as a recent Green card holder although he
had been working there as illegal immigrant before he takes Sima in America. He marries her through the
court and lives in an apartment with other friends. His wife Maya from village dreams to go to America with
Anuj. Luckily, she also wins EDV lottery and has been able to visit and meet Anuj. Anuj goes to receive
Maya at the airport. The surprising thing is that his both wives meet each other and start to live together.
But later, Anuj Pandey is unable to tolerate the quarrel and conflict of his wives and decides to return to
Nepal. Prem, who takes Anuj Pandey as his paramour, wants to kill him with the help of Bhojpure Khukuri

as revenge. Finally, when Prem knows the reality that Anuj Pandey has left both of his wives- Sima and Maya in America forever, he is surprised and his perspective towards Anuj Pandey changes. Anuj Pandey looks frustrated with the life of New York. For him, the city has been so bad where only mice or mice like people can fit and adjust. He decides not to go back in New York after he returns in Nepal. Instead, he intends to be enlightened by observing the vastness of nature like Buddha meditating in the jungle of Halkhoria in Bara. In that sense, his quest is the quest for the over-soul or the Sixth sense. The protagonist's desire for transcendentalism emerges only after his return in Nepal. The frustrating experiences of the major characters- Prem and Anuj in the novel through their observation- of the West by Anuj and the East by Prem quite clearly proves that the western civilization has been uncanny and unhome for the foreign immigrants, mainly those from South Asia. Their final move from the West to the East implies their quest for hospitality. Anuj and Prem both believe such quest to be fulfilled in the lap of nature. The ongoing pandemic or impending post-Covid world also suggests that mere scientific experiment may not be enough to understand the world. The Pandemic is the challenge even for the scientists. For instance, Albert Einstein in *A Brief History of Time* (1988) explores the idea of the superiority of science and scientific inventions or equations over politics. His twentieth century ideas are quite relevant in the twenty first century, mainly in the ongoing era of Covid Pandemic. In 1953, he said, "Equations are more important to me, because politics is for the present, but an equation is something for eternity" (Hawkins, p. 188). It clearly proves that science is not all in all and it is not the solution of every problem. The fictional representation of the novel indicates so because the western world developed based on science and capitalism has been failure in providing hospitality. The impending Post-Pandemic Era predicts the same scenario. The interesting thing is that even the powerful leader like Donald Trump moved to the church to feel the peace of soul during COVID-19. It shows the materialistic world led by science may betray people anytime and the peace of soul is possible not in isolation; rather it is possible with the embrace of nature and spiritualism. Therefore, the ultimate peace of mind and soul can be achieved only through the embrace of the nature and the spiritual way of living. The article follows qualitative approach in order to achieve novelistic quest. To fulfill this approach- the theoretical insights are drawn from Narrative Epistemology, Eco-criticism, Anthropocentrism, Romanticism and Transcendentalism as the tools of analysis.

The novel has received a little review made so far as it has been recently published. The research articles and reviews are yet to come from the scholars in larger scales. The reviews made on it and posted through social media, such as Facebook, YouTube, Twitter prove that they are focusing on love story of humans, birds and also its tragic ending. Even the novelist himself in social media interview claims that the novel talks about the narratives of those who dare to fly and about those who dare to fly but cannot. In that sense, the novel has been interpreted so far as the tragedy of the immigrants and non-immigrants, of the local and global citizens. For me, the novel is the critique of modernity, multiculturalism and globalism. Its ultimate quest is for symbiotic relationship between humans and nonhumans, western and nonwestern, powerful and powerless ones. In that light, it deconstructs anthropocentrism; as imagined by the West in order to open the spaces for transcultural living.

Theoretical Stands and Methodology

The paper uses the following approaches as the tool or method of analysis: Narrative Epistemology, Ecocriticism, Anthropocentrism and Ecocentrism, Romanticism, Transcendentalism

First, Narrative epistemology is used as one of the methodological approaches under the umbrella of qualitative approach. Narrative epistemology refers to the process of getting knowledge through the narration of experiences. Freeman (2015, pp. 21-37) claims that narrative should be taken as-mode of understanding, Narrative Mania (man is essentially a story-telling animal), Narrative Excess (human experience of time), Narrative Illusion (living in falsifying narrative), Narrative as Method (reading for meaning), Narrative as Theory (the hermeneutics of human understanding), and Narrative as Praxis (From Big Stories to small). He states that all of us engage in making narrative. In this way, narrative epistemology focuses on the narratives or story telling as the means of acquiring knowledge.

Next, Ecocriticism deals with the relation between physical environment and literature. The word "ecocriticism" was coined in the late 1970s (as cited in Buell, 2005, p.13). Ecocriticism has been defined broadly as "the study of the relationship between literature and the physical environment" (Glotfelty, p. XVIII). It affirms commitment to environmental praxis. By nature, it is interdisciplinary but the focus remains on ecopoetics. Ecocritics investigate such things as the underlying ecological values and examine human perception of wilderness. The critical spotlight falls on anthropocentrism which interrogates.

There are four waves of ecocriticism. The first wave tends to take a celebration of wilderness and nature writing. Its major focus goes on representing non-human world in literature- for instance, the romantic trend of representing nature both by American and British writers. The first wave of ecocriticism concerns with deep ecology. Connecting deep ecology with religion, Chapple (2001) claims, "the wild enriches the human spirit and sacralizes the process of survival" (p. 59). Devall and Sessions (1985*)* write "Deep ecology goes beyond the so-called factual scientific level to the level of self and Earth wisdom" (p. 65). In that sense, deep ecology challenges materialistic world view. For Arne Naess, deep ecological consciousness can be achieved through the embrace of "Self-Realization" and "Biocentric Equality" (as cited in Devall & Sessions, 1985, pp. 66-68). In the understanding of Arne Naess, for deep ecological consciousness people should start "Moving to the philosophical and religious level of wisdom" from "the methodology of modern science based on its usual mechanistic assumptions and its very narrow definition of data" (Devall & Session, p. 66). The second wave of ecocriticism deconstructs human-centered scholarship to examine agency for animals and plants. Here, the key phrase to describe the wave is "Debating Nature". This wave of ecocriticism is "a more reflective approach that provided the scope to address the complex intertwining of […] 'Nature', and social and sexual politics" highlighting "post-pastoral" , 'new nature writing' and 'ecopoetry' (Marland, p. 851). The third wave advocates for global understanding of ecocritical practice through issues like global warming. The key phrase used to describe the wave here is –"Eco-cosmopolitics" (Marland, p. 854). In this wave, the human activities increase more than in the second phase challenging the entire course of nature which leads a complex life. According to the fourth wave, the world has been changed into "Material Ecocriticism: Post-Human and Post-Nature" (Marland, p. 855). This wave presents nature and human beings in the form of hybridization. In this regard,

Outka (2011) argues, "We're […] approaching nature and the human through the binary paradigm produced by the Romantic sublime rather than the collapse of the human, the artificial, and the natural in the organic sublime" (as cited in LeMenager, et al. 2011, p. 45). A huge literary production has been made focusing on the fourth wave of ecocriticism with the theme that science created by human beings has been monstrous and killer for the human beings themselves. For instance, Mary Shelley's novel *Frankenstein* draws such theme. The ongoing Covid-19 Pandemic quite clearly illustrates that science is a monster. In this phase, human activities look uncanny and unusual in dealing with nature.

The third methodological tool applied here is the notion of anthropocentrism that helps to observe nature and to examine whether human beings have done justice upon nature or not through their practices. Distinguishing anthropocentrism and ecocentrism, Waugh (2006) writes, "Anthropocentrism is the placing of humanity at the center of everything" and "Anthropocentrism's opposite is ecocentrism" (p. 537). Ecocentrism, for her is "to place the ecosystem, rather than humanity, at the Centre. An ecosystem has no center, though, except in the purely spatial sense and hierarchical distinction between Centre and margin, or foreground and background, should collapse" (p. 537). By making a close survey on western thinking from pre-Socratic to postmodern era regarding the status of Animals, Steiner (2005) finds, "Philosophers in the west conceptualize the human condition as a middle station between animality and divinity and maintain that of all earthly beings stand alone among earthly beings, human beings are closest to the gods" (p. 1). Stressing the need of rethinking in western thought regarding the status of animals, Steiner (2005) concludes his argument stating:

> The biocentric outlook […] would impose limits on the exercise of individual human freedom as regards the natural environment, in the interest of respecting and protecting non-human beings and establishing a sense of harmony with nature. At the same time, liberal ideals would be maintained in the interest of regulating relations between human beings. Such an integration of liberal individualism into cosmic holism is difficult to envision today because the needed cosmological framework remains undeveloped. It is in this connection that a reflection on the history of western thinking about animals will prove to be decisive. That history not only set the terms for the subjugation of animals, but it also contains clues to the establishment of a cosmology that would assert the essential dignity of animals without losing sight of what is uniquely human. (p. 251)

The fourth methodological approach under qualitative approach applied here is romanticism and transcendentalism. Romanticism and transcendentalism both have been used in analyzing the novel because they both stress upon the sixth sense. The novel also focuses on the need of the activation of the sixth sense through meditating upon nature. Regarding romanticism and transcendentalism Earle & Ferrara (1989) explains the background about New England Renaissance as the period in which:

> The rapid growth and expansion of the United States helped bring about scientific advances that established the United States as one of the most technologically advanced nations in the world. New agricultural machines were invented, new roads, canals, and railroads were built, and telegraph lines were put into place. These developments brought about an overwhelming sense of optimism about

the country's future. (p. 258)

Although the United States was rapidly being advanced with overwhelming sense of optimism, but it irritated the transcendentalists because they thought that the inner soul of the Americans was not experiencing peace. Earle & Ferrara (1989) define "transcendentalism" as an intellectual movement and write:

The transcendentalists were […] interested in the natural world and its relationship to humanity. They felt that if they explored nature thoroughly, they would come to know themselves and the universal truths better. Through this exploration, they discovered that the human spirit is reflected in nature. This led them to the conclusion that formed the heart of their beliefs: all forms of being-God, nature, and humanity-are spiritually united through a shared universal soul, or over-soul. (p. 267)

It shows transcendentalist movement came against the mere depiction of physical reality as experienced by our senses. In that sense, its major spotlight goes on the quest for the sixth sense or intuition. American transcendentalists were in fact the true American romanticists or New England transcendentalists. Earle & Ferrara (1989) further elaborate:

Romanticism was a literary and artistic movement of the nineteenth century, one that arouse in reaction against eighteenth century Neoclassicism and that placed a premium on fancy, imagination, emotion, nature, individuality, and exotica. Romantic elements can be found in the works of American writers as diverse as Cooper, Poe, Thoreau, Emerson, Dickinson, Hawthorne, and Melville. Romanticism is particularly evident in the works of the New England Transcendentalists. (p. 1350)

Based on these theoretical insights, the novel seems to strengthen the tie of symbiotic relation between nature and human beings.

Textual Analysis and Interpretation

Every pandemic has brought catastrophe in the world and has made people rethink upon human actions and thoughts. In this regard, the novel *Hansa* can be taken as the true testimony to prove that the globe is facing the problems of different crisis such as Covid-19 and various other problems due to destructive practices of human beings. As a result, global home has been inhospitable place where binary logic of "us" versus "them" frequently takes place and all living beings are not positively embraced in it. The subversion of anthropocentric thought has been shown from the very beginning of the novel as the novelist has addressed stating "To the birds" in preface. This is the major evidence that the novelist has attempted to present which has not been presented so far. The novelist himself claims that the novel, to some extent ; attempts to displace human-centric world view that incorporates immigrant experience, ecological crisis, language limit, masculine and feminine issues, love, tragedy, jealousy and experiences and also the effects of the Maoist insurgency. The novel also addresses the narratives of birds and snakes through the technique of personification. This sort of technique helps in giving agency to birds and animals and it can be taken as groundbreaking thought of the writer. In most of the books and novels written so far, human-centric thought has primarily been used in order to show human supremacy. Representation of

birds and animals is always in the margin. The novel has subverted and challenged that tendency. In that light, the novel moves towards biocentrism rather than anthropocentrism. Another surprising depiction of the novel is that it captures readers' attention by presenting the funeral procession of birds and presenting other birds of different kinds as mourners. The sense of community and responsibility, they express and the sense of sympathy and empathy they express in the loss of their family member and friend is quite vivid. The novel has proved that birds look more magnanimous than humans. The novelist's attempt is to give agency to the wilderness as it narrates the stories more of birds and less of human beings. The novel not only mentions the plot of Anuj Pandey, Prem, Sima, Maya and others but also of male duck, female duck, Nagraja, Nagrani and varieties of other birds. The essence of the novel is that some people fly from one country to another whereas others do not fly. The final destination of all is "Mansarobar" as represented by "Taudaha" to refer to the ocean of heart. In other words, Taudaha refers to the vastness of nature. The Transcendentalist's quest of "over-Soul" is activated only in "Mansarobar" and "Taudaha". When "Mansarobar" or "great soul" and "Taudaha" are amalgamated, then only humans get salvation rather than just flying in the world of materialism.

In the content of *Zaar Ko Ghanti* (The Throat of Paramour) introduces two enemies Prem and Anuj Pandey. In this section, one of the protagonists Prem remembers his childhood and narrates how he would spend those days in Taudaha. He makes the journey of the same place recalling the past. The description of the journey of Prem proves that he is making the trip to feel the pleasure of the bliss of nature and to forget his pain of missing Sima. His description of wilderness seems prominent because he has given less priority for human activities and nature becomes major point of focus. Sima visits America as EDV winner betraying Prem. Prem seems to be hopeful in the beginning. But later on, he has been frustrated as Sima marries Anuj Pandey betraying Prem. Here, Prem reveals his misconception that Sima's boyfriend was not that bank's officer where Sima would work before she wins EDV lottery for America. Taudaha was the place where Prem fell in love with Sima in the past and it is the same place where he frequently visits to get peace for his soul as tragic hero.

With the topic of *Taudahako Kathaa* (The story of Taudaha) the writer tells the story of Taudaha, a mythical pond in the novel. Taudaha is such a mythical pond where male duck and female duck used to live a romantic life. Later on, they took birth as Nagraja and Nagrani. Similarly, this chapter is about Taudaha where Prem's love began and grew with Sima in the past. His story makes connection with the story of Nagraja and Nagrani or the story of male duck and female duck. The story of Taudaha begins when pet duck saw flying duck. Some claim Nagraja and Nagrani of Taudaha were male duck and female duck in their previous birth. According to an old woman, the flying duck and pet duck were reunited. It was the same place where the romantic love of Prem and Sima was blooming.

 Similarly, *Simsarma Jhanggieko Mayaan* (Rooted Love in wetland) explores the philosophical conversation or talk of the ducks. Nyakka, the leader of the pets states:

> *Sansar rachne kramma hansadhoutale sabai bhanda pahile manchhelai banaya. Tyaspachhi hanslai. Tyaspachhi matra bakulla, kag, gandyaula, phatyangra, chil, khole dhobi,rupi,bhangera aadi jiblai. Tyasaile sansarma hansaharuko uchcha sthan chha. Manchhepachhi haami sristika*

sabaibhanda kwank prani haun…Fistehansle pratikar garyo, "Manchhe kasari hansbhanda uchcha huna sakchha? Haminai sansarka sabaibhanda sundar ra kwank prani haun. Hansdhoutale sabaibhanda pahile manchhelai banaya bhanne kura manchheharuko jhuto katha ho. Hamle tyasto kathama bishwas garnu hundaina. Sanchokura arkai chha. (pp. 19-20)

[While creating the world, the God of ducks made man first. Then he made duck. Then only he created heron, crow, earthworm, grasshopper, eagle, river wagtail, Rupi bird, sparrow and other creatures. Thus ducks have higher position in the world. We are second excellent creatures in the world of creation after human beings…Fiste Duck opposed and said- "how can be man in higher position than ducks? Only we are the most beautiful and excellent creatures of the world. The assumption that God of ducks made man first is untrue tale of men. We should not believe in such untrue tale. The matter of truth is different.]

Here, some of the ducks claim that they have greater position in the world although they are in the second position in the creation after human beings. They agree that human should possess the first position according to the creation of the world. In contrast, some radical ducks like Fiste Duck argue that ducks should be the first and they should not believe in human stories. The Fiste Duck makes a counter claim that the gods of ducks made ducks first and then humans. So ducks should be the first in the world. He asserts:

Sabaibhanda pahile hansdhoutale hanslai banaya ani manchhelai. Tyasaile ta dhoutako anuhar pani hanskai jasto chha. Pwankh, khutta ra chuchcho sabai thyakkai hanskai jasto. Uni pani ta akashapariko dahama paudane, tyahanko ramailo simsarma bihargarne alaukik hans nai ta hun. Tyasaile ta unle sabaibhanda pahile aphno rupko hanslai banaya. Tyaspachhi matra manchhelai ra nikkaipachi gayara matra bakulla, sarpa, bhyaguta, lokharke, machha adi jibjantulai.(p. 20)

[At first, the God of ducks made ducks then men. Therefore, God's face is just like of ducks. Feathers, legs and beak all look like of ducks. He is also supernatural duck that swims across the sky and roams the beautiful wetlands. That's why he first made a duck of his own beauty. Only then to humans and only later to animals and other creatures such as heron, snakes, frogs, squirrel, fish, etc.]

In order to make his counter claim stronger, the leader Duck further claims:

Hami ahankari hunu hundaina. Manchhele nai hamro aharko byawastha garchhan. Gedagudiko jogadgarchhan. Aru ta aru hamrai nimti bhanera yo tanda samet banayaka chhan. Tyasaile hamile manchheka katha patyaejaso garnuparchha. Uniharulai sristika pahila kwank pranini bhanera manda kehi bigrandaina. (p. 20)

[We should not be egoistic or arrogant. Men manage food for us. They collect cereals and grains. They have also made "Tand" (a resting space) for us. Therefore we need to pretend as if we believe in their stories. Nothing happens if we treat them the first excellent creatures of the creation]

The Fiste Duck does not like compromising nature of the leader Duck with human beings and argues that ducks should believe in facts rather than stories. Regarding it, he speaks:

Hamle kathama hoina, tathyama bishwas garnu parchha. Tathyaharulai kelayara heraun na! Yi manchheharu bihana dekhi belukasamma kam garira hunchhan. Dinbhara mihinet garera hamra lagi chamal, makai ra gedagudi lyaunchhan. Yo sabko karan ke? Kinamanchheharu sadhain

kamma jyoteerahanchhan?... Manchheharu kamma jotieerahanuko eutai karan chha…Hansdhouta chahanuhunchha hansharu aram garera basun. (p. 20)

[We must believe in facts, not in stories. Let's examine the facts. These people work from morning to evening. Working all day, they bring us rice, maize and nuts. What is the reason of this all? Why do men ever engage themselves in works? ... There is only one reason why men ever engage in works or jobs…It is because the God of ducks wants the ducks to have rest and men to be busy in works.]

The Fiste Duck further states, "*Hansdhoutale manchhelai hanskai sewa nimti banayaka hun*" (p. 21) [The God of ducks have made man for the service of ducks]. The Fiste Duck looks logical in his claim that the gods of ducks have created man for the service of ducks although humans may not agree in it. Mrs. Kyakka or female duck adds, "*Gharpaluwaharulai pani udna man lagdo rahechha ta*" (p. 22) Mrs. Kyakka or female duck adds, "Local ducks also want to fly!". Uncle Mr. Kyakka (uncle duck) said, "*Thito hunda sabailai udna man lagchha*" (p. 23) Uncle Mr. Kyakka (uncle duck) said, "All want to fly when they are young". It shows when ducks are young they desire to fly just like human beings. Mr. Kyakka becomes sentimental and further expresses:

Hamile yas dadama dubna siknuparchha. Yasko pindhama raheka itihasharulai bujhne kosis garnu parchha…Yo daha asadharan chha. Yasma itihas dubeko chha. Yasko pindhma harayako itihaslai khojnuchha. Tyas itihaslai bujhepachhi matra hamile aphulai bujhna sakchhaun. Hansjatiko sthiti ra niyatilai bujhna sakchhaun. Tyasaile timi udante raharlai panchhau. Baru ma sangasangai tala dubdai harayaka itihasharuko khoji gara. (p. 23)

[We must learn to sink into this lake. We need to attempt to understand the histories rooted at the bottom of the lake…This lake is extraordinary. History has sunk in it. We have to search lost history at the bottom of it. We can understand who we are only after understanding that history. Then only we can understand the status or position and luck of the ducks. So you need to avoid flying desires. Instead of desiring to fly, let's sink down with me and search the lost history.]

The above transliteration clearly proves that people suffer as they develop uncanny desire of flying. Such flying indicates the flight of immigrants in abroad. The uncanny flight has made people surficial. First, Peoples' global movement in the surface and second peoples' lack of the use of wisdom and meditation in understanding ground reality have been the two major problems that the world is facing now. The novelist might have indicated that Nepalese have forgotten their essence of being after they started the flight of abroad mainly after the end of Monarchy in post-Maoist Insurgency Era. Although the country experienced radical transformation from monarchy to Peoples' Republic; the country could not stop the flow of brain drain indicating darker future of Nepal. In their conversation, the ducks also discuss that like human beings animals and birds also need stories. The novelist claims that the birds and animals speak little from throat and more from their heart. Even the ducks like Mr. Kyakka in the novel discuss that it is more difficult to dive than to fly (p.30). Ironically, the novelist makes satire upon human beings because it is very easy for humans to fly rather than to dive in meditation and study focusing the ground reality. In their talk, the ducks draw the conclusion that there are wells at the bottom of the lake. The wells are countless layer by layer. They need to study each layer rather than flying in the surface. The descriptive details prove that the

novel embraces narrative epistemology as the novel's major focus is on narration of personal narratives rather than just telling the history. The uncle of the ducks states that all of them engage in making narrative. He expresses:

> *Tyo katha ho itihashoina. Yasta dherai kathaharu chhan. Kasaile bhanchhan hans jatiko utpati samudra chheun ma bhayako thiyo. Arule bhanchhan, marubhumi chheu. Kasaikasaile ta hansko suruwat taudahakai pokharima bhayako ho bhanera samet bhanchhan.* (p. 31)

[He expresses, "That is story not history. There are so many such stories. Some say the species of ducks evolved at the shore of the oceans. Others say they evolved at the edge of desert. Some even claim ducks evolved in Taudaha Pokhari itself"]

The above account clearly proves that not only the humans have their stories of evolution. Even the birds have their narratives that help them live happily. In that sense, Taudaha is not just the Centre of human narratives but also the Centre of the narratives of birds and animals as well.

In the matter of *Yudhdha Ko Rahasya* (Mystery of War), the novel implicitly explores the meaninglessness of war in Nepal as led by the Maoists rebels. In this chapter, the novelist depicts the scenario of the flight of common Nepalese to abroad being disoriented from the Maoist conflict during and after the civil war. Before the war, people were living together in harmony and the war encroached domestic bliss of the Nepalese and made the Nepalese plan and prepare for the flight of abroad leaving the motherland deserted. The novel presents Prem's brother Bijaya who was involved in the Maoist conflict with a great hope and flew towards Qatar for the bright future after Maoists came into the mainstream of the national politics (p. 40). He went there in the profession of "grazing the camel in desert" (p. 44). In contrast, Prem decides to be writer after he passed MA. Not only his brother was alienated after the end of Maoist conflict, but Prem's wife Sima also became indifferent. Sima was a good girl. She passed B.Com. from Shankar Dev Campus. She started a job in a bank. She also passed M.Com. from Private College. Before the Maoist conflict, she used to read novels and would enjoy the world of novels forgetting the ground reality of human life. After the war, Sima entered the world of wilderness, the world of animals and birds. She preferred reciting poems in different programs and started reading the books of famous writers like Hemingway's "The Old Man and the Sea" (p. 50). In this way, Prem and Sima had lived a romantic conjugal life. Their romantic married life ended after Anuj Pandey came from America, Anuj called her in Taudaha and kissed her there. This meeting became the turning point of family fragmentation in the lives of both Prem and Anuj and also Sima and Maya. For Prem, the pond of Taudaha has been the true testimony or proof of love and hatred both in his life (p. 58). It is because his love began from this Taudaha as Sima and Prem promised and kissed each other. It is also the same place in which Anuj Pandey kissed Sima and Sima kissed Prem deserting the loving bond of Prem with Sima. Sima is so sentimental at that moment and tells to Prem that *"Bhabanalai bhasama samatna sakindaina. Premlai sabdama samatna khojnu chara udeko bato khojnujastai ho"* (p. 52) [Feelings cannot be presented in language. Attempting to catch love in words is just attempting to follow the route of flying bird]. It shows Sima is changed after Anuj Pandey kissed her. It indicates she was probably diverting towards flying like a bird, flying towards materialism may be dreaming for America. Finally, she filled the firm of EDV for America, one of the easiest ways of

flying to America.

The Kitchan Bhitra Sentral Park (The Central Park in the Kitchen) draws the picture of American Kitchen as Open Park where everyone is free to enjoy. Anuj Pandey, Sher Singh, Sima and other friends are staying with both pain and pleasure in American Kitchen. The problem is that Sher Singh has caught and caressed Sima's hands in the kitchen in New York in the absence of Anuj Pandey. Sher Singh is proud of being Green Card holder and dominates others who have illegal status (p. 67). Likewise, *Samudrama Budho Manchhe* (An Old Man in the Sea) explores the idea that Prem feels just like an old man in the sea because his romantic moments of the past with Sima haunts him frequently. A storm occurs in his imagination as he imagines that his wife Sima might have enjoyed in America in the embrace of Anuj being erotic (p. 89). Prem energizes himself and intends to kill his *Zaar* (paramour) Anuj Pandey taking the form of Bhisma.

Moreover, *Jibanko Latari* (The Lottery of Life in the novel) explores how a person needs to play the role of betrayal in America even unintentionally. Anuj tells Prem that he is experiencing cyclotron in his life because of indecisiveness in life as he has been in problem. He feels as if he is trapped in the ocean (p. 116). Further, in *Nyuyorka Musaa* (The Mice of New York), Upreti's mind has been rebellious as he imagines that the beauty of New York is plundered due to the presence of 'mice' everywhere. In the literal sense, New York is always filled with mice. The novelist's experience of the US visit proves it to be true. In deeper level, mice refers to illegal immigrants and their miserable status of living. In that sense, New York has been polluted mostly by such mice (immigrants) who stay there longer with illegal status. For Upreti, the conflict among legal and illegal immigrants in New York looks like the battle of Pandava brothers and Kaurava brothers in *Mahabharata*, a Hindu epic. Prem feels as if he may have to fight with Anuj Pandey just like the mythical war between the Kauravas and the Pandavas. And it would also feel as if Draupadi was going to be abducted and raped and it would also feel as if the situation was quite critical that of Abhimanyu (p. 118). As Prem knows the reality, Anuj's story haunts him too. His rage comes down. The story of *Zaar* (paramour) was full of fear for him. Prem does not want to stay any longer in the world of bitter reality and diverts himself towards the world of imagination (p. 144).

Entering in the *Hansko Kathaa* (The story of duck)*,* the novelist imagines the change in global social structure. The novelist writes:

> *Ek din arkai samaya aaune chha. Ahileka pahadaharu nasta bhayara pheri baluwaka daha banne chhan. Ahile jahan himal chha, tyahan samudra hunechha. Jahan samundra chha, tyahan thula thula pahad thadine chhan. Himalko hiun paglane chha…jiban kathin hundai janechha. Ahile hamile chitaunai nasakine mausama aune chha. Pokhari ra dahaharu sukdai janechhan. Machha, sarpa, kakakul sabai marna thalne chhan… Tyasbela udnuko mahatwa jhan badhnechha. Udneharule aphulai jogaune chhan. Udnanasakneharu rittindai gayakaa dahasangasangai sukdaijanechhan.* (p. 154)

> [One day another time will come. The present mountains will become sand dunes again. Where there is a mountain now, there will be an ocean. Where there is an ocean, there will be big mountains. The snow of the mountains will melt…life will be getting harder. Weather will be unpredictable.

Ponds and lakes will be drying up. Fish, snakes, Spilornis Cheela (Kakakul) all will start dying through suffering and pain…The importance of flying will be peaking in future. Abled ones to fly will protect themselves and unable ones to fly will be emptying themselves and shrinking along with the shrinking lakes and ponds.]

The indented transliteration part quite clearly shows all people should fly for their protection when earth itself desires to change her shape or position. In catastrophe or some sort of natural disaster, it is sensible to fly if possible for self-protection. In other cases, desiring to fly becomes uncanny. The novelist's attempt quite clearly suggests that humans are born to dive or study in the depth rather than making uncanny flight. The global home lacks hospitality because of the excessive flight of human beings from one destination to another. The novel clearly indicates and predicts the changing scenario of the world in post Covid-19 era. Although the corona virus looks natural, it has compelled people to make a rethinking upon anthropocentric world mainly led by the globalized west. The female duck remarks, *"Udnalai pakheta bhayara matra hundaina. Kati pakhetaa bhayakaharu udna sakdainan. Ani pakheta nabhayakaharu pani akash chhuna khojchhan. Tyasaile udnekura mansanga jodiyakochha"* (p. 154) [The female duck remarks, "Feathers are not merely the essentials for making a flight. Many cannot fly even if they have feathers. Even the featherless attempt to touch the sky. So the matter of flight is the concern and connection with heart"] . The novelist finds the gap between those who fly in the surface and those who fly in the depth. He desires to see imaginative flight in all that arises from in-depth study and meditation. However, such flight lacks in the majority of the people and they suffer a lot in life. The desire to fly just for material gain has made people suffer a lot in life. The novel raises very serious issue that when people attempt to adopt new profession and this trend creates further confusion in life. Rejection existing profession and adopting new one means we attempt to go against nature, and it's a crime (p. 158). Although people who do not fly also face the problems; but majority is that of those who frequently fly and are facing challenges. This is the case of physical flight. But those who fly in imagination are far better than those who stay idle. The writer's main focus is on imaginative flight rather than the mere mobility in the globe. The novelist assumes narratives or stories make people alive (p. 163). In *Pokhariko Pindha* (Bottom of Pond), one of the characters, Prem becomes nostalgic after he listens the narrative of Anuj Pandey. Anuj Pandey confesses that he decided to leave America being confused. He could neither embrace both Sima and Maya nor reject them (p. 176). Anuj Pandey claims that he himself is responsible for what is happening to him now. Anuj Pandey realizes that his decision of visiting America was wrong. He also argues that dreaming of visiting America is just running after huge, fearful and invisible well that destroys peoples' harmony (p. 185). By highlighting the importance of the law of nature and condemning man made rules and laws, the novel depicts:

Sansarka niyama-kanunaharu bichitraka chhan. Kasle kahan udna paune, kasle napaune, kasaiko kagaj nune, kasaiko nahune - prem ra samagamabareka niyama, visa ra lalpurjabareka kanun… niyama-kanunka simalai bhatkaudai baikalpik sansaarko kalpana garna khojen. Desh, pariwar, nagrikta , paasport, visa, lalpurja binako sansar kasto hundo ho? Pratibandhita simaharulai chhicholna sakne maya prem kasto hundo ho? Tara kehi kalpana pani akalpaniya hundo rahe

chhan. (pp. 185-186)

[The rules and laws of the world are bizarre. Who can fly where, who cannot, someone has paper, others do not- in the rules about love and intercourse, the laws of visa and land ownership paper… Breaking the boundaries of law and order, I started imagining an alternative world. What is the world like without country, family, citizenship, passport, visa, Land ownership paper? What is it like to be the love able to transgress restricted boundaries? But some fantasies are also unimaginable.]

Here, the novelist imagines borderless world and the world which is totally free to travel without making any artificial documents and cards – like visa, passport, and landowner's paper and so on. In the novel, Prem intends to fly in America and wants to kill his paramour with Bhojpure Khukuri but it is not possible for him to get visa of America. By abandoning human centric world, Anuj Pandey wants to assimilate and merge himself in nature. He thinks that the rule of nature is far better than human-centric laws as he writes:

Jibanle aphno bato aphain banaunchha. Chara hawama udda euta bato banchha. Pachhi tyo bato aphain haraunchha. Kholaharu kahile missiera bagchhan, kahile chhuttiera a-aphnai batama. Aaphno sath dine ta kathaharu nai hun. Sayada tyasaile manisharulai katha chahinchhan ,hansharulai jastai. (p. 187)

[Life makes its own way. The bird becomes a path when it flies in the air. Then that path loses itself. Rivers sometimes flow mixing each other, sometimes in their own way separating from others. Only stories accompany in life. Maybe that's why people need stories, like ducks.]

It shows that humans need to live just following the course of nature just like the flowing river chanting own narratives or stories. The novelist argues that humans cannot live together forever with their loved ones but they can live with the stories or narratives they have.

Lugaa Nalauneka Katha (The Stories of Those who Do not wear Clothes) explores the idea that the novel moves towards transcendental quest because the novel presents non-human language superior than human language (p. 192). The novel presents anthropocentrism as problematic because when people wear clothes they imagine and think one thing in the heart and brain but speak just the opposite. Such people are called 'pakhandi'. This rule is not applied in biocentrism or ecocriticism or in deep ecology. Even a bird crane has understood who the Buddha was. The crane has made a conclusion that there was only one good man on earth. He was Gautam Buddha because he never wore clothes and walked naked. Human beings may not agree with such claim of the birds (p. 197).

The novel concludes with *Antim Udaan* (The Final Flight) where the author draws the theme that human beings were born for providing service of the ducks. Therefore, ducks should love human beings forever. The crane suggests to fly in the sky of heart because in such flight the human beings, animals and birds neither feel the pain of feathers nor they suffer from the impending old age (p. 210). The crane is wounded but his outer pain disappears as he has entered the world of heart. The duck starts the pleasure of his imaginative flight in an interesting way. Upreti writes:

Jangal ra phantaharulai naghyo. Chuchuraharulai samet chhicholdai parapara uddai gayo. Manko sansarma pida thiyana ,na andhyaro thiyo, na tras. Sara sansar ghamako ujyaloma jagamagayako

thiyo. Jatijati udyo, kshitiz tyati nai parapara dekhiyo. (p. 217)

[Exceeded forests and cracks. It flew away even by crossing the peaks. There was no pain in the world of the heart, neither darkness, nor terror. The whole world shone in the sunlight. The farther it flew, the farther the horizon looked]

It implies that *Hansa* not only refers to the ducks but it refers to the soul or heart or spirit of human beings as well. In essence, it indicates that a man should have richness of heart to live a successful life. Such flight of imagination through the activation of heart clearly proves that the novelist is in the quest of spiritualism because he thinks capitalism may betray people at any time. Finally, the novelist quite interestingly draws the attention of the readers by presenting the death of a duck. The farmers looked at him to express condolence without being indifferent. Different kinds of birds assemble as mourners of the duck for the funeral procession and to express condolences to the demised duck that passed away (p. 219). It looks a kind of satire on anthropocentric world because in it, humanity and sense of community both have disappeared. People have been alienated in the modern world. But still the birds have not forgotten their community, friends, relatives and families.

The aforementioned accounts exhibit that novel *Hansa* explores a conflict between materialism vs. spiritualism, global vs. local, anthropocentrism vs. ecocentrism/ecocriticism, West vs. Non-west, history vs. narratives, human narratives vs. non-human narratives, human language vs. non-human language, five senses vs. sixth sense, male vs. female, physical flight vs. inner ilight/ flight of imagination/ ilight of creativity/ flight of meditation /flight of ultimate destination.

Conclusion and Implications

Hansa, the title of the novel, refers to our life force or spirit. Our life becomes longer, meaningful and purposeful if attempt is made to fly less in material gain and more in transcending the vastness of nature. The novel highlights the Spiritual flight that is always greater than making flight for gaining material luxuries. The American dream of Anuj Pandey makes him feel greater at first, but he regrets later and feels he will get salvation in Nepal by meditating like Buddha in the lap of nature. Prem minimizes his rage only after he listens about the painful life of Anuj Pandey in America although Prem was taking Anuj Pandey as his paramour and villain before. The desire of Sima and Maya to stay longer in America proves that they still focus on materialistic living and are unable to feel the pleasure of nature. In this way, the novel depicts the picture of tragedy of the immigrants, both legal and illegal, both documented and undocumented, both EDV winners and losers and it also depicts the picture of the tragedy of those who fly and also those who do not fly. Sima, in the novel represents boundaries and limitations and she also represents about how such boundaries need to be deconstructed at present. Sima leaves job in bank as she becomes EDV winner in legal sense and she elopes with Anuj Pandey and leaves for America. She lives with Anuj Pandey as his wife although his status is illegal immigrant. As the result, Sima becomes the victim of Sher Singh. Sher Singh dominates Anuj Pandey and others because he feels proud in being Green Card holder. After getting the Green Card, Anuj Pandey comes in Nepal for three months and meets his family and beautiful wife, Maya. She requests Anuj Pandey not to return in America. She also challenges

him that she may commit suicide by jumping from the cliff of Chobhar (a cliff of Kathmandu which is believed to have been cut by Manjushree to make a way for passing water and to make Kathmandu valley a suitable place for shelter) if he leaves her alone in Nepal. However, he returns promising to meet Maya soon in America after her visa processing has been completed. In his stay, in Nepal, Anuj meets another beautiful girl, Sima, who has recently been EDV winner and is married to Prem. Sima elopes with Anuj Pandey. They both fly in America. Anuj Pandey keeps it secret to his wife Maya. Sima becomes pregnant from Anuj Pandey in America. A child is born to them. At the same time, Maya's visa process has been completed. She flies for New York dreaming to live with Anuj Pandey. Now, Anuj Pandey suffers as he has to keep both his wives Maya and Sima with him. For some time, they live together. And finally, Anuj Pandey leaves America for Nepal and decides not to return there anymore. After he returns in Nepal, Anuj Pandey moves towards his home Sukedhara, Kathmandu. However, his father does not allow him to enter accusing him of betraying beautiful daughter-in-law Maya. Anuj Pandey is from Sukedhara, Kathmandu, Maya from Sallaghari, Bhaktapur and Sima from Lagankhel, Lalitpur. Now, all of them are not in love triangle but in tragedy triangle. Then, Anuj Pandey heads towards Halkhoria jungle of Bara to live the life of Buddha just like Ramkumar Bomjan as Baba-Ji or whatever he does not know himself.

The implication of the novel looks great in the present context of Nepal because American dream has alienated them by bringing family fragmentation. It also depicts the scenario of the struggle of South Asian immigrants living in America at large. Beyond that, the novel interrogates upon modernity, globalization and multiculturalism. Therefore, it stresses on transcultural living in order to subvert the existing boundaries of the world. Transcultural living not just maintains harmony among people but it also maintains reciprocity between the world of humans and non-humans. The concern of the farmers upon the death of duck along with other birds and animals at the ending part explores this message.

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Trainee Teachers' Perspectives on Microteaching

Yam Nath Adhikari

Abstract

Microteaching is one of the most recent innovations in teacher training programme. It is used as a professional developmental tool for pre-service or in-service teacher training courses. Microteaching seems a good technique to train trainee teachers, when he/she has to perform his/her teaching either in practice or real life. The objective of this research was to explore perspective of trainee teachers towards microteaching. The sample size of the study consisted of 40 trainee teachers of B.Ed. from Prithvi Narayan campus, Pokhara. The informants were selected purposively. By taking their consent, I visited the school and distributed the questionnaire, where the student-teachers were practising in practice teaching. A set of close-ended questionnaire was used as the data collection tool. The data were presented in percentage and analyzed and interpreted descriptively. The results reveal that microteaching plays a vital role to improve the trainee teachers' pedagogical skills, competencies, build self-confidence, make positive attitudes towards teaching life by limited sources and within minimum available facilities, provide valuable teaching experiences, and make them aware of the benefits. Further, microteaching deals with the emerging challenges that will happen in the real teaching career of the trainee teachers. All the respondents put their positive perspectives on microteaching although microteaching is not seriously taken by the practitioners. This study implies that microteaching is necessary for trainee teachers to prepare themselves in a better way for upcoming teaching career.

Keywords: microteaching, technique, trainee-teacher, practice teaching

Introduction

Microteaching has been broadly used in pre-service teacher training programme to enhance perspective teachers' instructional experiences in teaching and learning procedure. Formally pre-service teacher education started by the college of education in Nepal in 1956 then, five years later Tribhuwan University (TU) started primary teacher training, Secondary teachers training, (B.Ed.) and Teachers' educator programme (M.Ed.) started in 60's. The aim of teacher education was to make competent teachers both in content and pedagogy to help students learn better. Microteaching and practice teaching both have been conducting by faculty of education, TU as in the form of pre-service teacher education (National Campaign for Education Nepal, 2017). Microteaching offers valuable opportunities for student teachers

to develop and understand the process of effective teaching and learning strategies which helps them to promote their professional career and provides the opportunities to learn teaching skills. (Francis, 1997) stated that the art of teaching is highlighted in microteaching by the constant practice in producing quality lesson plans which serve as a guide for student-teachers to plan and execute their lesson. Furthermore, the feedback provided by the lectures and peers enhance student teachers' understanding and knowledge of pedagogical skills. Teachers always want to have quality learning to occur in their classroom for that the teacher must deliberately teach in ways that will enable and encourage students to engage in the intellectual activities that promote quality learning (Killen, 2006). So, for quality learning the trainee teachers prepare well before going to perform his/her lesson in their practice teaching as well as for their real teaching in future.

Wallace and Bau (1991) write microteaching is an organized, scaled-down teacher training program where a trainee teacher plans a short lesson, teaches it to a reduced group of students (Three to ten) in a 5 to 20 minutes lesson, and then reflects on their teaching afterwards. The lesson can be video recorded for either individual or peer review. The trainee teacher's micro-lesson is reviewed, discussed, analyzed, and evaluated to give a feedback. Based on this feedback, the trainee teacher re-teaches the micro-lesson, incorporating those points raised during the discussion and analysis. The objective of this study was to explore the perspective of trainee teachers towards microteaching.

Microteaching offers an important opportunity for trainee teachers to implement their pre-occupied theoretical knowledge in to real life situation. With the help of microteaching, the trainee teachers in different universities or other institutions of TESOL programmes have got success in their practicum and real teaching career (Brenes-Carvajal, 2009, pp. 3-4). Similarly, Microteaching and Practice teaching are the part of teacher education programs in language teaching. Richards and Farrell (2011, p. 3) also stated that "many teachers found microteaching one of the most useful way of teacher preparation". These all make clear that microteaching is being one of the best ways to prepare competent teachers to handle the class in a meaningful way.

To put in Allen's (1960) words, the history of microteaching goes back to the mid-1960s. It was developed when Dwight Allan and his colleagues from the Stanford University developed a training programme which aimed to improve verbal and non-verbal aspects of teachers' performance. They developed the first Stanford model which consisted of a three step approach; teach, review and reflect, re-teach. They used actual students as an authentic audience. This model was first applied to teaching science and later it was introduced to language teaching. Today microteaching has been increasingly spreading tool of professional development in the field of teacher education.

Microteaching is a way to build up skills and confidence. It is a tool for teacher preparation. Richards and Schmidt (2010, p. 365) have defined microteaching as "a technique used in the training of teachers, in which different teaching skills are practiced under carefully controlled conditions." Similarly, Wallace (2010, p. 92) says that microteaching as "a training context in which a teaching situation has been reduced in scope and/or simplified in some systematic way." Microteaching and practice teaching are both conducted for the training of teachers. Microteaching is helpful for student-teachers who are going to perform practice

teaching. Those who participated in microteaching actively are found successful to manage the classroom.

There has the trend of conducting Microteaching and practice teaching in the faculty of education by the different Universities in the final year of each level for the partial fulfillment of study as the practical part. The student teachers prepare micro lesson of 5-10 minutes and present in front of fellow student-teachers. A student teacher has to present at least three micro lesson during microteaching. It is normally carried out for a week in their respective college and practice teaching for 45 days'. In microteaching student teachers teach their friends, the participants and the teacher observe and provide constructive feedback for betterment of their teaching. In practice teaching they teach real students. The fellow student teachers, subject teacher, head of the school/campus, internal supervisor and external observer observe their classes and provide some feedback. The student teachers need to take part in microteaching compulsorily to get the chance to perform practice teaching. Otherwise, they are not permitted to take part in practice teaching. The objective of this research was to explore perspective of trainee teachers towards microteaching and this study also aimed to put some pedagogical implications for microteaching and practice teaching in the field of education. Beside the facts mentioned above by the different scholars in the existing knowledge of micro teaching. I have observed that in the faculty of education in Nepal, microteaching and practice teaching are not given more importance by the student teachers as well as the experts. Many researches related to this have conducted but the perspective of trainee teachers has not researched. So, I put my interest on microteaching then conducted the research to get the fact about microteaching and practice teaching, hope this study will help to carry out some better strategies to conduct microteaching and practice teaching.

Review of Literature

The original development of microteaching as a teacher training technique at Stanford University was very much in 'applied science' tradition and the theoretical basis was related to psychological theory of behaviourism (Wallace, 2010.p.93). Bartley (1969) earlier reported that microteaching provides immediate feedback, reinforcement and behavior shaping as similar to Skinnerian concept. Similarly, Mergler (2010) argued that microteaching helps pre-service teachers to generate proper lessons that they can use during their practicum in schools and the feedback they get from students help them to remove their weaknesses for upcoming teaching career. So, microteaching supports pre-service teachers to develop different teaching strategies for their real life situation. McGravey and Swallow (1986, P. 7) point out that the behavior modification approach was strong in the 'minicourse' model of microteaching developed by Borg and his co-workers at Berkeley University in California. So, microteaching is taken as a teacher training technique to prepare better teachers. On the other hand practice teaching enables the student-teacher to discover his/her potential abilities and to bring these into classroom teaching situations.

Richards and Farrell (2011, p. 4) talked about two kinds of practice teaching i.e. microteaching and teaching an ESOL class. These two kinds of teaching experience are often provided during practice teaching. At first, Microteaching involves planning and teaching a short lesson or a part of a lesson to a group of fellow student-teachers or sometimes to ESOL students who have volunteered to serve as student

in microteaching class. The microteaching session is followed by feedback in teaching by the supervisor and fellow trainee teachers. It is often conducted as a part of group activity to teacher training courses. The second type of teaching experience in practice teaching is teaching an ESOL class. This normally makes up the major part of practice teaching experience and may constitute the entire teaching practice. So, microteaching is a part of practice teaching. The term microteaching is a way to build up skills and confidence. It is a way to experience tutoring styles to learn and practice giving constructive feedback.

Microteaching is defined differently. Rao and Rao (2004, p. 226) defined microteaching as "a scaled down teaching encounter in class size and period." Wallace (2010, p. 92) states micro teaching as "a training context in which a teaching situation has been reduced in scope and or simplified in some systematic way." He further presents three main ways in which teaching can be scaled down:

Teacher task may be simplified and made very specific.

Length of the lesson may be shortened.

The size of the class may be reduced.

The length of the lesson is reduced from 40-45 minutes to 5-10 minutes, the size of the class also reduced fewer than 10 students. Microteaching is a scaled down and simulated teaching designed for the training of both pre-service and in service teachers. Its purpose is to provide teachers with opportunity for the safe practice of teaching skills. Wallace (2010, p. 93) has presented the following four stages of microteaching.

The Briefing

In this stage of microteaching, a trainee teacher is given necessary instruction (oral or written) on the skill he is to practice and the way to be taught. This preliminary work for microteaching is called the preparation phase.

The Teach

This phase is called presentation and observation phase each participant presents his/her 10 minutes teaching. The trainee-teachers may be the real students or fellow participants. The lesson can be videotaped, if possible.

The Critique

In this stage of microteaching, the trainee teachers review feedback on his/her performance from his/her fellow trainees and the supervisor for improvement, the taught lesson is discussed, analyzed and commented by making constructive criticism on various aspects of teaching. It easier for everybody including the person who made it to think about what happened and discussed without personal involvement. If the lesson has been audio or video taped, later on it can be played back for self-evaluation.

The Reteach

After constructive suggestions from the fellow trainees and the instructor, the trainee teacher again presents same lesson by modifying it. At this stage, he/she tries to remove his/her weakness. Generally, microteaching ends in third stage, i.e., commenting. So, it can be called the optional stage of microteaching. A study (Ghanaguru, Nair, & Yong, 2017) in the context of Malaysia found out that microteaching is

beneficial in establishing a good experience amongst the student teachers. However, their main focus was on establishing good lesson planning and carrying out what is planned in a mock classroom. The findings of the research indicate that the respondents viewed learning objectives, stages of the lesson and types of activities that they carried out during the lesson as the three important elements of the lesson planning. The research also revealed that teacher-centered and student-centered approaches were used in microteaching and lesson planning to provide insights in to how these two important elements in teacher education are best implemented.

Mahmud (2013) further conducted the research on Microteaching to improve teaching method: An analysis on teachers' perspectives at Daffodil international university in Bangladesh. The researcher used experimental research and developed the research questions to evaluate the importance of microteaching for teacher development programme. The researcher adopted the two conditions to be analyzed against two different groups i.e. control group (condition 1) and intervention group (condition 2). The study found out that microteaching was used to eliminate the complexities of learning to teach in the classroom situation. Such as pressure of length of the lecture, the scope and content of the matter and so on. Microteaching encourages the student teachers to participate actively and develops the time utilization skill among the participants and provide constructive feedback from students and effective group work. So, micro teaching is regarded a better way of teacher training courses.

Teaching Practicum increases student teachers' self-efficacy regarding classroom management, which will in turn positively influence their skills. Bhattarai (2001) earlier reported that all practice teaching courses are offered in final year of the study, practice teaching as student teaching or practicum has helped the student teachers to achieve the teaching methods, procedures and skills that will be needed for them in their future teaching life. He further added that each level of education degree requires students to undergo a practice course, it is different from practical science or field work in geography or health. The term and conditions are regarded as some widely accepted conventions by the students and teachers of specified level. Microteaching empowers trainee teachers to adopt learner-friendly methods, techniques and principles in teaching and learning activities. The feedback they get in reference to teaching strategies, student-teacher rapport, and evaluating techniques in microteaching are supposed to enhance practice teaching, and microteaching helps to erase the misconceptions of students towards practice teaching which they have to perform to complete particular academic level of their study in the faculty of education in Nepal. That is why efficiency of microteaching is needed to judge objectivity. Microteaching and practice teaching are interlink to each other in the field of teacher preparation. Practice teaching enables the student-teacher to discover his/her potential abilities and to bring these into classroom teaching situations.

Conceptual framework of the study

The presented conceptual framework of the study (figure 1) shows the terminologies related to Perspective of Trainee-teachers on Microteaching which are interlinked to each other. Kumar (2009, p. 37) has written, a conceptual framework is an interconnected set of ideas which shows how a particular phenomenon function or is related to its parts. The presented terminologies showed how microteaching and

practice teaching are interconnected to each other. The figure exhibited that how the trainee teachers have to cope with these terminologies to be competent for future teaching. The presented conceptual framework can help the trainee teachers to visualize the procedure of microteaching and practice teaching
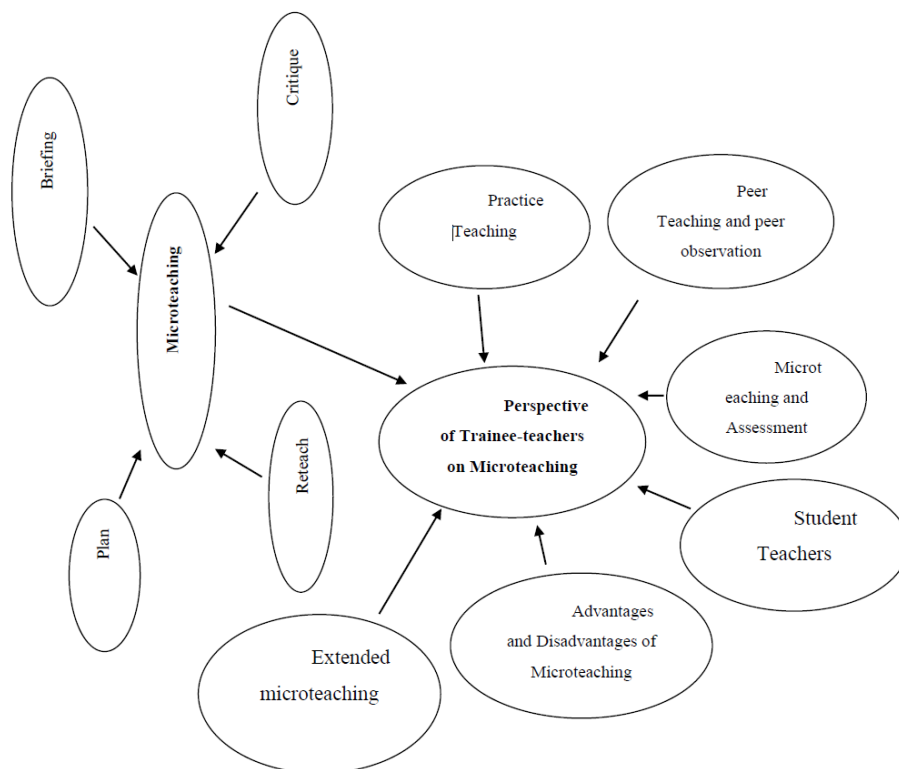

Figure 1. Conceptual Framework of the Study

Above terminologies are interlinked to each other to show the clear concept of microteaching. The presented conceptual framework depicts the perspectives of trainee-teachers on microteaching. These terminologies found supportive to understand both microteaching and practice teaching.

Methodology

In order to explore the perspective of trainee-teachers towards micro-teaching, survey research design was adopted for this study. Survey research is carried out to large number of population in order to find the respondents opinions on certain event issue or situation. In this context, Cohen and Manion (1985, as cited in Nunan, 1992, p. 140) have conceded:

Survey is the most commonly used descriptive method in educational

research. Survey research may vary on the basis of large scale governmental

investigation and small scale study. Large scale study is carried out by the

group and small scale study is carried out by the single researcher. The

purpose of survey research is generally to object in the snapshot of condition,

attitudes, and/or events at a single point of time. The main purpose of survey

research is to find out the opinion on certain issues, assess certain educational
programmes, to find out the behaviours of different professional to study
certain trend and existing state of certain institution at a single point of time
compare the finding with the standard one.

Forty student-teachers of B.Ed. 3rd year of Prithvi Narayan Campus, Pokhara were as the population of this research. For this I adopted purposive non-random sampling procedure. A set of closed-ended questionnaire was used as the data collection tool. I visited the schools where the trainee-teachers had been practicing their practice teaching. Taking their consent for conducting this research and built the rapport with the schools and the sample population. I distributed the questionnaire and requested them for their responses. Then, I started to calculate the obtained data on the basis of simple percentage and also analyzed them descriptively in a logical way.

Results and Discussion

There are various views on the purpose of conducting microteaching some researchers belief it enables student teachers to improve pedagogical skills in presentation and participation. So, I conducted this research to get the perspective of trainee teachers on microteaching. This study aims to explore the perspective of trainee teachers on micro teaching. I followed the survey research, 40 student-teachers were purposively selected as the respondents of the study. This research aims to explore how the microteaching is viewed by the trainee teachers? The data obtained from closed-ended questionnaire were analyzed on the basis of simple percentage in point-wise. The result showed positive perspective towards microteaching project and accepted that microteaching is necessary for student teachers and should be extended for the better performance in practice teaching as well as real teaching career. The point-wise analysis of the questionnaire given in the table 1.

Table 1

Simple Percentage Analysis of Close-ended Questions

Statements	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
Microteaching is necessary for student-teachers in practice teaching.	28	70	12	30							100
A student teacher gets help from microteaching for his/her practice teaching and further teaching career.	20	50	19	47.5	1	2.5					100
A student teacher gets feedback through microteaching for practice teaching.	20	50	19	47.5			1	2.5			100
Microteaching makes a student teacher confident for practice teaching.	20	50	16	40	4	10					100

Statement	SA f	SA %	A f	A %	U f	U %	D f	D %	SD f	SD %	Total
A student teacher becomes skilled and competent after microteaching for practice teaching.	30	75	8	20	2	5					100
A student teacher uses materials in microteaching	30	75	10	25							100
Microteaching is one of the most important tools for teacher preparation.	24	60	16	40							100
Microteaching and practice teaching are much more helpful for future real teaching.	22	55	17	42.5			1	2.5			100
Student teachers take microteaching and practice teaching more seriously.	9	22.5	19	47.5	5	12.5	7	17.5			100
Internal supervision is needed in microteaching.	24	60	16	40							100
Microteaching activates teaching abilities of trainee-teachers.	27	67.5	13	32.5							100
Feedbacks are useless in microteaching.							20	50	20	50	100
Supervision during microteaching will be milestone for student teachers.	25	62.5	15	37.5							100
The period of microteaching should be extended.	24	60	16	40							100

Table 1 shows that simple percentage of rating scale of closed-ended questionnaire, which showed the perspective of trainee teachers on microteaching. The closed-ended questionnaire have 14 questions with five-point likert scale with options. The closed-ended questionnaire was analyzed in point-wise on the basis of simple percentage. Finally, all the respondents had positive perspective on microteaching. The study found out that all the respondents had positive attitudes towards the microteaching for the better preparation of practice teaching. They also opined that there should be the frequent supervision by the experts during microteaching and practice teaching to avoid the weaknesses of trainee teachers and to develop their performance in the practice teaching as well as real teaching career.

As regards to the statement 1 (Microteaching is necessary for student- teachers in practice teaching), the above table showed that out of 40 informants/participants, 70% informants strongly agree with the statement, 30% agree, 0%undecided, 0% disagree and o% strongly disagree. From the data, it can be understood that 100 % participants indicated that microteaching is required for practice teaching. In the statement 2 (A student-teacher gets help from microteaching for his/her practice teaching and further teaching career.), the above simple percentage showed that 50% informants strongly agree, 47.5% agree and 2.5% uncertain, 0% disagree and 0% strongly disagree. From the data it can be said that 97.5% informants said microteaching is helpful for their practice teaching as well as in their teaching career. The statement

3 (A student teacher gets feedback through microteaching for practice teaching.), depicted that out of 40 respondents 50% strongly agreed, 47.5% agree, 2.5% disagree, 0% uncertain and 0% strongly disagree that meant 97.5% respondents were in favor of microteaching, that provides feedback for them but only 1 informant disagrees it is clear that microteaching provided feedback for them to carry out further teaching in a better way. In the statement 4 (Microteaching makes a student teacher confident for practice teaching.), for this statement out of 40 respondents 50% were strongly agree, 40% agree, 10% uncertain, 0% disagree and 0% strongly disagree the data also made clear that 90% respondents developed their confident after the microteaching for their further teaching. Only 10% were in favor of uncertain it means they did not know about it. The above data proved that student- teachers became confident after microteaching.

In relation to the statement 5 (A student teacher becomes skilled and competent after microteaching for practice teaching.), out of 40 respondents 75% respondents strongly agree, 20% agree, 5% uncertain, 0% disagree and 0% strongly disagree this showed that 90% of respondents opined that they became skilled and competent after microteaching. In connection to the statement 6 (A student teacher uses materials in microteaching), in this statement out of 40 respondents 75% strongly agree, 25% agree, 0% uncertain, 0% disagree and 0% strongly disagree. It made clear that all of the trainee teachers used materials in their microteaching and practice teaching. In reference to statement 7 (Microteaching is one of the most important tools for teacher preparation.), out of 40 respondents 60% respondents strongly agree, 40% agree, 0% uncertain, 0% disagree and 0% strongly disagree. It means 100% respondents agreed on microteaching as the best way of teacher preparation. For statement 8 (Microteaching and practice teaching are much more helpful for future real teaching.), out of 40 respondents 55% respondents strongly agree, 42.5% agreed, 2.5% view on uncertain, 0% disagree and 0% strongly disagree. Here 97.2% respondents opined that microteaching is helpful for the students-teachers. The statement 9 (Student teachers take microteaching and practice teaching seriously.), out of 40 respondents 50% respondents put strong agreement, 47.5% agree, 2.5% uncertain, 0% disagree and 0% strongly disagree. Here 97.5% of respondents accepted microteaching to make themselves skilled on teaching learning.

In the similar case Instatement 10 (Internal supervision is needed in microteaching), out of 40 respondents 60% respondents strongly agree, 40% agree, 0% uncertain, 0% disagree and 0% strongly disagree. The data also revealed that the internal supervision really helped the student-teachers for further teaching career. Similarly the statement 11 (Microteaching activates teaching abilities of trainee-teacher), 67.5% respondents strongly agree, 32.5% agree, 0% uncertain, 0% disagree and 0% strongly disagree. This exposed that microteaching activates teaching abilities of the trainee-teachers. For the statement 12 (Feedbacks are useless in microteaching), out of 40 respondents 50% respondents disagree, 50% were strongly disagree, 0%strongly agree, 0% agree and 0% uncertain that exhibited all the respondents were in the need of feedback. The statement 13 (Supervision during microteaching will be milestone for student teachers.), out of 40 respondents 62.5% respondent strongly agree , 37.5% agree, 0% uncertain, 0% disagree and 0% strongly disagree that also showed need of supervision. Finally, the statement 14 (The period of microteaching should be extended), disclosed that out of 40 respondents 60% strongly agree, 40% agree, 0% uncertain, 0% disagree and 0% strongly disagree this all revealed the necessity of microteaching for the

student-teachers. This simple percentage analysis of data demonstrated that most of the respondents had positive perspective on microteaching. So, microteaching is regarded as the best way of teacher training course.

Conclusion and Implications

The majority of the respondents had positive attitudes towards microteaching and microteaching supported the student-teachers to be confident and competent for practice teaching. As this study aims to explore the perspective of trainee teachers towards microteaching. Using purposive non-random sampling procedure 40 student teachers of Prithvi Narayan Campus were selected as the population of the study. The data were collected with the help of close-ended questionnaire and analyzed on the basis of simple percentage. The result of the data showed that most of the respondents put their strong agreement on the need of microteaching to enhance their teaching proficiency in upcoming practice teaching and even in the real teaching life. Microteaching makes the trainee teachers ready for practice teaching and also erase the misconceptions of practice teaching. Microteaching will be milestone for the better performance of practice teaching. It means that microteaching enhance the student-teachers to cope with the skills of teaching learning strategies. The techniques that they learnt during microteaching found really supportive for the trainee teachers in practice teaching. The statements like; 1 (Microteaching is necessary for student-teachers in practice teaching), 7 (Microteaching is one of the most important tools for teacher preparation.), 10 (Internal supervision is needed in microteaching), 14 (The period of microteaching should be extended), mentioned in the questionnaire revealed the respondents' positive perspective towards microteaching. So, the study showed that microteaching can help trainee teaches to build up different methods, strategies and techniques that are required in the real teaching career of the practitioners in future. The result of the data showed that microteaching makes student teachers self-confidence and competent for practice teaching. Moreover, microteaching also develops the teaching skills of trainee teachers. The respondents of the research strongly agreed to increase the time of microteaching and also favored for frequent supervision by the supervisor to provide constructive feedback for them to enhance their confidence level during microteaching and practice teaching. The finding of this result can be applied in the coming future by the faculty of education to have better policy for microteaching and practice teaching. I hope the study will be beneficial to the students, teachers, researchers as well as the experts who want to involve them in teaching learning academia. This study is only concerned with perspective of trainee teachers on microteaching. So, the further research can be carried out on the effectiveness of microteaching in practice teaching and they can also investigate the impact of microteaching on perspective teachers.
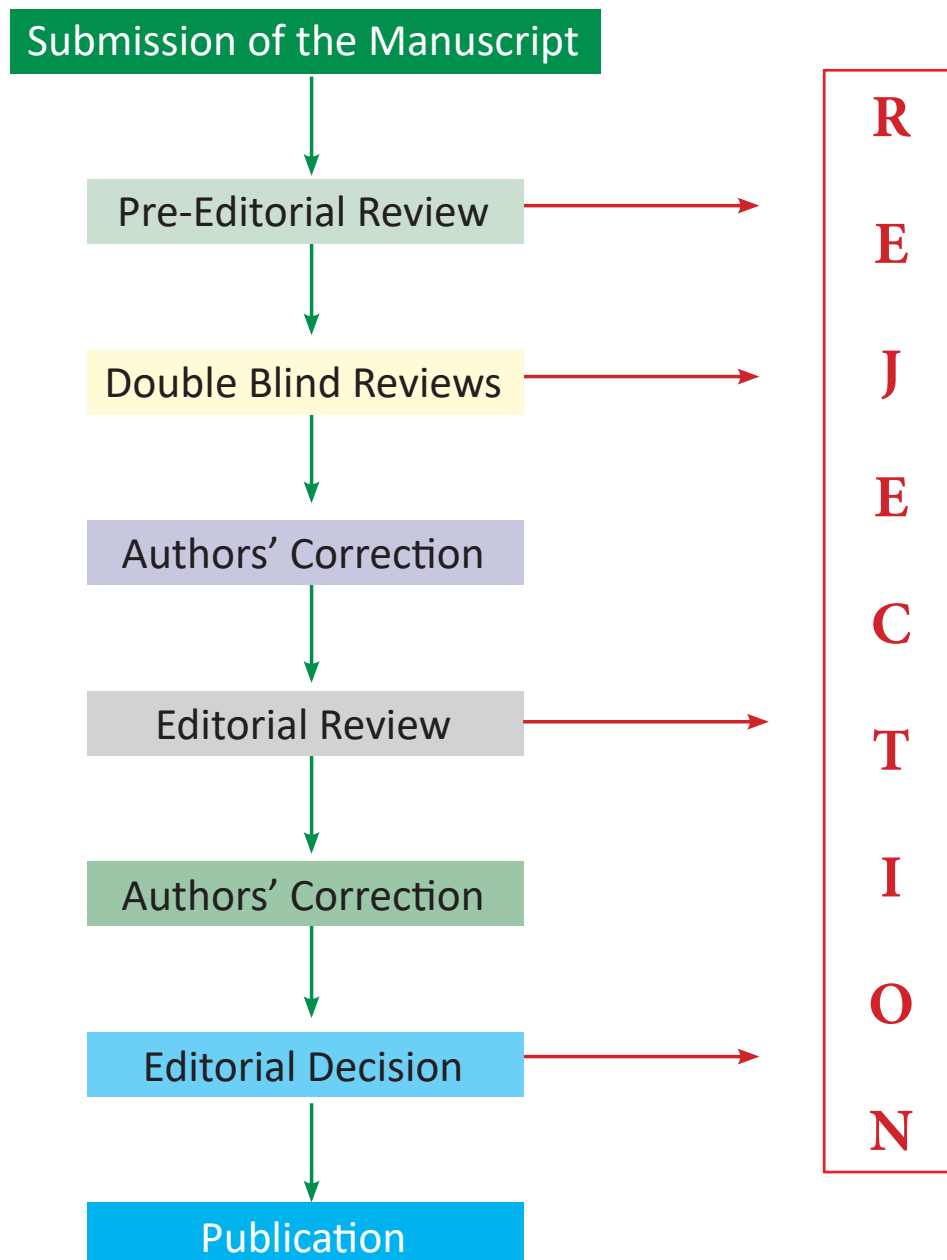
Finally, the research had concluded that microteaching is necessary for trainee teachers because it can help to develop the confidence level among the trainee-teachers. Further, it helps to explore his/her potential abilities and prepares him/her as a competent teacher in future.

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