CHAPTER-V

Findings and Recommendations
The path of educational progress more closely resembles the flight of a butterfly than the flight of a bullet.

Jackson (1968: 167)
5.0 Introduction

Although the pious intentions of the +2 curriculum cannot be questioned, it has been noticed that there are some immediate needs for modifications and adjustments so as to render it more relevant and meaningful to the Nepalese society. A curriculum should originate from the concept of education as an instrument of human resource development. It should cater to the needs of the learners on the one hand and the demands of the society on the other. The philosophy of prescribing compulsory English course at the +2 level is that, all students need some English for their academic and professional development and also for social interaction. An ability to use English language effectively for the pursuit of academic studies and for success in further course seems to be the primary need of the Nepalese students at the higher secondary level.

A curriculum is meant primarily for its learners. As such, it should reflect their needs and take care of their levels of
proficiency. As the present research manifests that the average students' linguistic proficiency is below the desired mark, it seems that the present curriculum would be over ambitious in expecting its learners to be able to cope with varieties of prescribed skills and sub-skills within the given short span of time. Besides, the teaching materials prescribed by HSEB do not seem to be properly suited for 11th and 12th Graders. Apart from these, teachers' efficiency has been found to be incompatible with the existing curriculum. Urgent need for teacher-training and improving the evaluation system have also been observed as some other very important areas in which modifications and adjustments are immediately required. The quality of educational process is markedly inferior and its efficiency is low as reflected in its poor results. What follows is a detailed study of these problems and findings substantiated by various reports and by the results of the present research.

Quality education has been the central impetus to restructuring the educational system at the secondary level. This includes a cadre of trained teaching staff, efficient administrative personnel, a most practical curriculum and learner-friendly textbook materials competent enough to fulfil the individual and national needs adequately. The call for
quality education cannot be accomplished just by substituting a few aspects of the system. The International Conference on Education 1986, in its Recommendation No. 75, stressed that qualitative changes should occur in all the aspects of school education and that improvement should be continuous. Any exercise for overnight change would be only a futile attempt. The suggestions of Emile Blanc at the 40th UNESCO International Conference on Education are highly pertinent in this regard. Suggesting the possible lines of change he pointed out the following:

1. Adapting structures more closely to relate to intentions;
2. Returning to less ambitious purposes, goals, and objectives;
3. Designing courses for young people in keeping with their aptitudes and according to the national socio-economic needs;
4. Improving the status of the teaching profession;
5. Diversifying curriculum and teaching;
6. Adopting more realistic culture.

In the context of Nepal, all these suggestions are found to be immensely vital and relevant. A very brief account of such details would be useful and contextual here. With low internal efficiency and poor quality, low coverage and severe underfinancing on the part of the government, 10+2 school education in Nepal is acutely suffering from some of the most
serious problems. Issues and challenges such as how to improve the quality of inputs and their utilisation in the higher secondary level of education so that a desired level of learning can be achieved and how to improve internal efficiency of the newly established system to make it meaningful to the people are points of strategic importance for the kingdom.

Curriculum goals have been modified over the years to reflect country's changing socio-economic imperatives. In 1971, the goals of NESP for all post-primary education emphasised vocational utility and disciplined citizenship, loyal to the country, crown and god. The NESP tried to impart a different character to the secondary level which would allow some students in vocational streams to leave at the end of grade 10, prepared for employment in the local community. However, the planned vocationalisation of secondary education failed because of lack of funding, weak linkage with the labour market and lack of motivation and demand on the part of the students.

In the mid-1980s the NEC added the concepts of education for national development and integration and secondary education as a preparation for advanced levels of education. Under the Eighth Five Year Plan, the objectives of lower secondary education
maintained the emphasis on character-building and preparation for work or more advanced education, while secondary education was to carry out the responsibility of preparing students to contribute to the country's development and lay the basic knowledge for higher secondary education, which in turn was responsible for preparing students for world of work and for general higher education. Despite the evolution of broad goals, curriculum content has not been systematically and thoroughly overhauled since the implementation of NESP, over 25 years ago. The curriculum, as it unfolds at different school contexts, reveals quite many gaps and tensions between aspiration and realisation.

5.1 Findings

The main findings of the present research can be studied under various headings as given below:

5.1.1 Curriculum

i) Lack of Sequence, Coherence and Integration

As the curriculum development has been piecemeal and the structure of school system has undergone frequent changes, (see Chart III in 1.3.2) the sequencing and coherence of subject
mater and skills acquisition is unsystematic. Teachers at secondary and higher secondary levels very often complain that students have not acquired the pre-requisite knowledge and skills enough to benefit from the next level of higher education.

ii) Too much Coverage and Too Little Practice

The compulsory English curriculum content is unrealistically crowded and teachers lack time and materials to give their students opportunities to practise and reinforce what they have learnt. In practice, teachers teach facts to be memorised at the expense of the language skills acquisition, student participation and problem solving techniques. Curriculum materials need to be revised to guide teachers in how to teach problem-solving skills and how to access the competencies and weaknesses of students so that they can take remedial action.

iii) Irrelevant Subject Matter

The curriculum contents need revision or substitution to render them more meaningful to the Nepalese culture and context. Despite the emphasis of compulsory English being on communication, students at higher secondary level, who have had at least 7 years of English exposure, miserably fail at holding
even a simple conversation on common topics of interest and about their own surroundings.

There is a genuine need for learner and teacher-friendly curriculum. Teachers and students are not quite happy with the present curriculum materials. They are deficient in content, affordability and availability. Reference and reading materials are not available at most of the school libraries. Besides, the nature of teaching materials is unsuitable to Nepalese cultures and context. There is great need for embedding the teaching of English in local needs and indigenous contexts, avoiding the use of culturally biased English textbooks; Doff’s *Meanings Into Words* is specifically the book in focus. Although students with English medium background do not find the present course challenging, an overwhelming majority of students educated through Nepali medium find themselves deficient, unable to cope with demands made on them by the syllabus, resulting in loss of self-confidence, growth of anxiety and aversion for the course.

The present curriculum appears to be a literary - humanistic and heavily content-based, much above the linguistic competence of the 11th and 12th graders, unable to equip them with necessary language skills.
iv) **Ineffective Language Policy**

Presently, English is taught from grade 4 onwards as a compulsory subject. This is a legacy of the former period when primary education ended at grade 3. At what stage English should be introduced is still being debated on social and pedagogical grounds. Deficiencies in English plague other subject-teachers also. For instance, Science education is particularly problematic because more advanced texts are in English. The real problem to address is how to deploy scarce resources for teaching English well to schools which do not enjoy the means to attract expert English teachers and do not have English as medium of instruction.

v) **Misconceptions and Fallacies**

Teaching of English is suffering from some kind of misconceptions, what Prof. Gokak terms as 'fallacies', viz., linguistic fallacy, methodological fallacy, pedagogic fallacy and literary fallacy. Linguistic fallacy is clinging to certain analysis of language making use of a certain list of structures and lexis very rigidly. In the context of Nepal, the English textbooks of grades 9 and 10 currently in practice were written
some 25 years ago on SOS principles in which functional grammar was encouraged at the cost of formal grammar. No thought has been given by the experts to the wide-spread practice of teaching English along the traditional lines. Methodological fallacy is to do with methods of teaching such textbook materials written along structural lines. Teachers emphasise monotonous drilling and repetition of words and sentences, without giving students a chance to understand the situation and contexts in which the language items are used. Likewise, the pedagogic fallacy expects teachers to devise situations in English and manoeuvre them tediously to drive home the meanings of words and sentences. The structural textbooks hardly show any evidence of creativity, which is the hallmark of literature. The literary fallacy is the worst of all these fallacies. It has been prevalent among the curriculum designers and teachers who believe that students will know English very well if they study Shakespeare, Milton, Keats and Shelley, without ever realising that most of their students at the college these days do not know even the basics of English. These students need to be exposed to simple literary pieces first.
vi) Overload and Instructional Time

The time allotted for teaching and learning compulsory English at the +2 school is often much less than the ideal time required by the prescribed curriculum. Actual instructional time is very little. The time allotted for each class period (40-45 minutes) adds up to 26 hours of instructional time in a week. Teachers get four and a half hours of total time in a six-day week for teaching English. Thus time-on-task is minimal in the system where the official working days of school are 180 a year which is inclusive of examination time and teachers' official leave. Time-on-task is further reduced because of irregular attendance by pupils and frequent absence of teachers.

vii) Shortage of Teacher-Training Provision for +2 English Teachers

The planning for teacher-training needed to the +2 English teachers by the HSEB is not yet comprehensive. A group of 30 teachers in the academic year of 1997-98 was imparted P.G. Diploma training of two semesters. This rate of training will take years to achieve the desired goals. Besides, the training is more focussed on academic exercises than the classrooms and textbooks.
5.1.2 Examinations

i) Very High Backwash Effect

The crippling effects of content-oriented examinations are conspicuously visible in the negative washback effect on the teaching-learning mode. The predominance of rote-memory, teacher-centered teaching, rehearsing mock examinations are examples of this. As such, there is no time left for accomplishing course objectives. The malaise of HSEB examinations is seen in teachers' attempt to cover only those portions which are important from examination point of view. In this connection the findings of the survey of examination system in Nepal conducted by University of Cambridge Local Examination Syndicate (UCLES, 1989), are eye-openers. The Syndicate states, "Papers are seriously restricted in the range of skills tested, concentrating mainly on the factual recall of textbooks information and sometimes encouraging the repetition of learned model answers based on textbook exercises." Past experience reveals that it is the national testing system rather than the curriculum that compel teachers to change their methods of teaching for the worse. Since the examinations are oriented to textbook's factual recalling, they have a serious bearing on the
teaching technique. Teachers emphasise rote-learning at the cost of independent thinking and creativity on the part of the students. They use previous years' examination questions to coach and students prefer to cram the answers supplied by their teachers. The backwash effect of the examination is very high and dominates the instructional process at the schools.

ii) Faulty Examination System

It is argued that the national level tests of grades 11 and 12 are ill-conceived with no proven evidence of their reliability or validity. The fairness of the examinations has been the butt of criticism from various quarters. Test items are not standardized, the reliability is low. The construction of test items is often deficient, validity of the test items is also weak. The items do not cover all aspects of the subject matter and the questions asked do not always tap the full range of knowledge and skills as prescribed in the English curriculum of the +2 level. Theoretical items predominate over items requiring practical application cross-checking of marks for consistency is uneven, which reduces the fairness of the examinations.
iii) No Representation of Internal Assessment in the Evaluation System

The present evaluation system is carried out exclusively through annual examinations of 100 full marks. The internal assessment marks of students do not receive any representation. The absolute summative system of evaluation is thus discouraging the practice of formative evaluation system at the schools. As the internal assessment receives no representation in the final results, both teachers and students are gradually losing their interests in its practice.

5.1.3 Teachers' Efficiency

i) Theories of Language Learning and Educational Psychology

Of all the elements in providing quality education, teachers' effectiveness is the topmost imperative. The destiny of a country is decided in the classrooms. It is the teachers who are responsible for effecting the intended curriculum into classroom teaching practices which enables students to learn the actual curriculum. The existing curriculum has new set of objectives, course contents, changed focus and teaching materials, all leading to new methods of teaching and testing devices. In order
to be successful, the teachers must fully appreciate these new dimensions. They are also expected to be well-familiar with the new contents of the core-English component. The primacy of teacher as the best teaching aid cannot be overlooked, specially in a poor country like Nepal, unable to fully exploit electronic media for instruction. Any curriculum, howsoever well-designed, is considered to be doomed unless its implelementors, the teachers, are properly trained for the same. "Research has confirmed that teacher training is indeed worthwhile," says Dove (1986:203). So teachers must possess a practical training and a higher level of understanding of the curriculum content. They must have an understanding of how to simplify, organize and communicate the contents to the class; they must have an understanding of how learning takes place and to motivate their students to learn. Teachers at the +2 level need training in these areas.

According to the World Bank Report (Report No.12243 - NEPAL), there is an acute shortage of trained and efficient teachers, specially for Science and English subjects in Nepal. The Report states, "It is known that there are severe shortages of teachers specialised in Science and English, with the result that Science is rarely taught at the schools and English is
taught by non-specialists." In the context of teaching English at the +2 schools also the report holds equally good. Teachers without completion of post-graduate degree in English are employed to teach English at several of the +2 schools in the Kingdom.

Teaching profession cannot be compared with any other profession. In addition to professional knowledge and skills, the teachers' whole personality must be a good influence on the younger generation. As such, the prestige of the teachers in society should be an important component of a generally progressive educational policy of MOEC in general and HSEB in particular.

ii) Teacher-Training

Teachers' effectiveness, the most important factor in providing quality education, is found considerably low. A high percentage of teachers are untrained. Although the Board has recently started PG Diploma training course exclusively for the +2 English teachers, the training course seems to be heavily influenced by the historical origins of higher educational institutions rather than based on educational policy of the HSEB. It
is assumed that the main task of teacher training is to provide the school with competent teachers whose qualifications correspond to the requirement of effectively teaching the English curriculum in the Nepalese classroom situations. Teachers are faced with over-crowded classes and a shortage of colleagues. They are shouldered with too many responsibilities - a factor which seriously reduces the quality of teaching.

iii) Status of Teachers and Teaching Profession

Teaching proficiency of the teacher is further marred by the low status and poor remuneration for teachers in Nepal. Teaching in the present days in the country can hardly be called an attractive profession. Deliberating on the issue, the World Bank Report [Report No.12243] on Nepalese education mentions, "Salaries are the main problem but a poor physical work environment also acts as a deterrent to recruitment. Job seekers with qualifications in Education often use teaching as a 'platform' to get more attractive employment elsewhere." Teachers in urban areas often work at two or three other institutes in order to supplement their meagre salaries. The widespread moonlighting and frequent absences are officially tolerated. Commenting on the lack of attraction in teaching
profession, Sthapit (1997) remarks, "This factor has pervasive derogatory repercussions, not only on the education sector but on the performance ability of the nation as a whole. This problem, therefore, deserves immediate attention, serious thoughts and bold remedial actions."

In nutshell, quality education calls for considerably a larger investment. There is need for a substantial increase in spending for improving ELT situation in Nepal which can be best achieved by expediting teacher training programmes and upgrading status of the teachers. Suggesting ways to ameliorate the worsening state of affairs, Davies, A. (1971) opines, "As well as a deployment of existing resources an increase in spending is badly needed, in particular on considerably improved teacher training for English language teaching, and better salaries, and hence status for teachers."

5.1.4 Recommendations and Suggestions

Deterioration in educational standards is a universal phenomenon. Worldwide experience shows that there are no sure prescriptions for curing the ills of low educational quality over a short span of time. In the context of Nepal, the deteriorating
standards of ELT has been a major concern. Research findings available on effective schools and school restructuring, however, do indicate that "Quick-fixes" and single-focus efforts are rarely effective. Educational quality improvement involves changes in human beings and institutions. A long-term planning with holistic approach to the implementation aspect, taking account of the repercussions of changes in one set of people or institution alone can serve the purpose.

For quality improvement and upgrading the standard of ELT in Nepal, the first essential step would be to collect accurate data regarding enrolment, status of higher secondary school cohort, the location and status of school facilities, equipment, books and materials, teachers' qualifications and training, salary and incentives offered to teachers. The two most vital factors responsible for quality education are teachers and the curriculum. They deserve deliberations in some detail here.

1) Teacher Development and Training Reform

At the heart of the quality improvement are the teachers. A diversified promotional career structure should be developed to provide incentive to attract qualified teachers to the classrooms. Besides, teachers on-contract from abroad could also
be considered in this regard. Nepal needs setting priority to training the trainers. Training at least 3 teacher-trainers from each of the 75 districts of the country (a total of 225), and trained in pedagogy of ELT could prove a planning of far-reaching consequences. Training of such teacher-trainers outside the country would be preferable as it would provide them opportunities to get acquainted with the best international practice. Keeping in view the proximity, cost effectiveness and excellence of the programmes, Tribhuvan University had sent three successive batches of college teachers to CIEFL during the late seventies for their professional development. HSEB may benefit itself by re-establishing relationship for the development of professional expertise of its selected/potential teacher-trainers.

Regarding teacher-training curricula, the planner of teacher training has to be visionary to cope with the new learning needs of the 21st century. The teacher training would be remarkably different from the conventional lecture-based model. It would emphasise on modelling and coaching techniques use on how to encourage learners in thinking skills, problem solving, self-directed study and collaborative learning as related to specific topics in the curriculum. In this connection, the concepts of
Woodward, T. (1991) on transmission of knowledge are worth mentioning here. She maintains that processes of input relate to the ways of enabling, sharing, eliciting, encouraging, questioning, responding, enriching and developing, telling, helping and informing.

A teacher training course in the forthcoming 21st Century will have to be based on humanistic approach to caring for and sharing with learners as advocated by Moskowitz, G. (1978), making optimum use of what students feel, think and know; developing their spontaneity and creativity so as to exploit their full potential and develop a balanced personality. Teaching is dealing with students’ feelings. Learning is affected by how students feel about themselves. Discussing this theme, Arthur Comb (as quoted in Woodward, 1985) explains, "What a person believes about himself is crucial to his growth and development. A person learns this self-concept from the way he is treated by significant people (teachers in the classrooms) in his life." Teachers in their training course should be made skilled at dealing with both dimensions of humans - the cognitive or intellectual and the affective or emotional. But the main problem with most teacher training, as McGrath (1986) views is that "... it is short-sighted. It is short-sighted because in
promoting linguistic knowledge and methodological expertise, it ignores the personal qualities without which those professional attributes are meaningless." Besides providing theoretical concepts and course-contents, a teacher-training course should also furnish the trainees with some practical tips on how to sustain students' interest and help them internalise new information, making lesson planning, observing classroom teaching, providing feedback session, and rapport establishment techniques.

It is universally acknowledged that teaching is an art. As an art, much of it is idiosyncratic, sensitive to personal faiths and convictions. Rivers, W. (1987) presents a real picture of a genuine teacher. She says,

Truly successful teachers are highly idiosyncratic. From the plethora of information and recommendations, they select. They take from the new what suits their own personality and their teaching style and what is appropriate for the personalities and aspirations of their students, thus forming their own approach. They are not afraid to innovate, to re-arrange, to redesign their courses, because continual reflection and appropriate adjustment and readjustment keep them professionally alive, making them more interesting to their students. Above all, they do not remain caught up in their own discipline but see it in relation to the total educational experience.
The implication is that the effectiveness of a teacher training programme much depends on how and how much a trainee assimilates the traits of a genuinely professional teacher rather than how much of the content he has mastered. Language teaching, according to Stern and Strevens (1983), "must be understood as a matter of intuition as well as of scientific analysis. Language teaching is both an art and a science, though individual scholars differ in the importance they attribute to each of these." So, intuition should be his soul-guidance, which appears naturally in him during those instants when his mind is calm. Nearly everyone has had the experience of an inexplicably correct hunch. Luther Burbank (1922) says that right education of teacher is free from all mysticism and non-practicality. He views, "New types of training are needed - fearless experiments. At times the most daring trials have succeeded in bringing out the best in fruits and flowers. Educational innovations should likewise become more numerous, more courageous."

ii) Curriculum Sequencing

A detailed curriculum plan for the entire secondary education subsector (grades 6-12) is imperative. The primary level curriculum and the lower secondary curriculum were last

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revised and updated in 1991 and 1993 respectively. The secondary level curriculum has also been recently drafted but the textbook materials are yet to be developed and published. The practice of prescribing and developing curriculum and textbook materials for grades 6-10 by the CDC and for grades 11 & 12 by Council of Higher Secondary Education (CHSE) separately by two different organisations providing the same service has resulted in some confusion in aspects of Curriculum sequencing. In order to ensure sequencing of the contents, one single agency may be entrusted with this responsibility.

The recommendations given here are based on two major sources of data: i) information drawn from the data received from the questionnaire for the teachers and ii) suggestions provided at informal interviews and discussions with teachers, students, parents, curriculum specialists and educational administrators during the nation-wide fieldwork. In order to put the recommendations more succinctly and directly, an attempt has been made here to provide the possible measures for the modification of the present curriculum under various headings:
5.1.5 Evaluation System

1. There is dire need of improving the quality of examination. This includes improvement in the quality of question papers, framing short answer questions, preparation of marking schemes, organising for spot-evaluation and training of paper setters and examiners.

2. It is a fact established by research that formative evaluation substantially contributes to learning, and also that it positively affects students' attitude to studies. Therefore, external examination must be supplemented by internal assessment.

3. Provision for both internal assessment and final examination should be made obligatory to pass separately in both, with fair apportioning of weightage between internal and external assessment.

4. Internal assessment can be carried out in the forms of continuous evaluation of the students' involvement in classroom interaction such as group discussions, debates, role-plays, simulated interviews, paper presentations etc., to name a few.
5. There should be focus on monitoring and assessing students' performance in relation to literary, linguistic and communicative skills and abilities rather than on the recall of content information. It will encourage learners to practise reading unseen texts and writing different kinds of texts for various purposes.

6. A separate viva-voce for testing oral skills of students may be introduced.

5.1.6 Curriculum

1. The curriculum should be made interesting, enjoyable, activity and student-oriented, which allows for interaction and provides opportunities for skill practice relevant to real life needs. Such a curriculum would facilitate scoring and at the same time informative, laying emphasis on skill-testing rather than content-memory or mere regurgitation.

2. A specified curriculum in terms of the communicative skills of L S R W should be designed, with an objective of enabling learners to acquire the use of English for day-to-day communication.
3. A language skill-based curriculum and learner-centred teaching with their optimum participation will furnish the learners with self-learning techniques.

4. To cater to the heterogeneous students' proficiency (students coming from the background of English and Nepali medium of instruction), the compulsory English curriculum should comprise different units and modules of the course suited to different levels of students' linguistic proficiency.

5. It would be more practical to design two separate courses to meet the two divergent aims of HSEB curriculum i.e., 'preparatory' and 'terminal' objectives.

6. Yet another solution would be to design 'A Course In Functional English' for these students joining +2 with 'terminal' objectives (i.e., world of work). A need-based, employment-oriented module for this group would be more practical and fruitful.

7. Some of the aspects of 'notions and functions' as well as simple poems, plays and retold novels may be introduced to SLC course.
5.1.7 Teacher as a Researcher

1. Teachers in Nepal need to be provided opportunities to share the responsibilities in the area of curriculum improvement. Curriculum process cannot be properly evaluated without self-monitoring on the part of the teachers. Stenhouse puts it very emphatically. He remarks: "a research tradition which is accessible to teachers and which feeds into teaching must be credited if education is to be significantly improved" (1975:165). The concept of teacher as a researcher, if exploited to the desired extent, would highly contribute to quality improvement.

2. It would be a practical and fruitful step of the HSEB to exploit the collective experience and expertise of the practising teachers in preparing relevant teaching materials.

5.1.8 Teacher Training Component

1. As the existing curriculum places emphasis on developing linguistic and communicative skills, as well as knowledge of the structure of English, most of the inservice and pre-
service teachers may find them different and feel diffident. As such the training components like structures of English language, teaching and testing of the four language skills, literary interpretation and teaching of English literature should form part of the training component. Addition of further topics sought by the teacher-participants will be very useful in this regard.

5.1.9 Methodology

A course in methodology of teaching English should take care of the following aspects:

1. The conventional lecture method is to be replaced by a pedagogy in which students are actively engaged in the learning process, teachers motivating them to communicate in the classroom and providing feedback, a method in which teachers talk less and provide opportunities for students to talk.

2. Teacher training should be focussed on enabling them teach the prescribed materials, teaching and testing of language skills, conducting classroom tests, setting question papers, scoring answer sheets, correcting written assignments etc.
3. Emphasis should be given on providing feedback rather than supplying information.

4. An ambience of teacher as facilitator and students as participants and interlocutors actively engaged in the learning process has to be developed.

5. Treatment of language skills and their sub-skills should be in an integrated manner, rather than in isolation from one another.

6. Lecture methods should be minimally used only to explicate content areas only when students find it too difficult to overcome them through communicative devices such as problem-solving. Various types of tasks could be carried out in the classrooms in pairs and in groups, through role-playing, simulated interviews and seminars.

7. Initially, emphasis should be on the fluency of students’ oral and written production to gradual increase of emphasis on language accuracy.

8. Judicious use of L1 for students coming from Nepali medium and undertaking the 'terminal' course may be permitted only
to its gradual reduction and final elimination in the later phase. Unregulated use of L1 would be counter-productive to the entire effort put in teaching English.

9. Orientation for teaching notions and functions in Nepalese context will make the core English component more meaningful and interesting.

As the pursuit of training, like pursuit of knowledge, is an endless one, an on-going process, the trained teachers, as a follow-up, should form study circles to conduct regular seminars, discussions and talk-programmes. Besides, as a measure for self-improvement, these teachers may undertake team-planning, experimental teaching and classroom observations. The Nepal English Language Teachers' Association (NELTA) can contribute substantially in keeping the teachers informed of the latest development in the field of ELT as practised at the global level.

5.1.10 Textbook Materials

1. Textbook materials should be revised and replaced from time to time keeping in view the linguistic competence and literary content suited to the maturity level of the learners at the +2 level.
2. The text and activities in the teaching materials should reflect to a considerable extent, the life and culture of the Nepalese society. The selection of the materials should neither be too literary or difficult in thought nor too remote culturally and socially.

3. NCERT (India) textbooks may be replaced with some modification to suit the Nepalese context.

4. The book Meaning Into Words should be replaced by some other suitable one. It would be more suitable to prepare one booklet on the use of notions and functions providing varieties of example-sentences to illustrate them using different structures. A clear knowledge of forms and functions at the +2 level would prove very helpful in their academic career as well as in day-to-day life.

5. Some translated pieces from Nepali literature may be incorporated in the text or literature by Indian writing in English may be considered.

6. Addition of study skills in the text would prove very useful at the +2 level.
7. Attempts should be made to incorporate SIM strategies in the design of coursebook to facilitate learners in remote areas where trained teachers are few in number.

8. Teachers' Manual should be revised and made available to the teachers at the earliest.

9. Either the number of books should be reduced or the number of teaching hours be increased to the desired extent.

10. Instead of recommending 4 different dictionaries (Cambridge, Collins, Longman, Oxford) as reference materials, only one book *Longman Language Activator* could be recommended. This book would prove immensely useful to both high school and higher secondary school students in English language learning.

5.1.11 Policy Matters

1. The HSEB will have to ascertain the number of teachers to be trained in total in the next 3 to 5 years.

2. Teachers from 5 development zones may be called on duty for a training of P.G. Diploma. At least 100 teachers in one academic session will have to be trained.
3. P.G. Diploma training may be imparted to freshers also for future needs.

4. All the teachers must have received training by the year 2003 A.D. (Saturation level training)

5. Teacher training should be made mandatory for permanent posting.

6. Attending 2 to 3 refresher courses at regular interval in the course of teacher's career spanning nearly 30 years should be made compulsory.

5.1.12 Others/Miscellaneous

1. Teachers workload needs to be rationalised; the amount of time used on tutorial classes (proposed), and marking assignments should be considered under the workload of the respective teachers.

2. A Teacher Resource Centre (TRC) should be established in each of the Zonal Headquarters for organization and coordination of their work.

3. At Zonal level, a Teachers' Association may prove helpful in exchanging professional information.
4. Various organizations, like NGOs, VSO and Peace Core may be involved in extending their services to the remote parts of the country.

5. Workshops for revision of materials, paper setting and evaluation modes may throw up creative ideas which can be exploited for quality improvement.

6. Teachers' salaries should proportionately reflect the importance of teaching profession in the society.

7. English proficiency of the teachers needs to be improved.

8. A set of model questions should be developed and provided to all the schools.

9. For the improvement of quality of teaching, two general approaches can be considered: improving educational input and process during pre-training and providing incentives for improved performance during the post-training duration.

To sum up a skill-based examination, continuous classroom-based evaluation, task-based book, interactive and learner friendly methodology, and above all teacher
preparation/orientation to achieve all these goals should be the commitments of HSEB and all the ELT practitioners in the Kingdom.

Finally, it is not the 'ideal' syllabus but a cadre of 'ideal' teachers that contribute to the overall improvement. It is they who implement and execute the plan in the classrooms. They are well aware of the classroom realities, students' background, their needs, aspirations as well as their proficiency level. So the concept of 'teacher as a researcher' has to be realised and translated into practice. Only grassroots level approach to planning a curriculum can come up with genuine solutions, which will take teachers into confidence. If teachers are equipped with linguistic proficiency and professional expertise, even the most ambitious language curriculum can be successfully implemented. However sophisticated be the aircraft, it is the 'men-in-the cockpit' who ensure smooth and safe flights.