

The Effectiveness of ELT Practices in Government-Aided Schools

Balmukunda Upadhayay

 <https://orcid.org/0009-0000-4284-4381>

Mail Id : balmukunda47@gmail.com

Abstract

This study explores the current status of English Language Teaching (ELT) in government-aided public schools in Nepal by reviewing its historical development, including colonial influences and integration into the education system. Using a qualitative approach based on literature review and classroom observations, the study identifies several persistent challenges, such as reliance on outdated teaching methods like the Grammar-Translation Method, scarcity of teaching resources, and insufficient teacher training. The findings highlight the urgent need for reforms in ELT practices. To address these issues, the study recommends adopting communicative language teaching methods, integrating modern technologies into classrooms, enhancing teacher professional development, and improving the overall classroom environment to make English learning more effective in public schools.

Keywords: challenges, ELT, history of English, public school, solution, technology

Introduction

The concept of globalization has changed the world in to a tiny village. And the easy access to the scientific invention has really brought revolution into entire system of style of every human being. The fingertip can stir the events of the globe around us if we really are eager to. One of the leaders to carry us step to step to the innovative world is the widespread use of the Lingua Franca-English language. Either we embrace it or reject it; the third eye to view the kaleidoscopic light of the world is the English language. No languages are considered superior or junior in terms of their presence. And none can certify the certificates to a language that everyone is supposed to accept it superior or inferior to another. It is at the same time apparent that in terms of the utility, use and dominance a language is supposed to be a leading language. I am sure in this regard that English language can be called superior to all. The present boom of English language certainly differs from the past i.e., it was supposed to be the language belonging to few people of the world. The British, Americans and other few thought the language purely of their own possession. But the language has no boundary as such now. The seven seas have no walls to restrict the language within. It has flown across to us and we are definitely proud to have such language with us. However, we must be proud to have Nepali as our mother tongue at the same time.

Historical Background of English Language in Nepal

Gupta (2011) points out that due to its association with the British colonizer in India, English started life in Nepal as not just a foreign language, but as a sophisticated language. As the instrument of the reluctantly adopted Lingua Franca to the status symbol of the upper classes English language speeded its roots in Nepal in the closing years of the 20 th century when English began to emerge as a global language, which led to a transformation in the Nepali classroom. This change was driven by a shift in the learners' environment. Previously, the surroundings had been acquisition-poor with regard to English. Suddenly, however, every language user seemed to be jumping on the bandwagon to learn English. The first step of English language invaded into Nepal in 1628 along with the arrival

of the missionary Rupandehi Campus Journal Volume 5, 2025 7 people however, the impact of the language remained invisible. The official entry of English language was clearly noticed along with the establishment of the first modern school-Durbar high school in 1805 A.D. The sole objective to establish the high school was to make the Rana sons know English as well as please the British Empire so that the Rana regime would be safe. On the other hand the British Empire had also mini interest to expand its rule through the introduction of English as the official language and language for introductions. Gopinath puts forth that during the period 1854 A.D. to 1947 A.D. 13 secondary schools were opened throughout the nation.Kansakar (1998) writes ELT has now become an essential compose in Nepal's educational strategy. In schools run by private sectors, English is taught from nursery level, all subjects except Nepal are taught in English. Thus, English as a medium for other subjects and English and content begins from very inspectional stage of education. English is accepted as compulsory school subject in the curriculum. In government aided public schools, English is taught from grade one, in view of communicative approach CDC curricula of all levels of public schools has been managed from 1992 to 1998.

Objectives of the Study

Here are three possible objectives for the article:

- To Analyze the Historical Evolution of English Language Teaching (ELT) in Nepal
- To Evaluate the Current State of English Language Teaching in Government-Aided Public Schools in Nepal
- To Propose Solutions for Improving English Language Teaching in Government-Aided Public Schools

Literature Review

The introduction and development of English Language Teaching (ELT) in Nepal have been shaped by historical, linguistic, pedagogical, and institutional factors. Various scholars have explored these dimensions, offering insights into both progress and persistent challenges.

Adhikari (2020) notes that English was formally introduced into Nepal's education system following Prime Minister Junga Bahadur Rana's visit to Britain. This led to the establishment of Durbar High School, where English began to be taught, marking the beginning of formal English education in the country.

Bist (2011) emphasizes the status of English as a foreign language for many Nepali students, especially those from linguistically diverse backgrounds. Due to limited exposure and practice opportunities, English use in Nepal remains largely confined to academic, technical, and select literary domains, thereby restricting students' ability to use the language in practical and social contexts.

Ghimire (2019) highlights that Nepal's national English curriculum is designed around the Communicative Approach to Language Teaching (CLT). This approach aims to foster communicative competence by integrating language skills, language functions, and thematic learning. However, the actual implementation of CLT in classrooms often faces challenges due to lack of training, resources, and supportive environments.

Adhikary (2023) provides a comparative analysis of English language proficiency among students from 8 Rupandehi Campus Journal Volume 5, 2025 private and public schools. Private school students generally perform better in speaking skills, pronunciation, fluency, and vocabulary, although they still encounter difficulties with grammar and tense usage. In contrast, public school students

demonstrate more significant deficiencies, including frequent grammatical errors and poor sentence construction that often result in misleading or unclear communication.

Timilsina (2021) acknowledges that ELT in Nepal is fraught with numerous complex challenges, including inadequate resources, lack of teacher motivation, and student disengagement. While complete resolution may not be feasible in the short term, collaborative efforts from teachers, students, parents, and school administrations can help address local and context-specific issues, thereby gradually improving English education outcomes.

Methodology

This study adopts a historical-descriptive approach to investigate the evolution of English Language Teaching (ELT) in government-aided public schools in Nepal. It traces the historical development of ELT practices, examining how socio-political changes and global trends influenced the Nepali classroom environment over time. The analysis focuses on English teachers and students in both public and private schools to assess shifts in teaching methods, the availability of resources, and levels of student engagement. Observations will be carried out in public schools, along with consultations with school administrations, to explore how ELT has evolved, the challenges it has faced, and the impact of contemporary teaching practices. Classroom observations will provide evidence of the practical application of ELT methodologies, student-teacher interactions, and the integration of technology. Additionally, historical and policy documents—such as national curriculum frameworks and educational reform policies—will be reviewed to evaluate the alignment between educational directives and classroom realities. The study aims to identify long-standing structural factors contributing to disparities in ELT quality between public and private schools and to offer historically informed recommendations for improving English language education in public institutions.

Discussion

This discussion examines the progression of English Language Teaching (ELT) in Nepal by focusing on three key areas: the long-standing dependence on the Grammar Translation (GT) method and its limitations, the existing challenges faced by government-aided public schools in implementing effective ELT practices, and the marked disparity in teaching quality and resources between private and public educational institutions.

1. Predominant Use and Limitations of the Grammar Translation (GT) Method

Despite global advances in language teaching methods, the Grammar Translation (GT) method has remained deeply entrenched in Nepal's public education system. This method, introduced during colonial times, emphasizes rote memorization and translation over practical communication skills. While private schools gradually adopted direct and communicative methods, government-aided public schools continued to rely on GT.

Key issues include:

- GT does not promote speaking or listening skills, leaving students unable to communicate effectively.
- Teachers using GT often focus solely on written grammar and translation tasks.
- Students are passive recipients, leading to disengagement and poor learning outcomes.

2. Current Challenges in Government-Aided Public Schools

Government-aided public schools face severe systemic challenges that hinder the effective teaching of English:

a. Teacher Resistance and Training Gaps:

- Teachers are exposed to modern methods during training and workshops but rarely implement them in the classroom.
- Common justifications include lack of resources, poor student readiness, or administrative negligence.

b. Socio-Economic Factors:

- Most students in public schools come from marginalized backgrounds with limited parental support.
- Education is not prioritized in many households, creating a vicious cycle of disengagement and underachievement.

c. Result-Oriented Cramming Culture:

- Teachers tend to neglect English teaching for much of the year, only becoming active during exam seasons.
- Focus shifts to exam tips and shortcuts, promoting memorization over understanding or communication.

3. Disparity Between Private and Public Schools in ELT

There is a significant gap in ELT quality between private and public schools, driven by the following factors:

- **Teaching Methods:** Private schools adopt communicative and student-centered methods; public schools remain GT-focused.
- **Classroom Environment:** English-speaking environments and interactive classrooms are common in private institutions.
- **Teacher Accountability:** Private school teachers are under performance pressure, whereas public school teachers often lack supervision and motivation.
- **Resource Availability:** Private schools have better access to teaching aids, digital tools, and infrastructure.

This disparity reinforces social inequality, limiting upward mobility for students in public schools.

4. The Role of Technology in ELT Reform

Technology has the potential to revolutionize ELT in public schools through:

- **Computer-Assisted Instruction (CAI)** and **Language Learning Apps** to encourage self-paced and interactive learning.
- **Audio-visual Aids** to create engaging, multisensory learning experiences.

- **Online Platforms** for exposure to global English usage and practical language applications.

Some Solutions to get rid of such Problems

The ELT in public schools can't be improved until we don't work together. There must be a prop from around to make ELT really stand on its feet in the classroom of the government aided public schools. The solutionsto improve ELT in the government aided public school can be categorized under the following headings.

ELT Strategic Solutions

Good teaching method, technique and environment play positive role to strengthen the real ELT in the government aided public schools. The ELT strategic solutions as such are mentioned below.

- English language teaching and learning is not possible without the use of modern innovative and creative methods and techniques, so the ELT classroom should be decorated with such methods and techniques.
- Communicative way is the best way to really teach and learn language. It's obvious that communicative competence is the cry of today. If the learners play language in communicate manner, they certainly achieve communicative competence (Richards & Rodgers 2002 p.20). Therefore, the classroom activities should be equipped with communicative way of teaching
- Use of materials especially the modern technologies definitely add a lot to ELT classroom. Use of computer programmer for instance CAI and CALL can really be useful to enhance English language teaching as well as learning. If computer programmes are too difficult to bring into ELT classrooms, other useful equipments like tape recorder, recorded materials, visual materials and so on could be made use of in ELT classes.
- Teachers' activities can also play dominant role to create some communicative creativity in ELT Classrooms. Different innovative activities are being discovered by methodologists every day. The teachers can make use of such activities in ELT classrooms to make the classrooms lively and creative
- Pair work, group work, peer work, survey, language games, use of role play, drama, simulation etc can be useful activities to bring the potential communicative aspects of the learners into real communicative arena.
- The prescribed text books itself is sufficient to strengthen all the communicative activities as well as make the learners achieve communicative competence. The text books comprise all the aspects of language that the learners really need to focus on in achieving what the real goal of ELT teaching in Nepal at secondary level is.

ELT Administrative Solutions

It has clearly been observed that there is also some short of administrative leakage to manufacture such a problem in respect to ELT in government aided public schools. Although there is a web like connectivity from Ministry for Education and Sports to the head master of a school following the directions directed from each step, it is invisible. Responsibilities among the stakeholders seem very

demoralizing. The ship has not Rupandehi Campus Journal Volume 5, 2025 11 totally sunk down to the bottom. Some part of it is still visible on the surface water level. The following steps could be handy to uplift the other part of ship

- Teacher selection must be based on pedagogic skill and proficiency not based on source and bribery.
- Creating good environment in the classroom as well as around the school area is inevitable to facilitate English language teaching as well as learning.
- Maintaining discipline not only amongst the students but also amongst the teachers really values English language teaching and learning process
- Keeping a worm eye view to the teachers so far as their contribution to teaching, to keeping whole teaching and learning system sound, and to keeping a helping hand to every part of teaching learning process, from the authorized person definitely enforces the entire educational system.
- Compulsory of training for those who have not received training and establishing strong relationship between teachers training as teacher licensing can be a justifiable remedy

Conclusion

In conclusion, the development of English Language Teaching (ELT) in Nepal reflects both the historical influence of British imperialism and the modern significance of English as a global lingua franca. While private schools have embraced communicative teaching methods and integrated technology to create engaging learning environments, government-aided public schools continue to rely heavily on the outdated Grammar Translation (GT) method. This reliance, combined with insufficient resources, limited teacher training, and socio-economic challenges such as low parental involvement and student motivation, has hindered the effectiveness of ELT in public institutions. To improve the situation, a multi-faceted approach is essential— emphasizing modern, practical teacher training programs, equitable resource distribution, and the integration of technology such as Computer-Assisted Language Learning (CALL) tools. Additionally, addressing broader socio-economic factors will help foster a more supportive and motivating learning environment. By implementing these strategies, Nepal can bridge the gap between private and public education, making English language learning more inclusive, equitable, and effective for all students.

References

- Adhikari, B. R. (2020). Functional complementarity of different types of English texts: University teachers' voices and experiences. *Globe: A Journal of Language, Culture and Communication*, 11(1), 26-42.
- Adhikary, R. P. (2023). Exploring English speaking proficiency among public and private school students of Nepal: *a comparative study*. *Bluefields Indian & Caribbean University*.
- Awasthi, J. R. (2007). ELT in Nepal: A sociolinguistic survey. India: *Central Institute of Indian Languages*.
- Bista, K. (2011). Teaching English as a foreign/second language in Nepal: Past and present. Online Submission, 11(32), 1-9.
- Ghimire, R. P. (2019). Place of English in the integrated curriculum for early grades (1-3) in Nepal.

ELT Choutari. Retrieved August 2, 2021, from <https://eltchoutari.com/2019/10/place-of-english-in-the-integrated-curriculum-for-early-grades-1-3-in-nepal/>

Gupta, R. (2011). English language in Nepal: Its historical evolution and present status. *Kathmandu University Journal of Education*, 4(1), 58-72.

Kansakar, T.R. (1998). Higher secondary and three-year bachelor English curricula, a case for coordination. *Journal of NELTA Vol.3 Number 1-2*

Malla K.P (1977). English in Nepalese education. Kathmandu; *Roma Patak Bhandar*

Richard, A.C. and Rogers, T.S. (2002). Approaches and methods in language teaching. Delhi; *Cambridge University Press*

Sharma, K.C. (2006). English in Nepal from the Past and Present of NELTA Vol 11 Number 1.2.

Shrestha, P. (2008). ELT, ESP & EAP in Nepal: Whose interests are served? In, *Krzanowski, Mark ed. EAP and ESP in Developing Countries: State of Play vs Actual Needs and Wants. Canterbury: IATEFL (ESP SIG), pp.191-210*

Timilsina, L. N. (2021). Challenges of teaching English as a foreign language in Nepal. *Researcher Vol. 5, No. 1.*

Journal of NELTA, Vol 27 No. 1-2, December 2022 138

Received : 2024/11/20

Revision received : 2024/11/25

Accepted : 2024/11/26