

**ROLE OF CHILD FRIENDLY ENVIRONMENT IN ENGLISH  
LANGUAGE TEACHING**

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## ABSTRACT

This study is entitled 'Role of Child friendly Environment in English Language Teaching'. This study was carried out the roles and problems related to child friendly school in English language teaching and learning. Both primary and secondary sources were used to collect data. The primary sources of data were teachers, students and the researcher herself. They were selected through non-random sampling procedure in kaski district. The secondary sources of data were related books, theses, journals, etc. The researcher used questionnaires i.e. open-ended and close-ended questions were prepared for teachers and students. After collecting data, they were tabulated, analyzed and interpreted. The researcher found that child friendly environment in ELT was very effective as it focuses on child centered method but there are many physical economical, emotional and educational problems to make schools child friendly.

The present study comprises five chapters. The first chapter deals with a short introduction of the topic in which background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitations of the study and operational definition of the key terms are presented. The second chapter deals with the review of theoretical literature, review of empirical literature, previous studies, implications of the review for the study and conceptual framework. The third chapter deals with methods, population, sample and sampling strategy, study areas, data collection tools and techniques, data analysis and interpretation are included. The fourth chapter deals with analysis and interpretation the results and summary do findings. The fifth chapter deals with conclusions and recommendation. Lastly, the reference and appendices have been included.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

BASE	: Backward Society Education
CFV	: Child Friendly Village
CRC	: Children's Right in Constitution
DEO	: District Education Office
etc.	: Etcetera
ELT	: English Language Teaching
S.S	: Secondary School
i.e.	: That is
M.Ed.	: Master's of Education
NELTA	: Nepal English Language Teachers Associations
NO	: Number
P	: Page
Per.	: Percentage
SMC	: School Management Committee
S.N	: Serial Number
T.U	: Tribhuvan University
UNICEF	: United Nations International Children Emergency Fund
VDC	: Village Development Committee
WHO	: World Health Organization

# CHAPTER ONE

## INTRODUCTION

### 1.1 General Background of the Study

The common and easy means of communication in the world is language. There are several languages in the world. English language is taught as first language in some countries and in many of the countries of the world second language. Teaching is not an easy task instead it is really challenging job for the teachers of the world including Nepal. For teaching English language effectively there should be child free environment schools. A school that provides a learning environment suitable to the children is a child friendly school. The child friendly school is child focused and child centered. These schools promote inclusion and help children learnt what they need to learn, while teaching them how to learn. They ensure a healthy and safe learning environment and encourage child participation. According to National Framework of Child friendly School for Quality Education (2067) in child friendly schools:

- Children receive a safe and healthy environment, physically, mentally and emotionally.
- Children's aptitude, capacity and level are respected and provision is made for necessary environment and curriculum for their learning accordingly.
- Teachers bear the full responsibility for assessing the learners' achievement in terms of learning.
- Children are encouraged to enroll in school without any discrimination on grounds of their cast/ethnicity, sex, financial status, physical and mental frailty, and are treated without discrimination both within and outside school.
- In addition to children's education, special attention is paid to their health and security needs.
- Children, parents and communities take part actively in policy making, planning, implementation and evaluation of activities in the schools.
- All types of physical, corporal and mental punishment are prohibited, and constant efforts are made to protect child friend abuse and harm.

Keeping the essence of all these points, it is concluded that child friendly schools provide healthy, social and academically sound environments where children feel comfortable, freedom and secured. The concept of child friendly school is not only to enroll children in school. It is more concerned about to build capacity of all schools to provide appropriate education for children according to their wishes. Hence, the interest of parents is motivated to English education present days. So, they are attracted to private school. Therefore, it is necessary to create English environment in all public schools. Backward Society Education (2001, p. 9) in Child Friendly Village (CFV) concept seeks to create ; child labour free community, child exploitation free community access of every child in school and all children should be going to school, schools should be very sincere towards the children's right to education all the parents should be aware and enthusiastic to send their kids to school. Child friendly environment focuses learners learning habit enhancement. Using the child friendly environment children learn quickly, smoothly keeping such positive aspects in mind. It won't be a matter to say if the child friendly environment exists in school, the pupils learn language quickly and they will have less mental stress while reading and writing. Therefore, child friendly teaching learning environment is more fruitful for government added basic school.

### **1.1.2 Child Friendly School Framework**

National framework of child Friendly School for Quality Education (2067) states a child friendly school as :

The child friendly school framework is an important document developed to provide guidance to school in order to impart quality education consistent with children's aptitude and capacity. In this document, basic principles of child friendly schools as well as their scopes and indicators have been incorporated. The indicators to the children's aptitude level and needs. This is expected to help all stakeholders of education as the focal point for their own future.

In this regard, child friendly school enhances second language learning environment. Nowadays, there are thousands of school children and even there are drop-out children in each village in the maximum house holds. The child friendly Village (CFV) concept signifies the different-joint with the live agencies along with BASE

individual initiatives. The activities rescue and rehabilitate child laborers and enroll all children in school.

### **1.1.2.1 Objectives of Child Friendly School Framework**

The main objectives of national framework is to create suitable and flexible environment for child friendly teaching and learning development of children's all round potential and promoting its quality. National Framework of Child friendly school for Quality Education (2067, p. 2) focuses specific objectives:

- To address the international commitments endorsed by Nepal such as the CRC, Education for all and MDGS
- To orient stakeholders about the need and significance of child friendly school
- To set national standards and indicators for child friendly schools
- To guide all schools being run in Nepal to develop them as child friendly schools.

As a whole we can say that child friendly school framework focuses flexible environment for English language education. The framework makes public basic level learners more interested for learning English.

### **1.1.2.2 Aspect of Child Friendly School**

The National Framework of Child Friendly School for Quality Education provides nine aspects as effectiveness, inclusion, gender perspective in education, participation of children, families and community, health security and protection, physical condition of school, teaching and learning process, teaching in mother tongue and school, teaching and learning process, teaching in mother tongue and school management. They are briefly described in the following:

#### **a. Effectiveness**

In general, effectiveness should be understood as how much action, programme, practice, effort and investment has had importance on the conditions of the target group. In relation to child friendly schools, effectiveness should be understood as to whether or not the educational activities are consistent with children's interest, capacity, aptitude and needs and whether or not these activities and programmes have

had a positive impact on children learning. A child friendly environment aims at enabling children to become educated and competent persons as per their potentials and needs by conducting activities reduces the incidence of absence of children from schools as well as their drop-out rate.

To bring change we should be careful with the activities such as current planning process of school, working style of school management committees, teacher management and extra-curricular activities.

### **b. Inclusion**

Providing equal opportunity to education for all children irrespective of gender, religion, cast, colour, region, etc. is inclusion in education. Inclusiveness in education is not just a matter of bringing pupils in the school classroom. According to Khanya (2007) only bringing children to classroom is not inclusion, instead the children should get equal opportunity in each and every activity and scheme at the school.

The second language teachers and management committee must have knowledge of the fundamental assumptions, inclusiveness and the ways of achieving inclusion. English teachers must have suitable skills and knowledge on topics. Child friendly language should be used in classroom teaching by teachers, etc.

### **c. Gender Perspective in Education**

In general way, gender perspective in education is next aspect of child friendly education as it is concerned about the girl's participation. Gender affects in teaching and learning process parents don't like to send their daughter to school but prefer to send their sons to well equipped English medium school. To create child friendly environment at schools, public schools, the government, NGOs, INGOs have strengthened scholarships, other opportunity, school uniform, free text books and others.

### **d. Participation of Children, Families and Community**

Without children, schools can be imagined. To run the schools and to enhance the quality education, there are some bodies of school. These are school management committee (SMC), parent's teachers association, head teachers, departmental head teachers and students themselves. In our context some parents still think school is for

teachers not for children, schools are only for educated and rich. If we create the child friendly environment it solves those problems.

#### **e. Health, Security and Protection**

People are aware that, without being physically and mentally healthy no child can develop properly. Every child has the right to live free of diseases and if someone is ill their needs treatment. Along with parents, it is the duty of child friendly environment to ensure this right. For this purpose, schools must have provisions for health check-up of children at least twice a year and the personal health profile of every pupil must be maintained in a systematic and updated manner. Therefore, a child-friendly school should collaborate with families and the community for the health, safety and protection of children.

#### **f. Physical Condition of School**

Physical condition of school is the most important and essential aspect of a child friendly environment. School's physical infrastructure encompasses school land and compound, classroom, building, playground, laboratories, library, toilet, drinking water, educational aids, white board etc. In our Nepalese context, most of the schools have the problems of fundamental aspects like the buildings are not good as they are built without design and supervision. So, child-friendly school environment seeks to maintain the friendly English language teaching.

#### **g. Teaching and Learning Process**

Generally teaching is the process of managing the environment. Where teachers teach, pupils learn, the teaching learning process to bring out the inherent capacities potentials should not be limited to classroom. Teacher can also teach a lot from the community and the environment. Pupils need to be involved in activities of environment. The knowledge of teachers over subject matter plays the vital role in English language teaching and learning. The activities and the materials used by teachers and the important matters of teaching but the child friendly school is the public primary source of teaching English language.

## **h. Teaching and learning in Mother Tongue**

Language is the medium of teaching and learning as well as that of communication and daily life. While teaching and learning at school, if the children receive a learning environment in the language that is spoken at their homes, the children learn first.

English language teaching is very difficult for those children who are from different speech community.

## **i. School Management**

The role of school management in the public primary school is more important than other level schools. School management committee has the right and responsibilities to manage financial resource, teacher management, compliance with rules and regulation of conduct and its enforcement community mobilization, it is necessary to drive the entire school management aspect towards achievement of optimal output by carefully putting the needs and interest of child at the top.

### **1.1.4 Role of Child Friendly Environment in ELT**

English language is a medium of communication in the world. It is necessary to learn as it is an international language. In Nepalese context to teach English language is difficult thing. Most of the schools in Nepal are still being run in a conventional way in terms of management and teaching learning. The school environment is monotonous for children. Teachers act as dictators and they keep students in fear. No effective local materials to teach English are made available at schools. The children have a kind of mental stress to English language because they can't find suitable environment by their teachers. The students want to be involved in household works rather than going to school. Children are not self dependent so they need to care and protect, thus it is the responsibility to care as well as provide them basic necessary thing, such as education, health facilities, happiness, rest, love and affection with good and portable environment, where they don't feel any types of exploitation, neglect and misbehavior. Children are not able to advocate their right. So the protection should be provided to them by us.

It won't be a matter to say if the child friendly environment exists in school, the more fruitful for public basic level.

## **1.2 Statement of Problem**

Political change of 1990 adopted open education policy in Nepal as a result; education sector in Nepal achieved peculiar growth in the past decades. Dakar conference (2000) selected the 'Education for All' concept which aims to educate all the persons of the world with at least grassroots level education within 2015. Government aided schools in Nepal receive notable efforts in their educational materials and physical infrastructure. The school environment is very monotonous for children. However, public schools are facing serious problems of quality; physical infrastructure, unmanaged teaching learning situation, inclusiveness, gender perspective in education, participation of children, families and communities, health security and protection and so on. In this regard, good quality of education is to deliver. There is no any hard and fast rule how to promote quality of education of English language in government aided schools. The quality of English language delivered is not found effective as shown by the result of SEE exam.

We can say that, there may be so many causes behind this. One of them may be the child friendly environment in classroom. Therefore, it is necessary to follow the child friendly environment in basic level community schools. In this reason this study entitled 'Role of Child friendly Environment in English Language Teaching in Basic Level' is necessary.

## **1.3 Objectives of the Study**

The objectives of the studies were as follows:

- To assess the role of child friendly environment in basic level ELT.
- To understand the problems related to child friendly environment.

## **1.4 Research Questions**

The study oriented to find out the answer of different questions.

- What is the role of child friendly environment in basic school?
- What are the challenges of child friendly environment?

## **1.5 Significance of the Study**

As this study will explore guidance to the English teachers, School Management Committee (SMC), Parents Teachers Association (PTA) and head teachers of government added basic school. In addition, the researcher hope that the finding of the research will be significant to the students, teachers, school administrators, policy makers, curriculum designer, and it will be a valuable support to those who attempt to study in area of child friendly school.

## **1.6 Delimitations of the Study**

The scope of this study was limited on the following points:

- This study was limited to 25 government aided basic schools of Kaski district.
- The research was limited to basic level English teachers and students only.
- Condition and role of child-friendly environment in English language teaching were observed in study.
- Only on questionnaire that consists of open ended and 40 close ended questions for teachers and the students were for collecting data.

## **1.7 Operational Definitions of the Key Terms**

- Child friendly - In teaching learning process which provides a suitable, safe, healthy environment, physically, emotionally and mentally to the children
- Class - A series of classes in particular group of students.
- Child labour - The child who work in a company or for a country or company forcefully.
- Effectiveness - Whether or not the educational activities are consistent with children's interest, capacity, aptitude and needs and whether or not these activities and programmes have had a positive impact on children learning.
- ELT - The teaching of English to people whose first language is not English

## **CHAPTER-TWO**

### **Review of Related Literature and Conceptual Framework**

This chapter consists of the detail of reviewed of theoretical literature and empirical studies and implication on the study. Then, the conceptual framework also is included under this chapter.

#### **2.1 Review of Theoretical Literature**

English language is a dominant language and an official language for the international purpose. In our Nepalese context, English language is taught from the very beginning level of the school but most of the schools don't have proper environment to teach English. It is taught as a second language after learning their first language. If the learners can get the child-friendly environment, they can develop themselves.

A study of Yacat and Ong (2001) referred to child abuse in schools as a "silenced phenomenon" that could be rooted in the masking of corporal punishment as discipline and the non-reporting of even extreme cases of child abuse such as sexual assault. In both cases, the lack of awareness of children and adults alike on children's human on adults were also identified.

The constitution of Nepal (2016) stated children's rights,

- Every child shall have the right to name and birth registration along with his or her identity.
- Every child shall have the right to education, health, maintenance, proper care, sports, entertainment and overall personality development from the families and the state.
- Every child shall have the right to elementary child development and child participation.
- No child shall be employed to work in any factory, mine or engaged in similar other hazardous work.
- No child shall be subjected to physical, mental or any other form of torture in home, school or other place and situation what so ever.
- Every child shall have the right to juvenile friendly.

UNICEF has propagated a report entitled ' **Asia Pacific Report (2006)** which mainly focused that a child friendly school should include the following:

1. Child Seeking School

Child friendly schools search the school age group children to admit in school and busy on teaching learning process. It believes on child right and helps the nation and society to take their responsibility. And it makes conscious helps and observes the society, to provide the right of the child.

ii. Child Centered School

Child friendly school gives focus on child interest and provides the leadership responsibility to help them. It gives focus on care education health and nutrition as well habit and behavior of the child.

iii. Inclusion for all children

It always believes and respect for diversity. It gives focus on all categories of child like child having household chores, physically disable, depresses, being victim of crime and conflict and provide equal opportunity for them to get capacity of school education without any social, gender, cast and religious discrimination.

iv. Effective with child

It helps to develop child centered curriculum and materials, in relation to the conduct different program for the development level, abilities and learning style of the students through the individual, group and class activities run different program to develop their professional skill, morality and capacity to aware with child right.

v. Healthy and protective for Children

It focuses on clean drinking water and provides health facility, vaccination and give suggestion about health.

vi. Gender Sensitive

This title focuses on gender equity on child admission and child achievement at school without any discrimination, which provides girls friendly environment and

facilities. It also provides non violent environment for socialization and respect others rights, dignity and equality.

#### vii. Children Participation

It gives priority on child participation in all programs which are related to school and school environment like planning making. It makes them responsible to conduct leadership role for education, physical and management's reform of the school and invites child in school management meeting too.

Likewise, **Poudel** propagated a report on 'My understanding about learner centered classroom published on educations and development (2008) and found varieties of explanation regarding education and concluded his discussion.

##### a. Learner Centered Teaching

Teaching Should be brainstorming with larger number of idea according to the child personal need and ability and students are not punished.

##### b. Physical Environment

Seats are arranged around tables with pleasing environment and comfortable seating.

##### c. Curriculum in Learning Centered Teaching

He had given focus on the philosophy that intellectual curiosity is natural, based on problem solving, integrated subject, and related to learner.

##### d. Student Participation

Students should be more active than teachers and should construct their knowledge through their experience and participation of themselves for practical work.

##### e. Learner Centered Assessment Strategies

Evaluation should be done with little testing device or examination, self assessment is applied, give feedback and peer assessment is done to find out the second option.

National Framework of Child-friendly School for Quality Education (2010) has focused on implement the child-friendly curriculum by identifying the resources and

means of specific to its area. It has mentioned nine aspects to make school with child-friendly and healthy environment. They are as follows:

- a. Effectiveness
- b. Inclusion
- c. Gender perspective in Education
- d. Participation of Children, families and community
- e. Health, Security and protection
- f. Physical Condition of School
- g. Teaching and Learning Process
- h. Teaching and Learning in Mother Tongue
- i. School Management

From the point of views of aforementioned report and book we found that child – friendly environment, many studies have shown that children shouldn't be used in war, work, exploitation, violence. Child friendly school environment provide appropriate education for children according to their wishes.

## **2.2 Review of Empirical Literature**

Many studies have been carried out by the researchers on this area. Some of the studies related to this topic are reviewed in the following sections.

**Singh** (2008) carried out a research on, “The Role of Motivation in English Language Proficiency.” The prime purpose of this study was that the motivation status has some sort of positive and direct role in language proficiency. The strongly instrumentally motivated students have higher proficiency in reading and writing.

**Negi** (2009) carried out a research work entitled “The Role of Teachers’ Non-verbal Communication in English Language Proficiency.” In his studies he found that students had both the positive negative impact from their teachers’ non verbal communication.

**Ghimire** (2010) conducted a research work entitled “Role of Teachers in English Language classroom.” The main objectives of his study were to find out the role of English teacher and learners in a classroom. He only focuses on teacher’s role. But he

didn't find the effectiveness of child-friendly school in English language management.

The aforementioned research works are related to the role of teachers, classroom management, teachers' non-verbal communication, materials and techniques motivation in English language classroom teaching as well as the study of violence against children in schools. But no research work has been carried out related to the Role of Child-friendly Environment in English language teaching in Basic level." So that, this study will be different from others study.

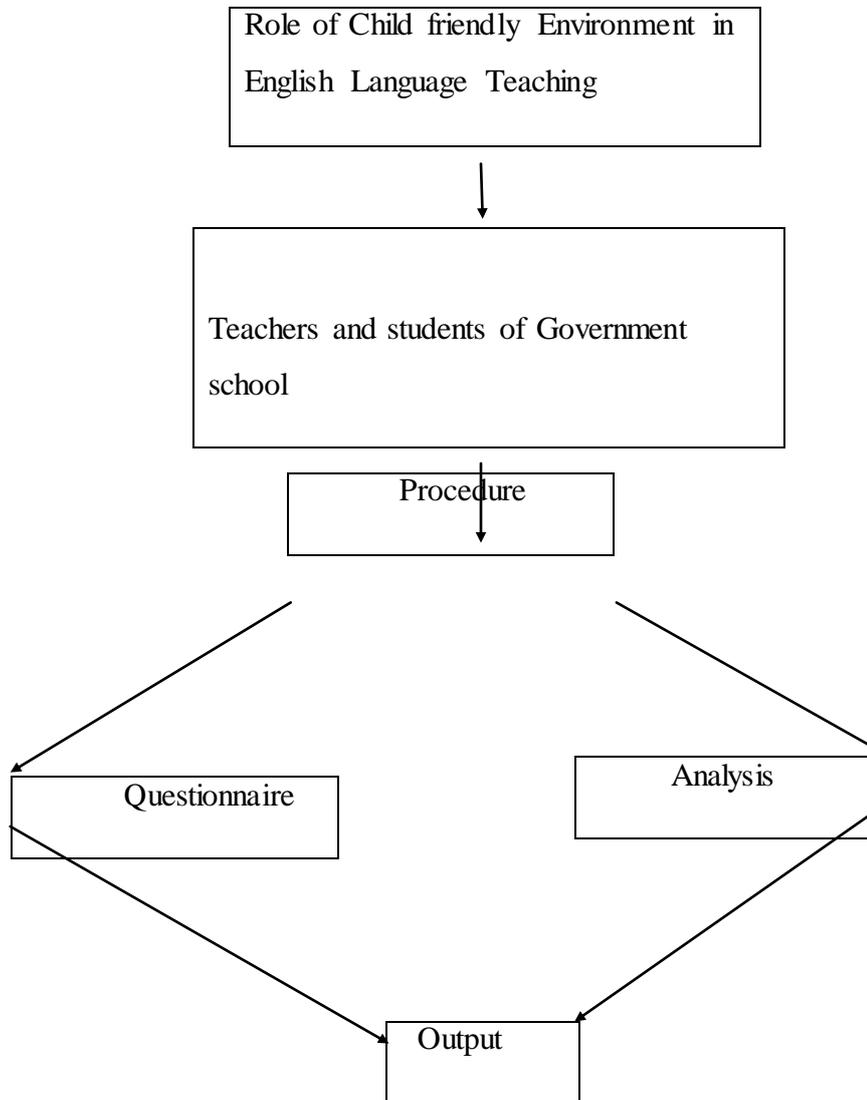
### **2.3 Implication of the Review for the Study**

Out of different research works, books and National Framework were conducted regarding the English language teaching. These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding the role of child-friendly environment. Especially I got information on different aspects of child-friendly education. In order to conduct those researches they have used survey research design, I were also follow the same survey research design. So, after reviewed those research works I got ideas on the process of survey research design. Likewise, they used questionnaire for the collection of the data and I were use the same tool of data collection. The National Framework of Child friendly Curriculum which explores the theoretical on my study.

## 2.2 Conceptual Framework

This study on 'Role of Child-friendly School Environment in ELT' was based on the following conceptual framework.

**Figure No.1**



## **CHAPTER –THREE**

### **Methodology and Procedures of the Study**

Methodology and procedures of the include design of the study, sample population, study areas, tools of data collection and data analysis and interpretation procedure.

#### **3.1 Design and Methodology of the Study**

A descriptive research approach was used as survey research design. Survey is a research design that usually collects the views, opinions and perceptions of people about a striking situation or topic. According to (Brown and Rodgers, 2014) says, Surveys and procedures used to gather and describe the attitudes, views, opinions, and so forth of students, teachers, administrators, or any other people who are important to study. In other words, it describes qualities, opinions or perspectives of a population by the use of a targeted sample. The survey is mostly guided by the quantitative paradigm of research. However, if surveys are conducted with the help of open-ended tools they may be reflecting typically the qualitative paradigm. Finally, using a survey study is commonly used in educational studies to describe what exists without asking about the reasons: Cohen et al (2011:256), & quot; the most commonly used descriptive method in educational research?”. In this study, questionnaire was used to collect the data.

The researcher prepared questionnaire to collect data. The researcher selects English teachers and students of public basic level school in Kaski district. She talked to the school authority, build rapport, explain them the purpose of the study. All together, there were fifty informants who directly participated in the process of responding the questionnaire. Moreover, the researcher collects and goes through some previous theses and references related to this study as secondary sources of data.

#### **3.2 Population, Sample and Sampling Procedure**

The sample population of the study was twenty-five government added basic school where as, twenty-five English teachers and twenty-five students of that schools. Non – random sampling method was adopted to select informants, twenty-five English

teachers used and twenty-five students were used for the data collection (Appendix-IV and Appendix-III).

### **3.3 Study Area**

In order to collect primary data, the questionnaire was distributed to the teachers and students of government added basic schools of Kaski district. The researcher used non random sampling method. The researcher used questionnaires related to the aspects of child friendly school and she was requested them to give their opinions in her question.

### **3.4 Data Collection Tools and Techniques**

For this study, mainly primary data were used. The researcher collected data from the selected informants using two different questionnaires. One for teachers that consists of 15 open ended and 20 close ended questions and next for students that consists of 20 close ended questions as the research tool. For this the researcher went to the selected school and built up good rapport and relation with the authority, teachers and students. She distributed the questionnaires to selected population and requests them to respond.

### **3.5 Data Collection Procedure**

The researchers followed the following procedure to collect the data for the research work.

- The researcher developed the research tool, questionnaire, under the guidance of supervisor.
- She went selected public school and established a good rapport with school authority, English teachers and students.
- She motivated the respondents towards her objectives.
- Then, the researcher distributed the questionnaire to the selected informants.
- Then after, she requested them to fill in the questionnaire with their own views as soon as possible.
- The researcher collected the questionnaire as soon as and she evaluated and analyzed the responses.
- Finally, researcher prepared final report.

### **3.6 Data Analysis and Interpretation Procedure**

The researcher followed the following procedures to analyze and interpret the collected data.

- The researcher collected all the questionnaire filled by the respondent.
- Researcher studied and observed all the collected data in detail.
- The finding was analyzed and interpreted using table and percentage.
- Researcher analyzed and interpreted each response as a whole.
- Researcher analyzed and interpreted the response of close-ended and open-ended questionnaire separately.
- Analyzed the collected data from teachers and students separately.
- Concluded after analyzing each sets of questionnaires.
- The researcher pointed out the problems related to child friendly school environment in English Language teaching.

## **CHAPTER FOUR**

### **Analysis and Interpretation**

This chapter deals with analysis and interpretation of results and summary of findings

#### **4.1 Analysis of Data and Interpretation of the Results**

The collected data were analyzed and interpreted in two sections. The responses to open-ended and closed-ended items were analyzed in different sections differently:

##### **4.1.2 Analysis and Interpretation of Open-ended Questions**

This study was mainly concerned with the role of child friendly environment in English language teaching. The interpretation was based on the response of the informants. All together fifteen questions were prepared to obtain information about child friendly school environment by the English teacher. There were as many different responses as the number of informants. Sometimes more than one teacher expressed the same opinions using different words and phrases, such opinions are not repeated. Only different ones are enlisted. They are as follows:

Q.No. 1 Would you kindly define the concept of child friendly environment?

- It is an environment where children come to school with joy and happiness. They live in a peaceful and comfortable place where they share their ideas and experiences with other mates.
- Child friendly environment means the learning environment without any fear and hesitation at the school.
- The environment in which the child feels happy, free, secured, cared and loved is child friendly environment.
- The management of school's surroundings and classroom which fits the needs ability and level of the students and motivates the learners in learning.
- Child friendly environment created at the home, society and school provides the basic needs for child as love and affection, balance diet, health care and to provide the basic needs.

- The children can learn with teacher happily.
- Child is made more active, creative, relation between teacher and learner should be as a friend in teaching and learning process as possible.
- Students should be treated equally. Any discrimination from teachers and family members can't be done. They can do anything as their wish. Children should get their right and equal behavior from elders.
- Opportunities should be given to differently abled children. They are physically and mentally free in child friendly environment.
- Child friendly environment is a kind of environment in which students can read and learn in their own style and their own wish.

All the teachers have defined the child friendly environment in a various ways. With a glance to all the definitions it can be concluded that the child friendly environment provides a safe and healthy environment physically, emotionally and mentally to the children. They live in a peaceful and comfortable place where they share their ideas and experiences with other colleagues' teachers as well

Q.No 2 In Nepal schools are practicing child friendly environment, what do you think about it?

- To some extent some schools are practicing child friendly environment but that is not enough. There are many obstacles which hinder to follow complete CFE.
- It is the good concept to create the learning environment in the school.
- Without punishment, class management, drinking water, separate girls' toilet, group works, extracurricular activities, etc.
- It seems difficult to create fully child friendly environment for all round development of the children.
- It is a good idea to encourage the children in learning in fearless environment.
- But it can not apply appropriately due to the lack of training about it.
- It is not followed by every teacher and every school even it is essential for teaching and learning.
- It is good aspect of school education in Nepal. Every child deserves to get child right and read in free environment.

- It's better for the improvement of child mind and development in their creativity.
- It is good to think to practice child friendly environment for all round development of the children.
- It is positive but there are many obstacles to apply this concept in actual field.

This attempt was to find out what are the views of child friendly environment implementation in Nepalese context. In conclusion, Nepalese schools are practicing child friendly environment which is a good aspect. It is good idea to encourage the children to learning in fearless environment. There are so many problems in implication of child friendly environment.

Q. No. 3 How does a child friendly environment help in English language teaching? Please mention your experience and ideas.

- Second language learning is a difficult task which needs motivation and active participation of students. This is possible only in child friendly environment.
- By using that idea or techniques we conduct teaching and learning activities according to the child's interest it will be fruitful.
- It is suitable to apply child centered methods in language teaching.
- The students become active and teacher uses many teaching methods by using different teaching materials.
- It helps to make English language teaching classes real and involving taking part in speaking practice.
- It creates real life situation in teaching and learning.

To conclude, it can be said that all the respondents have positive attitude towards having child friendly environment. They feel necessity of it. They said child friendly environment helps both teachers and students. It creates real life situation in teaching and learning.

Q. No. 4 What problems are the teachers facing in English language teaching in community school?

- Different abilities students; slow learners and fast learners.
- Students from different background; (economic status, parents don't care about the studies, lack of trained teachers, the university of text books in time, sound classroom and protection of children).
- Most of the students in community school are from poor economic background, they don't get child friendly environment at home. They don't do their task until they are punished, it is quite difficult for teachers to teach.
- Multilingual children, low socio-economic background, lack of responsibility of parents.
- SMC doesn't support on teaching. Teachers should take multiclass at a time.
- Teachers face problem while teaching. English especially in speaking and listening.
- Organization of rules is the main problem the teachers are facing in English language teaching in community schools.
- Students are basically weak and they do not show their interest in their subjects.
- They don't know about the importance of English language.

The objectives of this item were to survey whether the teachers face any problems in community school. Most of the students in community school are from poor socio-economic background.

Q.No. 5 In your opinion, who are responsible for making English language teaching child friendly?

Most of the teachers give similar opinion towards this item. Only the different views are interpreted below.

- In my opinion teacher, students, school management committee, parents, concerned authorities, committee, etc. are responsible.
- All the sectors, teachers, students themselves administration, policy makers, parents, society etc.
- The most responsible bodies are English teachers, students and their parents school headmaster and management committee.
- Government itself and after that local bodies, parent teachers association, etc.

- In my opinion, the teachers who teach English are mainly responsible to make English language teaching child friendly.

To conclude, all the points listed above exhibit that teacher, school management committee, family members of children, head teachers, parents' teacher association and government are more responsible stakeholders to make English language teaching child friendly.

Q.No.6 Please mention who can create child friendly environments?

This question was also an attempt to elicit twenty five English teachers' responses. In response to this question, some of the teachers gave similar opinions and some are different. The different ones are as follows:

- Teachers, students, curriculum developer, school management and body concerned department create a child friendly environment.
- Educated and well trained mother/parents and relatives can create.
- Parents, teachers as well as their friends can.
- The language teachers can create a child friendly environment.
- Teacher can create in classroom, school administration at school and family at home.

By observing these views, teachers, head teachers, head teachers SMC, PTA members supervisors and guardians with amiable heart and creative mind can create a child friendly environment in basic school.

Q. No.7 Child friendly environment is appropriate in English language teaching in the context of Nepal. Would you agree or disagree it? Why?

The responses to this item were,

- I support this statement because it develops the capacity to communicate in English language.
- I agree with the statement because this kind of environment only supports to develop students' personality. Teacher and students create such environment where children find homely environment and they can develop further.

- I agree with this statement, if the environment is friendly they can pay fully attention in study. They feel free to listen, speak, read and write.
- I agree in this statement because it develops the capacity to communicate in English language.
- I agree, why not, every child's mind is blank sheet of paper what we teach them, they learn or they acquire.
- It is appropriate in ELT in the context of Nepal because it helps to change the old traditional technique in language teaching.

It can be concluded that the responses of information child friendly environment is appropriate in ELT in the context of Nepal. These kinds of environment only support to develop students personality and the capacity to communicate in English language.

Q.No. 8 Does a child friendly environment help the teacher to used child centered method in English? How?

- It helps the teacher using different materials in teaching. Suitable learning environment certainly helps teacher to apply different techniques based on student centered approach.
- Yes, when teacher teaches in English then the students can ask questions in English and they can communicate in English which makes it attractive.
- It helps to increase the student's interest in English language learning.
- Yes, of course, it suggests teaching in happy and playful environment and trying to teach according to their need and desire.
- This environment provides the students with the students with the opportunity to learn themselves.
- Yes, of course, it helps the teacher to increase students' active participation by avoiding student's hesitation.

According the all response, it can be concluded that it helps to encourage students and do not over commented by teachers. Differently abled students also get opportunities to present their task freely. All students participate equally in class room activities. In this way, child friendly environment helps the teacher to use student centered method in English.

Q.No. 10 In your opinion, what are the advantages of child friendly environment in English language teaching?

The responses of different informants are as follows:

- Students don't feel fear and hesitation; they put their problems confidently and try to find the solution.
- The children get their right.
- Students participate equally in all activities'
- Communicative approach in ELT can be used freely.
- Students do not feel any hesitation to talk with teachers.
- It helps to create student centered teaching in the class, etc.
- It encourages students of respond correctly.
- It helps the shy students to take part in the activities
- Teaching becomes purposeful and meaningful.
- It creates real life situation.
- Children can get how to face the problem and how to solve them.

In this way it increases the eagerness to participate in classroom activities to learn English language by creating real life situation. They do not hesitate to express whether they know and gain more knowledge. They can use their knowledge in appropriate situation and learning becomes purposeful and meaningful.

Q.No. 11 What could be the role of child friendly environment in English education?

- It is purely scientific method of teaching and learning. It is more applicable in early childhood education especially the underdeveloped country like Nepal.
- It develops student's ability to learn second language. Teacher-parents collaborative effort really improves student's achievement.
- It reduces gap between the teacher and students.
- It increases their listening, speaking, reading and writing skills. In addition it improves their class work, project work.

- The role of child friendly environment in English education is to create the real life situation in language teaching.
- Being second language English is not easy to learn and teach. It helps to create communicative environment openly in class.
- It helps the teacher to practice all language skills.
- It increases the interest of students to learn English. It can help to develop students' participation for any kind of subjective activity of English. Without any hesitation students perform their activities.
- To detach according to the students need and interest could be the role of child friendly environment in ELT.

After getting these responses, we came to conclude that child friendly environment plays more essential, effective and virtual role to build rapport which helps the learners to learn language according to their interest, need and their own pace.

Q.No. 13 What supports have you got from your school management committee in your English language teaching?

Different view are as follows:

- SMC has tried to make infrastructure child friendly which helps in ELT, managed library, it has more to do in ELT.
- I have got chance to go some trainings and I have got some teaching materials also.
- English medium books available.
- To manage different teacher training programs.
- Extra teaching materials, dictionary, C.D. audio visual materials different playing materials.
- SMC has least knowledge about it
- SMC provides me favorable environment.
- SMC does not support. They only does not support they only concern about the final achievement.
- SMC encourage us to teach in child friendly environment. SMC is seeking economic sources to buy various materials such as computer, listening cassettes and videos to create English environment at school.

We come to conclude that, some schools SMC think carefully about school activities and some schools SMCs are careless about school. Some of the school management committees only concern about the final achievement of students and don't follow up time to time.

Q.N.14 What role do you expect from your school administration to make your English class child friendly?

- I want to take part in the training for child friendly environment and expect sufficient teaching materials from school administration.
- To conduct seminars workshops, provide feedback after my class observations.
- I expect, my school administration should listen the demand of teachers and suggest about the child friendly teaching environment and try to fulfill their demand.
- I expect my school administration to provide me a good physical and academic environment.
- I expect appropriate teaching learning material such as tape recorder, CDs, audio visual aids materials and multimedia technology.
- I expect over head projector and other new technical items which are useful in teaching and learning process from my school administration.
- School administration would encourage teacher, motivate teacher to make English class child friendly. School administration creates English environment by providing various materials and holding English programmes at school.
- Role of the expect from our school administration to make English class child friendly learning activities should be, happy atmosphere and English through English or English communicative environment to be created properly.

All the teachers provide responses in various ways with a glance to all the responses, it can be concluded that, especially most of the teachers expect training programs, workshops, seminars, comfortable and sound physical infrastructure new teaching materials like computer, over head projector, multimedia and so on from their school administration.

Q. 15. Please suggest some ways to make English class child friendly.

- I suggest for the way to make English class child friendly choose to be in a naturally English environment play out door or indoor game and communicate with English frequently.
- A child who develops physically, mentally, socially, emotionally and intellectually will develop and perform better than those less fortunate ones. Some the government should make change on system of education.
- It is necessary to increase budget in education sector. Political interference should be avoided. So we all government school teachers' students and parents should go together.
- To make class child friendly we must use audiovisual materials, group work, pair work, discussion, different reference books, dictionary, etc.
- It should be better if there are sufficient teaching materials, creative arts, tools and equipments.
- Follow students centered method use real teaching materials use new technology in teaching and provide different teacher training.
- English teacher must be more expressive in the classroom teaching: they must encourage the children to produce their own sentences in English; they must advise the children to read English books, see English films which are educational and informative.
- We all persons should be obedient and dutiful, learn to teach, teaching for children, open and broad minded to make English class child friendly.

Among these responses we can say that, all the students should get equal opportunities in every activity of language learning. Differently abled children should be encouraged. Physical management of classroom should be improved and continuous assessment system should be done properly on the basis of students participation, creativity, project work, behavior change and question answers ability.

#### **4.1.2 Analysis and Interpretation of the Responses of Closed-Ended Questions**

According to the teachers' close-ended question, (Yes, No questions) responses are tabulated below.

**Table -1****Responses of Teachers' Closed-Ended Questions with Percentage**

S.N	Statement	Yes		No	
		T	Per.	T	Per
1	Continuous evaluation of students	10	40%	15	60%
2	All teachers have received demand based training at least	16	64%	9	36%
3	Female teacher management	17	68%	8	32%
4	Scholarship for the differently abled	20	80%	5	20%
5	Children's participation in formulation of school reform plan	12	48%	13	52%
6	Child club formed	19	76%	6	24%
7	Parents participation in school reform plan	17	68%	8	32%
8	Holding community meetings at the school every six month	12	48%	13	52%
9	Children health check up at school frequently	18	72%	7	28%
10	Collection of dust in a certain place	20	80%	5	20%
11	Physical and mental punishment at school	3	12%	22	88%
12	Information disseminated to child on safety measures to be taken in the event of an earthquake	18	72%	7	28%
13	Managing classroom with educational materials in mother tongue	6	24%	19	76%
14	Availability of curricula in mother tongue	3	12%	22	88%
15	Teacher training in mother tongue	5	20%	20	80%
16	Provision of library and educational materials at school that reflect the language and culture concerned	19	76%	6	26%

*1. Continuous evaluation of students*

Regarding continuous evaluation of students' only 40% teachers evaluated the students and 60% do not evaluate. However, it is believed that there should be continuous evaluation system.

*2. All teachers have reviewed demand based training at least once a year*

In response to the statement, 68% of the teachers claim that all the teachers have received demand based training at least once a year. It proves that most of the teachers of public primary schools have received demand based training at least once a year.

### 3. Female teacher management

In response to the above statement 64% of the teachers claim that there are female teachers and 36% of the teachers say, there are no female teachers at schools.

### 4. Scholarship for the differently abled

The responses of the statement show that the differently able students entertain scholarship at public primary schools.

### 5. Children's participation in formulation of school reform plan

The result shows that all the school children do not participate in formulation of school reform plan. It showed that children participation should be increased to implement the action of school reform plan.

### 6. Child club formed

In most of the schools the child clubs are formed.

### 7. Parents' participation in school reform plan

There is parents' participation in school reform plan in most of the schools. 64% of schools had participated parents in school reform plan.

### 8. Holding community meeting at the school every six month

More schools do not hold community meetings a least every six months. Only some school does.

### 9. Children health check up at school frequently

Many schools manage children health check up at schools frequently. Only some school does not.

### 10. Collection of dust in a certain place

This statement showed that, almost all the schools collect wastage in a designated place or dustbins and only 20% of them were not found to do so.

#### 11 Physical and mental punishment at school

In almost all the schools the children are not punished physically and mentally. Only a few schools have such system.

12. Information disseminated to child on safety measures to be taken in the event of an earthquake.

This statement showed that in most of the schools the information about the safety measures in the event of the earthquake was given.

#### 13. Managing classroom with educational materials in mother tongue

This statement showed that in most of the schools the materials are in English not in mother tongue.

#### 14. Availability of curricula in mother tongue

The above statement showed that all the schools use the curricula in English not in mother tongue.

#### 15. Availability of curricula in mother tongue

The above statement showed that all the schools use the curricula in English not in mother tongue.

16. Provision of library and educational materials at school that reflect the language and culture concerned.

About the above statement the collected data showed that educational materials at school reflect the language, linguistic and culture concerns.

After going through the responses, we come to conclude that most of the basic level English teachers used continuous evaluation system to decrease the failure and dropout rate but it cannot improve the educational quality as it wanted. Most of the school teachers get need based training. Most of the schools provided scholarship for disabled children. In case of children's participation in for function of school reform

plan was few. Most of the schools from child clubs and they holds different effective programs. Most of the school frequently conducted health check up programs. In the schools they use English medium materials. All the activities support to create child friendly environment at schools.

**Table 2**

**Response of Teachers' Closed-ended Questions with Percentage**

S.N	Statement	V.Good		Good		Average		Poor	
		T	Per	T	Per	T	Per	T	Per
1	Distance between children home and school	3	12%	10	40%	9	36%	3	12%
2	Inclusion based on disability	7	28%	10	40%	5	20%	3	12%
3	Inclusive training to teachers	8	32%	11	44%	4	16%	2	8%
4	Inclusiveness in extracurricular activities	10	40%	11	44%	4	16%	-	-
5	Inclusion based on caste and ethnicity	7	28%	12	48%	4	16%	2	8%
6	Earthquake resistant building made of brick and cement	5	20%	12	48%	1	4%	7	28%
7	Rooms with enough light to read and write	15	60%	8	32%	2	8%	-	-
8	Number of classrooms on the ratio of students	10	40%	13	52%	2	8%	-	-
9	Comfortable bench-desk for student	15	60%	5	20%	5	20%	-	-
10	Library management	9	36%	8	32%	4	16%	4	16%
11	Annual action plan formulated and school activities conducted accordingly	8	32%	12	48%	4	16%	1	4%
12	Annual lesson plan prepared by all subject teachers	8	32%	10	40%	4	16%	1	4%
13	Locally prepared reading materials including textbooks made available	4	16%	13	52%	5	20%	3	12%
14	Teaching and learning based on computer	6	24%	7	28%	5	20%	7	28%

1.Distance between home and school, 36% teachers showed average, 40% showed good, 12% showed very good and 12% poor. Therefore the distance does not matter.

2. Inclusion based on disability

The data showed 28% very good, 20% average and 12% poor. From the informants responses showed the inclusion based on disability. Therefore, it can be concluded that the inclusion should be based on disability.

### 3. Inclusive training to teachers

The variation in the responses as 32% very good, 44% good, 16% average and 8% poor showed that there must be inclusiveness in teacher training

### 4. Inclusiveness in extra curricular activities

The responses to the above statement as, 40% very good, 44% good, 16% average showed that there must be inclusiveness in extra curricular activities.

### 5. Inclusion based on caste and ethnicity

The variation in the responses as 28% very good, 48% good, 16% average and 8% showed that it is good to be inclusion on the basis caste and ethnicity.

### 6. Earthquake resistant building made of brick and cement

The result towards the statement showed that still there are many school buildings to be improved to save from earthquake.

### 7. Rooms with enough light to read and write

The responses towards this statement showed that the rooms of the school have enough light to read and write. But no school was found with poor light.

### 8. Number of classrooms on the ratio of students

The number of classrooms on the ratio of students was found 40% very good, 52% good, 8% average but no one was found in poor. Therefore, the classrooms of the schools are good.

### 9. Comfortable bench- desk for student

It was found that 60% of schools had sufficient furniture, 20% of them good, 20% of them an average but no one was found poor number bench desk. Therefore there is not any problem of furniture at school.

## 10 Library management

36% of schools managed library with all facilities, 32% of them have good, 16% an average and 16% of them were found poor management. Therefore, there is very good management of library at schools.

### 11. Annual action plan formulated and school activities conducted accordingly

The collection data showed that 32% of schools very good, 40% of good, 16% average and 12% of poor schools. Therefore, there is system of annual action plan and its implementation at schools..

### 12. Annual lesson plan prepared by all subject teachers

The data showed that 32% of very good, 40% good, 16% average and 12% of school were found poor. It is seen that many teachers prepare annual lesson plan. However 12% teachers do not prepare lesson plan.

### 13. Locally prepared reading materials including textbooks made available

In response to the above statement, different respondents have different views, 16% of very good, 52% good, 20% average and 12% poor. It indicates that most of the schools supply the textbooks with the content that includes the materials about local things

### 14. Teaching and learning based on computer

The responses towards the statement state that very few schools use computer based teaching learning system.

After going through the responses, it is concluded that most of the schools and children home distance is satisfactory. Most of the schools hold extracurricular actives, inclusion based on caste and ethnicity. Most of the classrooms of schools have enough light to read and write. Most of the classes of schools are good, there is no problem of furniture at school. There is good management of library at school. Many teachers prepare annual lesson plan. As a whole, except viability of textbook in time and use of computer based teaching learning system every things are good.

### 4.1.3 Analysis and Interpretation of the Closed-ended Questions

According to the students' close-ended question (Yes, No questions) responses are tabulated below:

**Table -3**  
**Responses of Students' Closed-Ended Questions with Percentage**

S.N	Statements	Yes		No	
		T	P	T	P
1	Learning English is interesting	25	100%	-	-
2	Your teacher uses different teaching materials in your class	16	64%	9	36%
3	Your English teachers give you punishment if you can not have done your work	7	28%	18	72%
4	Your teachers are friendly	18	72%	7	28%
5	Your English teacher uses computer to teach you	13	52%	12	48%
6	Child club is formed at your school	14	56%	11	44%
7	Child club holds different extra curricular activities in your school	14	56%	11	44%
8	Your school has clean drinking water supply	23	92%	2	8%
9	Your school has clean toilets	15	60%	10	40%
10	You are taught English by female teacher	14	56%	11	44%
11	You can read books in library	13	52%	12	48%
12	Scholarship has been provided for girls	22	88%	3	12%
13	Your English teacher makes you to do difficult home works	7	28%	18	72%
14	Your English teacher helps you to learn English more	11	44%	14	56%
15	You can sit easily on the bench	22	88%	3	12%
16	Your teacher makes you to working group	13	52%	12	48%
17	Your teacher uses different teaching materials in your class	5	20%	20	80%
18	Your health is checked up at school	12	48%	13	52%
19	You have secured more than 60 marks in English subject	17	68%	8	32%
20	Your teacher uses audio-video materials to teach you	5	20%	20	80%

We come to conclude, most of the students showed interest to learn English. Many teachers use different teaching materials in the classroom. Most of the teachers are friendly. Many schools supply clean drinking water and have clean toilets. Most of the schools provide scholarship for girls. Now a days most of the government aided school help students to learn English, good library management, teacher helps to make class sound and suitable for learners.

## **4.2 Summary of Findings**

The purpose of the study role of child friendly environment in English language teaching and my study was to provide some pedagogical implication and problems related to child friendly environment. Therefore, the collected data were tabulated, analyzed and presented. The summaries of finding are as follows:

### **4.2.1 Role of Child Friendly Environment in English Language Teaching**

Regarding the role of child friendly environment in English language teaching, the following findings of the study are summed up

- It was found that child friendly school environment has enhanced learner's participation and decreased learners' drop out rate and repetition rate.
- In schools there are sufficient buildings, bright classrooms as well as which are protected from rain and direct sun light but there is not sufficient space to do classroom and group work activities.
- It was found that child friendly school is seeking to create social interactive friendly environment for English language teaching.
- It has enrolled out of school.
- It has encouraged on innovative teaching strategies and the uses of local materials.
- It has found child centered, inclusive learning and gender sensitive learning are in practice.
- It was found that the basis level students class repetition rate decreasing through continuous assessment system.
- Child friendly school environment changes the educational scenario.
- Child friendly school has helped to achieve more teaching learning achievement in English.

- Extra curricular activities are conducted every week to increase the students' achievement.

#### **4.2.2 Problems Related to Child Friendly Environment**

Regarding the problems related to child friendly school environment in ELT, the information obtained from the analysis and interpretation of the data yielded as the following:

- Most of the teachers are familiar with child friendly environment but they are not creating such environment totally in classroom teaching.
- Most of the schools do not have sufficient teaching materials.
- The majority of teachers do not use English language in classroom.
- Less use of continuous assessment system and most of the schools use paper and pencil test.
- Most of the teachers do not produce and use teaching materials.
- Most of the schools' were not found friendly to the disable children.
- Most of the teachers' were found hesitating to speak English in the classroom.
- Most teachers were found over loaded in school. Therefore, they entered in the language class without practices, planning and preparation.
- Teachers are not implementing child friendly teaching totally because of non facilitated school environment, lack of sufficient knowledge, economic status and social environment.
- It was found that teachers' did not transfer training in to the action.
- Teaching in non threatening environment discouraged the students to practice less. So, the teachers found problems to achieve the goal.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATION

This chapter deals with the conclusion of the study. It also deals with some recommendations made on the basis of major findings of the study.

#### 5.1 Conclusion

As a whole we came to conclude that most of the learners are interested to learn English but were not given proper environment. Some English teachers used students centered method. It has been found that doing English homework is difficult for most of the learners. They do not have ideas and skills of English language and explicit instructions related to sentence construction using proper vocabulary. In the process of data collection, the researchers find that most teachers create real environment while teaching English by encouraging them to speak in English but teaching English in child friendly environment was not fully successful due to the absence of different physical, economical and educational factors.

The researcher found that some students still find lack of security in English classroom. They are threatened to learn English. If they fail to learn as the teachers indicate, they would be punished. As a result, the data showed some of the students like to stay at home. The data also showed the most English teachers are serious and practiced hard for their profession but the learning is not found satisfactory.

In this data more than 52% schools had either library with building or corner library but none of the schools had teaching computer learning. Most of the students had problems in obtaining A+ in English and some of them were found very poor in English. Next, in most primary schools health check up is not regular. Analyzing those aspects, the researcher found that still there were many things which were not addressed to children. Therefore, the schools are not totally friendly with physical, social and educational perspectives though the concept of child-friendly school was an attempt at present.

## 5.2 Recommendations/Pedagogical Implications

Based on the aforementioned findings the following pedagogical implications are recommended.

- Teachers should avoid the use of mother tongue while teaching English. Students should be encouraged to speak in English language.
- Teacher should manage the classroom as the learners can participate in pair and group works.
- English teachers should be provided training to produce materials and to teach English effectively in primary level.
- Parents should be made aware to the globalization of English language use.
- SMC and PTA members should be informed about every issue of English language teaching to make them friendly.
- Continuous assessment system should be made behavioral.
- Teachers should make teaching improvement plan and daily lesson plan for effective teaching.
- Teachers should create social, interactive and non-threatening environment to increase learners' participation in English language.
- Teacher should be very careful to the learners' ability, interest and level while teaching English.
- Teaching vocabulary, grammatical items and language functions should be taught through communicative language teaching approach.
- Teaching materials should be displayed in the classroom. So that students can learn themselves.
- All educational agencies and stakeholders should pay attention to physical management of school.

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## APPENDIX I

The 25 teachers of 25 basic level schools who were directly involved for collecting the data, including their name, address, experience, gender and qualification are presented below.

SN	Name of the teachers	Name of the Schools	Expe. (in year)	Qualif.	Sex	Address
1	Preeti Dhakal	Shitala devi Community S.S.	6	M.Ed	Female	Pokhara-12
2	Sima Adhikari	Bal Mandir S.S	15	B.Ed	Female	Pokhara -3, Nadipur
3	Netra Kumari Poudle	Bindhyabasini	20	E.ED	Female	Pokhara-2,Barpatan
4	Sharmila Baral	Shivashakti	10	M.Ed	Female	Pokhara-11, Fulbari
5	Sita Dhungana	Rastriya S.S	10	B.Ed	Female	Pokhara -1, Bagar
6	Yam Prasad Bhandari	Newa Prabhat S.S	14	B.Ed	Male	Pokhara-9
7	Nabina Acharya	Gyan Bhumi S.S	10	B.A	female	Pokhara-3
8	Rita Sharma	Mahendra S.S.	10	B.Ed	Female	Pokhara-9
9	Govinda Adhikari	Mahendra S.S.	10	B.Ed	Male	Lahachowk-3
10	Bishnu Poudel	Laxmi Adarsha	18	I.Ed.	Male	Lekhnath-8
11	Kamakshi Karki	Sirjana Primary School	8	B.Ed.	Female	Pokhara- 18
12	Gyanu Chalise	Shree Krishna	20	B.Ed	Female	Pokhara-5
13	Kyanumaya Subedi	Laxmi S.S	20	I.A	Female	Pokhara- 27
14	Bishowo Raj Poudel	Kalika S.S	18	M.Ed	Male	Pokhara -11
15	Sanju Adhikari	Saraswati tika	9	M.Ed	Female	Pokhara- 33
16	Rama Adhikari	Janajagran P.S.	17	B.Ed	Female	Lahachowk -5
17	Jaya Lal Bhattarai	Siddha Baraha B.S	20	B.Ed	Male	Pokhara-24
18	Sangita Kandel	Brahma Rupa S.S	9	B.Ed	Female	Lekhnath-9
19	Buddhi Nath Tiwari	Amarsiddha S.S	20	B.A.	Male	Lekhnath-11
20	Pratibha Subedi	Tribhuvan Shanti S.S.	7	B.Ed	Female	Lekhnath -12
21	Dhaka Ram Subedi	Mahendra primary School	18	B.Ed	Male	Pokhara-24
22	Santoshi Kunwar	Sirjana Community school	9	B.Ed	Female	Pokhara-24
23	Rita Subedi	Sada Shiva Primary school	4	B.Ed	Female	Pokhara-24
24	Chabbilal Dahal	Lahari Primary school	7	B.Ed	Male	Annapurna -2
25	Ramesh Subedi	Kalika S.S	7	M.Ed	Male	Pokhara-24

## APPENDIX II

The 25 students of 25 basic level schools who were directly involved for collecting the data, are presented below.

SN	Name of the teachers	Name of the Schools	Age. (in year)	Class	Sex	Address
1	Kabita Nepali	Shitala devi Community S.S.	11	5	Girl	Pokhara-12
2	Ambika Dhakal	Bal Mandir S.S	10	4	Girl	Pokhara -3
3	Rita K.C.\	Bindhyabasini	13	7	Girl	Pokhara-2
4	Rajiv Subedi	Shivashakti	13	7	Boy	Pokhara-11
5	Joshila Rai	Rastriya S.S	11	5	Girl	Pokhara -1
6	Krishna Lamichana	Newa Prabhat S.S	14	B.Ed	Male	Pokhara-9
7	Nabina Acharya	Gyan Bhumi S.S	10	B.A	female	Pokhara-3
8	Rita Sharma	Mahendra S.S.	10	B.Ed	Female	Pokhara-9
9	Govinda Adhikari	Mahendra S.S.	10	B.Ed	Male	Lahachowk-3
10	Bishnu Poudel	Laxmi Adarsha	18	I.Ed.	Male	Lekhnath-8
11	Kamakshi Karki	Sirjana Primary School	8	B.Ed.	Female	Pokhara- 18
12	Gyanu Chalise	Shree Krishna	20	B.Ed	Female	Pokhara-5
13	Kyanumaya Subedi	Laxmi S.S	20	I.A	Female	Pokhara- 27
14		Kalika S.S				Pokhara -11
15	Sanju Adhikari	Saraswatitika	9	M.Ed	Female	Pokhara- 33
16		Janagagan P.S.				Lahachowk -5
17	Jaya Lal Bhattarai	Siddha Baraha B.S				Pokhara-24
18	Sangita Kandel	Brahma Rupa S.S	9	B.Ed	Female	Lekhnath-9
19	Buddhi Nath Tiwari	Amarsiddha S.S	20	B.A.	Male	Lekhnath-11
20	Pratibha Subedi	Tribhuvan Shanti S.S.	7	B.Ed	Female	Lekhnath -12
21	Dhaka Ram Subedi	Mahendra primary School	18	B.Ed	Male	Pokhara-24
22	Santoshi Kunwar	Sirjana Community school	9	B.Ed	Female	Pokhara-24
23	Rita Subedi	Sada Shiva Primary school	4	B.Ed	Female	Pokhara-24
24	Chabbilal Dahal	Lahari Primary school	7	B.Ed	Male	Annapurna
25	Ramesh Subedi	Kalika S.S	7	M.Ed	Male	Pokhara-24

### APPENDIX III

To

.....  
.....

Dear sir/Madam,

This questionnaire is a research tool for my mini research entitled “Role of child friendly environment in English language” under Research Management Cell, Kalika Multiple Campus, Pokhara. Your cooperation in completing the questionnaire will be of great value to this research. Please feel free to put your response required by the questionnaire. I would appreciate your honest opinions and assure that your response will be completely anonymous.

Researcher

Susmita Subedi Bastola

## Questionnaire for Teacher (Open-ended )

### Part 'A'

Name of the Teacher .....

Name of the School.....

E-mail.....Phone.....

Qualification.....Training.....

Teaching Experience.....Gender  Male  Female

### Part 'B'

Please respond to the following questions.

1)Would you kindly define the concept the child friendly environment ?

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2) In Nepal schools are practicing child friendly environment, what do you think about it?

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3) How does a child friendly environment help in English language teaching? Please mention your experience and ideas.

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4) What problems are the teachers facing in English language teaching in community school?

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5. In your opinion, who are responsible to make English language teaching child friendly?

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6) Please mention who can create a child friendly environment?

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7) How does a child-friendly environment support English language teaching? Mention your idea please.

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8) Child-friendly environment is appropriate in English language teaching in the context of Nepal. Would you agree or disagree? why?

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9) Does a child friendly environment help the teacher to use student-centered method in English? How?

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10) In your opinion, what are the advantages of child-friendly environment in English language teaching?

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11) What could be the role of child-friendly environment in English education?

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12) How does a child-friendly environment develop English teacher to enhance learning achievement?

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13) What supports have you got from your School Management Committee in your English language teaching?

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14) What role do you expect from your school administration to make your English class child friendly?

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15) Please suggest some ways to make English class child-friendly.

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Please make sure that all items have been attempted.

Thanking you for your kind cooperation.

## Part 'C'

### Closed-ended Questions

Please tick the best option you think is true to the child friendly environment.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| 1) Continuous evaluation of students.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) All teachers have received demand based training at least once a year.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) Female teacher management.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) Scholarship for the differently abled.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) Children's participation in formulation of school reform plan.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) Child club formed.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) Parents participation in school frequently.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) Holding community meeting at the school every six month.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) Children health check up at school frequently.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 10) Collection of dust in a certain place.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 11) Physical and mental punishment at school.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) Information disseminated to child on safety measures to be taken in the<br>In the event of an earthquake.                | <input type="checkbox"/> | <input type="checkbox"/> |
| 13) Managing classroom with educational materials in mother tongue.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 14) Availability of curricula in mother tongue.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 15) Teacher training in mother tongue.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 16) Provision of library and educational materials at school that reflect the<br>language and culture and culture concerned. | <input type="checkbox"/> | <input type="checkbox"/> |
| 17) distance between children's home and school.<br>a) Very Good b) Good c) Average d) Poor                                  |                          |                          |
| 18) Inclusion based on disability.<br>a) Very Good b) Good c) Average d) Poor  |                          |                          |
| 19) Inclusive training to teachers.<br>a) Very Good b) Good c) Average d) Poor   |                          |                          |
| 20) Inclusiveness in extracurricular activities.   |                          |                          |

a) Very Good   b) Good   c) Average   d) Poor

21) Inclusion based on caste and ethnicity.

a) Very Good   b) Good   c) Average   d) Poor

22) Earthquake resistant building made of brick and cement.

a) Very Good   b) Good   c) Average   d) Poor

23) Rooms with enough light to read and write.

a) Very Good   b) Good   c) Average   d) Poor

24) Number of classrooms on the ratio of students.

a) Very Good   b) Good   c) Average   d) Poor

25) Comfortable bench-desk for students.

a) Very Good   b) Good   c) Average   d) Poor

26) Library management.

a) Very Good   b) Good   c) Average   d) Poor

27) Annual action plan formulated and school activities conducted accordingly.

a) Very Good   b) Good   c) Average   d) Poor

28. Annual lesson plan prepared by all subject teachers.

a) Very Good   b) Good   c) Average   d) Poor

29. Locally prepared reading materials including textbooks made available.

30) Teaching and learning based on computer.

a) Very Good   b) Good   c) Average   d) Poor

**Appendix-IV**  
**Questionnaire for Students**  
**Part 'A'**

Name.....  
Parents Name.....  
School Name.....  
Gender.....Age ..... Class.....

**Part 'B'**

Please tick the best option

1) Learning English is interesting.

Yes  No

2) Your teacher uses different teaching materials in you class.

Yes  No

3)Your English teachers give you punishment if you cannot have done your work.

Yes  No

4) Your teachers are friendly.

Yes  No

5) Your English teacher uses computer to teach you.

Yes  No

6) Child club is formed at your school.

Yes  No

7) Child club is formed at your school.

Yes  No

8) Your school has clean drinking water supply.

Yes  No

9) Your school has clean toilets.

Yes  No

10) You are taught English by female teacher.

Yes  No

11) You can read books in library.

Yes  No

12) Scholarship has been provided for girls.

Yes  No

13) Your English teacher makes you to do difficult homework.

Yes  No

14) Your English teacher helps you to learn English more.

Yes  No

15) You can sit easily on the bench.

Yes  No

16) Your teacher makes you to working group.

Yes  No

17) Your teacher uses different teaching materials in your class.

Yes  No

18) Your health is checked up at school.

Yes  No

19) You have secured more than 60 marks in English subject.

Yes  No

20) Your teacher uses audio video materials to teach you.

Yes  No

Please make sure that all items have been attempted.

Thanking you for your kind co-operation.





