EXPLORING CONTEXTUALIZED TEACHING AND LEARNING IN TEACHING

ENGLISH TO SECONDARY-LEVEL STUDENTS

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Dissertation

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AN ABSTRACT

of dissertation of Bashu Dev Wagle for the degree of Master of Philosophy in English Language Education presented on 22 December 2022.

Title: *Exploring Contextualized Teaching and Learning in Teaching English to Secondary-level Students*

Abstract Approved by: ………………………………………….

Assoc. Prof. Tikaram Poudel, PhD

This study explores the issues of contextualization in teaching and learning English in the context of Nepal. I, particularly, focus on contextualized teaching and learning, like teaching English through non-English subjects, teaching different subjects by using English as a medium of instruction, teaching with many examples from local context and the like.

Through contextualized teaching and learning, we can help students be motivated by letting them know the real benefit of learning any content through any language. I agree with Baker, Hope, Karandjeff, Bond and Predmore, who argue that learners can learn far better through the contextualized teaching and learning (CTL) process because teachers instruct students by making them participate actively. CTL involves practical activities lessening the theoretical approach and increasing applied aspect of life. So, I believe teachers can more easily concretize teaching and learning through CTL. I am sure CTL enhances learners' efficiency as well.

By 'exploring', the first word of the research title, I mean, inquiring into or discussing any subject in detail. I enquired about a subject matter to understand the issues of CTL through an ethnographic observation of the research site and participants. I aimed to investigate how teachers go through contextualized teaching and learning.

Thus, this dissertation explores how teachers implement CTL while teaching English to secondary-level learners in Nepal. For this, I used a qualitative approach so far as possible. And I observed teachers and their students at a secondary school in the Lalitpur district and collected data for this research. I sat together with students on the same bench in their classroom while their teachers were teaching them. I felt the pain and pleasure my participants felt in their classrooms. I experienced the experience of my participants, I talked to them, I laughed with them and I walked with them hand in hand. Then only, I could collect the data. I analyzed the data by going through the extended case method which is a deductive method to analyze the data. To the end of the research, I found that teachers could motivate students to learn and get them much more interested in teaching and learning English through contextualized teaching and learning at the secondary level in Nepali context. At last, this research might become a milestone in English language teaching as it has added a new dimension to ELT pedagogy at the secondary level. It initiates a discussion about how pedagogical orthodoxies must be challenged and how we, as teachers, can better teach English to students by contextualizing the content.

………………………   22 December 2022

Bashu Dev Wagle,

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DECLARATION

I hereby declare that this dissertation has not been submitted earlier for candidature for any other degree.

…………………………. 22 December 2022

Bashu Dev Wagle

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DEDICATION

I dedicate this work to all hospitality graduates, my respondents, family members and friends. I am always indebted to their inspiration to move further in academic life.

I can't help dedicating my rigorous work to Kathmandu University and its entire team of School of Education.

How can I be that stupid to have completed my work without the mentors and gurus? I dedicate to Professor Laxam Gnawali, Professor Jai Raj Awasthi, Associate Professor Tikaram Poudel, Assistant Professor Suresh Gautam and the Dean, Professor Bal Chandra Luintel.

Most importantly, this is dedicated to you, my partner! My better half, my wife and my life, Babita Wagle.

This dissertation entitled *Exploring Contextualized Teaching and Learning in Teaching English to Secondary-level Students* for Master of Philosophy in English Language Education was presented by *Bashu Dev Wagle* on 22 December 2022.

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ABBREVIATION

CTL   Contextualized Teaching and Learning

CI   Contextualized Instruction

ELE   English Language Education

ELT   English Language Teaching

NSFLEP   National Standards for Foreign Language Learning Programme

SFLL   Standards for Foreign Language Learning

REACT   Relate Experience Apply Cooperate Transfer

GT   Grammar Translation

CHAPTER I

INTRODUCTION

In Nepal, English has been taught and learned for a long time. As an English teacher, I have found many ups and downs in teaching young learners. In this dissertation, I explored the role of contextualization in teaching English to secondary-level students in Nepal. I also explored how English language teachers implemented contextualized teaching and learning. More specifically, I concentrated on how teachers teaching English to secondary-level students in Nepal implement Contextualized Teaching Learning (CTL). The CTL is also known as Contextualized Instruction (CI) in the literature. This approach to teaching language brings relevant examples from the context to the classroom. The general assumption is that such a practice facilitates the learning process. Consequently, teachers enhance learning by creating new areas of interest through contextualization. I look into this issue from the perspective of teachers.

For this dissertation, I observed how teachers contextualized teaching and learning while engaged in teaching and learning with their students. At first, I approached the English teachers who were aware of contextualized teaching and learning. I observed situations when teachers were involved in contextualized teaching and learning, especially in the classrooms

As for me, I have been teaching English and other subjects from primary to secondary and tertiary levels for over one and a half-decade. So, I began this chapter by sharing the context and my experience of teaching English. I narrated my experience of becoming an English teacher, and how I gained my ideas on contextualizing teaching and learning. After clarifying my epistemological position, I

discussed the rationale; stated the problem; wrote the purpose; formulated my research questions. Finally, the chapter closed with the delimitations and the chapter summary.

The Context

I was born and brought up in a semi-rural community of the Central Terai of Nepal. I learned my mother tongue, Nepali, and then I learned Bhojpuri as my second language. At almost 8, I was taken to Kolkata, where I also learned Hindi and English while studying at my primary level. Apart from that, I learned Bengali just enough to understand it. At the age of 11, I was brought back to my hometown, where I started studying again in a government school; I completed my School Leaving Certificate from the same school. My father wanted me to study law after my SLC. However, I admitted myself to the education faculty with the money given to me by my father for enrollment in law.

This decision indicates my passion for teaching and learning. Nevertheless, I could never excel at the task. My parents supported me financially until I completed my Intermediate Education. Even though for Bachelor in Education program, my parents supported me financially. I started teaching primary-level students later.

Since then, my teaching career began in Birgunj, a city in Nepal. After a few weeks, I started teaching English to lower-secondary-level students. Immediately after a few months, I taught English to secondary-level students there. The problem with me was that the students were not learning with interest. At times, I felt I could not easily understand the contents and context; and students did not understand what I taught. It was possibly due to the absence of contextualization. Since then, I felt the importance of contextualization teaching and learning in teaching students of Nepal. Without realizing it, I began contextualizing my teaching with some local examples of

Nepal's plains, hills, and dales. I found that the students could understand the contents with more interest. I also observed some teachers teaching students in different classrooms and wondered how the students could become that interested in their classes.

I remember Mr. J. teaching English to secondary-level students. He often said that he could never be an excellent teacher, but students would learn things with a lot of fun and interest well. Later, I understood the trick. He used to contextualize the contents very well. He claimed he contextualized teaching and learning English with the need of the local community there. He narrated his stories, like how he earned money by teaching. His stories impressed me. He used to teach us with great interest and attention.

In the same way, I observed another teacher, Mr. N., who was very good at teaching secondary-level students in the same school. His class was so interesting that students were curious and interactive. A few days later, I found him contextualizing subject matters with the local issues, which caused him to be able to draw the students' attention. He connected the learning community's ideas with that of the English culture with a lot of examples (Mazzeo, Rab & Alssid 2008) by telling them about the similarities between the two learning communities making teaching and learning English simpler.

Since then, I realized that localizing teaching and learning, as for Taylor (2007), could be much more than what I understood at that time despite being familiar with contextualizing subject matters or contents. Taylor (2007) says a teacher is free to adapt the curriculum and teaching and learning process so as to fit the local environment and culture. All the ways of Mr. J. and Mr. N. became the source of inspiration for me to go ahead with contextualized teaching and learning. I realized, as

per Taylor (2007) if I could freely choose any subject matter that interests students, they could learn better and with more interest. Besides, as a teacher, I could draw their attention to the subject matters of their interest.

Conceptualizing Contextualized Teaching and Learning

In my long career of teaching English to primary to higher secondary school, I found teaching pretty weird because students were not much attentive in my class at first when I was teaching lower secondary level. Meanwhile, I realized that students were enjoying pretty less the way I had been teaching them. Later, the same thing happened as I started teaching English to the secondary-level students who were attentive to the teaching and learning but gradually seemed to lose interest again. My mind opened up when I found I was just teaching while I needed to contextualize the subject matters for them to understand. I almost failed to be a teacher, rather I was just a transistor radio. Thus, the word contextualizing led me to explore contextualized teaching and learning (CTL).

In fact, CTL has been taken as a strategy (Predmore, 2005) and a theory (Baker et al., 2009). For Predmore and Baker, CTL can be an important part of praxis in teaching English Language Education (ELE). I also believe CTL can enhance teaching ELE. As has already been mentioned, there are many ways teachers can raise interest among learners. CTL could be of great help to motivate them.

Most possibly, the lack of students' interest in the English language, lack of interpersonal relationship between my students and me, and lack of proper technique on my part were some reasons behind my less attention to theirs in the way I taught them English. I realized that was all because there might be a lack of contextualized teaching and learning.

The students were less or not interested because in privately-run English medium schools, most students were found to be taking English just as a language. For them, it did not need a lot of studies. Maybe a curriculum did not incorporate the matter, including students' interest areas and employability opportunities (Tymon, 2013).

Firstly, teaching English subjects as a medium of instruction might be considered an immense art of getting students attentive in a classroom. Not all of us had such an essential skill to make teaching and learning activities effective. As my long term teaching experience had taught me, we could implement CTL for the benefit of both the students and the teachers in Nepali Schools. One reason could be that students could not grasp the ideas of the lesson shared by the instructor because they were not attentive. So, to be successful in teaching English, we might have to develop the skill of teaching non-English subjects in English as English was also a medium of instruction and evaluation in most private schools in Nepal. For that, we had to convince learners through continuous communication with those of various backgrounds: age groups, cultures, languages and the like.

Secondly, when it came to what exactly a teacher could do for students to learn effectively, I always considered the role of the teacher important. I understood the teacher had the authority to implement the desirable and result-oriented approach. By using the same, even an average teacher might be able to teach effectively. And, it could be contextualized teaching and learning as for Wenger (1998), which emphasizes learning through social context by prioritizing the importance of classroom learning in society.

Thirdly, Baker, Hope, & Karandjeff (2009); Bond (2004); and Predmore (2005) argue that CTL is designed with the view that learners learn with their active

participation in the social context of a practicable and verifiable quality ignoring the theoretical approach as far as possible.

Moreover, it looks like teachers can change how they maintain social rapport in ELT classrooms to make students attentive in class. Also, a teacher can use techniques that seem to be effective for a majority of the students. For all this, a teacher can practice CTL so that most students can learn how they wish to. For, CTL enhances the opportunity that raises learners from their place by pushing them into real-world settings and providing them with matters of their interest too.

The Rationale of the Study

Practicing CTL in a classroom has several advantages. As for Bond (2004), CTL can relate what students learn to real-life activities and consolidate what they learn in the classroom with real-life experience. It motivates learners to learn with more enthusiasm for more benefits from what they are learning. So, CTL could also affect how Nepalese students learn English in Nepal through different subjects written and taught in English as a medium of instruction. As a result, I have selected this research topic to understand how a teacher effectively teaches English through CTL. I experienced that teaching English to the secondary-level students of privately run high schools has been a little tougher task. At times I realized that the students did not seem much attentive in the ELE classroom.

Once I asked one of the students why he was not attentive in an English class, and his response was very quick: he knew many things about the English language. But, teaching English is not all about language learning. As for Berns and Erickson (2001), CTL can assist learners in linking the subject matter they are learning to the life contexts in which that subject matter could be used. Learners then generate meaning in the learning. So, CTL could facilitate ELE teaching to a large extent

(Baker et al., 2009). Just in order to confirm if this task can be made a bit more comfortable and fruitful by using CTL, it is crucial and essential to carry out this research. And, there is no doubt this research went deep inside classroom ethnography, which has contextualized teaching and learning in practice.

This research has certainly made efforts to observe the current teaching and learning of the English language in one of the private schools of Lalitpur, Nepal. This study aimed to observe and analyze the true scene of secondary-level teachers' contextualized teaching and learning of English, as well as how far teachers could increase students' interest through contextualized teaching and learning activities.

So, the research's rationale is to focus on how students were motivated and interested in learning through contextualized teaching and learning. This research also tries to differentiate between just teaching and learning and contextualized teaching and learning. Besides, this research gives readers a clear idea about the teachers' perspective on the essence of contextualized teaching and learning in teaching secondary-level students learning English. Moreover, the education sector may remain unfulfilled in the absence of the information the research has carried out.

Problem Statement

Most secondary-level students learning English do not concentrate much in my class. It might be so because they might have seen less future career scope in the subject. Similarly, the second reason is that they find it less enjoyable. And, the third reason may be that I could not contextualize the content at all. I observed that they could be motivated to learn English better through CTL. It is also assured by Baker et al. (2009) that CTL is such a concept that motivates learners to learn from their own experiences from around. So, why can't the CTL framework facilitate the learning process through current experiences by learning English through subjects like

Science, Social Studies and Health, and Population and Environment Education written and taught in English as a medium of instruction? I experienced many hurdles in teaching English in Nepal for one reason or the other.

On the one hand, some people advocate that English language teaching must be made more accessible. They defend with the logic that language is just a medium of communication and information, but it should not be information itself. This view suggests that learners should not work harder to communicate in English. This clue may have been a major reason for learners' reluctance.

On the other hand, as a teacher, I felt pretty hard to draw the learners' attention and couldn't effectively teach them because they didn't seem interested in the subject. In my experience of teaching for more than 18 years, I hardly found the students interested in what I taught for more than the first couple of days. When I realized that the students got interested in the subject matter that could benefit them for their career, future and society more than monotonous lessons. The same lesson could also be found to motivate the students when they were contextualized with the practical implementation.

So, why can't I enable my students to update their memory based on the ongoing experience of learning English through contextualization? Why can't we teach them English by contextualizing the contents with the subjects like Social Studies, Science and Health, and Population and Environment Education which are written and taught in English as a medium of instruction in most English medium secondary schools of Nepal? These questions have inspired me to go for this research.

Purpose of the Research

The purpose of the research was to explore contextualized English teaching and learning at secondary-level and to explore teachers implementing contextualized teaching and learning.

Research Questions

The following research questions have been formulated in line with the purpose of my dissertation to guide this research:

a. How do teachers implement contextualized teaching and learning, also known as contextualized instruction, practices in secondary-level students learning English?

b. How do the teachers enhance learners' interest in English learning through contextualized teaching and learning?

Delimitation

This research is limited to exploring how English language teachers implement contextualized teaching and learning at secondary-level in Nepal. This research is just to explore how teachers enhance interests in students through contextualized teaching and learning while teaching English to the secondary-level students in the Nepali context.

Structure of the Research

This chapter discussed the context and contextualized teaching and learning rather than just teaching and learning. Then the rationale of the study appears that demonstrates a little about how this study contributes to English language teaching and learning. This subheading is followed by the problem statement, which states that if contextualized teaching and learning is implemented in secondary level, there can be more interest among the learners. Apart from this, the purpose of the study is

stated, followed by research questions, delimitation and structure of the study report. Finally, the chapter ends with a summary.

Chapter II reviews the literature incorporating thematic, theoretical, and empirical reviews. Each one is to confirm the authenticity of the research. Thematically, to see how far the theme chosen is suitable and relevant in the present context by observing the classroom with or without contextualized teaching and learning and simply teaching and learning. The theoretical review subsection highlights the theory that is relevant to contextualized teaching and learning. And, finally empirical review is to trace how far the research issue has been explored by other scholars and also to find the research gap of my research so far.

Chapter III presents research methodology that includes research philosophy such as my research's ontological, epistemological and axiological base. This chapter also discusses research paradigm, design, inquiry, quality standard and ethical considerations. Actually, the research process here in this dissertation is solely qualitative, as depicted in this chapter. This chapter deals with the difference between contextualized teaching and learning and just teaching and learning to ensure if this research work is led correctly with the help of previous literature. In this regard, this chapter clearly states the difference between teaching and learning and contextualized teaching and learning. This chapter also clarifies how far teaching and learning is affected by how we teachers contextualize it.

Chapter IV is to show the actual research in action. This chapter, implementation of contextualized teaching and learning, is about cultural practice of contextualized teaching and learning showing how teaching and learning is carried out in the contextualized manner. In fact, through this chapter I want to show various observations of contextualized classes conducted in the ethnographic culture by the

teachers involved in the research process to find out the answer to the first research question.

Chapter V entitled enhancing students' interest through contextualized teaching and learning, analyses ethnographic data from observations of the contextualized teaching and learning done by the aware research participants. Actually, this chapter shows how data are woven together from close observations and interviews collected by the researcher. Meanwhile, this chapter also shows how contextualized teaching and learning have been perceived by the researcher and his participants so far. And, with the help of this chapter, I found the answer to the second research question.

Chapter VI, named 'conclusion and implications' of the research, concludes that contextualized teaching and learning is the best way to avoid monotony and boredom among secondary-level students learning English and to interest them towards the study in the hope of better future career. This chapter also recommends contextualized teaching and learning English subject at the secondary-level.

Chapter Essence

Once we are involved in teaching learning activities, we may encounter several opportunities and challenges. If we have an opportunity, it is fine otherwise we may have challenges and for tackling such challenges we can find solutions only after certain research is carried out. This chapter shows the same thing and it is about the implementation of CTL in English language teaching and learning of English to secondary-level students in Nepal. It incorporates context, teaching and learning versus contextualized teaching and learning, research purpose, the rationale of the research, research questions and delimitation of the study report in the order of the table of contents.

CHAPTER II

LITERATURE REVIEW

Nepali secondary-level students learning English seem to be lagging in learning English effectively as they are not interested in the content, but if we are able to contextualize our content and make abstract learning concrete, it might be of great help to motivate them to learn English by enhancing their learnability as has been theoretically and practically proven by scholars. This chapter discusses the main themes of this research in detail. I have tried my best to connect the literature supporting my research issue and developed this section from the thematic approach. I took the assistance of the whole section to authenticate my research. Through the literature review, I explored contextualized teaching and learning in secondary-level schools in Nepal.

Contextualization and CTL

The CTL can be a good technique for motivating students to learn the English language by showing them the opportunities they can have once they finish the course. If English language teachers implement CTL, they can even encourage students to improve and excel their learning; the teaching and learning tasks may become less monotonous and tiresome. Defining contextualization is not as easy as it seems. However, Fernandes et al. (2013) call it an approach that helps teachers relate the ideas with the context.

As we advance, we can find that contextualization is a practical process in teaching and learning. Johnson (2002) views contextualization as the word which naturally replaced the term applied because the word applied was insufficient to incorporate the innovative ideas introduced in teaching and learning activities. Many

things are interrelated when we are able to contextualize our content. In contextualization, ideas and actions are connected along with the contents. Contextualization also leads our thinking toward experience. When ideas are experienced in context, they become even more meaningful. Berns and Ericson (2001) emphasize that it could equally be useful for instructors to link subject matter with the social setting so learners can learn with more interest. Mazzeo, Rab & Alssid (2008) believes that CTL is a collection of various teaching and learning strategies that link basic skill learning to vocational content to motivate and interest the learners who participate in it. Thus, it looks like contextualized teaching learning relates ideas of courses and actions with the students' interest, making teaching learning more meaningful, fruitful and effective.

Moreover, for Andersen and Risor (2014), contextualization in sociolinguistics can be the use of both spoken language and body language to signal relevant aspects of an interaction or communicative situation. This can include clues to who is talking, the communicants' relationship, the place where the conversation takes place and so forth. We can notice many other things about the language being used for communication, such as the participants in the language interaction, tone of the language, position and power of the participants in the communication, verbal and non-verbal hints and the like. Ishida (2006) hints that contextualization could show both linguistic and para-linguistic natures and the participants' relationships, situations and levels. Textbooks could be an example of contextualization of scientific knowledge (Bernstein, 1990). The relationship between two speakers becomes clear from the way they speak to each other, no matter whether the language is formal or informal. An interaction between two people who are familiar with one another is

informal and unknown, or people with unequal power go for formal interaction (Masuda, 2016).

Saqlain, Saad & Islaam (2014)) emphasise that contextualization aims to create conditions for more valuable and meaningful learning, higher success rate, more practicability and more learnability. Learners' interests and practical use of teaching and learning can be put together to attain social life goals if the teaching and learning are contextualized or integrated. That is why CTL is expected to be improving teaching and learning outcomes.

Thus, contextualization enhances learners' learnability as it helps create an environment by proceeding to more advanced coursework. Also, it focuses the students' interests and needs as a central point of education, making students indulge in the teaching and learning activities freely. As Saqlain, Saad & Islaam (2014) further add, agreeing with Perin and Hare (2010) that when contextualized reading and writing text was provided to learners, they made excellent efforts in learning skills related to summary, words, and writing with great enthusiasm and interest.

Again, in the course of defining CTL, also known as Contextualized Instruction (CI), is called integrated learning too. We find that CTL is a process designed to interest the students by creating practical and real context instead of abstract ideas, as viewed by Baker et al. (2009), Predmore (2005) and Bond (2004). CTL is more effective as it is rather more concrete in nature which helps students take part in teaching and learning. Moreover, we can call it a more advanced method of instructional activity, and it has a number of advantages such as relevancy, learnability enhancement, effective teaching and learning and the like.

Apart from this, the standards for Foreign Language Learning in the 21st Century (NSFLEP, 2006) justify what students of a foreign language should learn as

an achievement and what the framework for contextualizing language teaching and learning is like. Shrum (2010) sums up the idea of contextualizing the Standards for Foreign Language Learning (SFLL) more explicitly. They clear that SFLL is not only for learners to learn more effectively but also for the teachers to self-assess the efficiency and effectiveness of curriculum design, lesson plans, teaching materials and evaluation schemes for improving their teaching practice. Moreover, it also provides agenda and challenges for future research as we find noble ways to teach and learn language by meaningfully relating to real-world communication, learners' interest, other subject contents and socio-cultural settings. So, contextualizing teaching and learning may help Nepalese secondary school students learn English more effectively.

As every coin has its two sides, despite having shortcomings, Bond (2004) mentions that CTL has its strength. First, it focuses on developing concrete skills and ideas required for work and life. It links classroom learning with workplace applications. Also, it focuses on individual instruction for each student. It helps to deliver abstract ideas through the senses. Again, it helps to utilize or use information in an applied manner. Moreover, it delivers fact-based information to the students during real experiences so as to make sense at once. Besides, it gives information in small bits, increasing gradually instead of a pile of work together to ease teaching and learning. Due to a number of advantages, Bond (2004) recommends that CTL be implemented for more effective teaching and learning.

Components of Contextualized Teaching and Learning

Contextualized teaching and learning seem to have various components. Contextualized teaching and learning activities of basic skills can contain any or many of the following components. It incorporates interdisciplinary learning (National Council for Workforce Education & Jobs for the Future, 2010). There is the use of

students' informal, extra-curricular knowledge (Goldman & Hasselbring, 1997). In CTL, there is active student-centered teaching (Dowden, 2007). It includes student collaboration (Johnson, 2002). It is a way of teaching and learning that uses clear strategies to arouse interest among learners (Paquette & Kaufman, 2008).

Similarly, it is possible to have an authentic assessment (Johnson, 2002). It makes teachers of various disciplines work hand in hand to pick real-world examples (Orpwood et al., 2010). Professional development and growth of learning members are prioritized by CTL (Stone et al., 2006). However, according to Kalchik and Oertle (2010), professional development seems rare in it and guidelines for contextualization were found to be provided for the workplace and transition programs. Thus, CTL is supposed to have interdisciplinary learning, the use of informal knowledge of students, student-centred learning, teacher collaboration, integrative, real-world examples, authentic assessment and the like as its components.

Moreover, secondary-level students of Nepal learning English seem to be learning more effectively as they can be engaged in the study in the temptation of career development through CTL. I support Kalchik and Oertle (2010), claiming that well-managed CTL indulges instructors and learners in active classroom activities, ensuring learner-centered and interactive learning. CTL, as for Baker et al. (2009), asserts that learning members continuously update their memory based on whatever they are learning. That is why I believe CTL can enhance the learnability of secondary-level students learning English in Nepal by updating the students' memory based on English learned from English and non-English Subjects written and taught in English as a medium of instruction. According to Baker et al. (2009), there are five CTL theories: motivation theory, problem-centered theory, social learning theory, learning style and brain research.

Furthermore, Baker et al. mention motivation theory, problem-centered learning and social learning theory as integrated theories for CTL. They argue that CTL is rooted in constructivist education theory, which helps learners continuously update their memory through current experiences. Predmore (2005) affirms that learners become interested and motivated when they go through the relevance of what they are learning in the real world. So, I think the secondary-level students of Nepal learning English can learn it more effectively if we can implement CTL with its components.

<div align="center">**Strategies of CTL**</div>

There are mainly five strategies that we can use in CTL. They are relating, experiencing, applying, cooperating and transferring. In short they are called REACT (Nawas, 2018).

Besides, some more strategies are proposed by Saqlain (2014). As a first strategy, as a teacher, I had better familiarise myself with various contexts of society to which teaching and learning is related rather than just the classroom.

Secondly, I need to attach teaching to students' diverse life contexts so as to make my teaching and learning more effective.

Another strategy is that as a teacher, I need to emphasize problem-solving for CTL to practice in the classroom.

Moreover, we teachers must push students to learn from each other and strategically. For this, instructors must be wise enough to decide this approach. Last but not least, I have to facilitate each student to examine and lead their own learning to become self-controlled learners.

In short, important strategies of contextualized teaching and learning are being familiar with a number of contexts of teaching and learning, relating teaching and

learning to real-life contexts, practical problem-solving, helping learners to learn from each other and helping learners to self-reflect.

Examples of CTL

There are numerous examples of how CTL can be used and integrated into effective teaching and learning activities. Plumbing-related content was found to be the basis of teaching an English course in one of the high schools (Darvin, 2000). A Community college blended health and criminal justice, and the students were able to prepare documentation related to their own areas. (Perin, 2006).

In a community college, health students allied with a developmental math course could solve math-related problems. However, they would be learning the courses based on their curriculum of the disciplines like respiratory therapy, radiology, medical laboratory, physiotherapy and nursing (Shore et al., 2004).

Contextualization is connected to many subjects as it is already proved to be multidisciplinary and inter-connecting. Badway and Grubb (1997) exemplify literature as a course associated with business and criminal justice courses by a learning group. Cargill and Kalikoff (2007) mention another learning group that connected English and Psychology for teaching writing skills in the English Language. Brenner (2002) explains an example of teaching middle school pre-algebra by using extra-curricular and informal knowledge of learners.

Yamauchi (2003) argues that contents from practical work experiences were used for teaching and learning developmental education courses. Citing his experience, he narrates that the high schools teaching Native students of Hawaii used local organizations' service learning and Afro-American culture, literature and experiences as teaching and learning content throughout the whole curriculum. It means we can contextualize any social experiences for teaching and learning.

Lastly, I also have been teaching Health, Population and Environment Education to learners of secondary-level in English as a medium of instruction. This also helps them use English through non-English subjects written and taught in English as a medium of instruction.

Implementation of CTL

CTL becomes very useful when properly teaching English to Nepal's secondary-level students. Although there are many challenges, as aforementioned, we can find the following implementations of CTL in ELT classrooms.

CTL can help to collaborate with other instructors, colleagues, and learners. So, it is collaborative and integrative. I agree with Baker et al. (2009), Chernus and Fowler (2009), and Predmore (2005). They consider that effective CTL courses are related to multiple study fields and help teachers form teams with other teaching faculty, concerned authority, representatives, and experts to create a quality teaching and learning base. I am sure it can be even more effective and helpful to teach the English language to secondary-level students and assist them in applying and concretizing their experiences. Teachers can also develop necessary teaching and learning aids.

CTL can help an English language teacher to develop various aids required for teaching and learning activities. Collaboratively teachers and their fellow friends can develop their own teaching and learning aids based on the learning experiences of each other and secondary-level students (Baker et al., 2009). Teachers can also find ready to use CTL materials made available by different publishing houses (Predmore, 2005). Any way round, these materials can be used for facilitating secondary-level students learning English in the context of Nepal. So, it can be assured that CTL will be implemented.

CTL can promote the professional development of teachers as well. Several teachers require orientation and training to know how to administer the CTL model in teaching and learning activities (Predmore, 2005). As for Baker et al. (2009), professional development can greatly help teachers improve and maintain the quality of teaching and learning and leaner outcomes in secondary-level CTL classrooms. CTL seems to be of great help for teachers to assure learners of learning achievements when we integrate curriculum of multiple disciplines to teach in a contextualized manner. Teachers need to be ready to get the necessary help and support from the trained members to implement CTL in our classes for effective teaching and learning.

As a result of the implementations of CTL, as mentioned above, I could conclude that teachers teaching English language and students learning it can together create such an environment in the classroom. Learners could also explore academic and related materials though contextualized approach for effective learning outcomes.

Theoretical Review

The concerns of CTL point out that students are motivated. So, motivation theory is one of the important theories to defend and promote CTL. Baker et al. (2009) insist that CTL could use many theories, one of which is motivation theory. So I found discussing motivational theory contextual here. As mentioned by Green et al. (2018), CTL has got its own integrated theory. They mention that young graduates are prepared to be teachers professionally by contextualizing their tertiary education with the profession as far as possible. However, I would like to take one of the motivation theories, the Humanistic theory of Carl Rogers, called the Experiential learning theory (Schunk, 2012). There are motivation, social cognition, behaviourism, information processing, constructivism, cognitive learning process, self-regulation, and development theories. CTL can help students learn even through motivation. So,

observing how students learn through motivation in CTL is better. One among the motivation theory is the humanistic theory which also proposes the experiential learning theory of Rogers.

Roger's Experiential Learning Theory

I here would like to see if CTL motivates learners to learn the English language more effectively. Predmore (2005) ensures that when learners realize the relevance of learning materials in the real world, they are more motivated and interested in teaching and learning. I agree with Predmore that CTL motivates learners to learn with more interest and facilitates teachers to motivate learners, showing the importance of learning the classroom contents in their daily life. As a teacher, I could engage students in teaching and learning activities. I can keep how CTL facilitates the teaching and learning activities in the following way:
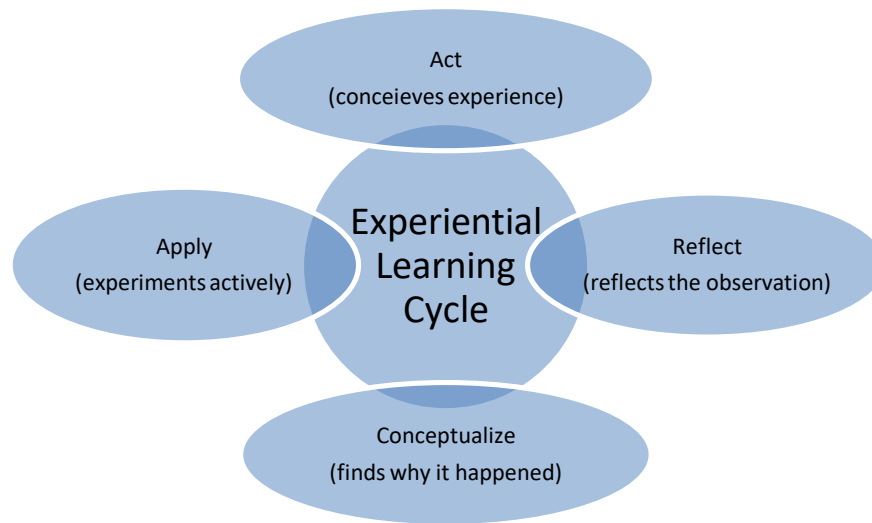
CTL ⟹ Interest/ Motivation ⟹ Learning

Although CTL is an approach and a theory (Baker, Hope & Karendjeff, 2009), it includes motivation theory. Here I would like to depict how it facilitates teaching and learning activities. So, it is contextual to connect CTL with the humanistic theory as a part of the motivation theory in the research process.

According to Schunk (2012), several motivation theories exist, like drive theory, conditioning theory, cognitive theory, consistency theory and humanistic theory. I would like to base this research on the humanistic theory of motivation theory. I also emphasize the experiential learning theory under the humanistic theory of Rogers. It could be conceptualized as presented in Figure 1, showing how students learn languages in CTL through experiential learning theory, as suggested by Rogers (1969) and later by Kolb, Boyatzis & Mainemelis (2014).

Figure 1

Experiential Learning Cycle

CTL is the multi-dimensional approach through which a learner learns by relating what is being learned with its benefits in the future career. Besides, it is also a theory in itself. However, it incorporates motivation theory, and that is what is the motivational part so far of CTL. We can distinctively see that English language learners conceive ideas as their act of learning.

When it comes to experiential learning theory, we know that it is proposed by Rogers (1969), who associated it with social learning theory. His learning theory model prescribes the learning environment focusing on instruction qualities, the learners' involvement, and their projects initiated and evaluated by themselves. Besides, it ensures that teaching and learning has a pervasive effect on students.

Experiential Learning Theory and CTL

Experiential learning theory is not new and peculiar at all. The way I connect this motivation theory with CTL is different. The following elements specify the experiential theory proposed by Rogers (1969) that I connected with CTL.

Goals and Preconditions. The needs and wants of the students are addressed by experiential learning. Furthermore, this motivates students to achieve the specified

goals more than those who simply learn for a grade. As mentioned above, CTL involves motivation through the goals set and is useful for the student's future careers.

Principles. Firstly, experiential learning helps the students learn related and interesting subject matters. It means students learn with more interest when they find the subject matters useful for them. This is exactly the same principle as how students learn through CTL. Secondly, the subject matters that are challenging to self are related to new perspectives and attitudes and are more easily connected to learning than those related and challenging to others with outside factors. CTL helps students explore subject matters challenging to themselves and new to them. Thirdly, the learning process is faster when the threat to the person is lower. If the students find no or low threats related to the subject matter, they learn with more interest. This is how students learn in CTL. Fourthly, as per Rogers (1969), the learning process that the students initiate is more profound, lasts longer, and is useful for them throughout their life. This is quite a well-followed principle while practicing CTL.

Condition of Learning. Learning takes place in such a setting which positive and cooperative. We as teachers must make sure the purpose of the students in learning certain subject matters is clarified. The resources necessary for teaching and learning should be available and organised. There must be both emotional and intellectual components of learning in a balanced manner, and there should be sharing of feelings and thoughts of students with no domino effect at all.

Role of Teacher. Teachers' role is not authoritative, but teachers must behave just like a facilitator facilitating the personal growth and change of the students. There is a natural interest among the students to learn something new and useful.

Instructional strategies. Experiential learning involves all the students in the teaching and learning process, and the students have total control over the nature and

direction of the process. The learning process chiefly depends on practical, social, personal or research-related problems. The important method of assessing the progress or success of the students is self-evaluation as per the strategy of experiential learning theory. Meanwhile, openness to change and the importance of learning are emphasized strategically.

Assessment method. As mentioned above is to engage students in self-assessment freely, or guidance can be provided by teachers if required. Unmatched with other assessment methods where students are assessed through different written and oral tests, students internalize what they have learned independently.

This theory was tested in the context of psychotherapy and the humanistic approach to psychology as its origin. So, there is no doubt that it is effective. And CTL could adopt the experiential learning theory as proposed by Carl Rogers. In other words, experiential learning in CTL occurs through which students learn with more interest and motivation.

Review of Previous Studies

In the literature review journey, I encountered some efforts made in the field of CTL. Saqlain (2014) researched the impact of contextualized text on students' learning of writing skills in English as a second language for a specific purpose at the tertiary level. He discussed the problems relating to students learning writing skills. The importance of contextualized text in learning writing has been discussed in it. Contextualized texts might help students to learn to write English to a large extent. According to him, there is a high chance of getting students interested and motivated to learn the contextualized materials.

In the same way, Moghaddas (2013) researched t*he effect of contextualization on the performance of learners in the Iranian context*. He discussed how students'

performance and the result got better on the task and post-task activities assigned by teachers when they were taught through the contextualization framework. He also pointed out that the students could have done better if they had been taught through contextualization strategy than without it.

Moreover, Bern and Erickson (2001) discussed that contextualized teaching and learning might contribute to effective teaching and learning activities. CTL as a pedagogy might make students more responsible towards the learning process along with the concerned teachers. CTL may involve engaging the students in active learning through various real, collaborative and high-level approaches and replacing old techniques for effective learning. The approaches of CTL might help students to learn with more motivation and energetic teaching and learning activities. So, finally, the students might be prepared for a better economy in the future. The students are likely to develop knowledge and skills to raise academic and career-related achievement. Bern & Erickson (2001) claim that through CTL, students can be prepared for effective education, more prospective careers and radiant futures.

One of the most important factors of CTL is learners' interest, without which we cannot achieve the motive of teaching and learning. Most of the students of secondary-level learning English involved in this study were found to be reluctant because they had a common complaint. They were not sure about finding a suitable job even after completing their studies. Besides, secondary-level students learning English in Nepal can also use non-English subjects written in English to increase their interest.

Kalchik and Oertle (2010) discussed that contextualized teaching and learning could help learners understand the value of learning in their careers. As Kalchik and Oertle (2010) put forward, learners can get immediate application of classroom

learning in their careers through contextualization and remain motivated in learning. They believe that teachers and their fellow friends may set up a condition in which students can explore educational and other non-academic materials through the contextualized approach. I believe teachers can choose contextualization to enhance learners' interest in teaching and learning for better learning outcomes.

I have been teaching English and non-English subjects for almost two decades and found that students learn with more interest when they are taught the subject matters connecting them with different real-life contexts. They never got interested merely in the contents of the textbooks until they were connected with social contexts of their familiarity. Since then, I have realized the importance of contextualizing in teaching and learning.

Policy Review

Teaching and learning English has always been a major issue in Nepal and other South Asian countries. So, many policies have been drafted, implemented and monitored for their effectiveness. The School Sector Reform Plan (2007-2016) and School Sector Development Plan (2016-2023) emphasized for using mother tongues as a medium of instruction to ensure equitable and quality learning for all children. However, the medium of instruction is in English in many schools just to show that they can give quality education to students only through the English language. So, it seems that the English language's charms increased even more, for it could be bridging the gap between Nepal and other countries. So, I find it relevant to discuss it here in brief.

English language education seemed to have started long ago in Nepal, but formally English language education was given to only the Royal family and the Prime minister family from 1846 when Jung Bahadur Rana became prime minister. It

continued till 1951. However, common people accessed English language education only after the fall of the Rana regime in 1951 (Bista, 2011) from Tri Chandra Campus. There is no doubt teaching English at the secondary level has got many experiments. According to Bista (2011), there has been a Grammar Translation (GT) Method in practice, and many secondary-level teachers still follow the GT method. This method is teacher-centered, so students could not significantly benefit from this. Later, the communicative approach to teaching English was in practice for two decades. This approach, too, could not bring many changes. So, I guess there can be CTL to help ELT to be more effective. It can be of great importance to all the power practitioners, policy makers, curriculum designers, teacher trainers and teachers.
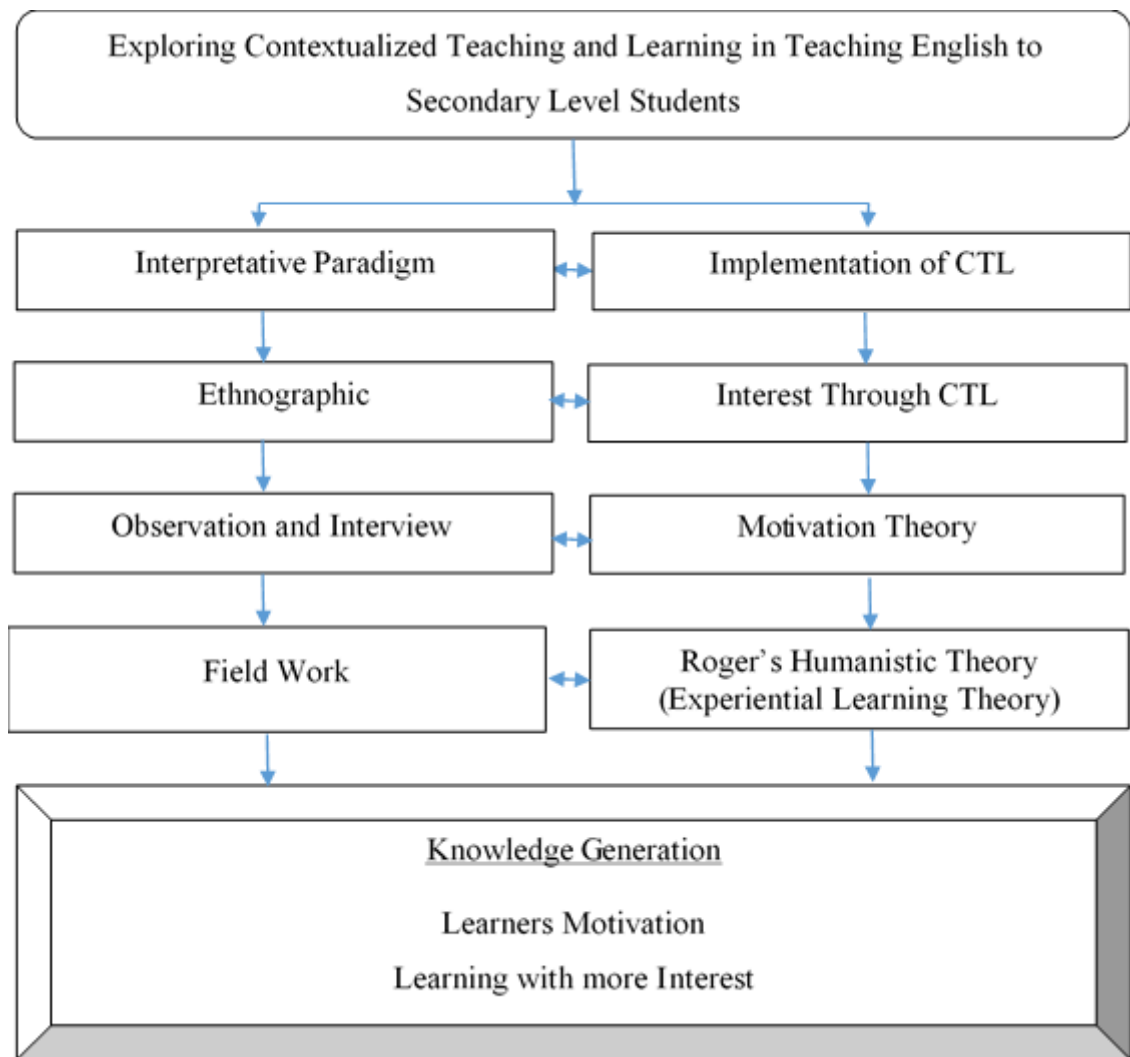
I have found many experts discussing how CTL motivates learners to learn the given contents with the hope of bright prospects in their future. However, I have not noticed any research conducted till now on how English could be learned better by Nepalese secondary-level students through CTL. So, I believe this research could befit Nepal's current English Language education situation because CTL obviously helps calibrate teaching and learning activities.

Research Gap

During my long study journey, I learned that many studies have been conducted on contextualized teaching and learning by different scholars from Asia, Europe and America. They have highlighted studies discussing how CTL helps enhance students' careers, economy, reading, and writing skills. Most of them have focused their studies on the non-Nepali context and have shown CTL's advantages and bright sides for the study, career and future of students. CTL can help improve students' learning and can be an effective approach to teaching and motivating students. Most of them claimed that if CTL is appropriately used, we can get a good

outcome from the students of various disciplines. Although a few researchers carried out on contextualization in Nepal, they are not found to be based on contextualized teaching and learning of English in Nepal's context. So, I noticed a gap in a study on how contextualized teaching and learning motivate secondary-level students to learn English in Nepal. So, there seemed a need for research to explore how contextualized teaching and learning helps secondary-level students learn English effectively and how we could implement CTL in teaching and learning English. The research aimed to explore and analyze how CTL is implemented in teaching English and how to get students interested in learning English through CTL, especially at secondary-level schools in Nepal. Early literature seemed to have contributed to teaching through CTL for an effective outcome. But this research specified how we as teachers could practice CTL to motivate secondary-level students of Nepal for better outcomes. For this reason, my research bridges the gap between previous studies and my research. It is not a stand-alone study rather.

Conceptual Framework

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│   Exploring Contextualized Teaching and Learning in Teaching     │
│              English to Secondary Level Students                  │
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Interpretative Paradigm	↔	Implementation of CTL
Ethnographic	↔	Interest Through CTL
Observation and Interview	↔	Motivation Theory
Field Work	↔	Roger's Humanistic Theory (Experiential Learning Theory)

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┌─────────────────────────────────────────────────────────────────┐
│                     Knowledge Generation                         │
│                                                                   │
│                     Learners Motivation                          │
│                                                                   │
│                  Learning with more Interest                     │
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Chapter Essence

This chapter incorporated the chief themes of this research. I brought literature that befitted my topic and reviewed it as far as practicable. I gathered them to authenticate my research and for more effective and stronger support. The review was all strengthened with original references authentic to their authors. Chapter one reviews the literature in the thematic approach and then moves to review Nepal's policy as far as possible in the case of English Language Education and then develops the theoretical ground. This chapter also thoroughly explores contextualized teaching and learning with full literature support. Towards the end, there is the mention of the

research gap. The chapter gives a clear picture of the conceptual framework with the diagram to clarify my research concept.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I discuss the methodology I adopted. Research methods are chief principles that guide researchers to conduct research and are tools we use to collect data (Dawson, 2002). This section of the study describes my research philosophy and the research paradigm for completing this study. Meanwhile, in this chapter, I also discuss my research design, participant selection, research site and data generation, data analysis, and the like. More importantly, I also discuss ethical and quality standards in this section.

Philosophical Consideration

As mentioned, I conceived this research in terms of my personal and individual experience in teaching and learning. My research philosophy is based on my personal experience. As per the research question and objectives mentioned earlier, my research philosophy determines my research process. My research philosophy determines my participants' perspectives about me and my research. I knowingly or unknowingly use my philosophy in the quest for my research purpose and to explain the research strategy I have adopted.

As there is a saying in Nepali, *aafno aang ko bhainsi na dekhne, aru ko aang ko jumraa* (the grass is always greener on the other side of the fence), it is easy to point out many things about others, but it is equally difficult to find out anything about ourselves. Scriptures seem to have mentioned as *explore yourself, who you are, and why you worry about others.* Unlike this, I am still unable to find who I am, what I am doing, why I am here and how I feel about myself when I care what people think about me. I still feel awkward about how people think about me. It may be because

we are social beings. So, we are conscious of matters that need no attention at all. If I believe things are better with others than me, I am sure I need more exploration because I have not known my inner me. Dielemen (2015) concluded that the grass is not growing in the football stadium of Amsterdam because of sufficient water, light, temperature, air, nourishing elements and carbon dioxide but because of the conditions created by all these elements that help the grass in growing from inside. He affirms that we can't change social inertia. Through his remarkable conclusion, I realize we are not affected by others more than ourselves. So, it is essential to know ourselves. I need to know myself more than any other people.

Long ago, in an Indian magazine, I could not recall its name right away. I found an advertisement for goggles that had written a crazy quotation that read, *don't feel what people think about you but feel like you don't care what they think about you.* This somehow changed my perspective for some time then. However, in some corner of my heart, I feel uncomfortable about people's perspectives about me to the day. It shows that we as human beings can't remain untouched by others' perspectives about us. So, I realized that our presentation could affect the people and their position, and our position and power are affected by others' presentations.

So far as my philosophy is concerned, I remember an experience of mine. Once I was in the classroom when I had to tell students about myself, and I said to them, out of the blue, with no intention, my philosophy is not to *harm the dog sitting in the corner of the street for no reason. Some people take a small piece of a boulder and throw it at the innocent dog. Why? I mean, don't harm others until they harm you.* That is what is my clear philosophy in my life. I have been careful that I have not affected my participants while collecting the data from the research field so that the research guided by my philosophy could be more authentic.

I know this is hard for people to have their philosophy followed because it is easier to say than to act. But, I am sure that I will not deviate from the perspectives of any participants while working in connection with the research. This will bring the truth to my research. I assure that my entire study is based on the abovementioned philosophy. I tried my best to honor and follow my philosophies which are superior to any ideas in the world, in order to leave any outcome of the research intact as far as possible.

I have accessed the teachers and students of a secondary-level involved in teaching and learning English. I selected the participants purposively from the private school of the Lalitpur district of Nepal. Then, respecting them, I collected information on how the students learn through contextualized teaching and learning (CTL) implemented by teachers. After that, I analyzed the differences between the way they learned English conventionally and the way they learned English through CTL with due respect to my philosophies.

During my research, I adopted interpretivism as my research paradigm, which, according to Taylor and Medina (2001), is to feel the pain and pleasures of culturally different people by standing in their shoes and looking through their eyes. As proposed, I have done my best to understand secondary-level English teachers by putting myself in their shoes, i.e., looking through their eyes and feeling their pleasures and pains in teaching and learning English as a Foreign Language (EFL). I administered all my studies, always holding my philosophies high in my head without letting my participants down and without hampering the research field's environment for a genuine analysis and true findings.

The Ontological Ground

There are multiple realities in social science. The same philosophy implies to teaching and learning. There are many methods and techniques for teaching and learning; however, I believe the implementation of CTL for teaching English to secondary-level students makes teaching and learning effective for both the teachers and students. Even though there are traditional and modern teaching and learning methods and techniques, I entangled myself in my ontology throughout the research process. However, there can be other effective methods too. CTL is likely to link the contents with the career of students. That is the reality. In this regard, Wills (2007) states CTL is concerned with the motivation and interest of the students that enhance the students' learning efficiency, for they find it real in their career and don't take an interest in what is not reality. That is why my ontology makes me believe that CTL encourages the students to learn with more interest in the subject matters, provided it is properly implemented. Implementing CTL in teaching and learning activities helps teachers to motivate students by attracting them to the contents for practical life. There is nothing absolute, and we can't make cent percent sure that CTL is the only way we can implement for the arousal of interest among the students for more effective teaching and learning of English to the secondary-level students. Thus, the research is based on relative realism**.** I always viewed my participants as reality without any domino effect.

The Epistemological Ground

During my research process, there is always a great concern about the nature of knowledge. The epistemology here encompasses the nature and delineation of the CTL approach. It is meant to find out what the reality of CTL is. I believe that knowledge of CTL is inter-subjective and constructed from implementing it in an

English language classroom. My knowledge about CTL is whatever information I mention in black and white in this research. My knowledge of CTL has been part of my research. It also explores whether the participants know CTL and its implementation for effective teaching and learning activities and for motivating secondary-level students of Nepal to learn English through contextualized teaching and learning.

I remember observing a regular class of compulsory English from grade 11 four years ago; over twenty-five percent of the students said the poem, Grandmother, was written in a nostalgic tone. This poem is written in the context of Africa. However, I asked the students to generalize the poem in the Nepalese context because grandmothers inspire love in Nepalese culture, since the context is also similar, like the garden, vegetables, the smell and so on. Based on experiential learning theory, from the observation, I noticed that most students understood the poem well enough by relating the Grandmother with grandmothers in Nepali Context. This was where I noticed that contextualization could benefit the students. On my curiosity about how they perceived the poem, most of the students answered *the poem used conditional sentences and sensual images to show the relationship between the poet and his grandma.* Also, I realized that most students could understand the contents if I taught them by relating the contents with their daily life issues.

The Axiological Ground

As with every researcher, my social values guided me in this research. It means the perspectives my society directed me and built up about the people living there. It is axiomatic that the value we have about an object is axiology. My research value is very clear about what is effective and what is not in the field of teaching and learning. However, measuring effective teaching and learning through any parameters

is hard. I know that CTL could be a better approach for effective teaching and learning activities. As for Creswell (2009), axiology deals with what value goes into it. My value is that if secondary-level students learning English are taught through CTL, they can learn more effectively. I assumed a few years back that secondary-level students studying English were interested in learning English easily through the way I was teaching them, and they were motivated just because they were learning English, but I was not quite right about it. They were not interested in learning English that way and wanted to learn something that could benefit them. I believe that CTL could help students learn with more interest and motivation. I regard my subjective value as the most important to play a role in shaping and guiding this research of mine.

The Interpretive Research Paradigm

Research paradigm is a concern of any research to be well guided and led in the right direction. My research is qualitative in nature for moving ahead for certain designs and frameworks. Qualitative research usually takes data in the form of words rather than numbers (Punch, 2013). My research began with the topic selection related to CTL and was completely guided by the interpretive research paradigm. This research paradigm is an entire framework of my beliefs, values and methods within which I conducted my research. In simple, I worked on this research to find if CTL could help to enhance the effective teaching and learning process of Nepalese secondary-level students learning English. As a research paradigm, I found interpretivism quite helpful in carrying out my research and giving my research a right direction and guidelines until the end.

As far as the interpretive paradigm is concerned, we can understand something to the fullest only through the subjective interpretation of an intervention. I selected

the interpretive paradigm because it helped me to interpret data subjectively (Taylor & Medina, 2011). That means I, as a researcher, could interpret the data as my subjectivity in this paradigm. One key to the interpretive paradigm is that the data come from a natural setting, with which we get along and wear the shoes of the subject to be researched.

As a researcher guided by the interpretive paradigm, I met my participants, got along with the research participants in the research site to confirm the research ideas, and explored the contextualized teaching and learning in teaching English to secondary-level students in Nepal. Thus, the interpretive paradigm has guided my research.

I believe that there are many interpretations of how the students learn the English language at the secondary level more effectively, but out of them, my interpretation is itself a part of knowledge that CTL could motivate and interest students a bit more than any other approach. Ethnographic, qualitative, participant-observational case study, phenomenological, symbolic interactionist and constructivist research are included in interpretive research (Taylor, 2014).

However, I chose the interpretive paradigm as I was much into teaching English and other subjects written and taught in English as a medium of instruction to secondary-level students for almost 18 years. In this research, I brought the practice of CTL in language classrooms into students' learning process. I explored multiple roles and relations of CTL in students' achievements, especially in secondary English language learning.

Ethnographic Research Design

This is ethnographic research. I based my research on the ethnography that described the social and cultural activities of the teachers of English Language

Teaching (ELT) and the secondary-level students engaged in teaching and learning English in Nepal very well. Ethnographically, I generated the information, and being physically involved in the classroom with the teachers and the students has been the major source of this research.

It is not to find out something unexpected, but this ethnographic study focused on observation of the regular schedule of day-to-day lives of the secondary-level students of Nepal learning English and analyzed their views from lived experience. I was involved in the classroom and concentrated on describing my research participants' cultural practices, language, rituals, and relationships within their community (Hammersely, 1992). After that, I could understand something more about them and their activities. I collected information through an intensive observation period and discussion with my fellow participants.

Agar (1980) states that people may not always truly say what they do and may not always do what they say they do. I am touched by this version and realized that verbal descriptions may not always portray a true scenario. So, I did my best to expound on the ways we teachers understand and account for the students' day-to-day situations in the English language classroom by using the ethnographic interview as a data collection tool.

As Wolcott (1999) stated, I chose ethnography as my research methodology since I could observe and take notes of the changes over time. It allowed me to be involved with the participants rather than treating them as my objects. It might not cost me a lot for the research tools; it could provide me with more detailed data for careful observation and write-up; we could carry out more adventurous and interesting research; my roles could be recognized, and there could be no identity crisis on my part as I could get an opportunity to learn and use some skills that might

or not be familiar with me. It collected information in a realistic and natural environment through the participants' verbal and non-verbal activities.

It is difficult to get in touch with my participants for detailed observation regularly. However, ethnography was more than unmatched because it took me very close to the participants' lives while being a research professional at a time just for the sake of observation is an integral part of ethnography, as has been pointed out by Fetterman (2019). As noted by Angrosino (2016), interviewing is another process I did to guide my conversation with the participants for collecting data from the field. I also took the help of analysis of the theses as archival research analysis, as has been recommended by Angrosino (2007), to support my ethnographic study. I collected plenty of observation materials to describe what the teachers believed and how they behaved in their regular classes. Firstly, I interpreted the materials collected and the process through which I understood the data was inductive, as Ropper and Shapira (2000) suggested. I began to analyze the data after preconceived ideas. This also helped me decide on new themes whenever I came across them if needed.

The research has been designed with reflective and careful thought. It was carried out in a very well and thoughtfully selected school. I sensibly observed the participant teachers and concerned students with ethnographic ethics and manner. For the research purpose, the participants who were aware of contextualized teaching and learning and were also implementing it to the extent they were aware of it while teaching secondary-level students in a school were chosen with their consent. For careful observation of the participants in a very detailed way, I left no stone unturned. Searching for the teachers who were aware of and were implementing contextualized teaching and learning at a secondary-level school was done purposefully for the research.

Research Site

I selected a secondary school in the Lalitpur district in the Kathmandu Valley as my research site. It is one of the most prominent schools in Nepal, and it lets teachers practice their teaching and learning. I selected the school because the teachers were autonomous. The school has developed an autonomous system for teaching methods and techniques. Further, the school believed in diverse teaching methods and encouraged teachers to implement new and innovative techniques in teaching language. As I aimed to explore the use of CTL in English language classes at the secondary level, I found this school practising CTL at its secondary level.

Participant Selection

For this research, as key participants, I selected two teachers teaching English to secondary-level students through contextualized teaching and learning approach and two classes with a group of students 40 and 45, respectively. Besides, I also selected two more teachers and some students to interview casually during my observational visit. All the participants were involved in teaching and learning through English and non-English subjects written and taught in English as a medium of instruction. The students and teachers belonged to different social classes and linguistic and ethnic communities but were engaged in teaching and learning without feeling disparity. I selected this privately run school for fulfilling the research purpose that required implementation of CTL in teaching English to secondary-level students, time and money efficiency.

Getting on the Site and in Touch with the Participants

I taught English for a long time in different schools in and outside the Kathmandu Valley. Also, I worked in several professional organizations for the welfare of the teaching and non-teaching members. I was familiar with various

privately run and community schools throughout Nepal. So, it was not very odd for me to formally visit my research site for consent. I was planning to restlessly visit the research site for my research process but could not manage my time.

Finally, the day came. I reached my research site. There were four different entrances to the school. The first entrance was on the main road; the second was inside the school's external periphery, where school buses were parked. Similarly, the third entrance was next to the bus park, where there were the public relation office, the transport office and the account sections; the fourth was one through which students and other staff members could enter only on their feet. But bigwigs, school administrators, and founders could also take their vehicles through the fourth gate because the road was big enough for any light or heavy four-wheelers. Also, vehicles carrying food materials to school canteens and furniture were allowed to enter through the innermost gate.

For consent, I met the school principal and discussed the purpose of my visit. The security guard at one of the gates asked me my name and the purpose of the meeting. I told him I was there for research work, and he phoned the principal, probably over an extension number. After a minute or later, he signed me to enter and beckoned to the principal's office. I reached there, and a man of average height with a whitish complexion inquired, *are you Bashu, sir?* I greeted with a fainting smile, *yes sir, good morning.* I explained my research purpose and the time I might take in school during the research process. Immediately after listening to my purpose and my university name, he agreed, and he called all the English teachers to his office and started making me introduce to them. There were five secondary-level English teachers. Then, he also requested them to help me in my observation and data collection process.

After a formal introduction with the English teachers, we agreed to the classroom observation from the very next week as it was Thursday. This is how I took consent and confirmed my visit for observation in the classes of Mr. S and Mrs. S.

One day later, I met Mrs. S., one of the English teachers there, a short but very charming lady, on the way to her school and after she, upon seeing me, smiled with her beautiful short white teeth exposed and asked her, *may I have your mobile number, Madam?* She said, *sure. But may I know why?* I was uncomfortable telling her then about my research because both of us were busy with our jobs. So, I said, *mam, is it okay if I will tell you on the phone? But, it is about the same research.* At this, she just smiled as usual and gave me her mobile number. I said, *thank you so much, mam.* This is how I got a chance to brief my ideas to her. I had already taken the contact number of Mr. S. during our introduction time because we had exchanged our mobile numbers to facilitate communication if necessary.

On Saturday, I just began contacting them. First, I called Mrs. S., *mam, good morning. In fact, we didn't talk about my thesis title during our introduction; I am doing research on CTL. Are you aware of CTL?* Mrs. S. at first got confused with the short term and said, *what is that you said, CT...?* Then I politely said, *CTL is contextualized teaching and learning.* Then immediately, she said, *oh, contextualized teaching. Yes, I am aware of it and often implement CTL in my classroom. I guess everyone is aware of it, aren't they? Although I got formal permission,* I asked her, *can I join your class right from tomorrow?* She might have smiled as usual when she answered me, *why not?* I could not help saying, *thank you, mam.* Oh god, how happy and relieved I felt when I heard her saying it! She readily agreed to my intention to attend her classes for research purposes from the following day.

Motivated and happy by her approval, I called Mr. S. too. He answered my call with many questions at a time; *what's up, sir? Are you okay? Are you joining our classes tomorrow onward?* I answered all his questions coolly and immediately came to the issue; *actually, you know I am researching contextualized teaching and learning of English to secondary-level students in your school. Are you aware of CTL?* He said, *CTL! Yeah, in fact, these days, we contextualize the subject matter while teaching. It is easier to teach students with contextualization. So, I do it.* Thank god, I made it. I found both participants at the first attempts. I said, *can I observe your class from tomorrow onward?* He answered, *why not? You are welcome, sir.*

This is how I got consent for my research observation. I was happy to find my research participants in just an attempt. They were both smart teachers of the 21st century and were ready to cooperate with me for my research, which required rigorous observation and social interaction in a natural, cultural setting of a secondary-level school. They were happy to learn someone was observing what they were practicing in their regular classes.

My Data Generation Techniques

I needed to be engaged with my participants to get authentic data. I closely observed two secondary-level English teachers involved in teaching and learning by implementing CTL and the students in those classrooms. I collected the data by physically being directly involved in the classroom with the concerned teachers and the students to enrich my data. To find data through lived experiences, I sat, stood and ate with my participants. However, I was worried about the closure of classes due to the pandemic. Fortunately, that did not happen. I used both unscheduled observation and scheduled observation for collecting data. My due attention was to the setting of the classroom culture while generating data.

Firstly, I was involved in the direct and continuous observation. I observed the workplace life of my participants as they lived in their workplace and how they and their students behaved in the classrooms. Observation of the way they interacted was a major part of my research, but I didn't interact with them much though I sat on the same bench where students sat and observed without interference. This kind of observation has been referred by Gatta et al. (2019) as an observation in action. I observed my participants when they were involved in teaching and learning activities. I took unplanned interviews at times in order to get in-depth ideas to crosscheck and verify the data. Similarly, I also did unobtrusive observation. I observed them without disturbing them, watching them and their regular lives.

I also interviewed my key participants for data. The interviews were formal and informal, directly linked to the research and not related; scheduled and unscheduled; and structured, semi-structured and unstructured. Most of my interview questions were open-ended, which could give me the more authentic information I required. I used semi-structured questions about why and how (Gatta et al., 2019).

Field notes collected from the research were also widely used for this research. They became quite essential data tools for me. I carefully took notes of my experience in collecting data as much as possible for the research purpose. According to Schwandt (2015), field notes are used as evidence by a researcher time and again as they became a good source of record to remind me of the incidents that happened in the field. Besides, they didn't let my mind divert to a side other than the research purpose.

Data Analysis

I followed Burawoy's (as cited in Jerolmac & Khan, 2017) suggestion in analyzing data for my research. I went through the extended case method, i.e., a

deductive method, where I began my research with a set of theoretically informed expectations and went to the classrooms to confirm whether the secondary-level students there could explain what I had been observing as a researcher. With the hope that teachers were aware of CTL, I first talked to them about CTL to confirm that they were practicing it, and I carried out the research with the help of observation to investigate to what extent they were successful in achieving the teaching and learning goals set by themselves for secondary-level students learning English. As shown in the diagram below, I saw how the teachers implemented CTL and how CTL motivated the students to learn.

<div align="center">

CTL

⇩

Interest/Motivation

⇩

Learning

</div>
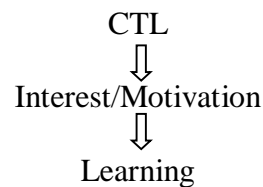
Shufutinsky's Quality Standards

As affirmed by Shufutinsky (2020), I involved myself in the research activities in the course of observation, for my research is based on interpretivism and maintained transparency, rigor, trustworthiness and credibility throughout this research process. This research is meant to be of no harm to anyone. No participants' identities had been revealed at all in any condition. I ensured to take special care as far as possible to keep honest in generating new knowledge. I had taken all sorts of permissions from the concerned authorities and the institution in advance whenever necessary. I took the consent of the participants for this research too. I affirmed the confidentiality of the data. Names of the teachers, the students, the subjects, their institutions, and my fellow friends had never been mentioned, so the data could not be used for any other purpose against the respondents or concerned organizations.

Rather, I used their pseudo names. Prior appointments had been taken before reaching any respondent, and the entire purpose of the data had been explained to them so they might feel comfortable and be positive in this regard. Meanwhile, I often used my reflections to generalize the knowledge spontaneously.

The Ethics of the Research

I was sure enough that I did no harm at all to my participants physically, socially and emotionally, as strictly suggested by Iphofen and Tolich (2018). I did not disclose the names of participants who could be vulnerable to their identity disclosure. As an ethnographer, I did not expose my participants, research site and subjects to any risk due to my research. My research was ethnographic, so I needed to be intrusive too. I ensured that there was only as much intrusion in the participants' life as I needed without disturbing their daily routine and letting their normal activities intact, or I could not find the truth about their behaviours. I collected the information only after the consent of the participants for the research process. I also noticed what was private to my participants and what was public while conducting this research. It means I did not interfere with their private affairs while collecting data. I also made this covert research. Covert research, as opposed to overt research, is such a method of observation that participants do not notice that they are being observed. I used it sometimes because my presence in the place of action of the research could make participants alter their normal activities. For this, I also used deception. I watched my participants without letting them know that I was watching them and secretly noted down their behavior to the extent that it did not violate the ethics of qualitative research issues.

Chapter Essence

As this chapter is methodological, it contains the methodology I followed during the research process. This chapter deals with research philosophies at first, where research ontology, epistemology and axiology are mentioned. Then, it deals with research design, including the research site, participant selection and how participants were contacted. Moreover, it describes the research paradigm and method. Afterward, it explains how the data were generated and analyzed. Towards the end, this chapter explains Shufutinsky's quality standard and the ethics of the research.

CHAPTER IV

IMPLEMENTATION OF CONTEXTUALIZED TEACHING AND LEARNING

In this chapter, I have included my lived experiences of my observation of the participants' classroom engagement. After observation of contextualized teaching and learning, I have pensively put my views in this dissertation chapter. This chapter details a lot more interpretation of the nonstop observation of the real classroom scenario of contextualized teaching and learning as far as possible. I engaged myself in observation of the quite friendly environment of the classroom facilitated by the teachers practicing CTL. This section captures the socio-cultural context and practice of the research as well.

As far as this research is concerned, I explored how English teachers, through CTL, drew students' attention while teaching English at secondary-level schools in the Nepali context. The students seemed to have less or no attention to my and many of my fellow teachers' teaching and learning activities. It might mean the English teaching is less effective in Nepal's secondary-level classrooms. As my teaching experience suggests, there can presumably be one main reason, i.e. lack of contextualized teaching and learning. Besides, there can be a lack of adequate localization of subject matters in teaching and learning English and less effective and proper techniques of the teachers involved in teaching and learning English. There are some other problems, too, as put by Bista (2011). The English language teacher often practices traditional teaching and learning approaches such as lectured and grammar translation, due mainly to the huge number of students in most of Nepal's privately-run renowned secondary-level school classes. He further claims that

teaching and learning English is affected by the nature of the classroom, course, teachers, curriculum, needs of the society and cultures.

So, this can be confirmed that CTL can be an appropriate approach as it focuses social nature of true activities of the world and teaching and learning knowledge and skills are received within a social context by CTL (Wenger, 1998).

The Beginning

I undertook this research in one of the privately-run secondary schools of Lalitpur Metropolitan City. My participants were teachers teaching English at the secondary level and their students. For the data collection, I went for observation and interview techniques.

My research began with the interview with two teachers as key participants and some students who were actively involved in teaching English in a privately-run school and were also aware of contextualized teaching and learning. Their ideas about implementing contextualized teaching and learning gave me a lot of knowledge to shape my research. Interviews after interviews finally got me to observe their classes, which helped me trace real CTL in action.

The Man in Action

In connection to my research, I first tried talking to a very experienced English teacher teaching in a private school in Lalitpur. It wasn't difficult for me to approach her as I knew her through one of my friends. Her name is Mrs. S. Again; I reminded her of my research and my purpose in observing her class. I also confirmed with her if she was implementing CTL; it was my luck that she was not only familiar with CTL but also practicing it in her classes. Once I found her quite ready to support me with my research work, I started observation of classes conducted by Mrs. S., who had been teaching in the secondary-level school of Lalitpur for almost five years. I asked

her this question again, *do you teach English through CTL now?* She answered, *I taught secondary-level students English and lower secondary-level students for over twelve years before this, and I always contextualized my contents.* Then I said, *thank you.* Before that, she taught at the lower secondary level for over 12 years in the same school. She was promoted to the secondary level as some teachers left for better opportunities leaving the position vacant. I chose her class because she was practicing contextualized teaching and learning. Thus we discussed a lot about CTL before my observation began.

Ethnographic Observation

My ethnographic journey had already begun the day I decided to write this dissertation almost four months earlier. In this connection, I visited my participants on the study site. I also became familiar with the teaching and non-teaching staff members. Besides, I recognized some students either by their names or by their faces, mostly by faces. I felt more comfortable now because of my frequent visit to the study site.

Contextualizing Teaching Literature

On the first day of my visit to her, her first class was in grade 10, and the section was B1. Before going to the class, we had about five minutes of time together in one of the staff rooms there in the school. As I enquired about the classroom and students, Mrs. S. said there are more than 10 sections for grade ten, and each *has 40 to 45 students*. Her personality was charming, and she was very active in teaching and good at engaging students in her classroom. So, I believed it was not hard for her to draw the students' attention. After she entered the class, I entered immediately. The students stood up and greeted her, *Good morning, ma'am.* Also, they greeted me, *Good morning, sir.* I realized that they were disciplined students at first sight. Then

both of us said to them, *Good morning.* And she asked them to sit down. She immediately introduced me to the class; he is my friend and *sitting in our class. Don't feel uncomfortable just because of him, as he is here to observe our class.* Then I sat on a bench in the last row with two boys beside me. The classroom was spacious enough to hold almost one hundred students if it was a public school classroom. The room had three windows facing eastward from one corner to the other, so it was well-lit. I could see green plants out through the windows. Some bushes were grown right below the window's height in a small yard outside. Right after the bushy yard, there was a wide road of almost 16 feet wide. Attached to the road, there was a big yard. All was visible from the bench I was sitting on. It was beautiful outside. They organized the desks and benches in the classroom that made three columns, and each column had five benches with three seats on each to hold as many as 45 students. And boys sat separately from girls.

I didn't at first know how she would start while all the students were silent. Almost a minute later, two girls at the second last bench started making a kind of conversation that was not intelligible to me. When the teacher asked them, "Do you know what the poem, Did I Miss Anything is about?" they all started talking. The students became quiet once more. And one of the boys stood up and said, "You haven't taught us this poem, ma'am!"
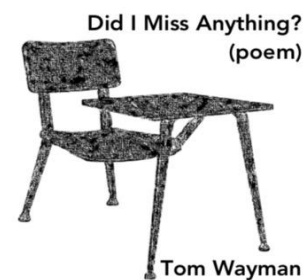
Then Mrs. S. said, I know we have not yet discussed this poem, but I just wanted you to guess something about it. It may be about missing things, right, ma'am? A girl from the third bench shouted. She continued, the man here may have lost something, so he has written this poem about it. Mrs. S. said you are right, but something is missing about the lesson that goes on in the class. With this, she plugged her computer into the projector wire. After that, she opened the slide showing pictures of the poem, the poet, Tom Wayman, an empty chair and the poem's theme.

Did I Miss Anything?

Nothing. When we realized you weren't here
we sat with our hands folded on our desks
in silence, for the full two hours

   Everything. I gave an exam worth
   40 percent of the grade for this term
   and assigned some reading due today
   on which I'm about to hand out a quiz
   worth 50 percent

Nothing. None of the content of this course
has value or meaning
Take as many days off as you like:
any activities we undertake as a class
I assure you will not matter either to you or me
and are without purpose

   Everything. A few minutes after we began last time
   a shaft of light suddenly descended and an angel
   or other heavenly being appeared
   and revealed to us what each woman or man must do
   to attain divine wisdom in this life and
   the hereafter
   This is the last time the class will meet
   before we disperse to bring the good news to all people on earth.

Nothing. When you are not present
how could something significant occur?

   Everything. Contained in this classroom
   is a microcosm of human experience
   assembled for you to query and examine and ponder
   This is not the only place such an opportunity has been gathered

   but it was one place

   And you weren't here

—Tom Wayman

She also recited the poem for them. The way she recited was so interesting that I was spellbound. Then she asked the students, *what do you do when I am absent from the class?* One of the girls stood up and said, *we have fun talking to each other, mam!* Then She said, *exactly; the students here in the poem also had fun keeping silent and sitting at their desks with their hands folded.* As the bell went, the teacher asked them to interpret the poem so they could share it the following day. Then she signed me to exit the classroom. We came out. Then she had some leisure the second period. We went to her staffroom, and we drank some water. She said the school had a large water purification plant, and the water was very pure. I said *I have to go to Mr. S. class too. May I leave now?* She said, *sure.*

But before that, I asked her where she used contextualized teaching and learning in the class. I inquired, *could you please quickly refer to it?* She answered; *obviously, I used the active learning theory suggested by Hudson and Whisler (2007).* Then, I thanked her and hurried to another class. The classes there were very mechanical; as the bell went, the teacher scurried for their classes.

I continued her observation the next day, as I had to observe more literature classes. I waited for her for my continuous observation as I reached 15 minutes earlier that day. The school went for assembly. I was staying in the staffroom somehow curiously about my observation that day. When Mrs. S. arrived in the staffroom where I was sitting, my wait was over. No sooner than Mr. S. and other staff members of other subjects came there. I greeted them both and some other acquainted teachers. I casually talked to Mr. S. and Mrs. S. but formally to other staff members. Some teachers seemed to be off the period while others hurried to class, and so did Mrs. S., who I followed. On the way to her class, 10B1, I asked her, *how are you teaching them today? I mean, do you teach them with powerpoint slides?* She said, *yeah, I have to complete the lesson today at any cost because we are very close to the unit test of the first term.* I didn't dare ask her more questions because we were near the class.

I entered the class with the passion of observing her class for the second time though I had already been in touch with her from the time I thought of this dissertation and knew she was aware of CTL. As usual, the students greeted us together; *good morning, teachers!* And, also at once, we said, *good morning, class!* Then, she asked the students to sit down in their respective seats. They sat down, and she said, *can we start today's session with what I asked you to do?* I, too, started to remember what she asked her students to do. I referred to my note and found that she had told them to interpret the poem "Did I Miss Anything" in their way. One of the

students sitting on the third bench of the left column said, *what was the homework, mam?* Over this question, Mrs. S. frowned and said, " Okay, may *others know what I asked you to do?* A girl on the first bench of the middle column said, *yes, mam, I've done it. You have asked us to interpret the poem "Did I Miss Anything."* Then, Mrs. S. seemed to have sighed with some relief and said, *then, Sendre, can you share how you've interpreted the poem?* After this, Sendre started, *ma'am, this poem says students enjoy in the absence of their teacher; they do nothing but sit quietly in the classroom with their hands folded. But, ma'am, it is not good. Even if a teacher is absent from the class, students should learn the task given by the teacher.* Mrs. S. radiated now and said, *wow, what an idea! Everyone gives her big hands for both her interpretation of the poem and her idea that students shouldn't remain idle in the absence of a teacher, but they should continue learning things asked by teachers, and if no work is assigned, then they can learn by discussing with each other.* All the students gave her applause. Again, I liked the way she motivated students without them saying and doing anything remarkable as such.

Students were all speechless, and suddenly, a second bench boy from the right column stood up and asked, "M*ay I read my interpretation of the poem, mam?* She said, *why not, for sure, Sonam.* As he heard this, he got up and started reading his note, *this poem is very interesting to me. Madam showed us some pictures of an empty chair, Tom Wayman and the poem itself. And I learned something about the poem through the pictures more than the text itself. I think the poem is about the students who got absent from the class and asked the teacher if they missed anything. The teacher answered them, sometimes saying 'nothing' and sometimes saying 'everything.' When the teacher said 'nothing' he meant to be satirical and when he said 'everything' he meant to be angry as we know that we surely miss something*

*when we miss the class, w*ith this the students said, *may I sit down, mam?* Mrs. S. looked so happy with the answer Sonam read and asked all the other students to clap for his answer. A big round of applause echoed in the classroom, and Mrs. S. said to him, *thank you so much, Sonam, fantastic work! You can sit down.* I wondered how a tenth-grader could interpret the poem that way. It was so wonderful that he seemed to have understood it quite well.

Almost half of the class passed; Mrs. S. said, *although you have almost understood the poem, today I show you some more slides on the poem so that you will understand the poem a bit more.* With this, she turned on her computer, connected to the projector and started showing slides. First, she showed a slide reading how Wayman composed the poem and explained stanzas 2 and 3 of the poem.
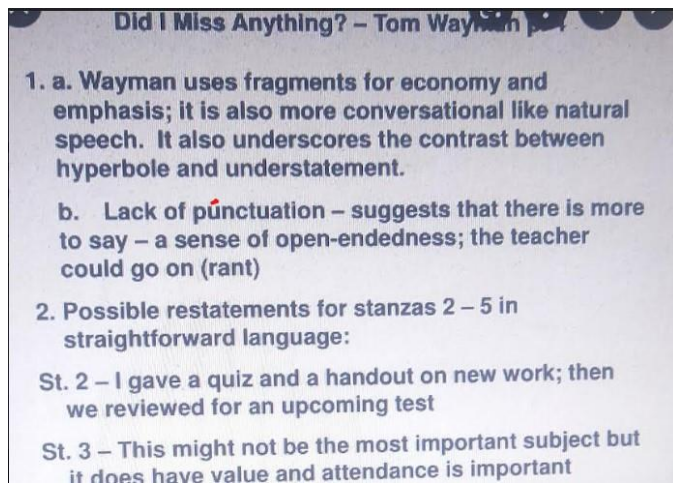
She said *the poem is like a natural conversation with no proper punctuation, which is quite straightforward. The teacher says he gave a quiz, and they reviewed it for an upcoming examination and says the subject might not be significant, but it has some value, and attendance is important for the students.*

Then, she moved to another slide showing the explanation of stanzas 4, 5 and

6. She explained *the teacher doesn't stop his task even if some students are absent*
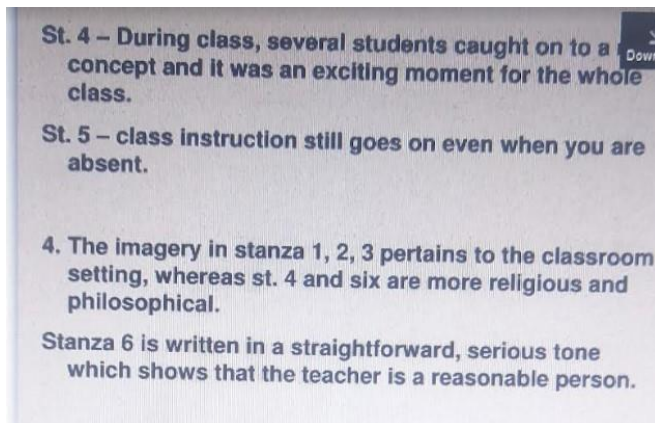
from the class. The 4ᵗʰ and the

5ᵗʰ stanzas are a bit religious

and philosophical.

She continued

explaining *the 6ᵗʰ stanza seems*

to be straightforward and

written in a serious tone. All this shows that the teacher is a reasonable and plausible

one. I will quickly show you all the slides quickly, and if you are confused, you can

ask me questions, or I realize you have understood it well. Then, she showed the

remaining six slides there.

There is no doubt that in the third image, she showed that Wayman was

sometimes sarcastic and ironic. Then she went on showing other images one after

another quite quickly to finish her class.

Then through the fourth slide, she

compared success with the slide that said

the teacher gave a lot of tasks that are of

great importance for the students to
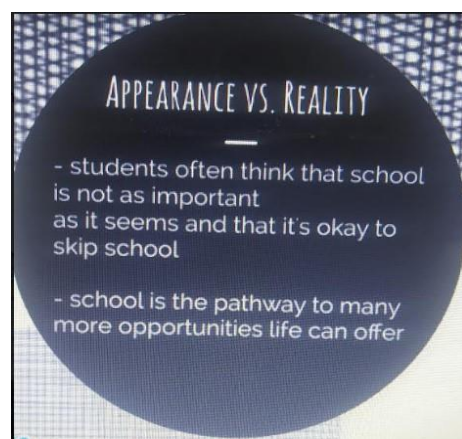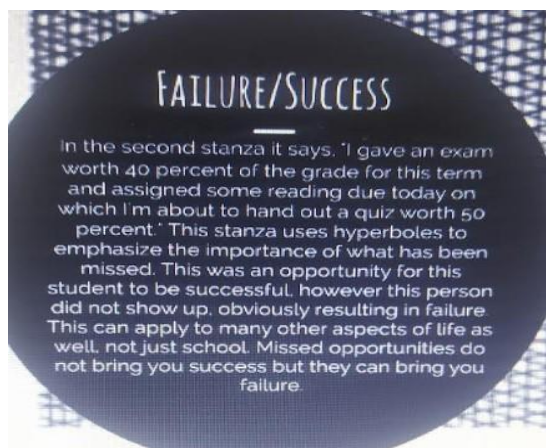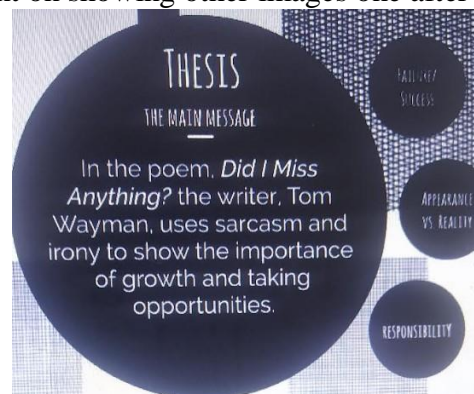
succeed *in their exams. Besides, by using hyperbole, the teacher shows how important class the students missed is. The one who missed the class may fail because they do not know the questions from the homework given.* As usual, she moved to the fifth slide. As she was about to explain the fifth slide, one of the silent-looking girls from the last bench of the middle column asked her, *what is hyperbole, mam?* At this, Mrs. S. paused for a while and said *nice question. Listen, Rama, the poet here in the poem, uses hyperbole in an angry mood by illustrating the peak of his rage with the students and says an angel descended to the classroom to give wisdom to the students. So, hyperbole means, to be exact, the statements or claims not meant to be taken literally.*
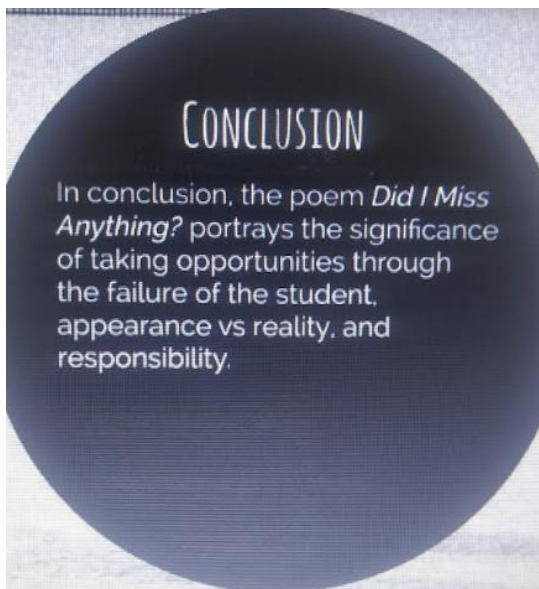
She moved to her explanation *that students often think that schools are unimportant in their life; however, schools can be the way to many other opportunities than just learning the lesson. So what students think about school is just an appearance and what opportunities lie hidden in the schools are the reality, my students.* She sounded so confident that students remained quiet and calm, listening to her, and without any delay, she moved to the sixth slide. She was very quick to say, *now let's move on to the conclusion; the poet here concludes by portraying the importance of taking opportunities through the failure of the students because what appears may not be real, and what is real may not appear, students. Did you get it clear?* By her explanations, the students who seemed to be spellbound just nodded their heads to say, "yes." She said *there is a small homework for you, isn't it? What is that, ma'am?* A boy asked from one corner, which I could not exactly

trace. She said *the homework is here on this slide, actually, it is there on page number 61 of your textbook.* With this, she showed a slide that had this task from the same page she referred and looked like this.

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ii. Read the text again, and answer the following questions.

 a. Who composed this poem?

 b. What did the students do in the absence of their teacher?

 c. What did the angel reveal to the students?

 d. How does the speaker in the first stanza spend time for the full two hours?

 e. Why does the speaker in the second stanza think being in the class is important?

 f. What does the speaker say in the third stanza regarding the value of education?

 g. 'Education enlightens people with wisdom.' Does the speaker in the fourth stanza agree with this statement? How?

 h. What does the last stanza suggest?
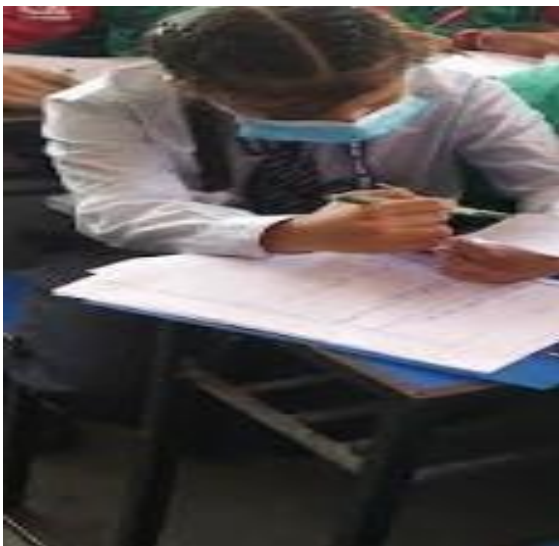
While she was telling this, one of the students was taking notes seriously, which showed that students were sincere and active in her class, and they obeyed her very much without any objection. However, one of the students was not taking notes, and when she asked him for a reason, he said, *I have a severe headache.*

The way she carried out teaching and learning was so totally like something that contained all scenarios of contextualized teaching and learning as suggested by Hudson and Whisler (2007), which had a project-based scenario as Mrs. S. gave the students a project – interpretation of the poem in they could on the very first day of

the class; she showed goal-based scenario by explaining the ultimate goal of the poem; and I could clearly see an inquiry-based scenario in her class by letting the students generalize the poem in various ways as they could. In fact, as put forward by Hudson and Whisler (2007), Bevevino, Dengel and Adam's (1990) inquiry-based scenario is rooted in Piaget's cognitive development principle, which puts students into a situation where they need to think critically to internalize the concept of the poem, "Did I Miss Anything."

After almost thirty seconds, the bell rang, and we came out of the cordial environment of the students and the teacher, who I thought was perfect for teaching secondary-level students English. I knew her for the last 3 to 4 months because I was in frequent contact with her for my research. I used to visit the research site frequently, for I had to be immersed in the site to understand better the participants, culture and environment (Jones & Smith 2017).

Researching the Research

Home I reached with a lot of things on my mind. I thought I would have a little refreshment with chilled drinks, but I denied it to myself because I often forgot important things if I wandered in that direction. Preoccupied, I stepped into my home yard where my little daughter came out running on the roasted baby corn in a bowl that she was eating from, and she said to me, *do aaah!* Unwillingly I did, *aaah*. She popped a spoon full of roasted baby corn into my mouth. She asked, *how was it?* I said *it was wonderful.* I was not interested a lot in the food she offered me, but I started thinking about the active learning theory of Hudson and Whisler (2007) that Mrs. S. referred to me when I asked her how she connected contextualized teaching and learning with her activities. I believed I knew much about CTL but could not find

out how Mrs. S. implemented CTL. So, I thoroughly went through Hudson and Whisler (2007).

The Reflection

I rushed to my room, quickly changed my dresses, and sat on the bed with my computer on my lap without washing up. I found the article on Contextualized Teaching and Learning for practitioners written by Hudson and Whisler in 2007. I quickly read the article back to back, then scanned the theory portion, where I found three different theories of CTL as mentioned by them: connection theory, constructivist theory and active learning theory. According to active learning theory, students listen to the teachers and are encouraged to high-level thinking and inquiry by cooperative, work-based, and collaborative, work-based, integrated learning. I found that Mrs. S. had used the same trick of being friendly with the students in that she became cooperative with them, and asked them to guess the meaning of the poem themselves in an integrated manner for interpreting the poem, *Did I Miss Anything?* Active learning theory is a wonderful theory of learning. They refer to Lankard (1995) and call it "learning by doing" and divide the theory into three categories: action, situational and incidental learning.

Firstly, according to them, action learning is totally based on the fact that learning anything needs certain actions, and any action needs the learning of something. There is Mrs. S.'s class, I found her action was how she used the projector to draw the students' attention and showed some of the pictures along with the text for the students to guess the context of the poem. It was not new to her and her students, but it was an action. So, the students paid a little more interest in the activities she carried out, although she did not teach the lesson at all. She used this category of active learning theory of contextualized teaching and learning.

Secondly, situational learning incorporates teaching knowledge and skills in a context that can reflect how the knowledge learned in the classroom is used in real-life scenarios.

Thirdly, incidental learning, as defined by them, is prompt action to accomplish the task to increase students' skill, knowledge or understanding. Incidental learning seems to help students learn from their mistakes, learn by doing themselves, learn by their interpersonal experiments and learn through their own networks. I realized that Mrs. S. had implemented this incidental learning of CTL and let the students make mistakes by guessing the answer to the question she asked, *what is the poem about?* Meanwhile, she had also allowed them to learn by doing themselves.

Contextualizing Communication Skills

I reached the school periphery a little earlier on that day. The students were preparing for their morning assembly, and teachers seemed to be busy lining up the students inside one of the assembly grounds at the school. I had already visited that school as I planned to do my research there. It was one of the renowned schools in the town and had five grounds in different sites inside the school premises. At that time, the students were preparing to line up in the nearest assembly ground from the inner entrance of the school. The assembly ground assembled only grade 9 and 10 students, i.e., almost one thousand students from 25 different sections. To access the school, we had to get through all the entrances.

The assembly started, and I shuffled inside the staffroom, waiting for my valued participants to come. The assembly lasted 25 minutes, and the master said to the students, *proceed to your class.* Some teachers moved outside the assembly ground. The students headed towards the class in lines, and many other teachers

followed them. The students were walking in two different lines. In a line on the left side, girls were walking, while on the right were boys walking in a very well-organized way. They were walking with discipline, except for a few who moved away to buy stationery items or meet their friends secretly before the first bell because there were two blocks for grade 9 and 10 students.

The next class I had to attend was one of the under-graded students' sections of grade 10 with Mr. S. The sections were graded according to students' Grade Point Average (GPA). After our formal introduction, I frequently talked to Mr. S. about my observation. I called him in the morning, too, before the school assembly. So, he was waiting for me. Mr. S. was a new teacher in that school but also taught grade 11 and 12 students in another reputed school in the morning as a part-timer. So, he was very comfortable to teach his students even in my presence in the classroom. The class was tagged as D1. According to Mr. S., the students there were weak in results. They did not have to study Optional Mathematics and Computer Science but studied Accountancy and Economics instead. He was mature, and the way he talked to me was wonderful. His voice was as small as he was tall and stout.

Teaching Good Manners

He said, *let's go.* Then we headed to the class. We entered almost together, and many students got up and greeted us, *good morning.* But, three students were so reluctant that they either kept talking to each other or just resting their heads on the desks that they did not get up to greet us. Mr. S. got up one of the inactive students and said, *what is wrong with you, Rita?* She said, *I have a headache, sir!* He asked again, *'Since'?* She said, *I had it from yesterday onward.* He asked her again, *didn't you take any medicine?* She replied, *no.* It looked like she was not a very active learner; she felt lazier. So, I asked her gently, *if the headache is persistent, you could*

go outside and come inside once you feel better. She said, *I will be fine myself.* Then, Mr. S. asked the class to take their respective seats while I sat on an empty chair on the second row to the right of the class from the entrance. That room was also large enough to hold that 42 students with a lot of free space between the gaps between the three columns of the desks. The whiteboard on the front wall was huge on the right top of which was the information reading, *Date, Total Students, Present Students and Absent Students.*

He was on the first unit, The World Guide to Good Manners. Unlike Mrs. S., he did not use any projector but went on discussion methods, which seemed interesting. He first asked a boy sitting on the first bench in the middle column, *Ram, are there people of the same interest, culture and language in your community?* To this question, the boy got up; at first, he stammered but answered quite well, *I don't know sir, err…. but…. ummm…. No sir. There are various types of people in my community, sir.* Then, the teacher asked him, *where are you from, and where do you live now?* The boy sighed and said, *I am from Dharan (*an eastern city of Sunsari District of Nepal*), and currently, I live in Kusunti* (An area of Lalitpur District of Nepal). Mr. S. asked, *who do you stay there with?* Ram said, *I stay with my grandmother.* Then, the teacher asked him *how do people greet each other in your family?* Ram said, *I don't know it very much, sir, but yeah, my father bends his body and joins his head to my grandmother's feet whenever he comes home from abroad, and my grandmother becomes very emotional at this.*

I was enjoying how they had the conversation, and other students were also quite silently listening, but suddenly a girl stood up and said, *this is not a good way of greeting sir.* The teacher asked her, *why do you think it's not good, Sarina?* The girl said, *the feet are dirty, and how do you touch one's feet with your head? So, I do not*

like this way of greeting. The teacher continued, *how do people greet in your family, Rita?* She explained, *I don't know how my family greets, but when we celebrate festivals, and people gather at our house, they greet by bending their heads and pronouncing DARSHAN. However, during festivals, generally, we girls don't have to touch peoples' feet with our heads and boys do the same, as Ram said.*

The teacher smiled and then said, *both the families had almost the same way then?* This made the girl nod her head. And Mr. S. asked them to sit down. The teacher gave an example of the way Japanese and American greet each other; *listen to me, class! as we know, there can be different ways people greet each other. I will tell you some differences between Japanese and American ways of greetings. Japanese do not shake each other's hands, but Americans do, so physical contact is avoidable in Japan. Japanese greet each other by bowing their heads as per the respect they have to show to the people. Nepali people also do not generally touch each other while greeting but only among close family members. There is a way of greeting, as Ram and Rita said, i.e., we junior male members touch our elders' feet with our heads.*

I wondered how interesting it was for a teacher to talk to students so frankly on the issue of the world guide to good manners. Mr. S. gave the students examples from the local context first. He came to the content issue and explained it in brief as the question asked after a short essay about greetings as suggested by Hajitabar Firouzjaee, Jam Gohari & Mir Arab Razi (2021). He asked the students from four corners to answer the following questions after answering the first one himself. The exercise questions were from page number 4 of the grade 10 book, given in the following way:

ii. Read the text again, and answer the following questions.

a. Mention any one difference between the American and the Japanese greetings.

b. What type of clothes should the Muslim women not wear in Muslim countries?

c. Is your main meal of the day same as that in Britain?

d. In which countries do people prefer discussing business during meals?

e. When is it necessary to print your business card in the local language?

f. Where does physical distance between the speakers play significant role?

Then, Mr. S. stood one student from the mid row of the left column and another from the same row from the right column for their answers. Afterward, he asked them to tally the answer. He answered them, *Muslim women should not wear short dresses revealing their bodies in Muslim countries; no, our meal of the day is different because we have our main meals in the morning and the evening. People prefer discussing their business during meals in Britain and the United States. We have to print our business cards in the local language when we are in a place where our languages are not the means of communication. Physical distance plays a significant role between the speakers in most South American countries and Mexico.* He answered each question to save time and asked the students to correct their answers accordingly if necessary. Finally, before the end, he said, *write a couple of paragraphs on how people greet in your community.*

All the class went so smoothly that I started finding my weakness in the classroom. I found I had very weak rapport building with the students; I could not

connect them with the required context and was not very good at interacting with them. All this was the trait of missing contextualized teaching and learning. No, sooner I had finished thinking of this stuff than the bell went. And the teacher asked the students to write a couple of paragraphs on the way they greeted their family. The students were hurrying to go outside because it was a short toilet break. I already knew there used to be a short break for the students to comfort themselves after every two periods. Then, Mr. S. and I came out of the class. While heading to his staffroom, I asked him how he planned for the class so *that all the students got so quiet and eager to learn.* At that, he answered *teaching English is just teaching them grammar and language, so I don't think we should burden the students with more learning; we should facilitate them to learn a bit more rather and by giving some local examples, we can simplify the stuff that we have to teach in the classroom.* The way he explained it to me opened my eyes very wide. I realized I had many things to learn about how to be involved in teaching and learning activities.

It was a wonderful experience in my life in learning to teach. I could not list out all the problems; I just wanted to find out about contextualized teaching and learning but what I knew was that I didn't put it into practice quite right. It was the reason for me to fail in motivating and interesting students to date. I asked myself, *where is a teacher in me? How am I teaching students? When can I be a good teacher?* I had only questions, but within me, I didn't have any answers; however, I found the source of hope to find the answer to my questions. I thought I would learn to teach someday. I left Mr. S. and headed for my home with all the observation details I had pointed out in my field note from Mrs. S. and Mr. S classes.

Greetings in Different Social Groups

It was all well, but a little later, I had to be in Mr. S.'s class and it was the same class as he was on the last day. It was 10D1, where we had to go, and the work he gave them was so interesting that the students could write a couple of paragraphs on how they greeted their community easily. I noticed this from the way students answered the questions about the lesson, 'a world guide to good manners' in the last class. We entered the classroom together, and I started searching for a vacant seat when Mr. S. started the class. Meanwhile, I found a seat in the third row of the right column.

Now, said the teacher, *I would make some of you read the paragraph you have written, and others will find the differences and similarities in points in your notebook. Is it okay?* Almost everyone in the classroom said at once, *yes, sir.* It was less mechanical than I expected. He had already raised a student and asked him, *Simon, read your paragraphs,* and looking at the students of the class, he said, *all of you have to find at least two points for each of similarities and differences in how people greet.* Simon got up and read the paragraphs he had written. He read it very
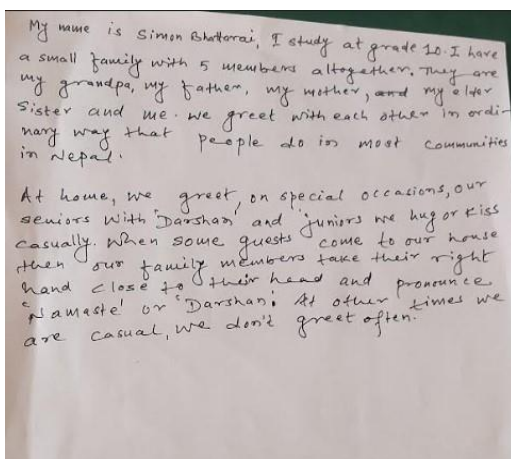
well, from which I jotted down on my field note as I listened carefully to the student who read the paragraphs flawlessly but didn't find any notable mistakes at the grammar level. It was very well-written.

Then the teacher suggested, *very good, Simon. Let's give him a round of applause.* All of them clapped for him, and so did I. Mr. S., pointing to one girl in the last row of the middle column sitting between the other two girls, said again, *yeah,*

could you please read yours? Then one sitting beside her in the corner said, *me?* The teacher said, *no, not you. Have I asked one in the middle? What is your name?* The girl stood up and said, *my name is Salina, sir. Please read your paragraph,* said the teacher. She seemed like she had not done the assignment at first, so the teacher asked her, *haven't you done your work?* At this, she answered, *I have done it, sir, but I think it is not correct, can I redo and show it to you later, sir?* The teacher motivated her, *no need to redo it. You just read your answer; even if it's wrong, we want to listen.* She started reading her answer, *the way we greet is similar to other people greet in our community by saying NAMASTE, but elderly people of my family greet one another by saying LASSO, but young people shake their hands. I generally don't greet very much to the people. I just smile when guests come to our home.*

When my cousins come to my home, we smile, shake hands, and hug. This way, we greet by using many different ways. The teacher said, *you have written quite a correct answer, why did you hesitate to read it? Well done, Salina! Clap for her, everyone.* Everyone clapped, and the teacher said, *very good, now we move to next. Yes, there is no need to worry about whether your answer is right or wrong. First of all, you need to write, and when you start writing, your answer will be correct after a few attempts, did you get it?*

All seemed to have spoken together, *yes, sir.* I thought, *wow, what energy!* It was a wonderful session as Salina read her paragraphs in a gentle voice, except for a minor mistake at the grammar level; as she said, people greeted, but the teacher didn't correct her mistake at all. When I asked why he didn't correct her mistake, Mr. S. said, *correcting mistakes is less important here as it could discourage her. And, it was not a great mistake that needs correcting. I shall tell her about the mistake she made later.*

I started pondering, *is there any theory of teaching students English in his class through contextualized teaching and learning?* I knew he used the theory suggested by Hudson and Whisler (2007) that learning occurs in various contexts. So, he asked the students to describe how they greet each other in their community. Afterward, he went ahead with a task from the textbook. He said, *students, now you are forming a group of three benches of your nearest column and think about any two examples of good manners that are related to your greetings, food and drinks, clothes and business. Write them in your notebook and present to the class.* As he said this, bell went. *Then he said, I will ask one from each group to present this to the class in the next day.* With this, the teacher signed me to exit the class, and we both came out together as the students pronounced, *thank you, teachers,* as if they sang a song. This way, Mr. S.'s class seemed pretty effective, and I learned many things about implementing contextualized teaching and learning.

I went with him to his staff room and said I would come to your class the *next day.* He said, *sure and* I left the school to my home with many queries and curiosities about how Mrs. S. and Mr. S. taught the students through contextualized teaching and learning. Even being grounded to earth, I wondered if we, as teachers, could make our task successful.

Chapter Essence

As a researcher, this chapter depicts how I observed the participants in the field explore how CTL was especially implemented while teaching English literature and different communication skills and how communication skills were contextualized through discussion. This chapter gives very important information on CTL implementation. The chapter shows how I had lived experience of CTL implementation in teaching and learning English to secondary-level students learning

English in the Nepali context. I was fully engaged with the participants and experienced sociocultural interaction and classroom dynamics, and the write-up evolved into this chapter. I linked my data to the natural setting's language, culture, and ethnic dynamics.

CHAPTER V

ENHANCING STUDENTS' INTEREST IN TEACHING AND LEARNING

THROUGH CONTEXTUALIZATION

There is no doubt this chapter includes my observation of the teachers teaching their classes and interviews with them and some students. It deals with the lived experience I viewed through the eyes of my participants. This chapter presents my idea based on my observation of the teachers and their activities. I learned about their real-life situations and environments by engaging with the participants as observers and researchers. This section also includes the social and cultural setting of the participants and depicts how students were interested in teachers learning through CTL.

As has been said in Sanskrit – Vidyasastrancha Sastrancha Dwe Vidyapratipattye! Aadhya Hasay Vridhhatve Dvitiyadriyate Sada!! So can be translated into English as one who has to learn to fight with weapons and knowledge of arts and science. One can win over physical fights until a certain age, but with education, one can always win the fight regardless of age. Teaching students the art of fighting for their life means giving them the applied knowledge that CTL does. Mazzeo, Rab & Alssid (2008) suggested that students performed equally well and achieved good outcomes in academic skills without reducing applied knowledge when taught through CTL. The practices that interest the students in teaching and learning English are the major highlight in this section. The teachers implemented CTL to draw the students' attention toward what was happening in the classrooms. In the course of classroom activities, both teachers seemed very well prepared to attract the students' attention, who showed a lot of interest in learning.

Through my continuous observation of how the teachers taught the students in their classes, it was evident that both teachers made the students interested in the subject matter through contextualized teaching and learning. To find this, I continuously joined them and observed how they engaged the class through CTL to get the students interested.

Enhancing Learning through Contextualized Activities

My detailed observation continued for the third phase as well because I experienced that the more I followed the teachers and their classes, the more I would be closer to them for the lived experience of my observation. I observed the teachers conducting activities for teaching, writing brochures, discussion, teaching reading aloud and interaction.

The Early Bird Experience

On the day of the classroom observation, I reached the research site 25 minutes earlier than the school assembly at 8:30 AM, while the assembly was to begin only at 8:55 AM and the class to start at 9:15 AM. So, I headed to the staff room where Mrs. S. used to rest during her off hours. I found a teacher who taught Health, Population and Environment Education sitting on a chair. He seemed to have arrived a few minutes earlier only. I saw him there on my earlier visits. By then, I knew him partly too. We shook hands and I asked him about his work life there at the school. He said, *almost everything is fine except for some facilities the school promises but doesn't grant the teaching and non-teaching members the facilities.* I was not very happy with myself about the question I asked him because this question seemed to have made him a little less emotional than confused. I immediately said to him, *I believe the school sooner or later fulfills what it has promised because it requires experienced human resources like you all.* At this, he sighed and said, *let's hope so.*

We should be optimistic as hope sustains life. Then he stood up and said, *I am sorry, I have to go to the ground. It's time for assembly.* I snapped, *sure, I will wait here until it is over, sir.*

I waited for almost 35 minutes, and the students and teachers returned to their classrooms and the staffrooms, respectively, from the assembly ground. Then Mrs. and some other teachers of that staffroom entered the room where I bade them good morning all at once. Most of them seemed happy because it was the beginning of their day. I asked one of the science teachers; you seemed happier this morning, *may I know why, sir?* He smiled and said, *you know we are fresh in the morning, but due to some mischievous students, we feel like crying by the end of the day. So, this made me happy for now.* He was humorous, and I liked how he made a unique but real judgment about teaching and learning in a private school.

Teaching Writing Brochure

After a few minutes, the first bell went, and Mrs. S. signed me to move to her class. We headed to the classroom. She seemed a bit more confident that day. She entered the classroom and I followed her. It was the same 10B1 where we were already many times, but for the observation twice before. After the students got up and greeted us good morning, she said, *students*, *I have given you some questions to answer. Please, submit all your work to your monitor. And, monitors, please bring them into my room, will you?* Then, the whole class shouted together, *yes, madam.* With this, she asked the students to sit down.

Then, she said again, class, *I would like to start with a new lesson now. I will tell you how to write a brochure for a tourist attraction place. Please listen to me carefully first, and then you can ask me questions if you are confused. Meanwhile, I will write major points on the whiteboard so you can note them for your future*

reference. This will be of great importance in your career to increase the prospects of your travel business in the future.

She encouraged them to be interested in the content as advised by Kalchick and Oertle (2010), which shows the possibility of a career allows students to get basic academic ideas while browsing through several things of their interest and career goals guide students toward the development opportunities.

She continued speaking many things, but I jotted down only the points she wrote on the whiteboard with her board marker. The way she silenced the class with her body gesture was amazing. She put her index finger on her tightly sealed lips and said, *no, no, not again.* She started both with her hands and mouth.

She mentioned the following tips for writing a good travel brochure while writing them on the whiteboard:

Things to remember and include while writing a travel brochure

a. A good cover

   a good cover should immediately answer these three questions to readers:

   i. the business company

   ii. the business location

   iii. your area of interest

b. Description of the benefits

c. Call to action

d. Facilities provided

e. Recreational activities

f. Geographic information

g. Pictures

She started explaining, *a good cover of a travel brochure must answer who is hosting the programme or the business company, where the place of destination is and what different packages are incorporated in it. Secondly, a brochure should clearly mention the benefits of the packages for the clients. Thirdly, a good travel brochure should mention one specific objective to clarify the client's goals. The fourth important thing is that an impressive brochure contains the facilities the host business company provides. Similarly, the fifth unavoidable thing of the brochure is the mention of the entertainment activities readily and made available in case of travel tourism.*

Moreover, geographic information must be another part of any travel brochure. At last, there must be plenty of pictures of the place you have targeted for your clients. This is how there must be at least these eight things included in a good travel brochure as far as possible.

No sooner did she say it than a boy from the second bench on the right column raised his hand. Then Mrs. S. asked, *do you have any questions, what is your name?* The boy said, *yes, madam, my name is Amir Khadka; I didn't understand the third point, call to action. What to write under it?* Mrs. S. radiated and said, *very good, Amir; I am very happy that you asked me a question relating to the call to action. Actually, we have to mention the actual aim of the program we are hosting under it because it means what exactly we do. That is why I called it a specific objective at first. Did you get it right, Amir?* At this, the boy asked, *do we have to write what we do during our travel or tour there, madam?* Then Mrs. S. confirmed, *of course, yes.*

This was an interesting conversation between them as the boy, Amir, had a quest for knowledge about how to write a travel brochure. Mrs. S. seemed to be in a reflective mood for a while. She said, *now, everyone, turn to page 63 in your book*

and read quickly a travel brochure written on a beautiful district of the western hill of our country and list out one thing each for the components of the brochure I wrote on the whiteboard.

The students started reading the text from the page while in between; the teacher asked them to read silently because reading aloud could disturb the others. She said you have ten minutes to list out them. Then she pulled a chair towards herself, sat there for a while, and gave me a quick look as though she was happy about her explanation, and she was definitely excellent at explaining how to write a travel brochure to the students.

I smiled at her and looked at my watch twenty minutes after the bell. Instantaneously, a girl got up from the last bench in the left corner and said, *Mam, I have finished writing it.* Frantically, Mrs. S. stood up, moved toward the left corner of the last bench, and said, "G*reat job, Alisha. Can you please come to the front and read it aloud for us all?* She didn't seem that comfortable at first, but Mrs. S. said, *come on, you should do it; you are a good student; why not read for others? Listen, everyone, she is reading what she has written for her answer and making sure what she wrote is okay.*

The girl came boldly to the front with her notebook in her hand and started reading what she had written:

The cover has not been given in this brochure. It says the travel destination is Achham, and the specific area of interest is travel and tourism in this place. The benefit of travel to this place is sight-seeing of beautiful hilly cultural and religious sites. The call to action is a trip to the unique village of Achham. The product explanation is the explanation of Sanfebagar and Mangalsen. The recreational activities are views of Ramroshan, Baidhyanath temple, ponds,

lakes, and rivers. Geographic information is well-written in the brochure, including latitude and longitude and pictures of temples, religious ceremonies, rivers etc., mentioned in the brochure, Mam.

Mrs. S. became expressively very happy and asked all the students to give the student a big round of applause. Then, she asked the students to refer back to the page and read the text aloud to them quickly.

She asked them to confirm all the important details in the text and write a similar brochure as the book, which looked like the one I mentioned on the following page. Then, she asked the students to prepare a similar brochure on the place of religious and cultural importance. She strictly told the students that the place must be from around their locality and familiar with them quite well and not to copy from one another rather than write a short brochure.

Achham

Mangalsen is the district headquarters of Achham district, and it is 930 kilometers from Kathmandu. It is eight hours walk from Sanfebagar, a settlement in Achham which has a domestic airport. A seasonal road exists from Sanfebagar to Mangalsen, but it is often closed during the monsoon. However, a bridge under construction in Sanfebagar across the Budhiganga River, upon completion will allow vehicles to cross the river even during the high flood season making access easy between the airport and district headquarters.

The major ethnic groups in the district are Chhetris of Kunwar, Swnar, Rawal, Bogati, Khati, Rokka, Khatri, Kathayat, Bhandari, Bista, Batala, Saud, Dhami, Bohara, and Thakulla castes. There are also Brahmins with Devkota, Bajagain, Dhungana, Regmi, Joshi, Rijal, Bhattarai, Bista, Dhakal and Mudbhari castes.

The cultural heritage of this district is similar to that of Doti. The important aspects of the cultural heritage are the dances such as Narsinga, Jhayali and Deuda, These dances are typical to this area, and performed during major festivals.

There are several important religious places along the bank of the holy river Budhiganga, and along the confluence of Budhiganga and Saraswati These are described in the Skanda Puran, one of the holy scriptures of the Hindus. They have potential scope for the development of religious tourism in Achham.

Topography Location

Longitude: 81°02"-81°35"

Latitude: 28°45"-29°23"

Communication

Post Office, Telephone, Wireless

Temperature

Maximum: 40°C

Minimum: 5°C

Climate

Sub-tropical, mild and cool temperature

Rainfall

1794 ml.

Major Rivers

Karnali, Budhi Ganga, Seti, Kailash Khola, Cheepee Khola

Lakes and Ponds

Khaptad, Rishi Daha, Kalidaha, Batulee, Barha Banda Aathara Khanda

Tourist Attraction Centres

Mangalsen, Jayaghadh, Gajara, Baidhyanath Temple, Ramaroshan

Accessibility

Road connection

Medical Facilities

Hospital, Health Post, Clinic, Ayurvedic Center

Accommodation Facilities

Local lodge

(Source: Nepal Tourism Board)

ENGLISH, Class 10   63

Then, she said, *it is time to wrap up the class; you have to prepare a brochure on A4-sized paper with colourful pictures of the relevant place. Everyone, make sure again, no copy-paste, is it all right, class?* She seemed so timely and punctual that

the bell immediately went after she said this to the class. She did not signal me to exit at that moment; she knew I was already an insider in the system.

The Social Context of the Vacancy

There was nothing to do with the classroom observation because I had to observe Mr. S.'s class, whose period was not there immediately then, but I had to wait for his class which would start only in the third period. So, for the second period, I was vacant, which allowed me to have more social rapport with those teachers who had leisure then. In my mind, I had many ideas that could be very helpful for bringing radical change into teaching and learning activities in the world. I believed I was about to introduce something new and something innovative. I wanted to share these ideas with the teachers in the staffroom but couldn't do it because I thought I would fool myself by doing so. And I asked a male teacher I knew who taught science there by then, sitting beside me and looking in a jocund mood, *do you have some ideas about contextualized teaching and learning, sir?* He nodded and said, *if I am not wrong, I contextualize many things while I teach my students.* Happy, I asked him, *like, sir?*

He proceeded, *look! A few days back, I was teaching them alternative energy. I taught them with reference to biogas as an example of alternative energy because many students had bio-gas plants in their hometown.* I asked, *that is wonderful, sir but did they take any interest, sir?* He continued, *first, they didn't take interest when I used the term alternative energy, but when I used the term bio-gas, they seemed interested, so I asked them if they knew of it.* He continued, *and I realized that familiar terms had attracted the students' attention.* Upon this, another vacant male teacher spoke; *it's not always true that students are attracted to familiar terms, but sometimes new terms can also draw students' attention to some extent.* It was

interesting for me again, and I asked him, *doesn't a new term get boring to them, sir?* He turned to me and replied, and *it's not boring to everyone. Some students are also interested in new things because they want to explore something new.* I was convinced and said, *yeah, you are right, sir, but most of them either ignored or are unable to go with new terms until we contextualized the term with our local ideas or terms.* He said, *it's true, but we could simplify the unfamiliar terms so that they understand them. When we do this, the students become interested in the terms.*

This was a fruitful time for me as I observed how students are interested in contextualized teaching and learning. I got enlightened even by the teachers who were not my research participants for the direct observation, while Mr. S. smiled only without any comment. The remarkable point was that we could interest students even in unfamiliar terms if we contextualized them in simplified manners.

Meanwhile, the bell went for a short break of ten minutes after the second period. My eyes were just after Mr. S. got up and ready for the third period. He reached up to the water kettle from which he poured a glass of warm water and started sipping. I asked him, *do you have any cold problems?* He answered, *my throat is irritating, maybe due to tonsillitis, and the warm water can soothe my throat because I have to shout louder than the students in the classroom.* I agreed with him as we have to outshoot students sometimes to control them from making unnecessary noise. Both of us got ready for the class immediately after that break. The bell went for the third period, and we headed to his class. It was the same class where Mr. S taught about good manners in my observation on the second day. He seemed pretty refreshed and confident that day. Due to this, I could easily guess that he would be conducting his class very effectively.

Discussion on Good Manner

As the third period started, we reached the class and entered it. The students got up and greeted us together. G*ood morning, teachers.* We said almost together; *good morning, class.* Then, Mrs. S. authoritatively said, *be seated, students.* Mechanically all the students sat in their respective seats and remained silent for a while. I also found an empty seat beside a male student sitting on the middle column's second bench. Before they started talking, Mr. S. asked, *do any of you remember what we were discussing and what I asked you to do in the last class?* One of the girls stood from the second bench on the right column sitting on the side of the window and said, *sir, we were learning some good manners, and you asked us to write down any two good manners, and I have done it.* He looked happy and said, *wow, that's great. Can you read what two manners you have written?* The girl said, *yes, sir. May I read it, sir?* The teacher nodded his head, and the girl started reading; *we have many good manners, but two good manners are as follows: 1. I sleep in the night on time and wake up early in the morning. 2. I always do my homework and classwork.*

The teacher radiated and happily asked one of the boys sitting on the first bench in the middle column, "C*an you read the good manners that you have written?* At this, the boy grew red, and he looked very sad and said, *I am sorry, sir. I have not written to them.* The teacher asked him why he did not write, and the student started explaining that he had a headache and slept immediately after taking medicine without doing any homework at all. After this, the teacher consoled him, *no worries. You do it next time.*

Then, the teacher turned to the student sitting beside him and asked, *you have written it, haven't you?* The student stood up and said, *yes, sir. May I read it?* Then, Mr. S. nodded, and the student read it; *I think I have many good manners such as I get*

up as soon as my mother wakes me up in the morning, I wash up and study every morning, I do my homework in time, I play with my friends and many more. The teacher instantly said, *very good answer. Everyone gives him applause.* Then, the whole class clapped for him until the student became happy with some discomfort and sat down when he got beckoned by Mr. S.

Mr. S. asked the class, " A*re you enjoying the class?* Almost everyone spoke a time, *yes, sir.* But, a feeble-looking boy beside whom I was sitting said, *everything is fine, sir, but I don't know if these things related to good manners are important for exams.* For a while, Mr. S. looked shocked, but he managed to look normal and said, *listen, we learn things not only for our exams but also for our life. If we have good manners, we can find any place comfortable, but if we don't have good habits, we should find only comfortable places. So, all this lesson is about good manners. I will make you do some exercises from this lesson which certainly seem interesting. Everyone, open your book, turn to page number four, and answer the question.* Then, he wrote the question on the whiteboard with his board marker,

What advice about your cultural behaviour would you give to someone who is coming to study in your country?

He continued, *prepare the list of advice to advise any of your friends from other countries who would like to come to Nepal and study with you in this school. You may or may not have any foreign friends. If you have any, no problem, even if you don't have any friends, assume and write a few pieces of advice you would like to give him about your cultural behaviour so that they feel comfortable with our culture.* He seemed to have interested students, as suggested by Medriano and Bautista (2020), that the CTL approach needs reinforcement to maximize its benefits to improve the student's academic performance in teaching and learning English.

After that, the students started classroom activities, and Mr. S. sat quietly in a chair placed towards the end of the whiteboard on the side of the windows. The classroom seemed very silent, and students were heavily engaged in the work given. The student beside me was writing some pieces of advice. When I saw him, he felt a little shy, but with my hand, I signaled that his writing was good, and he continued writing.

The Time Stolen

I softly enquired with the boy, *you have written pretty well the cultural behaviours asked by the teacher.* He answered, *I don't know, but I think this is our culture.* And he went on writing without much hesitation afterward.

His answer was like this as I looked at his writing, *I will give the following suggestions to a friend who comes to Nepal to study from India: 1. We greet each other with NAMASTE 2. We respect seniors 3. We don't hug for greeting 4. We should not talk in between when two or more people are talking 5.*

Feedback with the Resumption

After almost five minutes of assigning the classwork, the teacher got up and said, *ok class, did you all complete the writing advice?* At that moment, the boy beside me ventured and said, "Y*es, sir. I have written some of them. May I read them?* The teacher permitted him to read the bulleted points he had written. Moreover, he read his fifth and sixth points that I had not watched while he was writing, *we can't speak dirty words with other people, and we should always take off our shoes while entering kitchens and temples.*

The teacher reacted happily; *wow, that was amazing! However, we can enter our kitchen with our shoes on nowadays if they are modern type. Nevertheless, it's always good to maintain cleanliness in the kitchen as it is a very sensitive place where*

we put food items. In this way, he got the students interested in the work associated with the text there. His class was awesome. I would not have been able to teach the way he did had I been the teacher there.

CTL: The Means of Arousal of Interest

In the classroom, I didn't notice anything new but how the teacher behaved with students and convinced them was new to me. I couldn't believe my ears and eyes at how students were interested in the class Mr. S. gave them. There seemed a clear trend among the students to hook the course to some contexts they thought were relevant, as Medriano and Bautista (2020) noticed.

The students seemed to have mechanically been writing whenever teachers contextualized the contents. When I tried to make students write something in my classes, they would say, *we are bored of learning things; can't we have some fun rather?* I realized that I could not contextualize the matter to the contents so far. I learned many things from Mr. S. about how to motivate students in the English Language Class.

<div align="center">

Chapter Essence

</div>

In this chapter, I presented my lived experiences as a researcher and a participant. I depicted what I observed in my fieldwork through my eyes while sitting in the classroom. Sitting with the students in classrooms just facing the participant teachers, I presented plausible activities found during my observation. The whole chapter results from very careful and in-depth details of the classroom observations carried out right there. I was totally engaged with the students and the teachers through careful observation and lived experience in drafting this chapter. As a researcher and observer, this chapter clarifies how I interacted socio-culturally with

my participants, generated the data, and found how the teachers motivated the

students through CTL.

CHAPTER VI

CONCLUSION AND FURTHER IMPLICATIONS

This chapter is short but contains the hit point of the research as it gives the conclusions of the whole research. There were undoubtedly many ups and downs during the research process, which I, as a researcher, handled quite thoughtfully and carefully to my knowledge and skill. This chapter is to trace conclusive remarks, logically end with the final gist, mention the further implications, and make some recommendations regarding contextualized teaching and learning.

It is truly written in Hitopdesha in the Sanskrit language, *Vidya dadaati vinayam, vinayaaddhaati paatrataam. Paatratvadhanamapnoti, dhanaaddharmam tatah sukham.* When translated into English, it reads that knowledge gives us discipline that makes us worthwhile; as we become worthy, we get wealth and fame, from which we get joy. Ultimately, knowledge leads us to happiness and pleasure. My research, like any other, is to generate new knowledge for liberty, freedom and happiness by making it useful in any pedagogical sectors of academic fields. Neither any thief can steal, nor a king can abduct. Neither needs to be divided between the siblings, nor is it too heavy to carry. The more we share it, the more it increases. Knowledge is greater wealth than any other form of wealth. A Sanskrit *sloka* says, *Na chora haryam na cha raja haryam, Na bhratu bhajyam na cha bharkari, Vyaye krute vardhatha eva nityamm, Vidyadhanam sarvadhanam pradhaanam.* The knowledge drawn at the end of this research can be more important than any wealth I have ever earned in my life so far.

As stated above, I share my knowledge generated through this research with all my colleagues, mentors, researchers, policymakers and related authorities so that

all can implement contextualized teaching and learning for meaningful teaching and learning. I have divided this chapter into two subdivisions, namely conclusion and recommendations.

Conclusion

As we can implement contextualized teaching and learning in teaching English to Secondary-level students, I conclude my research based on the discussion in the previous chapters. The conclusion of this research has been briefed in points in the following ways. The secondary-level students taught through contextualized teaching and learning were more interested in learning in the classroom.

The students paid more attention to the English teachers while they were involved in contextualized teaching and learning activities in the classroom.

The students learned English with more interest when their course contents were contextualized with their daily activities.

The teachers were easy and comfortable, while the students were more attentive to their teaching and learning activities.

Motivated by contextualized teaching and learning, students were very actively engaged in learning English without being bored and meanwhile, teachers didn't seem to have made more efforts. So, it seemed students seemed more active in the whole process.

The students were found to be learning English with more interest through contextualized teaching and learning because teachers showed the importance of content in their daily life and the usefulness of the content in their practical careers. Besides, there could be other probable unavoidable reasons for students' interest, such as how teachers motivated students, students' desire to perform, classroom set-up,

number of teaching and learning activities the students were engaged in and the teachers' workload.

Further Implications

Different experts, I believe, have different notions of teaching and learning techniques. However, I understood that no single method might be suitable for teaching and learning English to secondary-level students. Teachers are responsible for creating a harmonious classroom environment for motivating students to learn with more interests and engaging them for more interaction and meaningful learning. The research revealed that we could achieve the teaching and learning goals by implementing contextualized teaching and learning as it could be a notable teaching and learning strategy. I found contextualized teaching and learning more effective for both students and teachers because students learned with more interest while teachers were satisfied.

We, as teachers, can implement CTL for the student's motivation. Students get to explore new learning approaches through CTL. The students learn by their own will rather than being forced by teachers. Meanwhile, students interact and are self-ignited. The students become more engaged in the teaching and learning activities when the course contents are contextualized. The students find things more accessible as they are contextualized with the students' familiar content. They apply the learned knowledge to new situations.

If teachers implement contextualized teaching and learning, the teachers become more cooperative with students. English language teachers get to be more creative while implementing contextualized teaching and learning activities.

With contextualized teaching and learning, teachers can save time, investment and energy. English language teachers can be helpful and motivate students to be collaborative.

The Epilogue

This is the final chapter, so the entire research has been concluded in this chapter. This chapter has given a concluding remark on the whole research process. More importantly, this chapter has finalized very essentially germinating ideas on contextualized teaching and learning and its further implications. Besides, it also has made important recommendations useful for teachers teaching English to secondary-level students, policymakers, school administrators and curriculum designers to its best. During my research process, I followed all my key participants and related participant for direct and covered observation to generate actual and authentic data as far as possible. I observed different activities associated with contextualized teaching and learning. I interviewed my participants formally and casually to find the truth about their perspectives. Then only I made the following concluding remarks after carefully analysing the data I collected.

Secondary-level students learning English can be taught with contextualized teaching and learning for better outcomes. Teachers and academicians should be aware of how to administer new approaches like contextualized teaching and learning while teaching English at the secondary level for desired classroom engagement.

There is a need for more training and orientation to the authority, teachers and school administrators on contextualized teaching and learning for teaching English to secondary-level students effectively. How to contextualize course contents is crucial in English language teaching, so teachers must be involved in an awareness campaign for CTL. Learning the English language is just learning to communicate in English, so

it must be made easier by keeping in account students' interests through contextualized teaching and learning.

Students' engagement in learning is very likely through contextualized teaching and learning, so all the teachers, academicians and teacher trainers need to be educated about the essence of contextualized teaching and learning in academic sectors.

When students are motivated to learn English with future prospects, they become more attentive. We can motivate the students through contextualized teaching and learning. The curriculum should be designed so that it should give contextualized teaching and learning some space.

The research recommends training regarding contextualized teaching and learning to all novice teachers, and upgrading training should also be provided to school administrators, education policymakers and curriculum designers. All privately run school teachers might also be prioritized for training on contextualized teaching and learning for the benefit of the students, the guardians, the English language teaching practitioners and the state. Contextualized teaching and learning is beneficial not only in teaching English to the secondary level but also in other students learning English can take advantage of it so that the faculty members might be given meaningful training on it.

There may be motivation for all the teachers who initiate and implement contextualized teaching and learning from the school administration. The English language teachers who practice contextualized teaching and learning may be provided with facilities to create an environment for contextualized teaching and learning.

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APPENDIX – I

Interview – 1

1. May I know your academic qualification?

2. What subject is your major one?

3. What trainings have you taken other than study?

4. How many schools have you worked at before?

5. How long have you been teaching here in this school?

6. In total how many years have you been teaching for?

7. Do you also work in other places at the same time?

8. What interested you to be a teacher?

9. How did you get to work here in this school?

10. Is the teaching different here from the schools you work and worked? How?

11. Are you aware of Contextualized Teaching and Learning? How?

12. What made you an English teacher?

13. As a teacher, can you practice any method that you think is suitable to the students? Or are you guided by the school authority?

14. As a teacher, how do you differentiate between CTL and other teaching and learning techniques?

15. How do you contextualize teaching and learning activities?

16. How difficult or easy is it to contextualize contents in this school?

17. Although there are GT methods, OSS approach and Audio-video techniques, but why do you choose CTL?

18. Do you find students learning with more interest while implementing CTL?

19. What provisions do you manage for the students to learn through CTL?

20. What resources do you need for practicing CL?

21. How do you develop teaching and learning materials?

22. What is the source of your teaching and learning aid?

23. Do you plan the lesson prior to teaching?

24. How do you plan the lessons you are teaching?

25. What do you think of CTL? Is it beneficial for students? Or is it difficult?

26. Do students feel comfortable with CTL while doing homework you give them?

27. Are your fellow friends, students and school authority aware that you have been practicing CTL?

28. Have you ever got feedback from fellow friends, students and school administrations about your practicing CTL?

29. How do you assess students?

30. Do you think you could have learned better provided you were taught through CTL in your school days?

31. Do you recommend CTL to other teachers?

32. Why do you recommend CTL?

33. What do you think we should take into account while choosing CTL in teaching students of English at secondary-level in Nepal?

Interview – 2

1. How do you start the class with the students?

2. You talked about different ways of greeting in Nepal, was there any meaning to teach them anything through it?

3. How do you engage students often?

4. Why do you talk of the things that are out of syllabus?

5. Sometimes you talked about the things about yourself, why do you do that?

6. Why do you think CTL is important for the students?

7. Why do you think CTL is important for the teachers?

8. Why didn't you teach grammar to the students?

9. Why did you not teach them any rules of grammar and essays?

10. How do you teach them English conversation?

11. How do you think the students learn English through CTL?

12. Do you use computer to teach them English?

13. What is the difference between using computer and not using it in English teaching to them?

14. Do you make the students use computer while learning?

15. You were often seen using Nepali context while teaching them English? Do you think it helps them to learn English?

16. How can Nepali context help the students learn English?

17. Why did you give them classwork not related to exactly the work as given in the textbook?

18. Do you think the homework you gave them relevant to the students though they were not quite the same as the work given in the textbook?

19. In what ways were the homework and the classwork related to the CTL?

20. Are you satisfied with how you have been teaching the students English?

21. What makes you think that you are a good English teacher?

22. Do you think there is difference between the ways you teach the students through CTL and without it?

23. Did you ever face difficulties teaching the secondary-level students English? If yes, what were the problems?

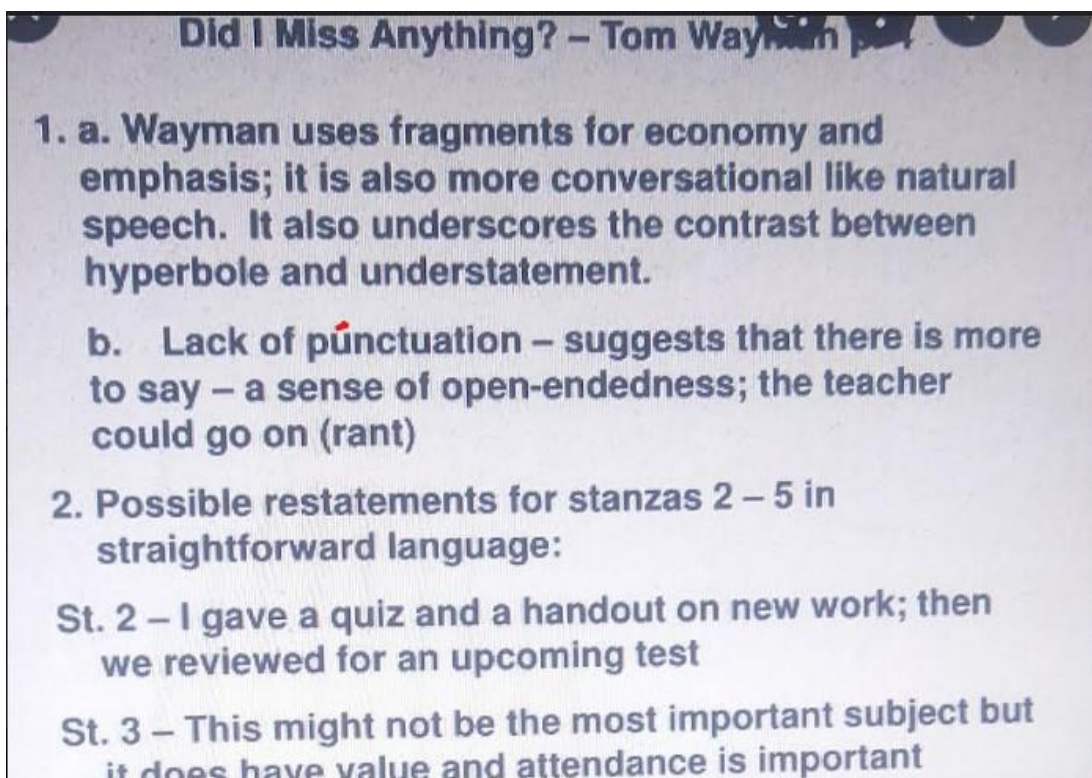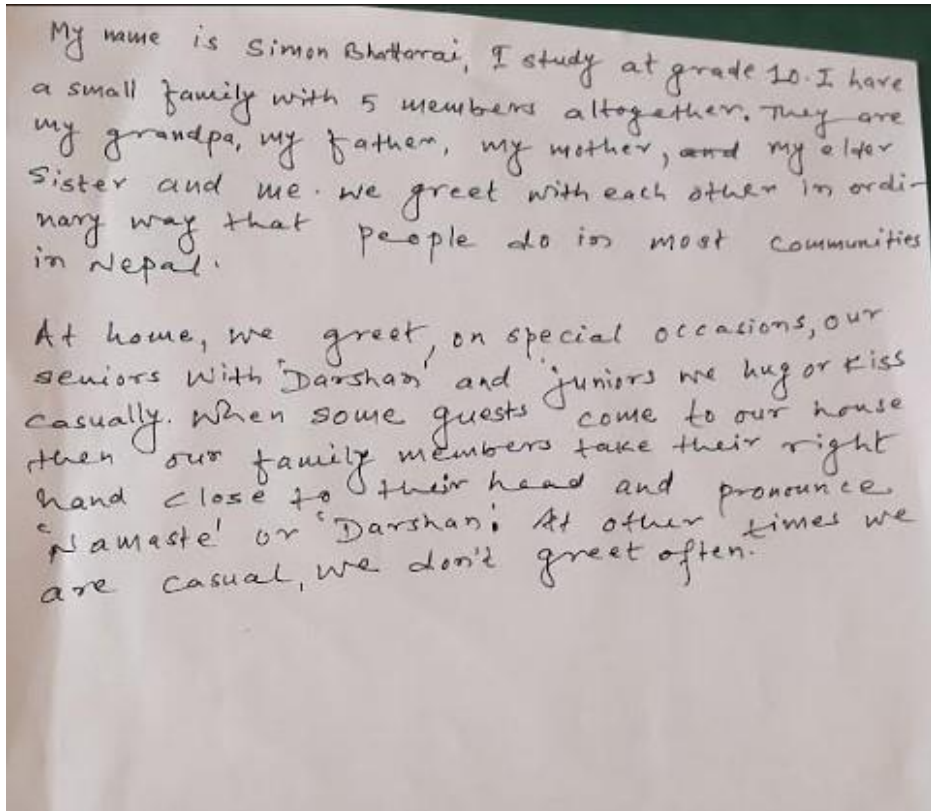24. Do you think your students are learning better when you implement CTL? How?

Interview – 3

1. What's up dude? Are you okay?

2. How long have you been studying here in this school?

3. Are you happy to be in this school?

4. What subjects do you have to study here?

5. Is your English class interesting?

6. What thing do you learn in English class?

7. Do you enjoy studying English here?

8. What makes you enjoy English classes?

9. Do you talk about other than the course contents in English class?

10. Do you think you learn English discussing extra-curricular matters in the classroom?

11. Do you know how to greet seniors and juniors?

12. Do you enjoy classes given through projector?

13. Do you like classes given without projectors?

14. Are you taken to any field trips for learning English?

15. Do you think you learn English from the teachers when they teach you things in different contexts from your textbook?

16. Are you interested in learning English while your teachers teach you?

17. Do you learn English even while studying subjects other than English?

18. Do your English teachers motivate you in doing your classwork and homework?

19. Do you learn grammar? How?

20. Do your teachers teach you grammar rules? How?

21. What activities do you like while learning English?

22. Do you find course content interesting? Why? Or why not?

23. What do you expect your English teachers to do other than just teaching you the books' contents?

24. Are you satisfied with the ways they teach you? Why? Why not?

25. Do you also learn English outside the classroom?

26. How do you learn English outside the classroom?

27. Do you listen to English songs?

28. Do you read English stories?

29. Do you read English novels?

30. Do you watch English series or movies?

31. While learning the poem, what I miss, did you enjoy your class?

32. What are the most interesting parts of your English class? What makes them so?

APPENDIX II

Field notes and Pictures

My name is Simon Bhattarai, I study at grade 10. I have a small family with 5 members altogether. They are my grandpa, my father, my mother, and my elder sister and me. we greet with each other in ordinary way that people do in most communities in Nepal.

At home, we greet, on special occasions, our seniors with 'Darshan' and 'juniors we hug or kiss casually. When some guests come to our house then our family members take their right hand close to their head and pronounce 'Namaste' or 'Darshan'. At other times we are casual, we don't greet often.

Did I Miss Anything? – Tom Wayman

1. a. Wayman uses fragments for economy and emphasis; it is also more conversational like natural speech. It also underscores the contrast between hyperbole and understatement.

   b. Lack of punctuation – suggests that there is more to say – a sense of open-endedness; the teacher could go on (rant)

2. Possible restatements for stanzas 2 – 5 in straightforward language:

St. 2 – I gave a quiz and a handout on new work; then we reviewed for an upcoming test

St. 3 – This might not be the most important subject but it does have value and attendance is important

St. 4 – During class, several students caught on to a concept and it was an exciting moment for the whole class.

St. 5 – class instruction still goes on even when you are absent.

4. The imagery in stanza 1, 2, 3 pertains to the classroom setting, whereas st. 4 and six are more religious and philosophical.

Stanza 6 is written in a straightforward, serious tone which shows that the teacher is a reasonable person.

THESIS

THE MAIN MESSAGE

In the poem, *Did I Miss Anything?* the writer, Tom Wayman, uses sarcasm and irony to show the importance of growth and taking opportunities.

FAILURE/ SUCCESS

APPEARANCE VS REALITY

RESPONSIBILITY

Failure/Success

In the second stanza it says, "I gave an exam worth 40 percent of the grade for this term and assigned some reading due today on which I'm about to hand out a quiz worth 50 percent." This stanza uses hyperboles to emphasize the importance of what has been missed. This was an opportunity for this student to be successful, however this person did not show up, obviously resulting in failure. This can apply to many other aspects of life as well, not just school. Missed opportunities do not bring you success but they can bring you failure.

APPEARANCE VS. REALITY

—

- students often think that school is not as important
as it seems and that it's okay to skip school

- school is the pathway to many more opportunities life can offer

CONCLUSION

In conclusion, the poem *Did I Miss Anything?* portrays the significance of taking opportunities through the failure of the student, appearance vs reality, and responsibility.

Topography Location

Longitude: 81°02"-81°35"

Latitude: 28°45"-29°23"

Communication

Post Office, Telephone, Wireless

Temperature

Maximum: 40°C

Minimum: 5°C

Climate

Sub-tropical, mild and cool temperature

Rainfall

1794 ml.

Major Rivers

Karnali, Budhi Ganga, Seti, Kailash Khola, Cheepee Khola

Lakes and Ponds

Khaptad, Rishi Daha, Kalidaha, Batulee, Barha Banda Aathara Khanda

Tourist Attraction Centres

Mangalsen, Jayaghadh, Gajara, Baidhyanath Temple, Ramaroshan

Accessibility

Road connection

Medical Facilities

Hospital, Health Post, Clinic, Ayurvedic Center

Accommodation Facilities

Local lodge

(Source: Nepal Tourism Board)

Achham

Mangalsen is the district headquarters of Achham district, and it is 930 kilometers from Kathmandu. It is eight hours walk from Sanfebagar, a settlement in Achham which has a domestic airport. A seasonal road exists from Sanfebagar to Mangalsen, but it is often closed during the monsoon. However, a bridge under construction in Sanfebagar across the Budhiganga River, upon completion will allow vehicles to cross the river even during the high flood season making access easy between the airport and district headquarters.

The major ethnic groups in the district are Chhetris of Kunwar, Swnar, Rawal, Bogati, Khati, Rokka, Khatri, Kathayat, Bhandari, Bista, Batala, Saud, Dhami, Bohara, and Thakulla castes. There are also Brahmins with Devkota, Bajagain, Dhungana, Regmi, Joshi, Rijal, Bhattarai, Bista, Dhakal and Mudbhari castes.

The cultural heritage of this district is similar to that of Doti. The important aspects of the cultural heritage are the dances such as Narsinga, Jhayali and Deuda, These dances are typical to this area, and performed during major festivals.

There are several important religious places along the bank of the holy river Budhiganga, and along the confluence of Budhiganga and Saraswati. These are described in the Skanda Puran, one of the holy scriptures of the Hindus. They have potential scope for the development of religious tourism in Achham.

Did I Miss Anything?
(poem)

Tom Wayman

LIFE OF FARMER IN NEPAL

APPENDIX III

INTERVIEW SAMPLE

1. May I know your academic qualification?

    MPhil

2. What subject is your major one?

    English

3. What trainings have you taken other than study?

    Online course offered by RELO

4. How many schools have you worked at before?

    2

5. How long have you been teaching here in this school?

    19 years

6. In total how many years have you been teaching for?

    23 Years

7. Do you also work in other places at the same time?

    Yes

8. What interested you to be a teacher?

    My Primary School teachers

9. How did you get to work here in this school?

    Through Job vacancy advertisement

10. Is the teaching different here from the schools you work and worked? How?

    Yes, here we have large number of students while my other schools had very

    few students in each class

11. Are you aware of Contextualized Teaching and Learning? How?

Yes, had a discussion on this topic during one of my college courses

12. What made you an English teacher?

Was better in this subject compared to other subjects; and always had an interest in English literature

13. As a teacher, can you practice any method that you think is suitable to the students? Or are you guided by the school authority?

Yes, we can apply any teaching style as long as it doesn't hamper other teachers' class or schedule, and our course too

14. As a teacher, how do you differentiate between CTL and other teaching and learning techniques?

It's more student oriented as we try to connect our teaching/their learning with real life scenario

15. How do you contextualize teaching and learning activities?

We contextualize the learning with the students' past or present experience or learning, and also given them fictional scenario to act/ write accordingly

16. How difficult or easy is it to contextualize contents in this school?

50-50

17. Although there are GT methods, OSS approach and Audio-video techniques, but why do you choose CTL?

The students grasp our points more easily and readily because we are contextualizing with their past experience of which they already had a good understanding and shows them the relevancy of learning the new concept. Hence, teaching/learning new concept becomes easier and interesting for both teacher and students. And because of this, their learning is long lasting too.

18. Do you find students learning with more interest while implementing CTL?

Yes

19. What provisions do you manage for the students to learn through CTL?

Create a fictional situation for them and encourage them to act/ write/ respond accordingly

20. What resources do you need for practicing CTL?

We have never used anything besides our regular classroom resources

21. How do you develop teaching and learning materials?

Usually PPTs or YouTube videos

22. What is the source of your teaching and learning aid?

Internet, Past experience with students and guidance/ suggestions of my colleagues

23. Do you plan the lesson prior to teaching?

Yes

24. How do you plan the lessons you are teaching?

Mind map my lesson plans in advance

25. What do you think of CTL? Is it beneficial for students? Or is it difficult?

It's beneficial for the students