

Reimagining English Language Teaching in Nepal: Educators' Insights on Paradigm Shifts

Dr. Ram Nath Neupane

ramnath.tmc@gmail.com

Lecturer in English Education

Butwal Multiple Campus, Tribhuvan University, Nepal

Article History: Received 22 March 2024; Reviewed 20 June 2024; Revised 25 August 2024; Accepted 20 September 2024.

Abstract

The field of language teaching has undergone significant transformations, with advancements reshaping traditional methodologies and incorporating innovative techniques. The present study aimed to explore educators' insights on a paradigm shift in English Language Teaching (ELT). The researcher adopted interpretivism as a philosophical ontology and subjectivism as an epistemology of the research paradigm as the researcher believes on the multiple views of the respondents. Here, the present research was based on the insights and experiences of secondary-level English teachers. The researcher selected three secondary-level English teachers from Rupandehi district using purposive sampling. Here, he prepared an interview guideline and interviewed the sampled teachers for in-depth information. The results reveal that English Language Teaching (ELT) has shifted from content-focused, authoritarian approaches to more student-centered methods, emphasizing skills such as communication, collaboration, and critical thinking. Teachers now act as facilitators, leading to improvements in classroom management, ICT integration, and continuous assessment. Professional development is prioritized, and new concepts such as 21st-century skills, global Englishes, and technological advancements are shaping the modern ELT. This study highlights key trends in traditional and modern ELT, making it useful for educators seeking to adapt their teaching strategies to current best practices. ELT practitioners, who want to enhance their expertise, can benefit from this study.

Key words: teaching goals, language pedagogy, classroom management, professional development, technology integration, assessment system

Introduction

The field of language teaching has experienced profound transformations in recent years, driven by both technological advancements and evolving pedagogical approaches. Traditional

methods, which emphasized grammar instruction, rote memorization, and repetitive exercises as the primary means of language acquisition, are gradually being replaced by more dynamic, communicative, and student-centered approaches. These modern methods prioritize meaningful interaction, real-world communication, and the integration of cultural context in language learning. Although exact statistics on the origins and development of English language teaching, are elusive, there has been a clear shift from teacher-centered models to more holistic, inclusive approaches that consider diverse student backgrounds and learning styles.

The teaching of English began informally as English-speaking merchants, diplomats, and missionaries traveled to non-English-speaking countries. However, it was formally introduced as a subject in the curricula of some European schools during the 16th and 17th centuries as the British Empire expanded (Howatt, 1984). The first formal method to teaching English was Grammar Translation Method that focused on teaching grammatical rules and vocabulary through direct translation between the target language and the students' native language (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2001)). This method was prevalent in Europe throughout the 18th and 19th centuries as modern languages like French, German, and English started to be included in school curricula. The language learning techniques for this method are drilling, exercise and practice (Machida, 2011).

The benefits of GT method include requiring fewer teaching materials, being cost-effective, and helping students expand their vocabulary (Kirkpatrick, 2010). However, it has several drawbacks from linguistic skill development perspectives. The emphasis on grammar, vocabulary, and language structure often overshadows the development of essential linguistic skills like listening and speaking, which negatively impacts students' communication abilities.

To address the limitations of GT method, Direct Method was brought into existence by Maximilian Berlitz and his associates. The direct method emphasizes creating a direct connection between thoughts and expressions through the learner's experiences, aiming to replicate how they learned their native language (Larsen-Freeman & Anderson, 2011). It encourages learners to think in English, promoting fluency in speech before developing reading and writing skills (Richards & Rodgers, 2001). The direct method, also known as the natural method, involves learners using the target language directly for communication. They grasp the meanings of words, phrases, and idioms through teachers' actions and demonstrations during classroom activities. This method places less emphasis on grammar rules and language structure, instead focusing on teaching through illustrations, demonstrations, and audio-visual aids. It is considered more effective for secondary school students (Hussain et al., 2009, as cited in Sahao et al., 2024)). This language-based teaching approach has limitations because of the extensive use of resources and costly learning materials.

During World War II, English became increasingly important due to the rise of the United States as a global power and the establishment of international organizations where English was

the primary language of communication (Richards & Rodgers, 2001). Audio-Lingual Method, developed in the 1940s and 1950s, emphasized repetition and drills and was used in military language training. Rooted in Behaviorism, it views language learning as habit formation through conditioning (Shameem, 2013).

Communicative Language Teaching (CLT) was developed in the late 1960s and 1970s, focusing teaching through communicative language use, highlighting notional concepts (like time and quantity), functional concepts (such as requests and invitations), and communicative competence (linguistic, socio-linguistic, discourse, and strategic). It prioritizes communication over grammatical structures and is guided by three principles: communication, tasks, and meaningfulness (Richards & Rodgers, 2000). The communicative approach includes several features that combine multiple language skills, allowing learners to practice them simultaneously and improve their ability to communicate effectively (Hinkel, 2006; Zacharias, 2013, cited in Sahoo et al., 2024). Despite its massive popularity, communicative language teaching experiences some drawbacks in terms of learners' resistance and difficulties in implementation, particularly in India and other Asian countries (Kumaravadivelu, 2006) and ineffective in non-Western contexts due to a lack of conducive ecology (Nunan, 1999).

Task-based language teaching (TBLT), introduced in the 1980s as an extension of communicative language teaching (CLT), involves activities in the target language (e.g., English) to help learners achieve fluency. It varies based on different tasks and incorporates principles from information processing theories, collaborative learning, and interactionist hypotheses to enhance second language knowledge and skills (Long & Crookes, 1992). In this pedagogy, learners are given engaging language tasks based on principles of meaningfulness and communicativeness. These tasks include activities like information gaps, reasoning, and interaction, which help students use and practice the second language through conversation and exchange of information (Richard & Rogers, 2020).

With globalization and technological advances, language pedagogy has changed in methods, techniques, resources, and learner engagement (Brown, 2002). Technology-mediated tasks in Task-Based Language Teaching (TBLT) are meaningful, goal-oriented, and communicative. The initial use of technology in language learning, such as computer-assisted language learning (CALL), involved tasks like drilling and testing skills through activities such as jigsaw and information gap tasks.

The shift from traditional methods to a "post-method" approach in English Language Teaching (ELT) reflects a transition from rigid methodologies to a more flexible, teacher-centered practice (Richards, 1990; Kumaravadivelu, 1994). This approach emphasizes principles of particularity, practicality, and possibility, and is rooted in eclecticism, acknowledging past methods' limitations. It values teachers' personal insights and experience in shaping classroom practices and allows for diverse, research-based pedagogies. However, some

critics argue that post-method is merely a synthesis of existing methods without a solid theoretical foundation, and may not fully address the practical realities of teaching (Larsen-Freeman, 2005).

The Western approach to English language teaching has long been dominant in Nepal, and other Asian countries but it is now widely recognized that English varies by region and context. Language teaching is influenced by political, cultural, and individual factors, requiring different methodologies for different learners (Wang & Hill, 2011). The increasing use of English between non-native speakers across borders further calls for an adaptation in teaching methods. The article argues for a shift towards recognizing local needs and traditions in English language teaching in Nepal while still incorporating useful external theories. A good teacher should be ready and able to explore a method of teaching to achieve results irrespective of religion, belief, or culture. The teaching method is essential for the highest achievement of the learner. Every teacher must know the method that s/he is using. However, every good teacher must be flexible and always seek new ways to communicate with the pupils irrespective of culture, religion, and so forth.

English Language Teaching in Nepal

Although references to English in Nepal date back to the reign of King Pratap Malla (1641-1644), who was fluent in 14 languages including English (Uda & Sharma, 2006), the spread of the language is mainly attributed to the arrival of European missionaries in 1661. A key event in the history of English education in Nepal was the recruitment of Gurkha soldiers after the Sugauli Treaty of 1815 (Giri, 2014). Nepal's early education system was religiously oriented, with Sanskrit as the dominant medium of instruction. Hindu and Buddhist religious schools used Sanskrit and Tibetan, respectively, until Prime Minister Janga Bahadur Rana formally introduced English education.

The first government-run school, Darbar School, was established in 1854 after Janga Bahadur's return from Britain. This English-medium school played a crucial role in laying the foundation for ELT in Nepal. The School Leaving Certificate (SLC) Board was begun in 1934, and during this period, English was both a subject and the medium of instruction and examination. Tri-Chandra College, founded in 1918, was the first higher education institution to adopt English as its medium of instruction (Weinberg, 2013, cited in Khadka, 2022).

Tribhuvan University, established in 1959, became the center for higher education in Nepal, and prior to its establishment, Nepalese colleges were affiliated with Indian universities (Shrestha, 1983). English education in this period focused on formal grammar, literature, philosophy, and cultural development. With the implementation of the National Education System Plan (NESP) from 1971 to 1976, English became a subject in the school curriculum, leading to increased pressure on teachers and students.

While English was no longer the medium of instruction during the period, it was compulsory subject from grade four onwards. Tertiary education, especially at T.U., had significant changes in ELT curriculum and teaching methods. The Grammar-Translation (GT) method was replaced by the Audio-Lingual Method (ALM), focusing more on the development of language skills than on historical approaches to English teaching.

In 1992, the National Centre for Educational Development (NCED) was established. Other universities, including Kathmandu University, Sanskrit University, and Purbanchal University, as well as the Higher Secondary Education Board (HSEB), also introduced English language programs. Organizations like the British Council, the American Embassy, and NELTA (Nepal English Language Teachers' Association) played an important role in advancing ELT in Nepal.

Teaching English is a fundamental part of Nepal's education system. It is not only a mandatory subject from primary school through to the bachelor's level but also a popular area of specialization at the university level. At the school level, the curriculum emphasizes language skills and encourages students to practice the language in a relaxed setting. This approach is grounded in the belief that children learn English more effectively when they are given plenty of exposure to spoken and written English and the chance to use it in a stress-free environment.

Theoretical Perspective

The present research is grounded on critical pedagogy developed by Paulo Freire in 1970s by his work 'Pedagogy is oppressed'. It emphasizes the *transformation* role of teachers as opposed to *transmission*. Critical pedagogy encourages teachers to reflect on their teaching and consider the complexities of education from multiple lenses (Bashyal, 2011). Critical pedagogy is a powerful approach that promotes critical thinking, positive behavioral change, encourages student awareness, understanding, and decision-making, giving them the opportunity to express themselves in the classroom (Uddin, 2019). In the context of English Language Teaching (ELT) in Nepal, this theory could explore how language instruction that helps address issues of social justice, power dynamics, and cultural representation. It would allow educators to reflect on how English teaching can empower students, especially in a multilingual and diverse country like Nepal.

Previous Studies and Research Gap

The paradigm shift in English language teaching (ELT) reflects a transition from traditional, teacher-centered methods like grammar translation to modern, learner-centered approaches. Innovations such as ICT, communicative language teaching, and constructivist pedagogy emphasize student engagement, interactive learning, and real-world communication skills, transforming classroom dynamics and instructional materials. In this regard, Bista (2011) reviewed the history of English language teaching in Nepal, highlighting its limited

development since the mid-20th century. Nepalese educators often rely on traditional methods like grammar translation due to large class sizes and inadequate resources, such as language labs and technology, making modern teaching methods difficult to implement. According to Jora (2019), different instructional materials such as curriculum, teaching styles, syllabus, course book materials and sources are in the process of changing slowly and gradually. The instructional materials in ELT have changed from grammar translation method to communicative language teaching along with the new concept of ICTs and research in the classroom. Furthermore, ICT tools like smart screens and projectors enhance classroom experiences, replacing conventional tools (Kumari & Hemalatha, 2020).

Khadka (2022) outlined the evolution of policies and practices in English Language Teaching (ELT) in Nepal, based on an analysis of literature from various sources. He concludes that ELT has long been embedded in Nepal's education system, from early childhood to higher education, either as a subject or as the medium of instruction. Sahoo et al. (2024) highlighted that the paradigm transition is driven by societal and academic changes, offering insights for educators and scholars by examining the shift in English language teaching from traditional, teacher-centered approaches to modern, learner-centered methods. They critically analyzed the evolution of pedagogy from structured, behaviorist models to post-modern, constructivist frameworks, particularly in secondary school education.

These studies highlight the evolution of English language teaching (ELT) in Nepal, moving from traditional methods like grammar translation to modern, learner-centered approaches. ICT integration, communicative language teaching, and evolving instructional materials have gradually transformed ELT. These changes reflect broader societal and academic shifts, offering new insights for educators. However these studies do not incorporate reimagining English language teaching in Nepal from teachers' insights. So, the main purpose of the present study is to explore teachers' paradigm shifts in English Language Teaching.

Methodology

The present research is based on interpretivism as a philosophical ontology and subjectivism as an epistemology of the research paradigm as the research is based on the multiple realities of the respondents. Here, knowledge is generated by exploring and understanding the social world. Similarly, it is based on narrative inquiry research design under the qualitative method. Narrative inquiry is the study of experience interpreted through stories of practice. Humans are storytelling organisms who, individually and collectively, lead storied lives (Connelly & Clandinin, 1990). Here, the present research is based on the lived experiences of secondary-level English teachers about the paradigm shift of English Language Teaching. The total population for this study comprised the secondary-level English teachers in Nepal. However, the researcher selected only three secondary-level English language teachers, each with more than 20 years of teaching experience in the schools. First, the researcher prepared an

interview guideline and conducted the interview with the sampled teachers using recording devices for in-depth information. Then he analyzed the data thematically under different headings. To assure participants' confidentiality and anonymity, all identifying information from the transcripts has been removed, and the participants have been referred as per the identification codes. These codes included the teacher (T)) code, which are used in the results section to identify the source of quotations.

Results and Discussion

Everything is changing except the word 'change'. There have been many changes in English language teaching over time. This study explores the teachers' perspectives on paradigm shift in ELT. After collecting data through unstructured interviews, the findings were organized based on the following themes and interpreted.

Goals of English Language Teaching

In the past the main goal of language teaching was to develop content and grammatical proficiency. The texts were designed to promote moral and religious values, focusing cultural preservation. However, today's ELT trends have been changing from language focus to promoting social responsibility in the students (Neupane, 2022). Teachers seem to be aware to provide students not only on mastery of contents, fluency, and grammar, but also encourage them to urge towards acquisition and application of soft skills such as collaborative skills, critical thinking, managerial skills, and communicative skills. These skills help them add with innovative skills and character values. These are to equip the students to take more prominent roles in the global context (Pachauri & Yadav, 2013; Santosha, 2021). Moreover, the philosophical shift has been changed from teacher centered to student centered and memorization to conceptual understanding in teaching. In this context, T2 argues:

The aim of teaching in the past was to impart knowledge related to cultural and religious domain. However, the present goal of English language teaching is different. We need to provide practical education through a range of soft skills such as communicative skills, managerial skills, collaborative skills, and leadership skills.

T1 and T3 also mention similar views to T2. They conclude that the goals of teaching have evolved significantly from the past to the present, reflecting changes in societal needs, educational philosophies, and advancements in knowledge and technology. By the mid-20th century, the rise of globalization, international relations, and technological advancements began shifting goals from translation-based methods to more communicative approaches, focusing on fluency and practical use. However, earlier efforts emphasized intellectual discipline and formal language use over communicative competence.

Teaching Methods

Before 19th century, historical approaches such as grammar translation method, direct method and audio-lingual method were very popular. They focused on teacher centeredness in language classroom. In 20th century, communicative methods were emerged replacing former

ones. Today, many scholars have stopped to use ready-made method saying that the era of method is over. Now, it is the age of post-method pedagogy (Kumaravadivelu, 2006) which claims that methods should be selected on the basis of context. There are not only students from one language in our classroom, but they are from different languages. So, a multilingual teacher is the demand of present classroom situation (Qoura, 2021). English has been acquired and learnt in different parts of the world, evolved through its own cultures and contexts. These days, many more research and discussions have focused on the issues of “World Englishes” and English as a Lingua franca (ELF). In addition, a large number of recent research and publications has been done in communicative competence. The implication is that when teaching intercultural competence, teachers need to attend both local and global cultures. Following this, T1 responded:

I used to teach with translation and lecture methods in the beginning of my teaching career. I used to apply memorization and rote learning as teaching learning technique. There was a very little space for enhancing their creativity and critical thinking. But today, my teaching methodology has been changed. I focus on student learning through communication, collaboration, critical thinking, intercultural skills and leadership skills.

Some scholars have given a new way approach to second language acquisition (SLA) as “multi-competence” that focuses on the importance of intercultural competence (Qoura, 2021; Sun, 2014). Regarding teaching methods, T3 explored:

In the beginning of my teaching career, I used to explain English words and texts into Nepali and students had to memorize all English vocabulary in Nepali language. I had to give instructions in students’ language. There was no interaction among the teachers and students in the classroom. But now, the situation has been totally changed. I use English language in the classroom. I use different methods such as communicative method, task-based method, and learner-centered techniques, including-group works, and pair works.

The paradigm shift in language teaching methods discusses a transformation in how languages are taught, moving away from traditional methods toward more dynamic, student-centered approaches. Over time, there has been a shift in teaching philosophy, learning strategies, and instructional techniques due to evolving linguistic theories, educational psychology, and advancements in technology.

Roles and Responsibilities of Teachers

The development of ICTs and other materials in the ELT context has immensely changed the role of teachers in the 21st-century classroom. They engage students in collaborative, content-based, project-based curriculum to develop their higher-order thinking skills, effective communication skills, and knowledge of technology. Teachers also have the opportunities to collaborate with other teachers from other disciplines. In this reference, T1 replied that:

I had an authoritative role in the classroom. I did not allow students speak in the classroom. Instead, I used to speak myself all the times. I used to make my classroom pin drop silent. If they did not obey me, I would punish them with a stick. However, today I do not speak all the time and do not apply corporal punishment system. In stead, I facilitate and take care of them.

However, she is changing her teaching style slowly and gradually. Now, She emphasizes student-centered approaches, where the focus is on engaging students actively in their own learning process. She acts as facilitator and encourages critical thinking, problem-solving, and independent learning among students. Similarly, T2 puts similar views on the role of teacher. He argued, “Teacher in the past functioned as instructor, dictator, autocratic and expert in his subject matter whereas his responsibility has been changed as the facilitator, counsellor, and mentor at the present time”. Teachers have multiple roles and responsibilities as facilitators of student learning and creators of a productive classroom environment (Sun, 2014).

Technology Integration

With therapid growth and development of science and technology, a number of potentialities can be provided for teachers to teach English and access information. With ready-made materials, it is easier to bring real-life issues to the classroom and have a meaningful discussion. Integration of technology in the classroom instruction encourages students to use language in many different ways. Students from different parts of the world can be connected and exchange ideas through Internet and other media devices. They may know more than their teachers about how to use technology, and however, they need some support from the teachers on how to select, analyze, and utilize the right information achieving their learning goals.

Teachers can enhance student learning by incorporating computers, smartphones, virtual reality, and other modern devices. Integrating technology effectively complements the existing curriculum and works alongside traditional teaching methods and group activities. In this reference, T2 explored:

In the past I did not use any digital tools while studying and teaching. However, today I frequently use digital tools such as smart phones, laptops, and iPod to teach my students. I usually teach my students using slide and multimedia projectors which aims to develop collaborative and problem-solving activities.

Other participants of research T1 and T3 agree with T2 regarding technology used. They focus that there has been so many changes in our classroom such as from content to skill learning, from physical to digital classroom, from solitary to collaborative, one size -fits-all to personalized learning. Teachers of 21st century need to update and integrate their content, pedagogy and technology (Mishra & Koehler, 2006). In the past, educational resources were limited to textbooks, chalkboards, and other basic material in the past. Teachers heavily relied on

those resources for instruction. However, our present classrooms incorporate technology such as computers, tablets, and interactive whiteboards. With the invent/advancement of science and technology, there have been many changes in educational system. Teachers should be updated towards new trends of teaching. In educational institutions, teachers are expected to keep update in their field, regularly evaluate and improve their teaching skills, and adapt to the institution's changing needs (Richards & Farrell, 2005).

Classroom Management

Classroom management refers to the managing the class physically and academically. It incorporates physical management such as seating arrangement, student grouping whereas educational management refers to the management of educational equipment such as use of projector, teachings aids and resources. Lakes and Smith (2002) offer a comprehensive approach to defining classroom management, which includes fostering teacher qualities, managing behavior throughout the school community, establishing a positive learning environment, organizing resources to enhance learning, and creating lessons that encourage student involvement and active participation (as cited in Rijal, 2011). So, an effective classroom management is crucial for enhancing learning outcomes. In this reference, T1 responded:

In the initial career of my teaching, I had no concept of classroom management. I used lecture method and orderly row seating. Students learned either individually or in whole class. However, today I use different classroom management mechanics in my classroom. Sometimes, I use separate table and horseshoe seating arrangement as well as pair work and groupwork. I try to create conducive learning environment.

Effectively managing a classroom involves encouraging both teachers and students to be more engaged and collaborative while fostering a sense of responsibility. This leads to improved learning outcomes and prepares students for lifelong learning (Rijal, 2011). Other two teachers have similar opinions about classroom management. Students discuss and complete assignments they were provided. They feel comfortable in other types of seating arrangement rather than orderly row. In the past they used to teach using blackboard, chalk and duster. The classroom was dark and congested, but right now, some teachers use the smart board in the spacious and well ventilated rooms.

Professional Development

Professional development activities have become more accessible to help teachers with new ways of teaching and assessing learning. Teachers are expected to engage in a continuous professional development activities from the beginning to the end of their career. As with any other profession, teachers are also expected to assume a greater responsibility for their own professional learning, continually developing their knowledge and skills. Teachers should prepare their own portfolio- teachers' own selection of their practice, including activities, materials designed, feedback from learners and peers, problems and difficulties faced and worked through, observation notes, test results, videos and audio tapes, anecdotes and stories, own reflections, plans, diary notes and so on. The general pedagogical knowledge, subject-matter knowledge, knowledge of strategies, techniques and tools, knowledge of child's

linguistic, social and cultural diversity, knowledge of child's political and social justice and knowledge of technology are essential for the teachers (Villegas-Reimers, 2003).

In the past, there was no or little focus on English language teachers' professional development. Very a few training programs were conducted at that time. Teachers themselves were not aware about their professionalism. In stead, they were only conscious for their promotion. However, the concept of professionalism has been changed. It has become a part and parcel of English language teachers. They adopt various strategies for enhancing their professional development. In this reference, T2 claimed:

I have admitted M.Phil degree for upgrading my education. I have presented papers in the seminars/webinars, workshops, and training. I have also completed my one month's certification training. I have written journal articles and carried out action research in my field.

Similarly, T2 and T3 did not take any training in the past but now they have taken in-service training. However, they have not written any journal articles and pursued higher degree. There are so many benefits of professional strategies at university level. For example, workshop offers teachers practical classroom application, raise teachers' motivation, develop collegiality, support innovations, and so on (Richards & Farrell, 2005).

Teaching Contents and Assessments

Language teaching is the module of teaching contents and interdisciplinary knowledge. It provides inputs on Content and Language Integrated Learning (CLIL), English Medium Instruction (EMI), and English for Specific Purposes (ESP) in which English teachers require to use interdisciplinary contents in teaching (Qoura, 2021; Sun, 2014). Textbooks and other instructional materials comprise multicultural contents, including both local and global resources to gain multiple perspective and cultural perceptible. Curriculum should be designed on the basis of content and theme comprising both language and content knowledge. In this context, T1 argued:

I used to teach through religious moral types of contents when I started my teaching career in 1990. However, the content that I am teaching at present is totally multicultural and interdisciplinary in nature focusing personal learning. The contents comprises of both local and global significance.

Similarly, a language teacher should evaluate of his/her teaching. However, the testing system in the past and present is different. In this reference, T3 claimed:

In my earlier teaching career, I used to evaluate the students using a paper pencil test. The test was based on memorization and rote learning. I used to ask grammar based and essay type questions. However, the testing system has been changed. It is the time of assessment for learning. I focus on continuous learning by administering different alternative assessment tools such as portfolio, keeping journal, and production tasks.

Similarly, T1 and T2 also did the similar process while assessing students in the past and present. In the past, they used to administer annual tests. However, many alternative assessment tools such as portfolios, journals and diaries, writing folders, teacher observations, peer and teacher-student conferences, audio-visual recordings, checklists, and self-assessments are used in the classrooms (Rahmaal-Mahooq & Denman, 2018).

English Language Teaching (ELT) has evolved from focusing on grammar and cultural preservation to developing students' social responsibility and soft skills like collaboration, critical thinking, and communication. Traditional methods such as grammar-translation and rote learning have given way to student-centered, communicative, and context-based approaches. The role of teachers has shifted from authoritarian figures to facilitators of learning, integrating technology and fostering intercultural competence. Today, ELT emphasizes real-world applications, professional development, and personalized teaching. Modern classrooms incorporate technology, encourage collaboration, and use diverse assessment tools to enhance students' skills for global engagement.

Conclusion and Implications

The present research aimed to explore the paradigm shift in English language teaching, in Nepal. The data were collected from three English language teachers of Rupandehi district using purposive sampling procedure. It was found that the trends of English Language Teaching (ELT) has been evolving throughout time. Some prominent changes include goals of teaching, student centered methods, teachers' professional development, focus on soft skills, continuous assessments, and technological development. In the past, the main goal of language teaching was to impart content knowledge and information. But the present goal of language teaching is to develop a range of skills such as collaboration, communication, critical thinking and so on. The teacher's roles in the past was autocratic. However, the present role of teacher is to be facilitator and helper of the students. She facilitates in students learning rather than imposing authoritative knowledge. The condition of classroom management system and ICT use was very poor in the past. Today's teachers manage the classroom using different techniques of seating arrangements and student grouping. Now ICT has become the part and parcel of their life. Unlike past, present English language teachers are very much conscious on their professional development. They have done different attempts to develop their professionalism. Similarly, new concepts such as 21st century skills, global Englishes and English as lingua franca, and technological disruption have been evolving in the field of English Language Teaching.

The study emphasized the move from content-focused teaching to skill-based learning, highlighting the need for developing 21st-century skills such as collaboration, communication, and critical thinking. This suggests that teachers should design curricula and activities that foster these competencies. The recognition of continuous professional development for teachers

underlines the importance of reflective teaching practices, ongoing training, and adapting to new trends such as global Englishes and the use of English as a lingua franca. The study highlights the increased use of ICT in the classroom, implying that teachers must be proficient in integrating technology to enhance learning, support diverse learners, and offer interactive digital learning experiences. The present study is small in scale, involving only three participants. However, it would be more comprehensive if future research included more participants and employed both open-ended and close-ended questionnaires.

References

- Abilasha, R., & Ilankumaran, M. (2014). Trends in English language teaching: A novel perspective. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(11), 46–52.
- Bista, K. (2011). Teaching English as a foreign/ second language in Nepal: Past and present. *English for Specific Purposes World*, 11(32), 1-9.
- Brown, H. D. (2002). English language teaching in the post method era: Toward better diagnosis, treatment and assessment. In Richards and Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. Cambridge University Press
- Brown, D. (2014). *Principles of language learning and teaching*. Prentice Hall.
- CDC. (2020). Basic education curriculum (Grade 4-5). Curriculum Development Center.
- CDC. (2020). Secondary education curriculum (Grade 9-10) Curriculum Development Center.
- Connelly, F.M., & Clandinin, D.J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2 - 14.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83–107.
- Giri, R.A. (2014). Changing faces of English: why English is not foreign language in Nepal. *Journal World English Languages*, 1(3), 192-209.
- Harmer, J. (2007). *Practice of English language teaching*. Pearson Longman.
- Hedge, T. (2009). *Teaching and learning in English language classroom*. Oxford University Press.
- Howatt, A.P.R. (1984). *A history of English language teaching*. Oxford University Press.
- Jora, M. B. (2019). ELT in Nepal: Exploring the paradigm shift. *International Journal of Scientific and Research Publications*, 9(1), 784-788. <http://dx.org/10.29322/IJSRP.9.01.2019.p8597>
- Linden, W., Bakx, A. Bejaard, D. & Bergh, L. (2015). The development of student teachers' research knowledge, beliefs and attitude. *Journal of Education for Teaching: International Research and Pedagogy*. 10.1080/02607476.2014.992631.
- Khadka, B.K. (2022). Development of ELT in Nepal: An Overview. *Journal of NELTA*, 27(1-2), 124-140.
- Kumaravadivelu, B. (1994). The postmethod condition: Emerging strategies for second/foreign language teaching. *TESOL Quarterly*, 28, 27–47.

- Kumari, D.S.V & Hemalatha,V. (2020)Paradigm shift in English language teaching using ICT tools.*Palarchi's Journal of Archaeology of Egypt/ Egyptology (PJAE)*,17 (6), 84-89.
- Larsen-Freeman, D. (2005). A critical analysis of postmethod. *ILI Language Teaching Journal*, 1, 21–25
- Larsen-Freeman, D. & Anderson, M.(2011). *Techniques and principles in language teaching*. Oxford University Press.
- Machida, S. (2011). Translation in teaching a foreign language: A methodological perspective, *Journal of Language Teaching and Research*, 2 (4). <http://dx.org/10.4304/jltr.2.4.740-746>
- Malla, K.P.(1997). *English in Nepalese Education*. Ratna Pustak Bhandar.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content Knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Neupane. R.N. (2020). *Practices of research activities in language classroom:Exploring EFL teachers' perspectives* (Unpublished Mini-Research Report) Research Directorate, Rector Office, Tribhuvan University.
- Neupane, R.N & Sharma, S. (2020). *A resource book for secondary level English*. Aksharanka Publication.
- Norland, D.L. & Pruettt-Said, T. (2006). *Kaleidoscope of models and strategies for teaching English to speakers of other languages*. Teacher Ideas Press.
- Prabhu, N.S. (1990). There is no best method-why? *TESOL Quarterly*, 24, 161-176. <https://.org/10.2307/3586897>
- Qoura, A. (2021). New trends in ELT and learning trends in ELT & L. *Research Gates*, 1- 16.
- Rahimi, M. & Weisi, H. | (2018). The impact of research practice on professional teaching practice: Exploring EFL teachers' perception. *Cogent Education*, 5(1). 10.1080/2331186X.2018.1480340.
- Richards, J.C. & Farrell, T.S.C. (2005). *Professional development for language teachers*. Cambridge University Press.
- Richards, J. & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Santosa, M.H. (2021). *Current research trends in ELT*. University of Pendidikan Ganesha.
- Sahoo, S., Mallik, P. S. & Sahu, D.(2024). Paradigm Shift in English language pedagogy of secondary level: From conventional to modern.*European Journal of English Language Teaching*, 9(2), 32-46.
- Shrestha, S. (2016). Role and status of English and other languages in Nepal. *NELTA*, 21(1-2), 105-112.
- Sun, Y. (2014). *Eight current trends in teaching and learning EFL/ESL*. TESOL Blog. <http://blog.tesol.org/8-major-trends-in-the-global-elt-field>
- Villegas-Reimers, E. (2003). *Teacherprofessional development: An international review of literature*. International Institute for Educational Planning.
- Wang, H.& Hill, C. (2011). A paradigm shift for English language teaching in Asia: From imposition to accommodation. *The Journal of Asia TEFL*, 8(4), 205-232.
- Uddin, M.S.(2019). Critical pedagogy and its implication in the classroom. *Journal of Underrepresented and Minority Progress*, 3(2),
- Ur, P. (2005). *A course in language teaching*. Cambridge University Press.