

Observation on English Education in Nepal

Akinori Seki

ABSTRACT

English speaking has evolved in Nepal gradually over the course of time frames, beginning from the Rana regime. Developing till current day, it has been incorporated into the mandatory school curriculum in order to help make students fluent in the language, facings major reforms along the way. The progression of English has been a gradual process, but it has been dissolved in everyday life of ordinary people as a necessity rather than a trait, with tourism being one of the major income sources for the country.

With English being a mandatory subject in school courses, it can be safe to assume that those children who have attended school have decent command over the language. The picture isn't as rosy as it seems though, with the country having an average literacy rate of 54.1% and with school environment being far from enough. However, having adequate control over the language has become a job requirement in many fields leading to a generation enthusiastic to master it. Thus the language too has been a staple in their lives.

The report explores the development of English over the years and how it has had an effect on Nepalese daily culture, and vice versa. Many children in the country are deprived of education due to poor finances in the family, and often because families need extra hands to work and help support them. Female children are still largely kept from schooling, adding to the disruptions faced in language.

Key words: Nepal, Education, English education

1. Introduction

Nepal is a country that lies in the southern region of Asia. To the northern boundary of Nepal lies Republic of China and to the southern, eastern and western boundaries lies India. The population of Nepal is about 27 million and it covers 147,181sq.km of land.¹⁾ It is the world's 93rd largest country and is also 41st most populated. However, Nepal being a landlocked country one can observe great ecological diversity here. There are three different geographical conditions that extend in east-west directions and they are Terai region, hilly region and fertile valleys, and the Himalayan ranges and High Plateaus.

The Terai region with width of 26 to 32 km occupies about 17 percent of total land area of the country.²⁾ Its altitude ranges from 60-305m above mid sea level. Similarly, the Himalayan region (above 3,000m) consists of mountains, alpine pastures and temperate forests. And there are tree-line on 4000m and snowline 5500m. Eight out of fourteen highest peaks of world lies in Nepal.³⁾

Hinduism is practiced by about 81.3% Nepalese. Buddhism which is historically linked with Nepal is practiced by 16% people, Kirat by 5.1% , Islam by 4.4% , Christianity by 1.4% and animism by 0.4% of total population.⁴⁾ A large section of population, especially in the hilly region follows Hindu customs but might identify themselves as Hindu as well as Buddhists, and this is due to the intertwined nature of Hinduism and Buddhism in Nepal.

Having a monarchical system throughout most of its history, Nepal was ruled by the Shah dynasty. It was when an ambitious King of Gorkha (one of the state existing before unification) named Prithivi Narayan Shah commenced a unification mission that led to defeat many independent states by 1769. After winning over Kirtipur instead of annexing the newly acquired states to his kingdom of Gorkha, Prithvi Narayan decided to make Kathmandu the new capital of Nepal. The Shah dynasty ruled unified Nepal from 1769 to 2008.⁵⁾ However, with time the people felt the need to abolish the monarchical system in the country. As a result of a decade long civil war involving the Communist Party of Nepal (Maoist) now known as Unified Communist Party of Nepal and several weeks of revolutionary protests by all major political parties, the 12 Point Agreement⁶⁾ was achieved on the 22nd of November, 2005.

While Nepal is a destination of cultural diversity and environment prowess, it is also a country that is yet to refine its competence on education systems. According of Census of 2011, Nepal's overall literacy rate has increased from 54.1% in 2001 to 65.9 % in recent

census. In comparison, male are more literate with 75.1% whereas literacy rate in context of female are comparatively lower being at 57.4%⁷⁾

2. Education in Nepal

2.1 History

Although formal schooling in Nepal has a history of only about one hundred and fifty years, education of Nepal has a long history of development. Hindu gurus, and saints used to educate the children from elite families about “dharma” and ethics.

The common Nepalese people did not have a way in to education till 1950 (before democracy). Prior to 1951, higher education in Nepal was in a very deprived condition. After democracy, the new political system made provision for education for all Nepali people.⁸⁾ In 1951, the right of every citizen to get an education was adopted in Nepal, according to the then adopted constitution. Before this, only the elites would have access to education. The caste hierarchy of Hindus categorizes people into 4 castes – Brahmins, Kshetriyas, Vaishyas and Shudras. The former two had access of education. The Brahmins were typically the priests and the Kshetriyas were the rulers.

It was only after the introduction of the 1st national plan for educational development by the government of Nepal in 1971 that the uniform curriculum for education was developed. This was within the fourth national plan adopted by the Government (1970-75).⁹⁾ Primary education was made free in 1975 and the government took responsibility for providing school facilities to general public, as well as teachers and education materials. The Ministry of Education was responsible for supervising finance, administration and inspection of government schools. It also paid heed to private schools that received government subsidies and monitored their performance.¹⁰⁾

2.2 Curriculum

Curriculum in Nepali schools has been greatly influenced by United States models, it being developed through the help of the United Nations Education, Scientific, and Cultural organization.¹¹⁾ The main goal of the structure was to model students into being practiced in reading, writing and arithmetic in general whereas at the same time instill values of hygiene and discipline. Lower secondary schools focused on character building, structuring positive attitude towards manual labor as well as perseverance. The common curriculum of current schools for SLC (School Leaving Certificate) includes subjects like

Moral Education, English, Nepali, Mathematics, Science, Environmental Science, Social Studies, Art & Craft and Computer Studies. In most private schools, the 1st language is usually English, and 2nd language is usually Nepali. Thus, the trend of “English-medium” schools is rising in Nepal.

For a higher level of education, Nepal had only one university for a long period of time – Tribhuwan University and all public colleges shared its affiliation.¹²⁾ Private colleges, however, operated individually and independently, although they were required to meet the standards set by Tribhuwan University. Now, there are other universities that have opened, such as Pokhara University, Purbanchal University, Kathmandu University etc. They have emphasized more on the modernization of education and the curriculum is primarily English based.

SLC, is the first major checkpoint for the students in Nepal. Although the concept of District Level Tests (done at Grade 8) is prevalent, the Grade 10 SLC examination is considered the minimum requirement for most non-labor jobs. These examinations are held under the Ministry of Education of Nepal and conducted uniformly across Nepal. All the students of Grade 10 studying under the HSEB (Higher Secondary Education Board) school curriculum of Nepal take this exam. There are other boards such as the CBSE (Central Board of Secondary Education) of India taught in some schools as well as other foreign boards. But, the SLC is the most common examination in schools as it is followed by most schools in Nepal. The SLC marked an end to schooling and those who passed these exams were deemed qualified for college level education.

2-3 Merits and Problems

There is contemporary belief looking at the surficial data of literary rates that there are more boys getting education than girls. This, however, is not true as illustrated by the following table.

Table 1¹³⁾ shows the composition of boys and girls in schools through the grades. The table contradicts popular belief that girls attend school lesser than boys do, with girls making up more than 50% till grade 8.

Table 1. Percentages of students by sex and Gender Parity Index (GPI)

	Girls	Boys	Total	Share of girls by grades and levels	Grade wise share in total enrolment at primary and lower secondary levels	Grade wise share in total enrolment of Basic level
Grade 1	674,005	674,675	1,348,680	50.0	28.2	20.4
Grade 2	500,672	487,924	988,596	50.6	20.7	15.0
Grade 3	452,074	441,094	893,168	50.6	18.7	13.5
Grade 4	408,789	400,715	809,504	50.5	16.9	12.3
Grade 5	376,309	366,628	742,937	50.7	15.5	11.3
Grades 1-5	2,411,849	2,371,036	4,782,885	50.4	100.0	72.5
Grade 6	334,431	326,844	661,275	50.6	36.5	10.0
Grade 7	305,336	296,505	601,841	50.7	33.2	9.1
Grade 8	275,142	274,422	549,564	50.1	30.3	8.3
Grades 6-8	914,909	897,771	1,812,680	50.5	100.0	27.5
Total (Grades 1-8)	3,326,758	3,268,807	6,595,565	50.4	0.0	100.0

Educating girls has come a long way since schooling was first introduced in the country. However, children are more likely to attain education now than they ever were before according to the data.

Table 2. Number of students' enrolment by types of schools and levels

Types of schools	Primary (1-5)			Lower secondary (6-8)			Basic (1-8)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
All types of Community	2,119,895	1,991,784	4,111,679	799,301	747,346	1,546,647	2,919,196	2,739,130	5,658,326
Institutional	291,954	379,252	671,206	115,608	150,425	266,033	407,562	529,677	937,239
Total	2,411,849	2,371,036	4,782,885	914,909	897,771	1,812,680	3,326,758	3,268,807	6,595,565

Table 2¹⁴⁾ further highlights the point that approximately half the students in average receiving education are female. It can, however, also be noticed that the number of girls attending institutional education facilities is considerably lesser than the number of girls attending community education facilities which may work to show that though girls are receiving an education, they may not still be prioritized as equal to boys yet.

Further, education in Nepal has remained vastly urban based. The majority of educational institutions, particularly the ones with better facilities, were found to be situated in urban areas. Schools set up in rural areas, considering that there were any set up, were inferior in quality as the facilities were not there. At the same time education

materials were substandard, insufficient and sometimes unavailable. This led to rural families who were serious about educating their children to be compelled to send them to urban areas, a rather expensive alternative that most families were unable to choose.

Table 3. Distribution of schools according to the divisions of the country

School by level and Unit	School census	Number of schools by unit and levels				
		Mountain	Hill	Kathmandu Valley	Terai	Total
Total School (Units)	Flash I	4,102	17,011	2,213	9,834	33,160
	Flash II	4,091	16,782	1,716	9,708	32,297
Primary level (Grades 1-5)	Flash I	4,068	16,876	2,076	9,664	32,684
	Flash II	4,071	16,702	1,705	9,666	32,144
Lower secondary level (Grades 6-8)	Flash I	1,221	5,600	1,507	3,611	11,939
	Flash II	1,413	5,957	1,325	3,799	12,494
Basic level (Grades 1-8)	Flash I	4,095	16,960	2,093	9,717	32,865
	Flash II	4,091	16,776	1,715	9,704	32,286
Secondary level (Grades 9-10)	Flash I	645	3,249	1,170	2,202	7,266
	Flash II	694	3,303	1,084	2,082	7,163
Higher secondary level (Grades 11-12)	Flash I	229	1,120	365	850	2,564
	Flash II	242	1,201	187	674	2,304
Secondary level (Grades 9-12)	Flash I	652	3,300	1,288	2,319	7,559
	Flash II	694	3,309	1,085	2,086	7,174

Table 3¹⁵⁾, extracted from flash report I and II 2010-2011, showing distribution of schools according to the divisions of the country, shows the difference in distribution of schools around the country. It can be seen that the hills have the highest total number of schools with 17,011 schools counted in Flash I and the mountainous region has a very small sprinkling with only 4,102 in comparison. While the gap is comparatively less when it comes to lower secondary education with the hills having 5,660 schools in this group and the mountains having 1,211 schools as counted in Flash I, this difference elasticizes in the secondary level with 3,300 schools providing secondary education in the hills but only 652 such schools in the mountains. It can be seen that the Kathmandu valley in itself has more secondary schools, with 1,288 secondary schools, that the entire mountainous division combined. Therefore, it's not a surprise that children have to migrate in order to even attain any form of higher level schooling, and this isn't a very feasible proposition for the families living in these regions.

Table 4. Reasons for not attending school.

	Male	Female	Urban	Rural	Nepal
Parents did not want	17.8	38.4	33.8	32.8	32.8
Had to help at home	15.1	22.2	15.8	20.5	20.3
Too expensive	26.6	16.5	27.6	18.8	19.3
Not willing to attend	19.4	10.5	10	13.1	12.9
Too far	3.5	2.3	0	2.9	2.7
Absence of school	1.8	1.2	0	1.5	1.4

The reason for not attending school, as shown by Table 4¹⁶⁾ (source: NLSS 2003-04) shows that more parents are unwilling to send girl children to school, with 38.4% girls not attending school due to this factor while the percentage is lower than half, 17.8%, for boys. This factor also seems to be the main reason for children not to attend school across the country, indication that lack of awareness of the importance of education is still a major drawback. Similarly, 22.2% girls don't attend school as they have to help at home, with the crops and animals, cooking, washing dishes etc. and 15.1% of boys not attending for the same reason. Other causes for the negligence of girl's education could be attributed to parent's unwillingness to send the girl to school. Some parents feel it is a waste to educate them because she would one day be married to someone else. Even when they have the means to educate her, they would mostly refrain from doing so. When the parents are illiterate and ignorant of the education, they would find no reason why girls should be given equal right with the boys. This is because their mentality and attitude is being influenced by what they see around them and the ancient beliefs. Adding to that, 19.3% children don't attend as schooling is too expensive for their families, indicating that children are deprived due to economic conditions. Many parents, although still not all, see the importance of better education. However, they cannot afford to send their children to private schools. At village schools we see many children without books, notebooks or even pencils. The fact that schools are not easily reachable, with no school nearby or schools being too far away prevents a total of 4.1% of children from receiving education. Technically most remote areas have a primary school within an hour's walk (still a long way for a 5-year-old kids across mountainous terrain). In practice many are effectively closed or are closed for extended periods. Secondary schools are few and far between.

Table 5 Attendance Rate at School.

Grade	Percentage of attendance on			Average Attendance
	2067-02-31 (14 June 2010)	2067-06-12 (28 Sep. 2010)	2067-11-15 (27 Feb. 2011)	
1	72.4	73.3	75.7	73.8
2	75.9	76.6	77.2	76.6
3	77.7	79.0	79.4	78.7
4	78.6	79.8	79.6	79.3
5	79.4	80.8	81.7	80.6
1-5 (sub-total)	76.2	77.2	78.2	77.2
6	79.1	81.2	81.8	80.7
7	79.6	81.5	82.2	81.1
8	85.1	81.3	82.7	83.0
6-8 (sub-total)	81.1	81.3	82.2	81.5
9	83.4	82.9	79.5	81.9
10	84.6	83.0	79.1	82.3
9-10 (sub-total)	84.0	83.0	79.3	82.1
Total of 1-10	78.1	78.8	79.3	78.7

Similarly, Table 5¹⁷⁾ portrays the attendance rate of the students in particular specified classes. The average attendance is shown to be 78.7% for grades 1-10, which is considerably high. The attendance percentage is seen to go higher as the grade increases, with an average of 77.2% students present in grades 1-5, 81.5% students attending school on average in grades 6-8 and 82.1 students in grades 9 and 10. This can be taken as an indicator to show the increment of seriousness probably from the student's side, and the family's side as the grades increases so as to get better results to be able to hold better paying jobs later.

There has been a remarkable upward growth in the literacy sector in the past 62 years, as well as the number of education steadily increasing over the years, yet the level and quality of level hasn't necessarily been top notch. Though there have been extraordinary teachers and research facilities available, their utility hasn't yet been maximized. However, it is an achievement in itself that people are still willing to seek education.

Nepal has another significant problem of power cuts. Government induced power cuts for sustainable distribution to everyone due to low electricity supply. Despite this, the education system of Nepal is still on the rise. Load shedding hours can last up to 72 hours per week. So, it is a great credit to Nepalese students that they are able to adapt to these conditions.

Unlike countries like Japan and Thailand, the infrastructure of Nepalese schools is comparatively very poor. They lack basic facilities like proper seating and also seem to

lack the facilities which seem common to the above mentioned nations such as projectors and dust free white boards.

3 English Language Education

3.1 History

English as a language has faced fluctuating paradigms ever since English education was officially introduced in Nepal in 1853. Before the introduction of modern education, there was the system of imparting Sanskrit education based on religion in Nepal. The education was for the Brahmins and Chhetris only.¹⁸⁾

Then the Prime Minister Jung Bahadur Rana introduced English education. During his visit to the European countries, he saw the achievements of England and was highly impressed. He returned home with 2 English teachers (Rose and Lord Canning) and established an English school in Thapathali Palace in 1854. The school was founded to teach his children only.¹⁹⁾

The first school of Nepal, Durbar High School, incorporated English in its curriculum for the first time. Since then, private schools have started to incorporate it in their curriculum.

3.2 Curriculum

Though English was welcomed since 1853, little can be known about the curriculum, or how it was taught up till 1971. There was a brief ban on English language. In 1956, nine years after the Great Britain had been made to quit India, National Education Planning Commission blighted English off from the school curriculum. That commission berated English as good for nothing. It wrote “The English schools have been described as a third-hand version of a system never designed for Nepal. The successful graduates are likely to find clerical employment with the government by virtue of their ability to read and write Nepali and English but much of the curriculum has no vocational value.” The ban didn’t last long, as the country started learning the language again, though not as a compulsory subject in 1971 during the Panchayat regime.²⁰⁾

3.3 English Language Education Methods and Policy

English teaching in Nepal was roughly based on five key tenets²¹⁾ :

1. English is best taught monolingually.

2. English is best taught by a native speaker.
3. The earlier English is taught, the better the results.
4. The more English is taught, the better the results.
5. If other languages are used as much, standards of English will drop.

In order to enhance the English speaking skills of primary school teachers away from the concentrated central locations, distance learning by radio was started on 1976²²⁾. The radio program includes all primary school subjects, such as Mathematics, Nepali, and English. Considering that Nepal is a country with varying terrains and altitudes with the absence of infrastructures necessary, these radio programs ensured skilled teachers. Though there hasn't been an actual authenticated survey to verify whether or not these radio programs have been effective to train school teachers, or to what extent they have been effective, it has helped in providing teachers with basic ideas of what is expected of them and how they are supposed to deal with the classroom conduct.

Secondary schools widely have English language teachers who are elaborately trained on the particular subject owing majorly to the demanding nature of the subject and secondary schooling curricula of the country and the education regulation which requires staff to have a minimum qualification of a B.Ed. (Bachelors in Education) with the subject specialization. These requirements aren't very strict in consideration though. If the head teacher or the administrative body decided that an individual was worthy of teaching, it is very likely that the individual would be allowed to teach. It can be seen that the number of secondary teachers are more qualified in comparison to the lower grades, with 39.85 % of the teachers in secondary level being marked as qualified in comparison to 26.69% in lower secondary levels and 17.38% in primary levels²³⁾.

On analysis, teachers in schools could be divided into three major categories²⁴⁾:

1. Well qualified, full time English teachers holding elementary school English teaching eligibility certificates.
2. Substitute or part time teachers who may be proficient in English to a certain degree but do not have an official elementary school teaching certificate.
3. Regular homeroom teachers who do not receive any special training in English teaching, but were assigned for some reasons to teach these courses.

The majority of the teachers were either seen to be belonging to the second or the third category. After the 1900 participants in the teachers training program, it was seen

that only a small proportion of those people went on to hold full time elementary teaching jobs. The causes can be identified as being that the examinations to receive the certificate to be licensed to teach are very difficult to pass, and those who do pass the examinations see better job opportunities elsewhere compared to the classrooms in rural Nepal. For example a community school's primary level teacher gets paid NPR 5,000 – 10,000 depending on area. Rural teachers get paid less.²⁵⁾ Government school's primary level teachers earn somewhere between NPR 14000-25000.²⁶⁾ This is comparatively lower than other ranks and only slightly above than that of an office peon.²⁷⁾

Being well aware of the fact that the numbers of teachers are short, the central government has carried out the following procedures to ensure that the number doesn't decrease any further, and rather goes on an uphill slope.²⁸⁾

1. Allow normal colleges to set up new English teaching programs.
2. Encourage colleges to offer different types of summer English teaching programs to train more qualified English teachers.
3. Allow some colleges to offer post graduate English teaching programs in which students with a bachelor degree can take classes for one year and spend the second year in teaching programs.
4. Import foreign English teachers from English speaking countries on a national level.
5. Provide funds for in service training in English teaching to certified elementary school teachers who may lack English proficiency of English teaching training.

The results of these moves were apparent. A testing indicator can be the IELTS score – where Nepalese average is 6.0, countries such as Thailand and Japan have an average of 5.8.²⁹⁾

3.4 Grounds to see the better Adaptability of English Language

It can be widely observed that students with their native language as Nepalese have been faring considerably well in international examinations. According to the test and score data summary of TOEFL examinations from January 2013 to December 2013, it can be seen that native Nepalese language speakers averaged a mean score of 83 out of a possible 120.³⁰⁾ The lowest test average scores belong to students who natively speak Kurdish with 56, whereas the highest belong to those speaking Dutch with an average of

a 100. It can thus be seen that native Nepalese speakers reach a fair average, considering that Ivy League colleges like MIT and Amherst look for an online TOEFL test score ranging from 90 to 100³¹⁾.

Similarly, according to the same score analysis, it can be seen in the above record that countries with a dominant single culture, like China and Japan are seen to fare weaker in comparison to multicultural countries; Japan averages a score of 70 and Chinese speakers average a score of 77 whereas Hindi speakers in India, with multiple cultures and languages, bag an average score of 91. The average scores however, are not decisive of how a country ranks in English speaking as TOEFL scores are designed to provide an accurate grade on an individual level and are thus not appropriate to be comparing countries. Nevertheless, the ease of how individuals speak English and have command over the language depend greatly on how early the language is introduced into the curriculum and how many hours a week is devoted to trying to master it³²⁾.

English speaking can be taken synonymously to the education rates in Nepal, with English being introduced as a mandatory subject in high school curricula 1981, though it did make brief, but dominant, appearances precluding to it. As of UNICEF reports based of 2008-2012, 89.2% of male youths (aged 15-24 years) and 77.5% of female youths are considered to be educated, a substantial increase from what reports indicated previously. The trend of English as a second language has taken an uphill slope in terms of being educated on it. It can also be observed that the earlier generations are picking up on it. Survival English is necessary in order to communicate with customers in a country that plays as a hub for the tourism; tourism has been contributing to 3% of the national GDP in 2012. The massive growth of technology across the world can also be pointed as one of the major factors to enhance the existence of the language. It is estimated that 2.8% of the entire population are avid internet users according to data collected in March 2011, and the numbers keep increasing at a constant rate with the rise of social networking sites.

4. Analysis

4.1 Better Adaptability to English

Nepalese Students; as seen from their performance in international English proficiency exams, clearly have better adaptability to the language than many other countries of Asia.

English speaking in Nepal is growing as a culture rather than a reform working as an

adaptive mechanism to the outer world to keep windows of opportunities and development open. With the state commitment of allocating 60% of the local revenue for local spending in the Decentralization Act of 1997, a local area can focus on developing itself based on its own production rather than having to be completely dependent on the central government. This revenue can therefore be utilized by the locals of an area to help facilitate teachers and school administration for better knowledge. It can also be used in more tourism exposed areas like the Himalayan belt. In such places the local revenue tends to be concentrated on English education because English is a quite important tool for earning money from foreign tourists.

4-2. Wealth of opportunities in contacting English

Similarly, the nation is currently getting, as it has been for the past numerous years, increased support from the UN and other international agencies as well as INGO's who are all in support of development. Presence of these international organizations in the country not only boost development projects with international funding paving way for increased resources and availability in remote areas, they also provide future job opportunities for the younger generation as well as exposure to the language. Adding to that, the country's free media also plays a vital role in exposure to the language that brings about the fluidity of it in a person. The popularity of non-native programs is comparatively higher in Nepal compared to Japan. For example, most radio stations and TV channels broadcast news and few other programs in English. Nepalese youth, especially in the city areas have ready access to English language.

4-3. Lack of support from government

On the contrary though, the expansion of English as a language in the country cannot at all times be magnified and put out as prime importance, with the country having 45% of its population below poverty, showing that while English speaking is an asset for the citizens, an asset isn't something to be a major focus when basic needs are yet to be fulfilled. Due to the low economic levels of the country, the government itself is unable to provide for extensive facilities that lead to poor professional skills in research and teaching due to lack of training. Adding to that, the financial situation of the country can also be pointed for the low levels of communication and interactions, as the focal points are skewed due to the concentration of agencies and resource distributions at the centers but very sparse in other areas.

Given the state of the nation, whenever some programs to promote English languages are carried out, those programs do not reach complete saturated implementation. The majority of individuals who gain from the programs go on to find themselves better jobs rather than helping their own sector. It ultimately kills the entire point of the exertion, while poor monitoring and feedback system bar follow up activities which would help ensure whether or not the programs made a difference and what improvements are to be brought about in the other cycle.

While the economic state of the country paints a dark picture, Nepal still can, and is, developing the importance in using English as a second language. The fact that the local government of areas are growing in assertiveness provides light on how each sector can work to develop on its own rather than waiting for the major central government, and communication remains easier and faster. Also, the infrastructure of the country is on a positive path with access to internet and roads that connect different areas. Because of this, skills and resources can both be shared and transferred, as well as information can be sent and received in a very functional manner.

Also, education is being given more importance with awareness of human, gender, ethnic and dalit rights being highlighted in support of a larger local ownership, participation and decision making, allowing people to decide for themselves rather than moving on with old values being injected. This allows for an increase in globalization with ties to other parts, which ultimately increased the teaching learning process of English language.

4-4 Tourism and foreign aid

The tourism has grown rapidly in Nepal, and this sector accounts for an approximation of 30%³³⁾ of the foreign exchange entering country border.

Table 6. Number of foreign tourists arriving in Nepal (Data from Tourism Statistics, Department of Tourism, 2013).

Year	Number of foreign tourists	Change from previous year (%)
2009	509,956	1.89
2010	602,855	18.2
2011	736,215	21.4
2012	803,092	9.1

The primary language used with tourists is largely English, spoken to interact with tourists that don't come from native English speaking countries as well, making it the default requirement for job requirements that even remotely involve tourists. English isn't just used in the high end of the business, but even the grass root levels have realized the importance of command over English; language proficiency isn't just prominent in urban areas but also along the Himalayan trails where even keepers of small tea shops and guest houses seem to have language barriers under control. English speaking in these areas doesn't necessarily depend on schools and a proper education though. Most of it is picked up through interactions than classroom textbooks. This is mainly because people code switch depending on the environment and audience. Since, tourism industries have now made command over English a necessity to even be eligible to apply for jobs as without the skills to communicate, other skills don't push up to the mark.

Nepal is a country that heavily depends on foreign aid from richer nations such as the United States, Canada, Japan, China, India and numerous nations in Europe as well as international organizations, such as the World Bank and the United Nations.³⁴⁾ The official language used with these nations during diplomatic conversing is also English, be it whatever nation they are from. These grants are of utmost importance to Nepal, as it is majorly utilized in development projects such as the building of roads, bridges and irrigation channels, and citizen works closely with other diplomats. While it is a given that Nepali citizens working anywhere where diplomatic relations might be involved, close interactions at local levels have helped spread command over English. Also, due to decentralizations that have been proposed, diplomats are due to work at a more zonal level than in a national level making aid projects more localized. This movement has allowed, and will allow, people at lower levels of the pyramid to develop command over the language as it is a necessary aspect to be able to converse freely.

4-5 Neo-liberal economic policy

Another factor that plays a vital role in the expansion of English as a second language in the country can be deemed to be the neoliberal economic policy that Nepal has accepted and put to practice since its democratization process began in 1990. Neoliberalism not only transcribed English as a global language of communication, it was also successful in making the language a selling commodity in a majority of schools across Nepal. Being adept in the language is seen as a strong asset in future job requirements. This necessity to deal with an array of clients has led to schools popularizing itself

through its ease in the language.

It should be duly noted that English speaking, and written media in Nepal, is not only barely fluent but also makes use of a large number of rhetoric. The media freely utilize extensive use of various forms of humor, puns, sarcasm. Being overall good in the play of words, and against popular belief Nepali English speakers are valiant in experimentation and adopt in their use. English has been a part of Nepali media since 1986-1987, with 32 out of the nation's 455 registered newspapers publishing in the said language. By 1944, 30% of all television broadcasts were devoted to channels that predominantly aired in English, and radio programming that began in 1947 had an 11.23% transmission in English by 1989. Similarly, western culture movies and music have been popular in the country since 1988,³⁵⁾ and the fact that none of these are either dubbed in Nepali, nor subtitled, add to the trend of having command over the language for both official purposes as well as entertainment as fitting into cliques alike.

Conclusion

Considered to be the global language of communication, English has slowly been injected into the majority as being an obligatory life skill. Considering the fact that most jobs require fluency in the language in some form or the other, from managerial posts that deal with international clients to day laborers ranging from shop keepers to rickshaw pullers who feel the need to have a minimal understanding of the language, English has flourished under the pretense of it being a crucial part of development, both in an individualistic view as well as a collective general view.

Notes

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