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## **Abstract**

This research aims to compare the English subject curriculum for primary and secondary school level in Nepal and Norway focusing on oral competence. Curriculum theory, as well as second language learning theory, support the main idea of the thesis; that curriculum plays a vital role in education, and should be improved before a country improves other matters that affect education.

The study is qualitative in nature, it uses a comparative approach, and relies on the method of content analysis. The data material studied in this thesis consists of the curricula documents of the two countries, with the aim of detecting the best ways to improve the curriculum of Nepal. The comparative analysis focused on all parts of the curricula relating to communicative competence.

The major findings revealed that the Nepalese listening and speaking curriculum of the school level should be emphasizing more on the definition of its main terms, increase student-centered teaching, and focus more on vocabulary enhancement. It should also promote the use of role play that relate to authentic contexts for language use. Moreover, it should allocate more time to the teaching of English, and formal assessment should put more emphasis on communicative competence. Lastly, as the world has become globalized and the cross-border migration of people is perpetually increasing, studying an international language in order to acquire the skills of proper communication is very important.

This study reveals possible avenues that could help to develop the oral skills of English language speakers in Nepal. Thus, the findings can be used to formulate recommendations for the enhancement of oral skills in the Nepalese English classroom. Finally, the findings like emphasis on vocabulary and the learner's own surroundings to speak about, promoting role play is

important, pupil should have a better idea of how to introduce, maintain and terminate conversation and time factors are all the findings of the research which can be given a deeper thought by the Nepalese curriculum and start to inculcate and formulate the recommendations for the enhancement of English oral skills.

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## **1. Introduction**

This is a comparative study of English as second language in Norway and Nepal, using the curriculum of English school subject from grades one through ten. This is the first part of the study, which will consist of Literature Review, General Background, Statement of Problem, Objectives of the Study, Delimitation of the Study and Significance of the Study.

This research will study the similarities and differences between the currently used (2019) curriculums which are called 'Kunnskapsløftet (LK06)' in Norway and 'Curriculum' in Nepal. Norway keeps updating and changing its curriculum on a regular basis and it is well known that it is in the process of revising its curriculum in 2020. Nepal does not revise or change its entire curriculum at once from grades 1-10. In 2019, Nepal has implemented a changed or revised curriculum for only some levels, so that different versions of curriculum are currently being used. Further, 'Primary Level Curriculum 2018' is in action now for grades 1-3, but the curriculum of grades 4 and 5 are under the process of changing, so the grades 4 and 5 are still using the 'Primary education curriculum' of the year 2009. Grades 6-8 use the 'Basic level curriculum 2012' and grades 9 and 10 have the 'Secondary level curriculum 2014'. This thesis will look at the development style, approaches and structure of English subject curriculum in both countries and come up with suggestions for how to improve the English subject curriculum in Nepal, its mainly focusing on the oral aspect of the language learning. In addition, the English subject curriculum in each country will be analysed on the background of the respective country's policies, politics, economy, exposure to the English language, and association to the English-speaking world. Whereas Norway introduced English as a mandatory subject in 1969, Nepal, on the other hand, had just opened its English education for general people in 1951. Nepal, despite having English as its second taught language from 1950s (Bista, 2011, p. 1) is having difficulty



using the language properly in its real-life contexts (Feldman, 1989, p. 11). Thus, this research will try to find the best possible suggestions as how to improve on oral communication competence in English in Nepal.

Before introducing the curriculums of Nepal and Norway, it is very important to have some background knowledge of the concept of curriculum. “Curriculum” is derived from Latin, and originally denoted a racecourse or track which in the long run emerged in the context of education as a word denoting the course of study (Toombs & Tiernery, 1993, 175). The concept is not easy to define. However, curriculum was defined as a concept denoting the course of studies for the students to be followed at a learning place. In modern times, the meaning of “curriculum” is changing greatly, and in today’s education equal preference is given to both curriculum and psychology, which means that the capabilities of the students and the process through which the students learn are equally weighted. “Curriculum,” Baker (2009) explains, “referred to the entire multi-year course followed by each student, not to any shorter pedagogic unit” (p.11). Curriculum has been defined in *Oxford Dictionary of Education* as the content or the course of a programme: “The content and specifications of a course or programme of study (as in ‘the history curriculum’); or, in a wider sense, the totality of the specified learning opportunities available in one educational institution (as in ‘the school curriculum’); or, in its very widest sense, the programme of learning applying to all students in the nation (as in ‘the national curriculum’)” (Wallace, 2015, p. 69).

To add, curriculum directs the curriculum practitioner towards the direction in which they need to guide the students so that they can achieve the targeted holistic knowledge. To put it another way, it is a plan for teachers. The definition given by J. Galen Saylor, William Alexander, and

Arther Lewis regarding curriculum gives us a clear picture of curriculum as "a plan for providing sets of learning opportunities for persons to be educated" ( as quoted in Saylor, Alexander & Lewis, 1981, p.10). In addition, David Pratt writes, "Curriculum is an organised set of formal education and/or training intentions" (as quoted in Ornstein & Hunkins, 2004, p.10).

Further, curriculum as a plan, a guide, an approach or a theory has brought a lot of changes in teaching. Curriculum has advanced the teaching and learning process. According to Baker (2009) the notion of curriculum "brought ... a greater sense of control to both teaching and learning" (p.11). Not only has it advanced the teaching-learning process, it has also greatly contributed to the improvement of living standards and the changing of lifestyles for the better, as well as to the promotion of peace in societies.

Finally, it must be made clear that curriculum is a very important part of education, it is a guide which directs teachers and students towards the course one needs to take to achieve the set goals. Without curriculum, the notion of education is like the raising of a child without parents to take care of it. In the absence of curriculum, education can sometimes be misleading and unmanaged. Policy correction is the first step if a country wants to make some changes. As the country corrects the policy, the execution of the policy becomes easier; but if the policy is wrong or misleading, the best the people try at execution level there will always be something lacking. Thus, curriculum on the context of education is a policy so is highly important to be the best.

After having defined the concept of curriculum, it is important to know how a curriculum is being developed. The notion of curriculum development is here presented in brief, as this will be discussed in detail in the upcoming chapters. In different countries, curriculum is developed in two different ways with the objective of life standard and world peace in mind, one of which is

the curriculum developed by the schools or the teachers themselves to achieve the institutional purpose. Next is the National curriculum, which in general terms is developed by a country to be implemented by every school of the nation, which is designed based on the students' age, and factors such as society's requirement, politics, economy. It is also designed to give the country's new generation the values of its culture and conserve its roots.

It is further important to know that both Norway and Nepal built their curricula on a state-based curriculum policy. This thesis will compare the English Subject curriculum developed by the Ministry of Education and Sports (Nepal) and the Ministry of Education and Research (Norway) with focus on the grades 1-10. The Ministry of Education and Sports of Nepal has established the Curriculum Development Centre for development, distribution of study materials and inspection of Education all over Nepal. Similarly, this kind of work is carried out by Utdanningsdirektoratet or The Norwegian Directorate for Education and Training (Udir) which is fully controlled by country's Ministry of Education. These state-representing curriculum development authorities are mainly responsible to ensuring that all the children, students and apprentices get a quality education which is relevant to the present world scenario.

## **1.1 Literature Review**

When it comes to Nepal and Norway, no comparative research has previously been done on the curriculum of English. This research aims to compare the two curricula because Nepal is shifting from one approach, the grammar translation method to another approach, communicative language teaching, whereas Norway has been practicing communicative language teaching since 1997(Njærheim, 2016, p.7). Thus, there might be something that Nepal can learn from the

Norwegian English curriculum. Even though these countries have not previously been compared, there are researches made on curriculum of the English subject of the individual countries. In Nepal, we can find many researches performed on the curriculum based on the single grade and its textbook and teacher's perspective (Hamal, 2005; Kafle, 2010; & Shrees, 2017). Norway has also some research on the speaking, reading, and writing of the specific level in the school. The researchers have found the standard of the reading, writing and speaking aspects of the individual classrooms also (Hopland, 2016, Seker, 2016, & Rosina, 2017). Regarding the English curriculum of Nepal Sonia Eagle writes in an article of the book *Language Planning in Nepal, Taiwan and Sweden* that "some degree of standardisation of the curriculum may be necessary ... English teaching books and materials, relevant to Nepalese cultures and experiences, would need to be written and included in curriculum" (2000, p. 50). Conversely, the Norwegian English curriculum and oral English teaching is explained as a subject which has got enough environment to flourish as the syllabus of 1960 shifted the importance to the oral English learning in the general, practical course, "so that oral use of English receives the most attention in the teaching" (Ministry of Church Education, as quoted in Bakken, 2017, p. 10). From this approach, Nepal can get some guidelines.

## **1.2 General Background**

The English language has become the language of all. This language is not limited to certain geographical territories. It is spread all over the world due to the past history of colonization, which also affects the present, as many of the former colonized territories still have English as their official language. Moreover, English is also a world language due to the advent of the

Internet, which has many materials available only in English for IT developers as well as everyday readers. Some welcomed the English language as a language of the requirement of time as the globalization, people now want to live wherever people desire and grab opportunities. To add, internet, technology, and an increased hunger for more knowledge became a part of most of our daily activities. Many peoples are connected to technology today and the working language of technology is mainly English. The fact is that English has become a living language which keeps flourishing and thus is found spoken by people of many countries. Norway and Nepal are not exceptions.

Due to the strong standing of the English language, Norway started English as an optional subject in its school system from 1857. Before 1857 English was sporadically taught in the Cathedral School in Christiania at the end of the 1700s. English slowly and gradually lost ground, and in between 1833 to 1858 English was not officially taught in Norway (Fenner & Skulstad, 2018, p.20). However, in 1857 it officially became an optional language because it was thought that it was better to read a living language than to read Latin, a dead language. “English first received a place in Norwegian Secondary Schools with the Education Act of 1869 and in 1896 it was made compulsory as the second foreign language in secondary schools. However, it did not become the first foreign language until 1935, the war accelerated a shift in emphasis from German to English” (Graedler, 2002, p. 63). Ever since, the English language has been contributing to students’ Bildung, a concept which enhances the issues and responsibilities of the given education. Bildung refers to the processes through which the students gain attitudes and perspectives that develop them as individuals and enable them to take part in the society in larger context of usefulness. In this context, the spoken aspect of the English language is important, as it is a living language: “English was really a living language which could be spoken, and which

the teachers themselves were able to speak” (Høigård, as quoted in Fenner & Skulstad, 2018, p. 21). The ideology of Bildung aroused a renewed interest in English in Norway. Norway has made a huge effort to develop the English language competency of its citizens, so that they may understand and be understood, and get to know others’ culture, and to be technologically competent. Moreover, if Norwegians have enough knowledge of English, they can live in other countries, and use English as a language of communication in trade, and thus contribute to globalization. Even though such spread of English may be a threat to the Norwegian language itself, English is taught as it has become highly important to understand and to be understood by others. In accordance with these thoughts, the Ministry of Education and Research established the Norwegian Directorate for Education and Training (Udir) in 2004 (Hegtnun & Ottesen, 2007, 15). Ever since Udir has been responsible for the development of Kindergarten, primary school and upper secondary education. However, the schools and teachers can decide which books to use, and they can also choose to use no books at all, if the competence aims are being reached.

By contrast, Nepal is a country which has been led by its politics; one party promotes English education and another party thinks that the influence of a foreign language will reduce the people’s love for their own culture, so decisions keep changing intermittently. The strategy for education also changed over time. The escalation of English as a foreign language was a result of politics in Nepal. “English style education was introduced by the Prime Minister of the time, Jung Bahadur Rana, after his visit to Europe in 1850-1851 where he had seen and was impressed by the achievements of the British” (Duwadi, 2018, p. 179). He prioritized education in English for the royal, Ranas and elites only: “After his trip to Europe, Jung Bahadur realized the importance of English for communication with outside world and felt that his sons should be given a ‘western education’” (Sharma, 1990, p. 3). Before the beginning of a formal school

system, traces of English can be found as early as the seventeenth century. Giri (2015, p. 94) states, “A landmark of English education, [ ... ], was through the commencement of the recruitment of Gurkha soldiers as part of the famous Sugauli treaty in 1815, the training for which took place in English.”

However, education was made available for general people from 1951 when people got democracy. Tribhuvan University, established in 1959 as the first university of Nepal, has always prioritized to have its curriculum in English (Duwadi, 2018, p. 180). Despite these efforts, the advent of the Panchayat system in 1960 brought a revolution in the country and the English medium education was highly affected. The Panchayat system supported Nepali language use in the education system, due to which there was a massive drop in use of the English language as a medium of instruction. After the end of Panchayat system in Nepal in 1990, Nepal opened to the entire world, it became a part of global world, by being open to international business and trade, social media, the English language newspapers and much more.

Currently, Nepal has two education systems. One is a private school system, which gives its education to people entirely in the English language and in which Nepali is just a single subject, amongst the others. These schools have accumulated more than 80% of their student in the cities (Suvedi, Suvedi & Shrestha, 2012, 30) and a few people from countryside who have money enough to afford to send their children to such schools. But the main hinderance for such schools is that they cannot inculcate a higher percentage of the population as they are focused in cities where people can afford the tuition. For this reason, they include only 20.2 % of the total enrollment at the secondary level from grades 1-10 (Suvedi, Suvedi & Shrestha, 2012, 30). The next is the Community school system or public schools, in which all subjects are taught in Nepali

medium, and in which English remains the only subject taught in the English language. They enroll 78.7% of the total enrollment at secondary level (Suvedi, Suvedi & Shrestha, 2012, 30). These kinds of schools are currently having a debate about whether they should start using English as the medium of education. The attraction of a huge population towards private schools which have English medium as the language of instruction, has created this transition from community schools. It has also led to the fact that some community schools can now be found giving education in English medium too.

Despite all these variations in the country, the curriculum is always decided by the government bodies named National Education Planning Commission (NEPC) and Curriculum Development Centre (CDC). NEPC is responsible for the policy related matters and CDC is responsible for the development of curriculum and its implementation and course book development. The National Education Planning Commission (NEPC) was established in 1954 to make recommendations for national education policies (Niraula, 2007, p. 133). The private schools also need to take permissions from the government to teach a different book if it has not been published by Curriculum Development Centre (CDC) or as to go in details as there have been problems in the past regarding the Indian published books, which were not relevant for the Nepalese context. The Government of Nepal thus decided to take permission before the implementation of books. Thus, at present the publication houses take permission before they mass produce. In addition to this, “Prof. Hugh B. Wood, a graduate of Teacher College, Columbia University played an instrumental role in the development of the report of Nepal Education Planning Commission ” (Niraula, 2007, p. 134), which gave suggestions for the development of education policy in Nepal, and the U.S. government has been helping Nepal a lot to make the education policy better. Despite occasional help of U.S. universities and government to train teachers and improve



other policy making factors, Nepal has not been able to achieve it. “Because of the lack of political will of, and commitment by, the national leaders many of the established educational goals were unattained and the aspirations of the general public for access to education were not realized” (Niraula, 2007, p. 134). The policies made by NEPC with support of U.S. government and its universities were not implemented properly because Nepal is currently is falling behind despite the desire to progress. Recently, Nepal has gained political stability, so, it is expected that the education sector will undergo a drastic change. In addition, the findings of this thesis will be of great support if considered.

### **1.3 Problem Statement**

People of Nepal find it difficult to communicate in English, mainly the people enrolled in public schools (Phyak, 2018, p. 63). Although Nepal has been trying to make its population expert in the English language use, it has failed to achieve its target. As a measure to help solve this problem, this research proposes to find areas of improvement with regards to communicative competence in English in the curriculum of Nepal. The study will do so by comparing it to the curriculum of Norway, which has a high level of English proficiency and focuses its curriculum on communicative competence. Finally, the study will consider the best ways to improve curriculum of Nepal. The recommendation will help Nepal to make the English language users confident enough to enhance their communicative competence.

## **1.4 Objective of the Study**

The purpose of this study is to compare the curriculum of two different countries, Norway and Nepal, at school level. Many Nepalese students find English a difficult language to use. Through a comparative analysis of the curricula of Nepal and Norway, this thesis aims to help solve this problem, so that the students could become competent enough to communicate in English without any difficulties.

In the context of Nepal, Feldman (1989, p.11) has keenly observed this situation that a student "... does not speak English for ten minutes in ten years of studying the language." Similarly, Kerr also mentioned a candid assessment of how English is taught in Nepal "Teachers instruction consists of grammatical dissection and rote memorization of the text. This gives children no opportunity or encouragement to use the language" (as quoted in Bista, 2011, p.5). Therefore, the curriculum needs to be changed which will promote the teachers to change the old methods and be open to the new changes of communicative language teaching.

The first reason for this situation is because of the lack of proper curriculum and another is untrained teachers. Thus, tending to the first weakness, this research will focus on oral skills in years 1-10, pointing to ways in which the curriculum could be changed, and the pupils could gain better language learning strategies.

## **1.5 Delimitation of the study**

This thesis will provide a comparative depth study for the betterment of the curriculum of Nepal, which is struggling to make the international language strong as per the desire of people and requirement of the economy of the country to send its youth for abroad work and studies. The thesis will find lacks and strengths of the curriculum used. It will find measures for the

betterment of the English Language as Second Language. This research will be contributing to the field of curriculum studies research and comparative study of the curriculums of two different countries having two different language backgrounds.

Even though this thesis will plunge entirely into the current curriculum for the betterment of oral English in school level in Nepal, it won't be able to check all the aspects affecting the English language; aspects like textbooks, teachers training, methodologies used in teaching learning process, and proper use of teaching resources. Due to time constraints, this research cannot venture into all these fields, but the fact remains that curriculum is not only the aspect that affects the quality of education as such, and students' proficiency in the English language specifically.

## **1.6 Significance of the Study**

The outcome of the study might be profitable in many ways. The result of this research might help to enable the government bodies of Nepal to create a better curriculum with a focus on practical use of the English language. The government bodies will be able to address the thought of many people who want the country to develop as a very good English-speaking nation. The English language is much used outside the school by the younger generation, this generation is interested in the English songs, movies and speaking English themselves, as the English language fascinates them. But sadly, this is only the story of the 20.2% that read in private schools. The others who are reading in public school mostly find it difficult to learn English. Despite these facts, all Nepalese are forced to travel out of the country either for education or for work, as the Nepalese economy is highly dependent on the remittance. 26.3% of the GDP is contributed by the Remittance (Ministry of Finance, 2017, p. 48). This has made it clear to everyone that English is very important for every youth of this country until the country finds

another economic source as a replacement for the remittance. The government will have to be able to produce more skilled manpower who are willing to achieve better oral skills to communicate with foreigners in foreign countries, those who desire to head a better future and earn a good life.

The change or betterment of the curriculum will be profitable to the future students directly and indirectly as they are the ones who need to be proficient in English to gain a better future. The future researchers will also be profited by this research because it will open up a platform for the comparison of curriculum of different countries with Nepal. Until today's date the economy of Nepal is linked with the international workers, students, and immigrants. The ability to be able to use English is still taken as the sign of the step up on the economic level. In Nepal, this means being able to use the English language properly, as this opens the doors of opportunities for a better job, better living standard and quality of life. As a result, this research could potentially and indirectly prove beneficial to the economy of the country.

## 2. Theory

The research has already discussed the concept of curriculum. This theory chapter will elaborate on the notion of the curriculum development types, second language acquisition and oral competence as a multidisciplinary field.

This research will not focus on determining the curricula's competitiveness but is concerned about knowing how curriculum is developed, its usefulness and its effectiveness. As both Norway and Nepal have a national curriculum, it is highly valuable to start by defining this concept. According to the *Encyclopedia of Curriculum Studies*, national curriculum is the portrayal of motives of education at a national level, which is presented in the form of official papers: "National curriculum is a public representation of what are considered the purposes of education at a national level, and it serves as a documented map of theories, common beliefs, and ideas about schooling, teaching and learning, and knowledge—evidence in the development of teacher-proof curriculum" (Kridel, 2010, p. 601). It further explains that the national curriculum is mostly developed by national authorities to provide equality to all children born in the country. "National curriculum is generally developed and mandated by a national jurisdiction to provide the same basic education to all students mainly in public schools across a country" (Kridel, 2010, p. 601). National curricula are generally written to indicate the national standards for the performance of all students in the subjects included by them. They mostly include legal statements which outline how teachers can modify, as necessary, curriculum programs of study to provide all school children with related information at the key stages (Kridel, 2010, p. 601). Setting a national curriculum involves many tough choices to make with regards to factors such as unity, equity, effectiveness, conservativeness and pluralism, excellence, efficiency,

innovativeness and many more. A national curriculum must carefully negotiate between the demands for depth and superficiality, repetition and high thinking process, single disciplinary and multidisciplinary curriculum, knowledge, and proficiencies (Nir & Eyal, 2008, p. 235-251). These elements are difficult to balance, as focusing on any one side may hamper others, for example one cannot focus properly oral skills while only taking care of theoretical aspects of language like grammar, history, and culture. Balance of both theoretical knowledge and skills are important as skills tend to be the focus of curricula at the present time. While attempting to navigate between these demands, the national curriculum is mostly affected by the politics of the country. “When political considerations dominate the process of curriculum setting, a major tendency will be to increase the state’s control and decrease to a minimum the freedom and spontaneity granted to school level educators in order to ensure that the educational system will serve the political agenda” (Nir and Eyal, 2008, p. 244). Conversely, if the curriculum is given by professional hands like the experts in the subject or experienced teachers, it is a completely different process as the decisions will be based on scientific knowledge, and the experience of those professionals. “When professional considerations dominate curriculum setting process, decisions are mostly influenced by scientific knowledge and past experiences gathered by professionals” (Nir and Eyal, 2008, p. 244). Thus, to create a balanced national curriculum is a challenge.

In this context, both countries are doing their best, Norway has its own research unit, Ministry of Education and Research (Kunnskapsdepartementet), which is always working for the betterment of the curriculum of its country. Nepal, on the other hand, is a developing country which cannot spend too much money on research, mostly because the country is unable to provide its citizens with basic needs of shelter, food, and clothes. Spending a huge amount on education is out of

question, but the country tries its best to make some changes in the curriculum according to the changing time and tide and, following the international and internal pressure and suggestions of NEPF.

## **2.1 Approaches of Curriculum Theory and Practices**

In the theory chapter, it is important to discuss different approaches to curriculum. In what follows, the researcher will give an overview of a selection of different approaches, which will make things clear regarding how curriculum is pursued. There are four ways of approaching Curriculum theory and practice which have been presented by Smith and Lynch in their chapter “The theory and practice of curriculum and programming” (2011, p. 49-58). These approaches are perhaps those most used by today’s curriculum developers.

### *i. Curriculum as a body of knowledge*

In this view, curriculum is thought to be transmitted as a syllabus. Syllabus emphasizes content, and those who believe that content is important feel that the content being taught to the learners is a better way of teaching. Syllabus originates from Greek which means a concise statement or the contents of a treatise, table of the heads of a discourse, the subject of a series of lectures (Smith & Lynch, 2011, p. 49-58). Many still think syllabus to be the curriculum.

## *ii. Curriculum as Product*

This approach is based on the result of the learning input. It mainly focusses on the importance of creating behavioral objectives. Bobbit writes (as quoted in Smith & Lynch, 2011, p. 51) “The central theory [of curriculum] is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares, definitely and adequately for these specific activities.” Education has mostly been focused on preparing human for life. It gives skills which will be proven to be the learning for life. Further, Bobbit adds

However numerous and diverse they may be for any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need” (as quoted in Smith & Lynch, 2011, p. 51).

This approach has raised few questions ever since it was first introduced, as it suggests that behavior can be objectively and mechanically measured which is actually very far from reality, as learning may be time consuming. It could be argued that it gives importance to trivial competences rather than holistic skills.

In addition, Tyler also comments on the formulation of behavioral objectives, pinpointing that the purpose of education is not about the instructor but is about the learner’s behavior pattern and their ability to change them. “Since the real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the students’ pattern of behaviour, it becomes important to recognize that any statements of objectives of the school should be a statement of changes to take place in the students” (as quoted in Smith & Lynch,



2011, p. 51). The simplicity and rationality of this approach and the way it copies the industrial management system has apparently been a mantra to the success of this approach.

### *iii. Curriculum as Process*

Curriculum theory and practice can also be looked at as a Process. In his explorations of the process model of curriculum theory and practice, Lawrence Stenhouse (1975) puts it as follows: “A curriculum, like the recipe for a dish, is first imagined as a possibility, then the subject of experiment. The recipe offered publicly is in a sense a report on the experiment” (as quoted in Smith & Lynch, 2011, p. 51). As he compares curriculum to a food recipe and says that the recipe also differs according to the taste, the curriculum is also experienced in different ways by the teachers, students, and the nation. “Similarly, a curriculum should be grounded in practice. It is an attempt to describe the work observed in classrooms that it is adequately communicated to teachers and others. Finally, within limits, a recipe can vary according to taste” (Stenhouse, as quoted in Smith & Lynch, 2011, p. 52). Curriculum is not a physical object, but rather the interaction that takes place between teacher, student, design, outcomes of their knowledge.

### *iv. Curriculum as Praxis*

The curriculum as praxis brings human well-being and the knowledge of the human spirit to the center of the process, or simply makes a clear commitment to the knowledge. Curriculum develops on itself through interaction of action and reflection. “It allows, indeed encourages, students and teachers together to confront the real problems of their existence and

relationships... When students confront the real problems of their existence they will soon also be faced with their own oppression” (Grundy, as quoted in Smith & Lynch, 2011, p. 52). Grundy further emphasizes that curriculum is not just a plan but is a mixture of plan, implementation, and evaluation. “That is, the curriculum is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process” (Grundy, as quoted in Smith & Lynch, 2011, p. 52).

The study of the approaches to curriculum will help provide a comprehensible view of the Norwegian and Nepalese curriculum. It will also help map the approaches and the focus of the curricula being used in these countries. This will make the research clearer regarding the skills being highlighted by curriculums.

## **2.2 Second Language Acquisition Theory**

Second Language Acquisition is at the heart of the thesis, as this thesis is a part of literacy studies. This theoretical field is indispensable to this research as this is a study focused on the English subject curriculum, and thus, second or foreign language learning and teaching is a must in the theory section of this research. There are many theories on second language learning, and this thesis will focus on the Grammar Translation Method, Communicative Language Learning and Stephen Krashen’s five hypotheses, which suggest that a language can be learned in five different ways. These theories are included because Nepal is about to shift from Grammar Translation Method to Communicative Language Learning, a theory that has underpinned the curriculum Norway for a long time. In addition to these two methods, Stephen Krashen’s

hypotheses have a great value in second language acquisition and have often been considered as influencing and inclusive method by the teachers and curriculum developers.

### ***2.2.1 The Grammar Translation Method***

Nepal has in the past been using grammar translation method for the purpose of teaching the English language, but the latest curriculum that Nepal has recently changed for some grades seems to be trying to shift the focus to communicative language teaching. However it has not been totally successful in implementing it. There are still many teachers who use grammar translation method (Metsämuuronen, 2018, p. 115). Therefore, this chapter will briefly discuss the use of grammar translation method.

The grammar translation method is the historical method which was also used to teach the old languages like Greek, which were used for writing but not for practical use. In the beginning, the English language was also taught using grammar translation method. This classical method focuses on the grammatical rules, translation of texts, memorization of vocabulary and of many other declensions and conjunction and practicing those through written exercises (Brown, 2001, p. 18). The grammar translation method is the procedure of teaching grammar as the basis of the language, it was believed that without grammar, people will lack the ability to produce sentences. For this reason, the grammar translation method was highly prioritized in the middle of nineteenth century. It was also started to use in Germany to teach English by Rene Tetzner (2004) which is made clear in his book, *The grammar-translation method* and gradually Europe started to open their doors to the global economic market, which brought on immigration, and in this context knowing a second language was highly important. Many studies were therefore

carried out to find a better method to study a foreign language (English mainly) in a better way in Europe.

The method has its own characteristics, which can also be taken as tips for the teachers. The features have been explained by Prator and Celse-Murcia (2001, p.19) and are as follows: The grades are taught in the mother tongue with little active use of the target language. Many vocabularies are taught in the form of lists of isolated words, and long detailed explanations of grammar are given. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. The reading of difficult classical text begins at an early age. Little attention is paid to the contents of texts, which are treated as exercises for grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue. Little or no attention is paid to pronunciation.

In addition, Larsen-Freeman (2011, p. 41-42) mentioned nine different techniques for learning or teaching grammar translation method, which are still used for teaching in Nepal and are thus relevant to discuss: The method stresses approaches such as translating passages into the learner's mother tongue, reading descriptive questions and accumulating the meaning, and tasks that ask the learner to connect word and meaning and remember them. Reading the historical background of words in accordance to the similarities and meaning, general use of the rules or the rule is prioritized more than the actual use, tasks like filling the gaps are prioritized, and reading by heart or memorization of words and their meaning is very important in grammar translation method. Making sentences of those memorized words and writing of long text by using the grammar rules. All these are the methods still used in Nepal by the educators. Teachers

in Nepal still focus on the grammar, writing tasks, and history more than the actual use of the language (Bista, 2011, p.5).

### ***2.2.2 Communicative Language Teaching***

Only few schools in the world still follow grammar translation but most of the countries and their schools have already started to teach the second or foreign language through methods of communicative language teaching. Norway is following the method already, and Nepal is on the verge of starting it. Therefore, this approach is highly relevant to this thesis. Communicative Language Teaching is a theory which teaches language mainly through communication. Dell Hymes first coined the word ‘communicative competence’ and communicative language teaching as a theory was further developed in the 1990s based on Noam Chomsky’s theory of competence from the 1960s. According to this theory, competence is the unconscious knowledge of the language, which enables the language user to produce and understand many sentences (Skulstad, 2018, p.44). The communicative language teaching, also known as the notional or functional approach, believes that people learn the language best when they start to use the language instead of studying the theories of language and practicing rules. Thus, it emphasized that the learners should communicate in the target language.

Further, according to communicative language teaching, the learner should possess four competencies to perform well, and the teacher must focus on these four components in order to make a learner competent in the target language. The first is grammatical competence, as without grammatical correctness a user cannot produce a proper sentence. Grammatical competence includes spelling, pronunciation, vocabulary, words form and grammatical structure. The next is

discourse competence, which inculcates learners to have knowledge on the use of the texts in long speeches or a piece of writing. The third is sociolinguistics competence, which is the capacity to choose the correct words and expressions according to the social context or the situation. The fourth is strategic competence, which is the ability to use the target language in a two-way communication, which means to be able to talk for a long time (Richards & Rogers, 1986, p. 160).

For communicative language teaching one must be able to provide a learner with all those competences, which is tough to achieve for many teachers. This means that the teacher's training is highly important for this method's proper use. As the process is complex it takes time for both learners and teachers to be able to achieve fluency in all aspects of language learning.

### ***2.2.3 Stephen Krashen's Hypotheses***

In addition, Krashen's Input hypothesis has also contributed to the development of Communicative Language Teaching (CLT) as they, too, focus on the learner's exposure to the right amount of communicative language. These are the mostly used hypothesis for Second language teaching by the teachers and curriculum developers.

#### ***a. The Acquisition- Learning Distinction***

Krashen said that adult people have two ways of learning a second language, one of which is "acquisition" and the other is "learning". Acquisition is a subconscious and intuitive way of creating desire for learning language, like the children who take whatever come their way.

“Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language but are only aware that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious” (1982, p. 10). Krashen also adds that fluency in second language is the result of acquiring, not learning. If the learners do not acquire language subconsciously, they will be blocked by their own consciousness to the forms and rules of the language. In addition, he pinpoints that learning and acquisition are mutually exclusive. “The second way to develop competence in a second language is by language learning. We will use the term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them” (Krashen, 1982, p. 10).

#### *b. Natural Order Hypothesis*

Krashen also believes that language rules can be acquired through a natural process. The natural order hypothesis means that the child learning the first language has already learned grammatical structures earlier in a natural way. These grammatical structures occur in a predictable sequence. Both the first and second language fall under the natural hypothesis. However, the time keeps varying from person to person when it comes to whether they first start to utilize it in their first or second language. The order of acquisition remains the same for both first and second languages despite the explicit teaching and learning (Krashen, 1982, p. 12).

### *c. The Monitor Hypothesis*

Monitor learning happens when one consciously tries to learn a second language and tries to perform perfectly by correcting oneself. It is something which is thought to be a bad habit, or a habit which must be omitted to acquire a second language. If not omitted, the learner should meet three conditions: (i) Time: To think about the conscious use of the rules, a second language speaker needs to have more time because most people generally do not give enough time for the user to think about the rules and then use them. If the learner is overly conscious about grammatical rules, this might cause trouble, for example, the speaker might be hesitant to talk and may lose attention and find it difficult to follow what the conversational partner is talking about (Krashen, 1982, p. 16). (ii) Focus on form: To use the Monitor hypothesis effectively, time is not enough. The performer will be focused on form and will also think about correctness. Even when they have time, they may be so involved in what they are saying that they might not be attentive to how they are saying it (Krashen, 1982, p. 16). (iii) Know the rule: “This is a very formidable requirement. Linguistics has taught us that the structure of language is extremely complex, and they claim to have described only a fragment of the best-known languages” (Krashen, 1982, p. 16). It is a fact that the students are exposed to a smaller part of the grammar of the language, and even the best students do not know all the rules they are exposed to (Krashen, 1982, p. 16).

### *d. Input Hypothesis*

According to this hypothesis, the learner must be given just slightly extra language exposure than what they have with them at present. This means that if the current level of speaker is supposed to be (i) then the learner must just be exposed to a level which lies just one step further ahead in



their language learning (i+1). This will make learner interested in acquiring more, as they will understand much of what is being said, and still be presented with a challenge. “(1) The input hypothesis relates to acquisition, not learning. (2) We acquire by understanding language that contains structure a bit beyond our current level of competence (i + 1). This is done with the help of context or extra-linguistic information” (1982, p. 21).

*e. The Affective Filter Hypothesis*

Krashen here clearly states that to acquire a second language, the learner should not be anxious and self-justifying, that is, having a high affective filter. The atmosphere should be lowering the “affective filter,” which means that the learner should be free not to worry about what mistakes they will make. In other words, affective variables like nervousness, fear, rigidity, and boredom can affect the process of acquiring a second language by preventing the information to reach the learner’s mind. If the user does not have an optimal attitude for second language acquisition, they will give less input, and they will have a higher affective filter. Even though these people might understand the message, their brains will not be able to accept the whole input. Thus, the input will not reach the brain area responsible for language acquisition. This means that the learner should be free not to worry about what mistakes they will make. “Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike “deeper” (Stevick, as quoted in Krashen. 1982, p. 31).

## 2.3 Language Teaching Approaches

As the thesis has already discussed the methods of second language learning, the next important issue is the language teaching approach, as the thesis is going to focus on the curriculum which will include the approaches of teaching as well. Language learning is a very complex process. Generally, English language teaching has been approached in different ways, but the research is going to discuss only four of those mostly used approaches.

### *a. Structural Approach*

The structural approach emerged due to the demand of the military during World War II, as the military is inclined to emphasize systems. It showcases language as a system with different groups of words which give meaning. In this approach, language is taught through grammatical patterns and arrangements of words. The words are used in a proper order to convey meaning and sense. Thus, the structures become the tool for achieving the new language. “In the structural approach there may be four kinds of structures namely like Sentence patterns, Phrase patterns, Formulas and Idioms. The main aim of this approach is to teach four fundamental skills: listening, speaking, reading, and writing” (Uddin & Alam, 2019, p. 27). This is very much suitable for the smaller grades but for the higher grades it does not seem to be functional as the structure is limited and the teaching of form is not enough for the higher grades, after the learning of the structure they need to use them and practice the language.

### *b. Situational Approach*

The situational approach suggests that structure or word should not be isolated. It must be used in a particular context. It also indicates that teachers are supposed to create authentic language situations or real-life settings in the classroom. Without contextual links, a language is incomplete, so the link of context is highly important.

### *c. Communicative Approach*

The communicative approach is the main factor of language learning, it is the development of language learning from form to meaning, from rigidity to eclecticism, and from a teacher-centered to a student-centered teaching approach. This approach is informed by Dell Hymes, Communicative language Teaching. It emphasizes on the use of language, which helps for communicative purpose. The aim of the teachers will be to make the students able to speak without hesitation outside the classroom. It includes not only the use of grammar but also knowledge of when and where to use the sentences in a correct context: “The purpose of teaching language is to attain accomplishment in communication. Materials which are used in this approach are of numerous tasks such as conveying likes and dislikes, informing, requesting, notions of time, location and duration etc. They also include applying language to serve different purposes such dramatization, role play, solution to maze etc.” (Uddin & Alam, 2019, p. 27). Activities like role play and dramatization will also help produce an anxiety free classroom, where communication between teacher and students is free and relaxed. Role play could also help increase students’ confidence.

#### *d. Constructive Approach*

This approach gives a message of active learning where students construct their own meaning and knowledge of what is thought. According to Uddin and Alam (2019, p. 28), this is an approach focused on giving “emphasis on comprehending the different aspects in learning process. It gives importance on learning before speaking. It also denotes that a language is a task where teacher will be active in making the learners understand. Its aim is to produce language after certain period of language learning”. Students learn English through the conversation around them, and language is thought to be only interactional. In this approach, grammar is not a major issue. Rather, task-based learning is preferred.

### **2.4 Listening and Speaking as an interdisciplinary field**

As the focus of this thesis is communicative competence, it is important to understand the relevance of the students learning listening and speaking together. Studying oral skills in language learning is an integrative or versatile area of study, as it inculcates many skills and processes. Pawlak (2011, p. 3) explains in his article on spoken skills that this remains a highly interdisciplinary field: “It involves the study of other uses of language – is properly an interdisciplinary field. It involves understanding the psycholinguistic and interpersonal factors of speech production, the forms, meanings and process involved, and how these can be developed”. The main objective of language learning is to be able to communicate, and therefore one needs oral competence the most. Spoken language must be used fluently and accurately, and in addition, one must be listening in order to have a fluent communication in each situation within the given sociolinguistic context. A lack of fluency and accuracy hampers the skills of language

learning. One must be able to correct oneself to gain both smoothness and spontaneity in language. Being able to use a language properly involves the ability to open and close the conversation, turn takings, gambits, use of formulaic expressions etc.

As having oral competence in a foreign language is a complex area, the national curriculum must be able to understand its importance and give it the time that it deserves for flourishing:

“language instruction is confined to just several hours a week and the quality of classroom discourse is far from conducive to the development of effective communicative skills” (Pawlak, 2011, p. 3). To be able to speak, one needs to have a suitable platform and real practice which must include own experiences and views. “Real operating conditions as soon as possible, which means comprehending and expressing real thoughts, and this necessarily involves a variety of structures, some of which be further along the declarative procedural-automatic path than others” (Pawlak, 2011, p. 13).

For the effectiveness of language acquisition with regards to oral competence in a second or foreign language, curriculum plays a vital role. “Effective instructed acquisition of speaking involves making a number of decisions at the level of the curriculum, lesson planning, the choice of specific techniques and promoting learner independence. In the first place, the development of speaking skills must be viewed as an integral part of the curriculum, it must be a priority from the very beginning of instruction” (Pawlak, 2011, 18). To be able to teach how to communicate in a second language one must possess the strategies regarding how it will be taught so as it would be better for the both teachers and the students.

There are different well-known ways of teaching a second language, one of the well-known way is teaching through instructions given in the form of formula so that the learner can be able to put

words to those formulas and form proper sentences. Another method is code-switching. The teacher keeps on shifting between the mother tongue to the language that is being learnt, which means that the teaching and learning are performed in two languages. In other words, the target language is achieved by using the first language. Various curricula also include points to make the teaching procedure explicit regarding the language teaching planning. It can be difficult to express oneself in a foreign language, as the phonemes often differ from the learner's mother tongue. In response to this, the teacher can make the pupils repeat what she says, and in addition, pronunciation learning techniques may be included in curriculum, if the learner is aware of and properly uses formulas, pronunciations patterns, vocabulary, and context, one can learn how to speak in the target language faster. Repetition is one of the ways of learning to speak. Repeating the things one hears will enable the user to talk with proper diction, the more vocabulary the learner has, the easier it will be for the learner to express herself. So, learning vocabulary along with formula is important in order to enhance the learner's oral skills. Vocabulary is very important for the speaking as well as listening because the learner should understand the meaning of the words, they hear in order to be able to reply them. So, having an extensive vocabulary is important for any language speaker, and mainly second language or foreign language speakers.

Language learner tend to learn the language through different methods of language acquisition. Some focus on grammar, syntax, pronunciation, and the repetition of such patterns, whereas others also emphasize the usefulness of code switching between second language and first language. This thesis will look for these properties in the curricula of Nepal and Norway, and consider where each of the two countries place their emphasis. Finally, by focusing on Nepal, the

thesis aims to locate any missed curriculum strategies that could help better the oral communicative curriculum.

### **3. Research Methodology**

Research is the systematic and logical search for something new and valuable or useful.

Research is done for the enhancement of knowledge and to unveil hidden facts and connections.

Research can be done on practically any topic, including issues related to society, nature, and the humanities. Research methodology, more specifically, is a way to solve the problem which has been formulated by the researcher. The process of defining, explaining, collecting data or information and predicting the phenomenon of the research is the area of research methodology.

Generally, research can be performed in two ways, in a qualitative or a quantitative manner.

Qualitative research works to find hidden opinions, reasons, and objectives. It is also used to plunge deeper into the problem at hand. Here, the sample size is small, and the respondents or data materials are selective. By contrast, quantitative research is used to generate numerical data. It can also be used to generate statistics. It is used to quantify the opinion, behavior, and attitude of respondents. It generalizes the results from a large sample of people. It uses data to formulate facts and disclose patterns in research. Quantitative method uses many kinds of surveys such as a sample survey, mobile survey, face-to-face interview, online survey, and online polls.

This research is based on qualitative research and uses the method of document analysis.

Qualitative research does not involve the collection and analysis of numerical data but includes qualitative phenomenon. Qualitative research uses a naturalistic approach, tending to a “real world setting [where] the researcher does not manipulate phenomenon of interest” (Patton, 2002, p. 39). It aims to describe, reason about, and get the meaning of a given scenario or situation which is not graphed but is exploratory and uses words.



### 3.1 Documents Analysis

Further, the qualitative method that has been used in this research is the study of the existing data through document analysis. Zina O’Leary explains that the term, “document” “can refer to more than just paper, and can include photographs, works of art, and even television programmes.

Often the word ‘text’ is used to represent this range of data. Second, document analysis refers to these ‘texts’ as a primary data source – or data in its own right” (2004, p. 177). She defines document analysis as a collection, review, interrogation, or analysis of various forms of text as a primary source of research data. Document analysis is a systematic reviewing of both printed and electronic matter. Document analysis examines and interprets the data found in documents, so that the researcher can extract meaning, gain a better understanding, and enhance her knowledge of the research problem.

This research has extracted its main documents from the online portals of the National Curriculum board of both countries. In the context of Nepal, it has been taken from Curriculum Development Center (CDC) and the data regarding Norway have been extracted from Utdanningsdirektoratet. Both curriculum development boards are responsible for creating the curriculum for the secondary school curriculum of all subjects in Nepal and Norway, respectively. The available data are a form of public record. They have been published by the government centers that work for the betterment of the country’s education, and to obtain the objective of education through different policies and strategic plans. The curriculum of the grades 1-10 posted in the online government portals of the country’s centers for curriculum development are taken as the main documents to study in this research. The table below will clarify which documents are being used in this research.

**Table 1**  
**List of Documents Used**

<b>Country</b>	<b>Government organization/ Name of the curriculum</b>	<b>Grades</b>	<b>Year</b>
Norway	Udir / Kunnskapløftet (LK06)	1-10	2019
Nepal	CDC / Primary Level Curriculum	1-3	2018
Nepal	CDC / Primary education Curriculum	4-5	2009
Nepal	CDC / Basic level curriculum	6-8	2012
Nepal	CDC / Secondary level curriculum	9-10	2014

Each of the two documents is a publicly available policy document of the governments of the respective countries. As both documents to be analyzed are quite extensive, and the researcher is particularly interested in communicative competence, the researcher has narrowed down the scope of the research to the sections that relate to oral skills. The researcher will go through both the documents available and will conduct the comparative study research by using the tool of content analysis.

### **3.2 Comparative Research**

Comparative research is used mainly as a research tool to explain and get a better understanding of different features and relationships. Usually, comparative research is done for the “explanation of differences, and the explanation of similarities” (Pickvance, as quoted in Adiyia & Ashton, 2017, p. 1). Further, Lane says that this is the thin definition of the comparative research so he gives a thick definition by mentioning that “argues that comparative social inquiry involves the

analysis of properties of various kinds of spatial units: countries, states, societies and sub-national government entities”(as quoted in Goedegebuure & Vught, 1996, p. 378). As mentioned, a comparative study can be carried out on different levels, such as regional, national, or international levels, based on an area of interest. Comparative research can produce interesting facts and a deeper understanding of a specific subject. Qualitative and quantitative research both use comparative analysis as a research tool. However, there are two styles of comparative research one is descriptive research and next is normative research (Routio, 2007, p. 1). On the one hand, a descriptive comparison aims to explain and compare two different objects, but the researcher does not have any motive of improving any of the two. On the other hand, normative comparison aims to evaluate to satisfy, justify and find usefulness. In a normative comparison, the researcher compares the two objects and explains differences, with the aim of further improving or helping to improve the current state of one of the objects involved. (Routio, 2007, p. 1). In this research, the researcher has mainly used the normative method by conducting a cross-national study of Norway and Nepal. Further, she has aimed to provide provide some suggestions for improvement with regards to the betterment of the curriculum of one country, Nepal.

### **3.3 Content Analysis**

Next to comparative research, content analysis is one of the research methods used to find patterns or similar motifs in a recorded form. The recorded form might be any kind of book, newspaper, magazine, speech, interviews, documents, web content, photographs, or films. It can be both qualitative as well as quantitative (Mathison, 2011, p. 82-83). However, this research is

using content analysis to study the government document of two countries, Nepal and Norway. The research will first find the correlations between the two different countries curricula, then analyze the repetitions, and the conceptual similarities and differences. Finally, the thesis will result in findings and recommendations for the betterment of the Nepalese curriculum. In addition, this method is also very flexible, in the way that it allows the researcher to conduct the research in any location, at any time preferable, and without any cost.

### **3.4 Validity and Reliability**

A research study needs to be credible. The credibility in quantitative research depends on instrument construction, whereas in qualitative research, “the researcher is the instrument” (Patton, 2002, p. 14). When quantitative researchers speak of validity and reliability of the research, they refer to research that is credible in relation to external references, but the credibility of a qualitative research depends on the explanatory and illustrative aptness of the researcher has (Patton, 2002, p. 14-15).

Further, reliability is the consistency of the research to produce the same result under the same circumstances (context) and with the same content. This research has used a single document from two different countries and is making a comparison studying the documents through the lens of curriculum and second language acquisition theories. As the data gathered is from a reliable source and is open about the theories used, the validity of this research is clear. The reliability of this research is also already clear as the content of this research can be searched at any time and can be easily accessed. To add, the researcher does not have any personal bias, even though she is more familiar with one context than the other.

## 4. Comparison

After the research methodology section, the study reaches its main objective in this chapter, which is to compare the English subject curriculum from grades 1 through 10 in Nepal and Norway.

### 4.1 Structure

Before starting the analysis, it is important to compare the overall structures of the two curricula documents. Nepal's curriculum is longer and has a more elaborate and explanatory kind of structure, Norway's curriculum is shorter, and less descriptive. To be more precise, the table below will provide a clear overview.

**Table 2**  
**Structure of the curricula**

Norway	Nepal
Purpose	Introduction
Main subject areas	Level-wise competence aims (General objective)
Overview of main subject areas	Grade wise learning outcomes (Specific objective)
Teaching hours	Scope and sequences
Basic skills	Learning facilitation process (Not in grades 1-3)
Competence aims after year 2,4,7 &10	Student Assessment Process (Not in grades 1-3)
Assessment	Specification Grid (only in grades 9-10)
	Time Allotment (weightage) (only in grades 4-5)
	Elaboration Matrix (Only in grades 6-8)

Note. Contents are from The Norwegian Directorate for Education and Training (2019) and Curriculum Development Centre (2018, 2009, 2012, 2014)

From the above table, it can be depicted that the curriculum of Norway is inculcating sections like Purpose, Main subject areas, Teaching hours, Basic skills, Year-wise competence aims, and

Assessment and Examination for pupils. By contrast, Nepal does not revise the curriculum of all grade levels at once, so it does not have any uniformity in the structure of the curriculum.

However, some elements are shared, such as Introduction, Level-wise competency, Scope and sequence, Learning facilitation process, and Assessments. In addition to these, other sections appear in the curricula of separate grades in Nepal.

Thus, there will be four sections according to years 2, 4, 7, 10. In addition, Nepal has four more sections, for grades 3, 5, 8, and 10, respectively. In sum, the Norwegian curriculum does not have competence aims for each grade level, whereas the Nepalese curriculum has detailed learning outcomes for each grade. Thus, this research is following the Norwegian setup as we can find the same years learning outcomes or competence aims in the Nepalese curriculum.

Further, Nepal has many other sections but unfortunately, the research can compare only the common sections, and the remaining will be left out.

In addition, the Nepalese document has four different places where an “Introduction” to the English subject is given, and while discussing this element in this thesis, the researcher will be using the Secondary level curriculum.

## **4.2 Purpose and Introduction**

Let us begin the comparison of the first section of the curriculum which is ‘Purpose’ in the Norwegian document and “Introduction” in the Nepalese document, both serving the purpose of explaining why English is taught in the respective countries.

**Table 3**  
**Purpose and Introduction**

<b>Norway</b>	<b>Nepal</b>
English is universal language.	English is the principal international language of diplomacy, knowledge, business, and tourism.
English is used in films, literature, songs, sports, trade, products, science, and technology, and through these areas many English words and expressions have found their way into our own languages.	Thus, it has a dominant position in international media, science, and modern technology. A high percentage of world publications in science, technology and commerce is published in English.
To succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts.	Due to the belief of the importance of learning a foreign language, and the importance of English language in particular, it is being taught at all levels of the school educational system (1-12). The learning of English opens up the world for our children and youth.
Thus, we need to develop a vocabulary and skills in using the systems of the English language, it's phonology orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different sections and communication situations. This involves being able to distinguish between oral (spoken) and textual (written) styles and formal and informal styles. Moreover, when using the language for communication we must also be able to take cultural norms and conventions into consideration. Language learning occurs while encountering a diversity of texts, where the concept of text is used in the broadest sense of the word. It involves oral and written representations in different combinations and a range of oral and written texts from digital media. When we are aware of the strategies that are used to learn a language, and strategies that help us to understand and to be understood, the acquisition of knowledge and skills becomes easier and more meaningful. It is also important to establish our own goals for learning, to determine how these can be reached and to assess the way we use the language. Learning English will contribute to multilingualism and can be an important part of our personal development.	This curriculum primarily focuses on language skills. In the revision of this curriculum, level-wise competence aims have been devised for this level. These competence aims relate to listening to, and reading of fiction and non-fiction texts about own and other countries, to communicate orally and in writing in English about own and other cultures, and to compare and contrast Nepali values, beliefs and customs with those of people from other countries. The linguistic competence aims of studying English also begin to emerge at this stage, as learners become increasingly able to identify, understand, and analyze patterns in English grammar, vocabulary, and phonology. To achieve these competence aims specific learning outcomes are formulated under each language skill (listening, reading, speaking, and writing) with some elaboration of indicators.

<p>In addition to language learning, the subject of English shall contribute to providing insight into the way people live and different cultures where English is the primary or the official language. The subject of English shall provide insight into how English is used as an international means of communication. Learning about the English-speaking world and the increasing use of English in different international contexts will provide a good basis for understanding the world around us and how English developed into a world language. Literary texts in English can instill a lifelong joy of reading and a deeper understanding of others and of oneself. Oral, written, and digital texts, films, music and other cultural forms of expression can further inspire personal expressions and creativity.</p>	<p>The learning of English opens up the world for our children and youth. It gives them the ability to become active participants in the knowledge making society and raises their awareness of the multilingual and multicultural world they live in.</p>
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Note. Content are from The Norwegian Directorate for Education and Training, 2019, p. 1. and Curriculum Development Centre, 2018, p. 50

From the above chart, it becomes clear that the objective of teaching English in Norway and Nepal are quite similar, as both countries focus on the fact that English is an international language. Understanding English language will bring the citizens closer to using the language for communicative purposes, and in turn, to understand the cultures of others.

However, there is also a difference with concern to the national context. In Nepal, English is also highly important for educational purposes, as higher-level education in this country is mainly given in English medium. In Norway, higher education is available both in English and Norwegian. Finally, these curriculum sections explain the different language skills, why they include English in the curriculum, and how these skills shall be employed. The words are different in both country's curriculums, but the essence seem to be similar. People of both countries need English for the communication and to be globally connected. English is highly dominant in the media, literature, trade, science, and technology for which both countries feel the need to be trained in English.



### 4.3 Main Subject Areas

Following the “Introduction” in Nepal’s curriculum, the level wise competence aims are explained. This part mentions what is to be achieved after the completion of those grades’ education specifically. In Norway we can find ‘Main subject areas’ which describe in detail the English subject areas, language learning, oral communication, written communication and culture, society and literature. All these main subject areas are defined and discussed based on competence. Thus, knowing its view about oral communication will be fruitful for this thesis.

“The main subject area Oral communication deals with understanding and using the English language by listening, speaking, conversing and applying suitable communication strategies. The main subject area involves developing a vocabulary and using idiomatic structures and grammatical patterns when speaking and conversing. It also covers learning to speak clearly and to use the correct intonation” (The Norwegian Directorate for Education and training, 2019, p. 2). The Norwegian curriculum has mentioned clearly regarding its focus here, which is to develop vocabulary, idioms, and grammatical forms. All these aspects of language help for the betterment of oral language. Further,

The main subject area involves listening to, understand and using English in different situations where communication needs to be done orally. General politeness and awareness of social norms in different situations are also an important element. This also involves adapting the language to purposeful objectives and adapting the language to the recipient, i.e. by distinguishing between formal and informal spoken language. The use of different media and resources and the development of a linguistic repertoire across subjects and topics are also key elements of the main subject area (The Norwegian Directorate for Education and training, 2019, p. 2).

It pinpoints the main subject area of oral communication, which is to listen and use language orally whenever needed in communication. The curriculum also emphasizes on the politeness and understanding of the social culture and norm of the English native speaker. Norwegian curriculum is focusing on not just the language aspect but also the culture and adaptation to all types of English. By contrast, Nepal is silent on this matter, and does not explain about its focus of curriculum and the key terms in the curriculum are not explained. It is expected that the readers themselves understand what is meant by the language learning concepts that are mentioned.

#### **4.4 Time Allotment**

‘Time allotment’ is also different in Norway and Nepal. Norway has a separate curriculum section devoted to time allotment, but Nepal has given a separate section for time allotment only in the curriculum for grades 4-5, elsewhere time allotment is mentioned within the Scope and sequences section. In Norway, a teaching hour constitutes 60 minutes, and in Nepal it is 45 minutes. In the below, the hours taught are converted into total minutes per year and presented in the charts. An overview of the time spent on subject English in Norway and Nepal respectively is presented in the following chart for grades 1-4.

**Table 4**  
**Time Allotment for English Subject from grades 1-4**

<b>Grades</b>	<b>Norway (Time in minutes per year)</b>	<b>Nepal (Time in minutes per year)</b>
1	8,280	6,750
2	8,280	6,750
3	8,280	6,750
4	8,280	6,750

Note. The Norwegian Directorate for Education and Training (2019) and Curriculum Development Centre (2018, 2009).

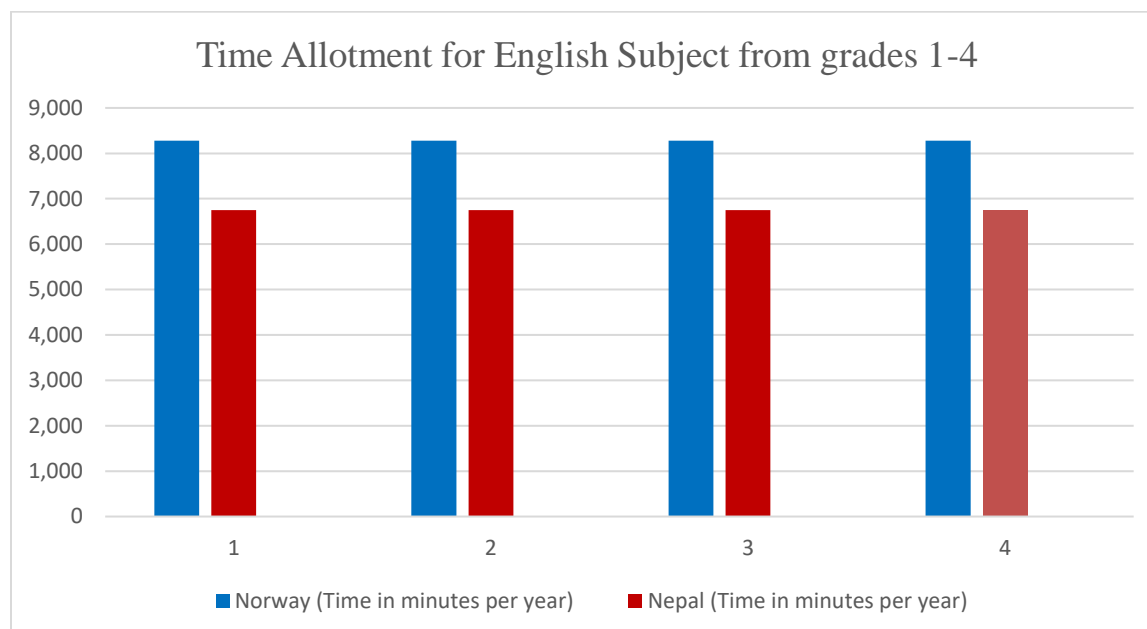


Figure 1. The Norwegian Directorate for Education and Training (2019) and Curriculum Development Centre (2018, 2009).

In Norway, years 1-4 have 138 hours and in Nepal grades 1-5 have 150 teaching hours. The chart shows some difference in the time given to the English subjects in schools in Nepal and Norway. The difference is only of 1530 minutes per year. Thus, for the lower grades, the difference is not to substantial if each year is studied in isolation, but if we study grades 1-4 collectively, the difference is quite substantial, and it is clear that Nepalese students are given less time for English instruction. Is the time allotment similar for the higher grades, or is there some dramatic difference? The following chart and figure will visualize the comparison:

**Table 5**  
**Time Allotment for English Subject from grades 5-10**

Grades	Norway (Time in minutes per year)	Nepal (Time in minutes per year)
5	13,680	6,750
6	13,680	7,875
7	13,680	7,875
8	13,320	7,875
9	13,320	7,650
10	13,320	7,650

Note. The Norwegian Directorate for Education and Training (2019) and Curriculum Development Centre (2009, 2012, 2014).

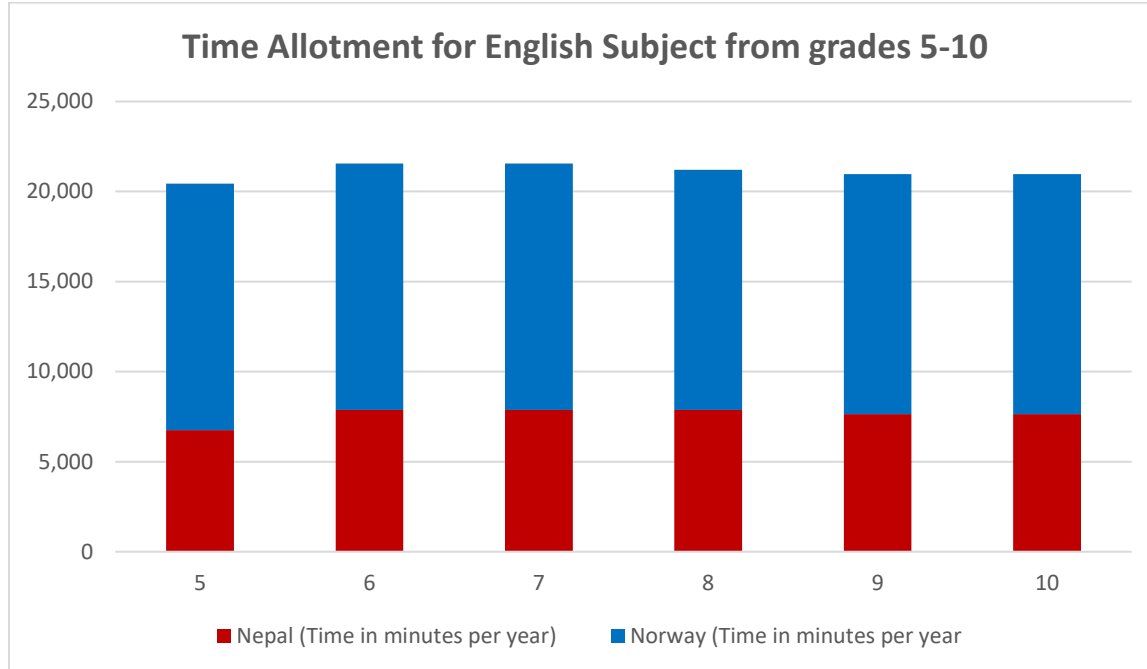


Figure 2. The Norwegian Directorate for Education and Training (2019) and Curriculum Development Centre (2009, 2012, 2014).

From these graphics, it becomes clear that the teaching hours in Norway are almost double which is a very profitable. In Norway, from year 5-7, they have 228 teaching hours, with one teaching hour still including 60 minutes per unit. In Nepal, from 6-8, 175 periods are allocated, and a period consists of 45 minutes per unit. Further, in Norway, 222 teaching hours of English subject education is given to each of the grades from 8 to 10. For the same grades, Nepal has allocated 170 teaching hours to the English subject. With these time allotments in mind, it might be difficult to calculate the final difference, but figure 2 makes it clear that Norway dedicates more time to the English subject than Nepal. As the teaching hours are almost double, it is more likely that the teachers will have the chance to facilitate the learning process so that the students may reach the goals of the curriculum.

## 4.5 Basic Skills

After the teaching hour allotments, Norway mentions the skills that are “basic to the learning in school, work and social life” (Norwegian Directorate for Education and Training, 2012, p. 5).

These skills are basic in the sense that they are not merely related to the English subject, but are present in all subject curricula, and are considered “fundamental to learning in all subjects”(Norwegian Directorate for Education and Training, 2012, p. 5). Students will be able to achieve oral skills, express themselves in writing, tackle tasks that involve numeracy skills, as well as enhance their digital skills. However, Nepal does not address this separately but includes the skills to be achieved based on the level only.

Even though, Nepal does not have this section, as this thesis is about oral skills, it will be interesting to see what the Norwegian curriculum includes with regards to oral skills, as this is the focus of this study. The Norwegian document describes the oral skill as follows “English means being able to listen, speak and interact using the English language. It means evaluating and adapting ways of expression to the purpose of the conversation, the recipient and the situation. This further involves learning about social conventions and customs in English-speaking countries and in international contexts” (Norwegian Directorate for Education and Training, 2019, p. 4). The opening sentence regarding the meaning of English, makes it evident that the Norwegian curriculum is underpinned by theories of communicative language teaching.

The development of oral skills in English involves using oral language in gradually using more precise and nuanced language in conversation and in other kinds of oral communication. It also involves listening to, understanding, and discussing topics and issues to acquire more specialised knowledge. This also involves being able to understand

variations in spoken English from different parts of the world” (Norwegian Directorate for Education and Training, 2019, p. 4).

The final part of this sentence makes it clear that the English subject in Norway welcomes the many variations of English, which is appreciable.

#### **4.6 Learning outcomes and Scope and sequences**

The curriculum of Norway moves forward by introducing the competence aims for the different years, whereas in the Nepalese curriculum grade-wise learning outcomes and scope and sequence of contents are mentioned separately. In the context of the curriculum, ‘scope’ means the area of development and ‘sequence’ means plans and materials to support the child’s learning. The Scope and sequences work as a line drawn to portray the outcomes of the syllabus. Even though these elements are mentioned separately as two different headings, they are including the same contents for grades 1-3. The output is always known to be the expected produce. For example, if you teach a child to say ‘A’, next day the child will tell ‘A’ and the scope of saying ‘A’ is ‘A’ not ‘Z’. In other words, it is unnecessary for Nepal to mention both learning outcomes and scope and sequences, which gives an impression of confusion at this grade level.

However, from 4 grades onwards, Scope and sequence are serving as the function and form of the curriculum. In the scope and sequence section, the curriculum is inculcating a syllabus-like format by including set topics of the series of lectures that make up the subject, as well as set numbers of lectures. Thus, inclusion of Scope and sequences in the Nepalese curriculum gives a better view of syllabus and the achievement guideline for teachers, students, and parents. As discussed in chapter two (2.1), approach of curriculum of Nepal is to serve curriculum as a body

of knowledge. The curriculum of Nepal is detailed and gives a deeper insight into the English subject teaching details as well. However, the scope and sequences are not clear in grades 4-5. The readers of the curriculum may not understand what the numbers given in italics given in the curriculum mean. Is it the chapter number, the period allocation or something else? Nepal must be more descriptive about this. As we do not find the Scope and sequences in the Norwegian document, there is no question of comparing these elements. Even though inclusion of scope and sequence in the curriculum has made it more descriptive, it is a good idea to include them, as they make the curriculum clear about its ground plans. As the Norwegian curriculum does not have this section, the thesis will only be looking at the learning outcomes.

#### **4.7 Learning Outcomes and Competence aims**

Whereas the term “learning outcomes” is used in the Nepalese curriculum the term “competence aims” is used in the Norwegian curriculum. These are two different educational concepts that have quite similar meanings. Competence aims and outcomes are included in a curriculum to describe the education gained by the students in a specific course where the term “competency” is general and “learning outcomes” is specific. As this thesis is focusing on oral skills, it will further be comparing the competence aims relating to “oral communication” in the Norwegian curriculum with the listening and speaking learning outcomes in the Nepalese curriculum. Here, the Norwegian curriculum has presented a clear view regarding interrelated and interdisciplinary aspects of listening and speaking skills by combining these in the term “oral competence.”. This is obviously a better way to perceive the interdependence of these two skills. The next discussion will focus on the competence aim after year 2.

#### 4.7.1 Competence aims/ Learning outcomes after Year 2

Some of the commonalities that can be found in the competence aims/learning outcomes after Year 2 are listed below:

**Table 6**  
**Similar competences after Year 2: Oral communication/ Listening and Speaking**

Norway	Nepal
Listen for and use English phonemes through practical-aesthetic forms of expression.	Decode phonetically regular and irregular words using letter sound knowledge, e.g. rat, too, blank, house, have, said, where, etc.
Greet people, ask and respond to simple questions and use some polite expressions.	Participate in a conversation with the teacher and class friends using simple English. Ask short, simple questions and answer them.

Note. The Norwegian Directorate for Education and Training, 2019, p.6 and Curriculum Development Center, 2018, p. 28

These points of similarity and difference do not refer to exact similarities or complete differences, as these are interrelated. Listening and using English phonemes, listen and understand instructions and listen and understand nursery rhymes, songs, and short stories. Even though they are similar in some respects. Both curricula stress the importance of songs and of learning phonemes. the Nepalese document under the heading “Speaking,” phonetics is emphasized, and the document goes into detail and mentions specific words as examples. When it comes to pronunciation, stress and intonation are highlighted. In the points that follow, the document goes on to mention participation in conversations, describing familiar objects using simple adjectives and adverbs. In addition, in “Listening,” it follows a similar pattern. It mentions phonetics first, and then comprehension tasks, listening to stories, etc. in the later points. However, in the Norwegian context, the students should be encouraged to listen for and use phonemes through practical/aesthetic forms of expressions. So, phonetics is not listed in separately, but is integrated in contexts of language use (singing a song, having a conversation,



etc.). Here, the traces of a communicative language teaching approach are visible as the language is taught by conversing and using in songs in Norway.

**Table 7**  
**Different competences after Year 2: Oral communication/ Listening and Speaking**

<b>Norway</b>	<b>Nepal</b>
1. Listen to and understand basic instructions in English.	1. Identify and discriminate sounds.
2. Listen to and understand words and expressions in English nursery rhymes, word games, songs, fairy tales and stories.	2. Identify words that have the same initial, medial or final sound.
3. Understand and use some English words, expressions and sentence patterns related to local surroundings and own interests.	3. Recognize, identify and produce rhyming words. e.g. cow →now.
4. Participate in simple rehearsed dialogues and spontaneous conversations related to local surroundings and own experiences.	4. Identify the individual sounds in words.
5. Use figures in conversation about local surroundings and own experiences.	5. Identify the individual sounds in words.
	6. Comprehend words and simple expressions.
	7. Respond to the audio or the teacher verbally and non-verbally.
	8. Identify key information from a short speech or conversation.
	9. Follow the message in short simple conversations.
	10. Do a variety of listening comprehension tasks.
	11. Show an understanding of simple stories with visual clues.
	12. Produce words, phrases, simple sentences with intelligible pronunciation including stress and intonation.
	13. Describe familiar objects, persons and events using simple adjectives and adverbs.
	14. Sing or recite a song/chant by listening to the teacher or an audio.
	15. Talk about present and past.

Note. The Norwegian Directorate for Education and Training, 2019, p.6 and Curriculum Development Center, 2018, p. 28

Some clear differences that can be found are that the Nepalese curriculum places more emphasis on the aspects of linguistic competence and gives detailed instructions. The curriculum includes listening comprehension tasks and understanding stories through visual clues. The ability to talk about present and past is quite an ambitious task for this year, as the students are not native speakers, and most of the parents do not speak English at home. The allocated resource of 6,750 minutes a year might not be enough for the children with no exposure to the English language to start talking with proper use of past and present at this early stage. But contrast, the Norwegian curriculum, getting to see that it will be working on expressing own, greeting people using some polite expressions and sentence pattern related to local surroundings and own interests. Here, the Norwegian curriculum is focusing more on the own and local surrounding, speaks to the curriculum's focus on the practical-aesthetic use of language. As the students in this grade are quite young, they are invited to into the foreign language by letting them engage with a topic they know well – themselves and their own surroundings. A curriculum must be realistic and should aim for what is achievable, and to talk about self, self-surrounding, own interests and local surroundings is achievable. This will help the students of this year to open in conversation with the teachers and will help in anxiety-free class.

#### ***4.7.2 Competence aims/ Learning outcomes after Year 4***

The most crucial similarities and differences after year 4 are as follows:

**Table 8**  
**Similar competences after Year 4: oral communication/ Listening and Speaking**

<b>Norway</b>	<b>Nepal</b>
Listen to and understand the meaning of words and expressions based on the context they are used in.	Listen for specific information in a context
Understand and use English words, expressions and sentence patterns related to one's needs and feelings, daily life, leisure time and own interests.	Use simple language for a variety of functions (warning, expressing surprise and delight, express liking, knowing, and wanting and simple obligation) Give information and ask and answer questions (about habits and simple "always-true" facts)
Understand the main content of nursery rhymes, word games, songs, fairy tales and stories.	Understanding and enjoy a variety of short texts (story, dialogue, etc.)

Note. The Norwegian Directorate for Education and Training, 2019, p.7 and Curriculum Development Center, 2009, p. 53

There are some similarities at this grade level, like listening to given information on contexts, understanding short texts, and use of different language expressions that are relevant to our daily life. On the other hand, there are some differences as well, which can be seen below in the chart:

**Table 9**  
**Different competences after Year 4: Oral communication/ Listening and Speaking**

<b>Norway</b>	<b>Nepal</b>
1. Use simple listening and speaking strategies.	1. Respond to aural stimuli by writing, ticking, matching, ordering, following instructions or writing simple sentences
2. Use some polite expressions and simple phrases to obtain help in understanding and being understood.	2. Follow directions on a map.
3. Participate in everyday conversations related to local surroundings and own experiences.	3. Tell the time and describe frequency, and use ordinal numbers
4. Be able to repeat the English alphabet and spell names and hometown.	4. Use correct language for countable and uncountable nouns
5. Understand and use English words and expressions related to prices, quantities, shape, and size when communicating about one's daily life, leisure time and own interests.	5. Talk with increasing confidence using real situations and acting or role play

Note. The Norwegian Directorate for Education and Training, 2019, p.7 and Curriculum Development Center, 2009, p. 53

As this chart unveils, Norway focuses on making the students achieve the target of using listening and speaking strategies, polite language, engage in everyday conversation regarding their own experiences, repeating the alphabet, and spell names and hometown. All these competence aims are relevant to the user in an authentic context and makes it interesting for the student to use the target language. Nepal's curriculum similarly mentions role play or using the language while acting out authentic situations, which seems to be a good idea, not only it avoids boredom, but helps to become more competent when it comes to communication in real-life situations. It also helps to make students confident to express themselves and the situation. The use of proper countable and uncountable words, the ability to tell time, relate to frequency, and use ordinal numbers are all achievable targets. They are also more detailed and specific, as Nepal has learning outcomes in its curriculum. Following the map outcome seems to be a bit optimistic for this grade as the map tasks are mostly introduced at the elementary level. The curriculum further mentions that students should respond to oral tasks by writing, ticking, matching, ordering, following, instruction and creating sentences. As Nepal has been heavily focused on writing in the past, the current curriculum also includes writing tasks in the listening and speaking sections of the curriculum. This makes it sound as if the listening or speaking skills are more interrelated with writing than with each other. This relates back to the point mentioned in the second chapter, that Nepal is trying to shift from Grammar Translation method to Communicative Competence. However, the inclusion of such tasks in the curriculum shows that the transition has not been entirely successful.

### 4.7.3 Competence aims/ Learning outcomes after Year 7

After the comparison of year 2 and 4, it is time to compare learning outcomes\ competence aims after year 7. The following are the similarities between Nepal's and Norway's oral communication and listening and speaking curriculum competence aims after year 7:

**Table 10**  
**Similar competences after Year 7: Oral communication/ Listening and Speaking**

<b>Norway</b>	<b>Nepal</b>
Understand and use a vocabulary related to familiar topics.	Listen and carry out instructions commonly used in both school and social environment.
Understand the main content of oral texts about familiar topics.	Listen to short dialogues and other text from teacher or electronic media and extract information.
Use expressions of politeness and appropriate expressions for the situation.	Make and respond to queries politely. Respond to common queries about personal and immediate surroundings.
Express and give grounds for own opinions about familiar sections.	Engage in dialogues/ group discussions. Narrate simple story or event/experience with correct stress and intonation. Retell stories, information and events using simple sentences

Note. The Norwegian Directorate for Education and Training, 2019, p.8 and Curriculum Development Center, 2012, p. 21-22

Some similarities between Nepal and Norway are the understanding and use of familiar topics.

The aim of being able to listen and carry out instructions commonly used in both school and social environments is also the same in both curricula, but Nepal's document does not mention anything about the vocabulary here. Next is the ability to make polite conversation, and to have coherence in communication, which will enable students to communicate with sociolinguistic competence in an international context. Norway mentions the ability to understand the content of oral texts about familiar topics whereas in Nepal the students are to listen to short dialogues and other texts presented by the teacher or via electronic media and extract information. Nepal has been repeatedly using the use of electronic media in the classroom, which does not seem to be

accessible on the context of the villages of Nepal. In both contexts, the focus is on extracting information and understanding content, although the medium is different. The next aim is to understand conversation along with all expressions and respond to the queries about personal issues as well as surroundings are similar. The next similarity is that both focus on the relationship between listening and speaking, as seen in the expressions “understand and use,” and “listen and carry out”. Some of the differences are listed below:

**Table 11**  
**Different competences after Year 7: Oral communication/ Listening and Speaking**

<b>Norway</b>	<b>Nepal</b>
1. Use listening and speaking strategies.	1. Listen and distinguish between similar words and sentences. Listen and identify/guess the topics of oral presentation through verbal responses.
2. Express oneself to obtain help in understanding and being understood in different situations.	2. Listen to spoken information and transfer it to complete chart or table. Interpret a chart, map or table orally.
3. Introduce, maintain, and terminate conversations related to familiar situations.	3. Listen to a formal or informal text and do various types of listening comprehension exercises
5. Use basic patterns for pronunciation, intonation, word inflection and different types of sentences in communication.	4. Listen and identify/guess the section of oral presentation through verbal responses.
6. Express oneself using simple calculations, currency and units of measure when communicating about everyday situations.	5. Respond to a stranger about immediate surroundings (school, home, market, etc)
	7. Receive/make phone call in informal situations.

Note. The Norwegian Directorate for Education and Training, 2019, p.8 and Curriculum Development Center, 2012, p. 21-22

Norway’s competence aims for oral communication do not differ greatly from those listed for the previous years but increases the complexity of the content while using similar kinds of practices. The continuity of past knowledge, and the exposure to language input on a slightly higher level, makes the Norwegian curriculum learner-centered. This method in the Norwegian curriculum

takes it closer to the Krashen's input hypothesis (2.2.3). Input hypothesis promotes the idea of  $i+1$  exposure of target language. This is being followed by the Norwegian curriculum, which is very commendable and is a very strong aspect of Norwegian curriculum. Norway continues using listening and speaking strategies, but it does not explicitly define the strategies in the curriculum. Focusing on familiar situations and familiar contexts, and the ability to give reason and own opinion about known topics is also repeated in this year. However, some skills needed for proper conversation are added as well, in that conversations related to known things will be introduced, maintained, and terminated. This ability of opening and giving a proper closure to the communication is very important in language. Further, the everyday situation has been a priority in the curriculum of the lower grades, and after year 7, the apprentice will be able to express themselves using simple calculations, currency, and units of measures. Norway inculcates the ability of understanding and being understood in different situations. At this stage, Norway also adds to the use of some basic patterns for pronunciation, intonation, word inflection and different types of sentences in communication. Norway includes the grammar, syntax, and phonology explicitly only after the students have already got ample of time to practice and acquire it. To add, when Norway introduces phonology and syntax, no concrete examples are given. In Nepal, however, there seems to be quite a selection of details/examples given in the curriculum.

Some differences in Nepal's listening and reading outcomes are to be able to hear and identify or guess the topics of oral presentation through verbal responses. Although Nepal here tries to include listening and speaking together, they do not fully succeed, as the speaking task is just focused on retelling the topics and nothing more. The curriculum also focuses on the relationship between listening and writing, stating that the students should be able to listen to the given

information and transfer it to complete a chart or table. Once again, Nepal is struggling to make a difference between listening and writing. Another way to see it is that the Nepalese curriculum gives more importance to the relationship between listening and writing than listening and speaking. In its listening outcomes, Nepal introduces writing tasks which somewhat point to the main idea of this thesis – that Nepal focuses more on writing than oral communication.

#### **4.7.4 Competence aims/ Learning outcomes after Year 10**

Finally, this chapter will compare the curricula sections devoted to grade 10. Here, some differences can be found with regard to the Nepalese document, up to this point, the learning outcomes that have been given are not explained in detail, but for this grade, it explains each goal in more detail. This may be because the curriculum gives more priority to the 10<sup>th</sup> grade as it is known as the iron gate in Nepal. However, the points are mainly discussed here but not the explanation. The similarities and differences of grades 10 are as follows:

**Table 12**  
**Similar competences after Year 10: Oral communication/ Listening and Speaking**

<b>Norway</b>	<b>Nepal</b>
Understand the main content and details of different types of oral texts on different topics.	Listen to spoken text, understand the gist and retrieve specific information from it.
Listen to and understand variations of English from different authentic situations.	Listen and respond to common expressions
Express oneself fluently and coherently, suited to the purpose and situation.	Present information, ideas, and express feelings clearly and coherently. Seek and provide required information using appropriate language.
Express and justify own opinions about different sections.	Engage in group discussions, expressing opinions effectively. Describe an object or event appropriately.
Use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication.	Identify and discriminate sounds, stress, and intonation patterns.

Note. The Norwegian Directorate for Education and Training, 2019, p.9 and Curriculum Development Center, 2014, p. 52-56



There are many similarities in the competence aims and learning outcomes for this year. Nepal and Norway agree on the aim of the use of different aspects of language like pronunciation, intonation, word inflection and the use of different types of sentences in communication. Next is listening and responding to many common expressions which might be related to real-life situations as well. After this, the oral aim of understanding the main content, context, and details of different types of spoken texts on different topics are similar too. The next similarity is the ability to express or present oneself or one's own feelings fluently and coherently. This also involves being able to justify one's own opinion, describing an object, or providing required information by using appropriate language, and communicating properly in different formal and informal situations. All these aims and outcomes are focused on the coherence of oral discourse and have similar features.

**Table 13**  
**Different competences after year 10: Oral communication/ Listening and Speaking**

<b>Norway</b>	<b>Nepal</b>
1. Choose and use different listening and speaking strategies that are suitable for the purpose.	1. Gain knowledge and understanding of target cultures through listening, by achieving the following learning outcomes
2. Understand and use a general vocabulary related to different topics.	2. Record in note or make summary from the main points of spoken messages.
3. Demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups.	3. Practice thinking skills while listening.
4. Introduce, maintain, and terminate conversations on different topics by asking questions and following up on input	4. Understand and apply the practices and values of both national and target cultures.
5. Understand and use different numerical expressions and other kinds of data in communication.	5. Practice thinking skills while speaking.

Note. The Norwegian Directorate for Education and Training, 2019, p.9 and Curriculum Development Center, 2014, p. 52-56

However, there are also some differences between these two curriculums of year 10. In the Norwegian curriculum, the use of listening and speaking strategies that are suitable for the purpose is mentioned also here. In addition, other aims also highlighted, such as the ability to understand and use a vocabulary related to different topics. The use of vocabulary is given much emphasis in the Norwegian curriculum, whereas the Nepalese counterpart does not mention vocabulary at all in their listening and speaking section. However, in chapter 2, the thesis has already mentioned the importance of vocabulary in language learning. Vocabulary helps to speak fluently, if one does not have enough vocabulary, one will be stuck on what to say next and might not understand what the next person is speaking. Next Norwegian curriculum includes is to demonstrate the ability to differentiate positively and negatively loaded expressions referring to individuals and groups. Norwegian curriculum also mentions the ability to identify and use the different parts of conversation, such as introducing, maintaining, and terminating a conversation on different topics by asking questions and following up input. This point included in the Norwegian curriculum installs a connection between the language instruction and the way in which the language is being used in an authentic language culture, and makes the students understand that every language has their own way to start, maintain and end a conversation. In addition, the aims of being able to understand and use different numerical expressions and other kinds of data in communication are the aims that can also be found to be different in Norway. Some learning outcomes of Nepal that are different from the Norwegian aims are gaining knowledge and understanding target cultures through listening by achieving the ‘following’ learning outcomes; here ‘following’ means the writing task skills, which has been made clear in detail on next two sentences of explanation in the curriculum of Nepal. The next goal is the ability to practice thinking skills while listening and speaking, which may be a confusing point,

as the speaker and listener both need to think before using language to express themselves in any context. Finally, to understand and apply the practices and values of both national and target cultures is a learning outcome that does not appear in the Norwegian context. This is a good idea as the speaker will understand the person better if they know about both their own and the other's culture and values.

#### **4.8 Assessment/ Examination**

Examination or evaluation might be synonyms of assessment. Assessment is mentioned in the Norwegian curriculum, but it is not explained in detail. It is mentioned under the Overall achievement assessment topic that “The pupils shall have one overall achievement grade for written work and one overall achievement grade for oral performance” (The Norwegian Directorate for Education and Training, 2019, p.11). Under the heading “Examinations for pupils” it mentions that “The pupils may be selected for a written examination. The written examination is prepared and graded centrally. The pupils may also be selected for an oral examination. The oral examination is prepared and graded locally” (Norwegian Directorate for Education and Training, 2019, p.11). These facts make it clear that Norway has a different system of assessment than Nepal, and thus additional sources have been consulted in order to obtain more information. “In Years 1-7, the purpose of classroom assessments is mostly diagnostic and formative and there are no marks assigned to students. In Years 8-10 and upper secondary education, there is greater focus on summative classroom assessment that counts towards students' overall achievement marks” (Nusche, Earl, Maxwell & Shewbridge, 2011, p. 27). Summative tests taken on a national level are mandatory in the year 5, 8, and 9. The national test is developed by the National quality assessment system (NKVS). NKVS administers tests in

the skills of reading, mathematics, and English. The fact that English is subject to a national test is a clear hint that Norway has given ample emphasis to the English language education. Further, the NKVS test for subject English is taken digitally using a computer, and grades 5 and 8 have single word answers. The time allocated for the test is 60 minutes (The Norwegian Directorate for Education and Training, 2017). This test is assessed on a scale with five levels. However, not many details are given about the format of the test, so the researcher is unaware of what percentage of the questions is related to oral communication.

Nepal’s curriculum, however, provides detailed information about its assessment system. Nepal has two assessment systems. The first is formative in nature and is organized by the teacher in the classroom. The second is summative in nature and is taken at school level thrice a year after grade 4. Up until year 3 there is no summative exam. Nepal has one district level test at the end of grade 8 and a national level test at the end of grade 10. The test has a standardized format, which looks as follows:

**Table 14**  
**Mark distribution for English subject according to the four skills of language**

<b>English subject</b>	<b>Marks</b>
Listening	10
Speaking	15
Reading	40
Writing	35
<b>Total</b>	<b>100</b>

Note. Curriculum Development Center, 2014, p. 72

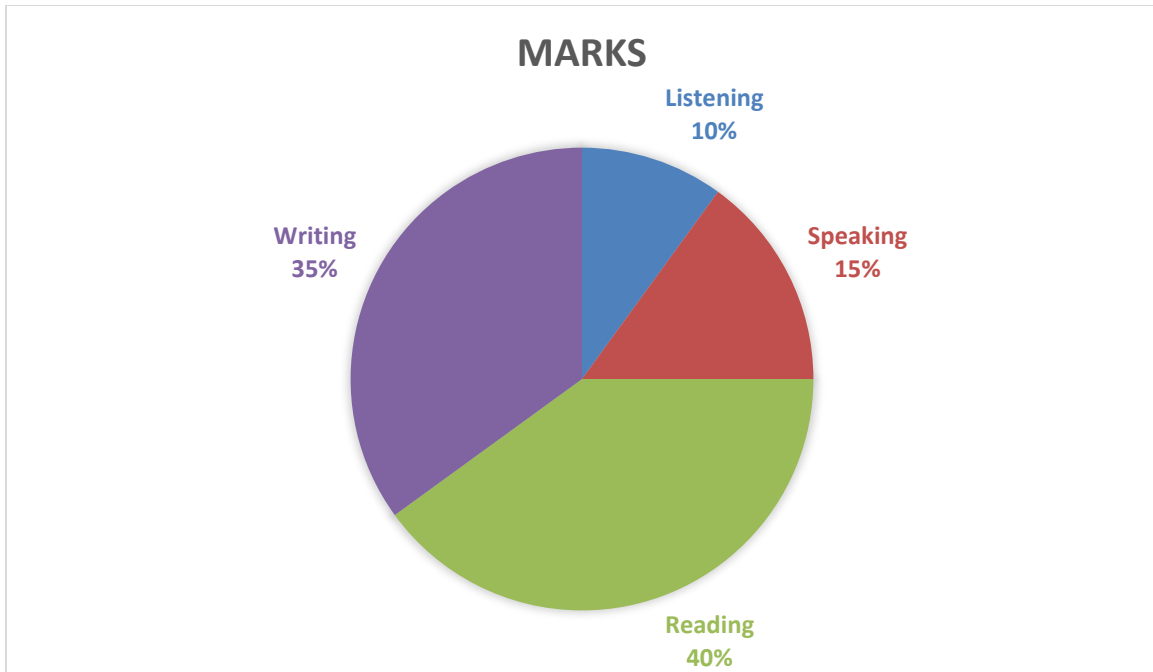


Figure 1. Curriculum Development Center, 2014, p. 72

From the above chart we can further understand the claim of this thesis that the writing and reading tasks are given more priority than the listening and speaking tasks. Out of 100 only 25 marks are allocated for listening and speaking, whereas 75 marks are allocated for writing and reading tasks. The exams last for 3 hours and 75% of the time is given to writing and reading (Theory) and 25% of time is given to listening and speaking tasks (Practical). Now the time has changed, and the importance changed, and in the world today, the importance has shifted from written skills to communicative skills. This is something that also needs to be reflected in the Nepalese assessment system.

## 5. Findings

This comparative research emphasized the analysis of the curriculums' oral skills of secondary school levels in Nepal and Norway. This research was motivated to find the differences and similarities between the two national curricula, and in turn, to define points of improvement in Nepal's curriculum.

With the use of research tools like comparative research and content analysis, the research has come with some results. Nepal is approaching curriculum as a body of knowledge (2.1). This is clear as the documents of Nepal are concise and include Scope and Sequences where the subjects of a series of lectures are discussed. However, Norway is not following the same pattern, which has been made clear in chapter 4.6. The approach of Norway's curriculum is curriculum as process, as it gives freedom to the teachers to choose the topics of discussion as long as the curriculum competence aims are met. The curriculum of Norway gives emphasis to the practice and the outcomes. Moreover, Norway allocates quite a lot of teaching time (4.4) for the students to practice the language, and the choices for the teacher or teachers are free to choose what to teach as long as the curriculum aims are met(1.2) which proves Norway's approach of curriculum as process. Mølstad and Karseth in their article regarding Norwegian curriculum mentions "the present curriculum reform in the country emphasizes competence and outcomes" (2016, p. 331). The curriculum reform at present in this context means the curriculum reform of 2006 (Læreplaner for Kunnskapsløftet 2006).

On one hand, the curriculum of Nepal is following mixed methods in its curriculum. It is including the Grammar translation method as well as the communicative language teaching method. It includes writing tasks in the listening and reading sections (4.7). Tasks like filling the

blanks and transferring information to a chart or table are included in the learning and reading section of the curriculum. This thesis has already made it clear that the competencies of listening and speaking are interrelated (2.4), but the document of Nepal does not include these two together but finds it better to include listening and writing, and speaking and writing together. This is an aspect of the Nepalese curriculum regarding which the curriculum developers need to give a second thought. In spite of these facts, it is also true that Nepal to some extent has started to use communicative language teaching, as the curriculum includes many learning goals relating to role play, learning through listening and visual aids, storytelling and listening, and communicating with others (4.7). Norway's curriculum, on the other hand, is following a single method, communicative language teaching. Norway uses phrases such as "listen and use" throughout its curriculum, which shows its dedication to communicative language use (4.7).

Additionally, regarding the use of world famous Krashen's hypothesis, Nepal is lingering on the halfway mark, whereas Norway is following all the applicable points of all the hypothesis. As has been discussed in chapter 2, Krashen's monitor hypothesis gives emphasis to the time factor, language form, and language rules simultaneously (2.2.3). Regarding the form and rule, the curricula of both countries are performing well, as they emphasize expressions, sentence patterns, and expressing yourself coherently. Regarding the time factor, however, Nepal is allocating only almost half of the time allocated by Norway, which might create some challenges for the English education of the country. In other words, the time factor needs to be taken under consideration. Next is Krashen's input hypothesis, according to which the language the learner should be given slightly more language exposure than they have with them at present. The concept of  $i+1$  was introduced here (2.2.3). Nepal on this point is behind Norway. In some instances, Nepal focuses on the notion of building on the students' previous knowledge, but this

is not a prime focus. On the Norwegian side, however, the input hypothesis is consistently followed, as the curriculum exposes the students to new elements alongside past knowledge (4.7.3). Krashen's next hypothesis is the affect filter hypothesis. The affect filter hypothesis is very important for a classroom environment, as it focuses on omitting affect variables such as fear, nervousness, rigidity, and boredom from the classroom environment. To achieve this, a learner friendly approach should be taken. At several places in the curriculum, Nepal at many places comes up with points to encourage the learners to open up, like role play, responding to queries about personal and immediate surroundings, and expressing feelings. However, the Norwegian curriculum is very consistent on this matter. It has given more priority in most of its competence aims to communicate about one's surroundings, to express oneself and talk about oneself and one's interests. This will help create a student-friendly classroom and can help the students to be open with the teachers and each other, which will contribute to an anxiety-free classroom (4.7.1).

Finally, regarding the teaching approaches, both countries are following some aspects of all the approaches of teaching discussed in chapter two. The Norwegian document mention the use of sentence patterns, contextual learning, student centered teaching, and listen and use, all of these are the factors which enhance structural approach, situational approach, communicative approach and constructive approach, respectively. Similarly, Nepal has included only some of these strategies at few sections but not so often or repeatedly (2.3) (4.7).



## 5.1 Detailed Discussion of Findings and Recommendations

Based on the comparison, the research has come up with some findings and some recommendations with regard to the curriculum of Nepal, which are mentioned below:

- a. The curriculum lacks defined terms and skills.
- b. The curriculum should be student-centered.
- c. Vocabulary needs to be prioritized.
- d. Introduce, maintain, and terminate conversation should be practiced.
- e. Role play should be promoted.
- f. Less focus on writing task should be given.
- g. Structure of the curriculum should be uniform.
- h. Time needs to be reconsidered.
- i. Scope and sequences need to be re-written.
- j. Curriculum should be reality based.
- k. Assessment markings should be reconsidered, and those exams must be made effective.

### *a. The curriculum lacks defined terms and skills.*

As mentioned earlier in 4.3 and 4.5, the Nepalese curriculum has not defined any frequently used terms nor the basic skills it refers to. However, the Norwegian curriculum is clear in this section of curriculum and has defined these skills and the subject areas. This gives a clear vision of the country regarding their strategy of giving priority to communicative approach (4.3, 4.5). It is better for the curriculum to be specific than to take it for granted that the reader will understand terms such as “listening” and “speaking”. The definition will help to know how the makers of the curriculum understand these words, and their role in the curriculum. The term’s definition will

show the interest and focus of the country too. If the skills and frequently used terms are clearly defined, the reader will gain a better understanding of what the curriculum is intended to achieve and make the curriculum more coherent.

***b. The curriculum should be student-centered.***

For the students to unfold as they practice speaking, they must feel a comfortable environment. The environment should not be tense and humiliating, as mentioned in Krashen's affective filter hypothesis (2.2.3). If constructive criticism takes place instead of laughs at mistakes, and if the teacher lets the children speak about themselves and what they feel or think about daily activities, or social activities, this will help the children. The apprentice will feel safe as s/he is sharing and creating a bond. Additionally, the Norwegian curriculum in most parts of the document gives priority to the establishment of an anxiety free class, as students are encouraged to speak about their daily activities and surroundings. In addition, using the language of others to describe one's own feelings will bring us closer to the stranger's language (4.7). Being able to express oneself is very important while learning a language. The more you talk about the familiar things, the easier it is to familiarize oneself with a new language. In other words, using a new language to talk about oneself, one's daily routines and activities, and known situations, is very important. By saying this, the thesis is not suggesting that the Nepalese curriculum is not already doing this. However, it suggests that it should be made a more prominent and focused priority of the curriculum, echoing the approach of Norway. This promotes a communicative language teaching environment in class and is therefore a point for Nepal to consider.

***c. Vocabulary needs to be prioritized.***

All the aspects of language are given priority by both curricula, but the vocabulary is left behind in the listening and speaking outcomes of Nepal's curriculum, although it was mentioned once in the objective of learning English (4.2). Practicing new vocabulary is important to the development of oral skills, and as mentioned in chapter 2.4. Teaching to read vocabulary is a good way to teach a second language, as new words are necessary in order to become proficient in a second language. Vocabulary is the major key to communicate. Without enough vocabulary, the speaker will not be able to have a fluent conversation. People learn a new language basically due to the desire to communicate. Thus, to communicate it is important to have a good vocabulary.

***d. Introduce, maintain, and terminate conversation should be practiced.***

The knowledge regarding how to introduce or start to talk, maintain, and end a conversation (4.7.3) should be taught to the language students. Only teaching coherence is not enough. Coherence in forming a sentence will help in developing or maintaining the pace of communication only. So, the etiquettes of starting a conversation, how to take it along and end it is an important topic. In addition, it is not mostly spoken language in their country that they will learn on time being. Further, every language culture has an expected way of starting and ending the conversation and knowing how to do so in English helps the learner to be comfortable to talk to the native speaker. In Norway, the oral communication aims after years 7 and 10 both draw on this point, which must be taken as a positive sign of wanting to understand the culture and preferences of others. For example, the Norwegian custom of starting the conversation by talking

about the weather is different to the Nepalese custom of starting with personal questions regarding health and outlook, which some foreigners to the culture might find intruding. This is also the main reason as to why the students need to know that a conversation is not the same within all languages. Thus, learning how to introduce, maintain, and terminate a conversation in the target language should be an aim of the aim of listening and speaking learning outcomes in Nepal.

***e. Role play should be promoted.***

Role play (4.7.2) is a very effective tool to enhance the self-esteem of children. Role play will add thinking skills in the second language, help children to develop skills to solve problematic situations, and help develop empathy. For the communicative language teaching Approach (2.3), role play is a good activity to include in the curriculum. All these positive effects must have added to the choice of including role play in the Nepalese curriculum, however, it is only included in the learning aims of grade 4. Ideally, it should be given further priority in all grades. However, as the curriculum of Norway is not detailed because it is organized by way of general competencies, role play is not mentioned directly. Any teacher could include it if he/she wants to, as the aims are quite general it gives a lot of freedom to the teacher.

***f. Less focus on writing task should be given.***

As mentioned above in the summary section of the findings, the writing tasks testify to the fact that the present curriculum of Nepal is still affected by the Grammar translation method (2.2.1).

In the Grammar translation method, writing tasks like filling in the blanks and completing a table are prioritized in the curriculum aims related to listening and speaking. As the Nepalese curriculum has started to shift to communicative language teaching, it should try to leave these more old-fashioned teaching methods behind and instead embrace the interactive nature of speaking and listening. In other words, it should combine speaking and listening tasks, instead of focusing on tasks that combine speaking or listening with writing. At some points in the curriculum sections dedicated to speaking and listening, writing tasks have a higher priority (4.7). As this thesis has clarified in the last part of the theory section, listening and speaking are expected to go hand in hand, but as Nepal has not completely rid itself of its past. Thus, the curriculum needs to be revised, and the curriculum makers should attempt to shift the focus entirely to a communicative language teaching strategy. Nepal is moving ahead, and that should be visible in action too. Conversely, Norway has placed listening and speaking skills together and have an Oral competence section in the curriculum document. The fact that Norway is used a competence-based curriculum is also an example from which Nepal can learn an effective lesson.

***g. The structure of the curriculum should be uniform.***

The structure of a curriculum (4.1) includes the vision, focus, objectives, needs of learner, plan methods and more. This is a proper policy and planning of a country regarding a school subject. As discussed in chapter one, the curriculum is a vital document, as it presents an educational plan which is to secure the future of the nation. Thus, the structure should be clear and uniform. Using one structure for grade 1 and another for grade 5 does not show a good sense of responsibility on the part of the curriculum developers. Thus, a clear planning with regard to the topics or sections

that should be included in the curriculum is needed, and all grades should follow the same pattern. A uniform structure for the entire curriculum document makes the thoughts presented more clear. A country's vision and plan for a language should be the same for all grades, and a similar structure is expected throughout the document, as it represents the country. As we know already that Nepal cannot change the curriculum of all grades at once, the curriculum makers could at least rewrite it. The curriculum of Norway, however, has a uniform structure and revises its entire curriculum at once.

***h. Time needs to be reconsidered.***

English is a second language and it is rare for people who live in Nepalese villages to be listening to this language. For children enrolled in a public or government school, it is only during school time that they are exposed to English, and the subject is only taught for 45 minutes each time. Outside of school, English is never discussed, heard, or spoken, or to be precise, practiced. It is present in government schools just as a single subject which is difficult for the students, mostly because it is given very little time, and all other subjects are read in Nepali language. One teacher comes and talks and that is it. So, Nepal must reconsider the time allocated for the English subject. Norway has allocated almost a double number of hours to the English subject despite being more exposed to English in daily life. Most of the parents here speak English well and the students are also exposed to English through their use of media and social media. The government of Nepal needs to promote programs and teachers to come up with ideas for how to make students exposed to the English language in the Nepalese villages as well. So, the time allocated (4.4) should be reconsidered.

***i. Scope and sequences need to be re-written.***

Including scope and sequences makes the curriculum clear about the function and form of the curriculum. Thus, it is to be appreciated that the Nepalese curriculum has Scope and sequences as part of the curriculum, but a suggestion here is to make it more productive by making it comprehensible. The scope and sequence section of grades 6-10 is accessible, but the curriculum of the primary grades is speculative. Grades 1-5 curriculum's scope and sequences (4.6) should be rewritten. The inclusion of Scope and sequence in curriculum will make the teachers aware about the content in detail and the number of classes defined for each topic. In regard to Norwegian curriculum on this section does not have any thing. Norway has deliberately chosen not to include these elements (2.1).

***j. Curriculum should be reality based.***

Words like audio and visual are often repeated in the curriculum of Nepal. Visual and audio aids may help the students listen to and use the language, as the Norwegian curriculum mentions many times. Listening and speaking are inter-disciplinary fields as mentioned in chapter 2.4, and it would be easier to teach them side by side, first listening then speaking. However, as the time allocated is quite sparse, there is little chance of the teachers drawing in the classroom and talking about it. In addition, not all English teachers may feel comfortable about drawing. The books cannot include what ICT can include, and that is why Nepal has a cassette system for all grades. The teachers can buy a cassette and play those in the classroom for the exercise of listening tasks. As they cost money many teachers do not even bother to buy them. By any chance if they buy them, and if they by any chance bought it, how are they going to play it?

Having access to even a radio in a class is a problem in Nepal. In not providing these cassettes and a radio for all English teachers for free, the curriculum becomes an optimistic agenda. As the English teachers do not have access to both cassette and radio at all schools. Nepal is an underdeveloped country and accessibility to all these visual and listening aids is rare in all schools. “The development of information and communication technology in government education is faced with many challenges. So far, ICTs have not been used as a way of acquiring new knowledge and skills in schools of Nepal due to inadequacy of curriculum content and limited access to ICTs. Other challenges include inadequate funding, lack of basic infrastructure, lack of qualified personnel (who can use ICT) and lack of policy formulation and implementation” (Dhital, 2018, p. 18). Nepal has not been successful in providing all government schools with hearing and visual aids (4.7.1), thus learning through visual and listening might be somehow difficult but nonetheless very important. Nepalese English is not like native English. Many Nepalese teachers of English subject cannot provide what an actual audio and video facility can provide, an exposure to English native speakers’ pronunciation and style of speaking. Being an enthusiastic teacher, the researcher has herself faced these problems. The students enjoy listening to the audios, but even to find a radio in a school is a problem. It is all thanks to Mr. Mahabir Pun who has made internet accessible in very remote villages of Nepal today. But when will Nepal’s government be capable enough to facilitate its future? It is a very good idea to have ICT facilities in all the schools, but by when will it be possible, and until then, what alternative ways will the Nepalese government provide besides selling the cassettes?



***k. Assessment markings should be reconsidered, and those exams must be made effective.***

The summative assessment (4.8) markings should be reconsidered as the time is changing and the focus on the importance of language is also changing. Earlier, the writing skill was prioritized, but now the communicative aspect is highly emphasized. In a race of the survival of the fittest, it is required that Nepal starts moving according to the tide. In addition, the test of speaking and listening should be recorded in the 10<sup>th</sup> standards, this to ensure that the marks are not awarded unfairly as it has been reported “that the majority of secondary English teachers ignore listening and speaking skills in their classroom teaching although the examination requires testing of those skills (Santwona Memorial Academy, as quoted in Rana & Rana, 2019, p. 20)”. As mentioned earlier, the curriculum should be realistic. So, the country should monitor all schools to check that the teachers teach according to the mandates given by the curriculum.

## 6. Conclusion

This research has come to some conclusions from the above discussion. The main aim of this comparative study was to make Nepal aware of how its English subject curriculum could be changed for the better. This research might not be a total remedy for Nepal, but it is something that can be considered. It is important to keep in mind that education is not only affected by the curriculum, and that the standard of education is also affected by the syllabus, teaching resources, teachers, students, as well as the level of the students' everyday exposure to the language. Nonetheless, the National curriculum, being a national policy, remains a vital supplier of conditions. This research is an effort to search for some lessons that must be learnt from a country which has made a huge difference in the field of Second language learning by balancing a need for English proficiency with an intention of keeping the Norwegian language alive. It is not letting Norwegian be threatened and is working on making its citizens global citizens as well. From this country we can learn many things, and this thesis just points to some elements of it. This research has opened a path for further comparative research on the international curricula of the second language curriculum of the English subject.

For Nepal, going towards English medium education might be an option for the betterment of the English language proficiency in the country. As the private school learners read all subjects in English, they have a higher level of proficiency which is a known fact. There might be a question of a threat to the local language at this point. A country which depends on remittance for a quarter of its GDP (Gross development product), per capita income, does not have many options. Unless Nepal finds good strategies to generate income within its borders, Nepalese youth will have to go abroad, where they will obviously need English for communication. Fulfilling basic needs comes before protecting language and culture. Until Nepal stops pushing its young people

to go abroad, the better option for them is to learn the proper use of the English language in order to get better opportunities.

The people of Nepal are capable of many things, but the country's government does not provide it with many options. Educated labor can create a better earning environment in the market.

Nepal can find a better place to send people to work, it does not have to send youths to a cheap labor market such as the Gulf countries (Qatar, Oman, Malaysia) and its neighboring country India. If it will focus on the development of second language, English, Nepal is known for its bravery in the world, which might open the doors of the European countries and USA. As Singapore and UK are taking some Nepalese manpower for the Gorkha Regiment from Nepal from years. This can open many doors and can be a possible shift that a country can take if the English language use improves in Nepal. The world today is speaking English, so, learning English with the help of the best policies and practical implementation is required in Nepal.

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