

Challenges of Teaching English at Secondary Level

A Thesis submitted to the Department of English Education
in partial fulfillment for Master of Education in English

Submitted by
Gopal Bahadur Khadka

Mahendra Ratna Campus, Tahachal
Faculty of Education
Tribhuvan University
Kathmandu, Nepal
2024

Challenges of Teaching English at Secondary Level

A Thesis submitted to the Department of English Education
in partial fulfillment for Master of Education in English

Submitted by

Gopal Bahadur Khadka

Exam Symbol No. 7429011

T. U. Regd: 9-2-57-244-2009

MahendraRatna Campus, Tahachal

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

2024

Thesis Viva Date: July 10, 2024

Thesis Submission Date: June 16, 2024

Recommendation for Acceptance

This is to certify that Mr. Gopal Bahadur Khadka has completed his M.Ed. thesis entitled **Challenges of Teaching English at Secondary Level** under my guidance and supervision.

I recommend and forward this thesis to the Department of English Education for acceptance.

.....

Dr. Hira Lal Subedi
(Supervisor)

Date: June 14, 2024

Recommendation for Evaluation

This thesis has been recommended for evaluation from the following **Research**

Guidance Committee:

Signature

Dr. Lok Raj Regmi

.....

Reader and Head(Chairperson)

Department of English Education,

MahendraRatna Campus

Tahachal, Kathmandu

Dr. Hira Lal Subedi

.....

Lecturer

(Supervisor)

Department of English Education

MahendraRatna Campus

Tahachal, Kathmandu

Mr. Bikash Sharma

Lecturer

.....Department of English Education

(Member)

MahendraRatna Campus

Tahachal, Kathmandu

Evaluation and Approval

The thesis has been evaluated, and approved by the following **Research Evaluation and Approval Committee**.

Signature

Dr. Lok Raj Regmi

Reader and Head (Chairperson)

Department of English Education

MahendraRatna Campus, Tahachal

.....

Mr. Bhuban Bahadur Bohara

Lecturer

Department of English Education

Sanothimi Campus

Tribhuvan University

.....

(Expert)

Dr. Hira Lal Subedi

Lecturer

Department of English Education

MahendraRatna Campus

Tahachal, Kathmandu

.....

(Supervisor)

Date: July 10, 2024

Declaration

I would like to declare that to the best of my knowledge this research is original, and no part of it was earlier submitted for the candidature of research to any university.

.....

Gopal Bahadur Khadka

Date: June 14, 2024

Dedication

To my father, mother, and brothers, Mr. Basant Khadka & Mr. Bindu Khadka,
& Gurus, Dr. Hira Lal Subedi, Dr. Lok Raj Regmi, Dr. Umanath Sharma,
Dr. Tek Mani Karki

Acknowledgements

The completion of the M.Ed. thesis has become an outstanding achievement of the regular encouragement and motivation from my respected Guru, thesis supervisor, and friends, and participants who encouraged, and supported me during undertaking the thesis. I am grateful to each of individuals for their regular inspiration.

First of all, I would heartily like to offer gratitude to **Dr. Hira Lal Subedi, thesis supervisor**, Department of English Education for his genuinely academic professional direction, constructive suggestions, constant supervision, and constructive feedback throughout the period of the research study. He was always there for his timely advice, scrutiny, scholarly suggestions, and scientific approach which helped me to a very great extent to accomplish this task and develop the sustainable academic knowledge for my further progress in the academic research works.

Secondly, I would like to express my heartfelt gratitude to **Dr. Lok Raj Regmi, Head**, Department of English Education, MahendraRatna Campus, Tahachal, for her friendly frank administrative support and constructive suggestions, appreciation and having me feel encouraged to do the best efforts for making progress.

Thirdly, I would like to express my sincere respect and gratitude to **external examiner**, Mr. Bhuban Bahadur Bohara for his insightful, constructive and expert suggestions, expert academic directions, invaluable supervision, further improvements in the thesis and making me feel motivated and encouraged during the thesis viva voice.

Similarly, I am too grateful and would like to express my deep sincere gratitude to **Dr. Netra Prasad Sharma, Dr. Balaram Adhikari, Dr. Umanath Sharma, Mr. Bikash Sharma, Dr. Tek Mani Karki, and Mr. Deep Karki** English faculties of MahendraRatna Campus, Tahachal, Kathmandu, for their co-operative supervision, constructive comments, constructive suggestions during both proposal and the thesis viva, friendly manners, frank talks with me, appreciation and ongoing motivation, encouragement and compliments during viva voice of my thesis.

For another thing, my sincere thanks go to the participants and I cannot forget **Mr. Madhusudan Khatiwada**, English teacher of Shree Kalika Devi secondary school in Shivapuri R.M, Nuwakot, **Mr. Ishowr Datta Bhatta**, English teacher of Shree Gramin Devi Secondary School in Shivapuri R.M, Nuwakot, **Mr. Ramesh Pant**, English teacher of Shree Kundala secondary School in Panchakanya R.M, Nuwakot, **Mr. Prabesh Singh**, English teacher of Shree Kumbheshwor Secondary School in Shivapuri R.M, Nuwakot, **Ms. Nirmala Mainali**, English teacher of Shree Samundra Devi Secondary School.

Likewise, I would like to extend my thanks to the national and international academic research journals and articles writers and publishers and researchers and scholars, philosophers whose works I studied and reviewed and gained knowledge and the expertise concerned and relevant to my research work.

Gopal Bahadur Khadka

Abstract

The present thesis entitled 'Challenges of Teaching English at Secondary Level' has been carried out in order to explore the challenges of teaching English, identify the causes of them and find out measures to overcome them. Five secondary level English teachers from different five community schools of Panchakanya Rural Municipality and Shivapuri Rural Municipality of Nuwakot district were purposively selected for the study. An open-ended questionnaire was used for data collection and the collected data was analyzed and interpreted on the basis of thematic approach. It was found that the challenges of teaching English were less use of information communication technologies, mother tongue interference, students' low performance in the use of vocabulary items, students' diverse backgrounds, implicit approach to teaching grammar, and lack of English environments for learners. It was also found that major causes of the challenges were students' promotion trends in schools, inhibition and low degree of motivation. It was also found that the measures of overcoming those challenges of teaching English were the collaboration, and use of technologies, strategies related to post-method pedagogy, mother tongue as required and parents' concern in students' education.

This thesis consists of five chapters. The first chapter is an introductory chapter consisting of background, statements of the problem, objectives, research questions, significance, delimitations, and key words definitions. The second chapter is review of related literature and conceptual framework consisting of thematic literature, review of theoretical literature, empirical literature, implications of them and conceptual framework of the study. Chapter three deals with the methods and procedures of study consisting of design and methods, population and sample, sampling procedures data collection tools and techniques, data collection procedures, data analysis and interpretation procedures, and ethical considerations. Similarly, chapter four is analysis and interpretation of results and fifth chapter deals with findings and discussion, conclusions and implications. Finally, the references, findings and appendices have been included in the last part of the thesis.

Table of Contents

<i>Declaration</i>	vi
<i>Recommendation for Acceptance</i>	iii
<i>Recommendation for Evaluation</i>	iv
<i>Evaluation and Approval</i>	v
<i>Dedication</i>	vii
<i>Acknowledgements</i>	viii
<i>Abstract</i>	x
<i>Table of Contents</i>	xi
Chapter 1. Introduction	1-7
Background of the Study	1
Objectives of the Study	5
Research Questions	5
Significance of the Study	5
Delimitations of the Study	6
Operational Definitions of the Key Terms	6
Chapter 2. Review of Related Literature and Conceptual Framework	8-26
Review of Related Literature	8
Review of the Thematic Literature	8
Causes of Challenges	15
Measures of Overcoming the Challenges of Teaching English	16
Review of Theoretical Literature	18
Review of Empirical Literature	19
Implications of the Review for the Study	23
Conceptual Framework	25
Chapter 3. Methods and Procedures of the Study	27-32
Ontology	27
Epistemology	28
Research Design	29
Area of the Study	29
Selection of Participants	30
Participants of the Study	30
Participants Selection Procedures	30
Research Tools	31

Source of Data	31
Data Collection Procedures	31
Data Analysis and Interpretation Procedures	31
Ethical Considerations	32
Chapter 4. Analysis of Data and Interpretation of Results	34-51
Challenges of Teaching English	34
Information Communication Technologies	34
Focus on Exam	35
Mother Tongue Use	37
Vocabulary Items	38
Students' Backgrounds	39
Teaching Grammar	40
Lack of English Environments	41
Causes of the Challenges of Teaching English	42
Promotion Trends of Schools	43
Students' Backgrounds	43
Lack of Students' Motivation	43
Measures of Overcoming the Challenges of Teaching English	44
Collaboration and Cooperation	44
Technologies	45
Post-Method Pedagogy	46
Mother Tongue as Required	47
Teaching Vocabulary Items	48
Parents' Concern in Students' Learning	48
Use of Deductive Grammar Teaching	49
Chapter 5. Major Findings, Conclusions, and Implications	52-62
Challenges of Teaching English	52
Less Use of Information Communication Technologies	52
Mother Tongue Interference	53
Students' Low Performance in the Use of Vocabulary Items	53
Students' Diverse Backgrounds	54
Implicit Approach to Teaching Grammar	54
Lack of English Environments for Students	55
Causes of the Challenges of Teaching English	55

Promotion Trends of School.	56
Lack of Students' Motivation.	56
Inhibition in Students	56
Measures to Overcome the Challenges of Teaching English	56
Collaboration	56
Using Technologies as the Materials	57
Strategies Related to Post-Method Pedagogy	57
Mother Tongue as Required	58
Parents' Concern in Students' Education	59
Conclusions	59
Implications	60
Policy Level	60
Practice Level	61
Further Research Level	62
Reference	
Appendices	

Chapter 1.Introduction

The title of this research is ‘Challenges of Teaching English at Secondary Level’. In this chapter, I have incorporated the general background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English is a just language but the widely and influential language used for communication and commerce around the world. The English language originated in England and it belongs to the west Germanic family of languages and it has historical events and periods. It has been influenced by various other languages or blended with them such as Latin, French and so on. In actual fact, it has been influenced by the different historical events and the periods that made its’ words, grammar, and pronunciation contain and change from many different source languages. As a result, it has dialects, accents or varieties in terms of grammar, pronunciation and words too. It has become a global lingua franca. That is, it is as a common language for people from different linguistic backgrounds to communicate each other. Furthermore, according to Kachru’s (1985) three circles: Inner, outer and expanding circles, those inner circle countries such as UK, USA, Canada have English as an official language of them or as a second language in the outer circle countries such Australia, India and so on; in Nepal, English is recognized as Kachru’s expanding circle. Accordingly, it is widely taught and learned as a foreign language in schools in Nepal. Consequently, the English language has been criticized being as the dominant language in various fields including science, technology, business, laws, media, and higher study.

In this context of Nepal, English has been recognized as a foreign language. It is second or foreign language and is being taught and learned as a compulsory subject in schools countrywide. The compulsory subject requires one to obligatorily study English. The teaching of English occupies a considerable space and time in Nepalese education at the present. It is being taught at schools and universities as compulsory and optional subject respectively because English language is an international, highly demanded language and it is powerful, market based and global language too so English has embraced the education medium, the higher studies as well as other several courses in its medium for study in Nepal.

The secondary level is referred to an official level of education under the Ministry of education, science and technology of Nepal. This level comprises grades nine to twelve as the final level of schooling period according to the present education system and plan in Nepal. Despite that, the study covers and deals with the grades nine and ten including students with age of fourteen to seventeen on average at this secondary level. In addition to that, at the end of the grades ten, a national level secondary education examination is still being conducted by the Higher Education Board. The higher education board comprises from ten to twelve grade in Nepal.

Similarly, according to Duwadi (2018) the teaching of English started in 1910 B.S. in Nepal altogether Nepalese formal education after Prime Minister Janga Bahadur Rana's visit to United Kingdom; moreover, Poudel (2021) argues that it has been in Nepal two and half century now and it was a contact language between ruling elites of Kathmandu and East India company. The teaching is a profession of teachers. The teachers create environments favorable to students and engage with them and with the situation in a classroom having interactions and performing the activities. It takes place in to the classroom and includes learning of learners and is systematic, scientific and interactive process and includes the learners to be addressed, the contents to be taught and delivered, communication to be done and feedback to be provided. Finally, the teaching has objectives, goals and aims to be met in terms of the certain or finite and infinite time pace. It involves the classroom talks with tutors and students.

The teachers face and experience the challenges of teaching English at secondary level. A challenge could be something needing great mental and physical effort in order that could be done successfully and it requires a lot of skill, energy and determination to deal with or achieve. Furthermore, Canter (2016) opines that challenge could be described as a disruption in cognitive processing. Similarly, teaching English has too many challenges that teachers and students have still to face when they engage teaching and learning English. Moreover, students of English as a foreign language have feelings of challenges as to listening, speaking, reading writing including language systems and teachers have feelings of challenges too because of those difficulties of students. Moreover, Efklides (2006) states that one element of the subjective experience of an interruption in cognitive processing is a feeling of challenges. That is, challenges differ from one individual to another one as well as one situation to another one. Each of the subjects has unique challenges. A feeling of

challenges occurs when there is an interruption or disruption in cognitive processing during completion of the tasks.

Therefore, challenges are unique and are experienced in cognitive processing of organisms. When there is disruption or interruption, then there is feeling of challenges during acting or completing tasks. Moreover, the nature of the challenge is determined according to time, place, situation and bearer or agent. The occurrence of them depends on confidence level of an individual. Thing or issue, which is as a challenge for one person of a particular place or time, is not as a challenge for another person in other settings. The challenge has recurrent nature. The recurrence of the challenge frequently disturbs when performing or acting. The challenge is as a non-language factor to learners of English as a foreign language. It is a psychological factor for the doer.

The study highlights exploring some of the challenges of teaching English such as slow motivated students, lack of discipline among students, poor speaking ability, inadequate learning resources, students' poor economic condition, students' dependence on the teachers, critical feedback and so on; finding out constructive measures to overcome them such as use of post-method pedagogy, use of information communication including some causes of the challenges to root out the challenges of teaching English at secondary level.

Statement of the Problem

The problem is the very need for exploring, describing and understanding more about the challenges of teaching English at secondary level. I realized that to explore, identify, find out in order to describe, and understand the reality of the English teachers' challenges of teaching English as a foreign language at secondary level was researchable and relevant. The reason was that English as a foreign language that has few speakers outside the classroom and limited communication with teachers inside the classroom. Further, Curriculum Development Centre (2016) recommend that the medium of education for any language subject should be the same language. That is to say, English has to be taught in English. If English is taught in the same language in Nepal, it is a challenging job for all the English teachers because they themselves are foreign language practitioners or learners. This is, some of the English language teachers may or may not have improved communication, fluency in English, and cultural understanding of the English language. They are on the course of

developing the English language and can still be learning it too. They have limited exposure in English with limited resources and authentic materials and have to face non-English environment. Consequently, within the English teachers themselves may have feelings of challenges in terms of pronunciation and contextual meanings of English words in literary texts given and developing themes of the literary texts, and various grammar structures including materials.

The text book-writers in Nepal use inductive grammar approach to teaching grammar to secondary level which does not teach about language but the language. The deductive instructions seem the best for those who are the foreign language learners because the learners learn but do not always acquire the foreign language. Moreover, the inductive instructions lead to acquisition if there is a natural communicative environment available to learners everywhere. Furthermore, regarding the learning and acquiring foreign language, Krashen (1970) opines that systems of foreign language performances are acquired and learned systems. The former is acquisition with subconscious knowledge from naturalistic communication environments but the latter one is learning with conscious knowledge which need to teach the target language. Nevertheless, the text-book writers seem to ignore to contextualize those systems of foreign language performances as by Krashen (1970). They have just recognized inductive approach to teaching grammar similar to native speakers even in Nepal and there is no meaningful interaction too. In this situation, teaching English language faces many challenges in Nepal despite of frequent changes and amendments in curriculum, approaches, methods, techniques, textbooks, teaching materials and assessment system. The problem is going on. I observed this problem when I myself was an English teacher at secondary level of community schools.

In this context, there is too much need for understanding the reality of the challenges, causes of them including measures of teaching English at secondary level. The studies reviewed show that they explored the challenges of teaching English in terms of skills and aspects but other factors that function as the challenges have not been studied yet. Therefore, in this study, I have attempted to address this research gap. To address the gap, I adopted descriptive exploratory research. Explicit policy, documents and directives about how to address the challenges of teaching English at secondary schools on the verge of further improvement and expansion.

Objectives of the Study

The objectives of the study were the following.

- a. To explore the challenges of teaching English at secondary level
- b. To identify the causes of the challenges
- c. To find out the measures to overcome the challenges
- d. To recommend some pedagogical implications

Research Questions

The research questions of the study were the following.

- a. What are the challenges of teaching English at the secondary level?
- b. Why do such challenges in ELT at secondary level occur?
- c. How can the challenges of ELT be overcome at secondary level?
- d. How did English teachers teach English to secondary level learners?

Significance of the Study

The study entitled ‘Challenges of Teaching English at Secondary Level’ has the greatest significance to improving learning English by exploring the challenges of teaching English including the causes, and measures of overcoming the challenges at secondary level. This study was useful to language policy makers, head teachers, trainers and English teachers seeing that the findings of the study have explored challenges and causes of those and found out some measures of overcoming those to secondary level schools.

The study will be significant and useful for policy makers of language to make decision or strategies to implement to teaching of English as a foreign language. They can change policies related to English language. It is helpful for them to understand of what are the challenges and the causes of the challenges of teaching English as a foreign language at secondary level. Similarly, this study is useful to head teachers of the community schools because they direct teachers to conduct teaching learning environment the best. They will be familiar with some measures of overcoming the challenges at school level. Similarly, trainers can take benefits from this study. They can contextualize their training modes, strategies in the time and space, and educators, textbook writers and grammarians too. Finally, this study is significant to those English teachers who have been facing challenges of teaching English to secondary level schools.

To conclude, understanding of overcoming measures with teaching English can help curriculum designers, material writers, educators, educational policy makers, relevant authorities, parents and stakeholders.

Delimitations of the Study

The study had the following delimitations.

- a. Qualitative research design for this study was adopted
- b. Only the challenges, the causes of challenges and measures of overcoming them of teaching English at secondary level schools were focused.
- c. The study was delimited to 5 English teachers from five secondary level community schools in Panchakanya Rural Municipality and Shivapuri Rural Municipality, including Ward No. 5, 6 and 7 of Nuwakot district respectively.
- d. Purposive sampling procedure was conducted for the participants selection for the study
- e. The data were collected through an open-ended questionnaire consisting eleven information questions
- f. Descriptive exploratory research strategy was chosen as the research methodology for the study
- g. Data were thematically analyzed and interpreted.

Operational Definitions of the Key Terms

I have given the definitions of the key operational terms discussed in the thesis although the terms might have been already defined and mentioned somewhere to refer to the something to the different contexts and I have meant the terms according to the context of the study carried out. I have discussed the terms in this section of the study. Therefore, this section helps the thesis readers sketch as a reference to what each of the terms refers or means in the study.

Challenge:	Something that needs skill, ability, mental and physical effort to deal with
Measures:	Preventive ways to overcome the challenges of teaching English
Non-language Factors:	Nonlanguage Factors refers to the students' background, lifestyle, interests to English, students' economic

condition, teachers' qualification, materials, school environment, students' perseverance anxiety, parents' care and so on

Secondary Level:

An official level under Ministry of education, science and culture of Nepal. This level comprises grade nine to twelve grades

Measures:

Preventive ways to overcome the challenges of teaching English

Chapter 2. Review of Related Literature and Conceptual Framework

This chapter consists of review of related literature and conceptual framework to frame and complete the research study.

Review of Related Literature

In this section, I have presented the thematic reviews of literature, and reviews of theoretical literature, empirical literature, and implications of the reviews for the study.

Review of the Thematic Literature

This section has included the thematic reviews of challenges, causes and measures of them. The thematic review established the foundations and grounds of the study by undergoing to the various reviews until accomplished. The reviews became the more relevant to the literature for the study from the beginning to the completion. All the literature reviews got possible through Google search, Google Scholar, Research Gate, Books, Reference Books, and Books prescribed for M.Ed. curriculum by Tribhuvan University for English education and so on. In addition, the reviews of the thematic literature provided me with a strong knowledge treasure to find out the areas of the problem and the need of investigating on that. Moreover, to set the objectives of the study, select and use appropriate methodology for the study at the very beginning, the literature reviews played a crucial role to me. Various topics have been dealt with throughout these studies explained below in order to provide the strong grounds to my study.

Challenges of Teaching English. The teaching English can be a challenging task most of the teachers face various hurdles in ELT. According to Freire (1992), a challenge is a critical component of the educational process and pursuit of liberation. Furthermore, for Freire, the challenge refers to the act of questioning and challenging the social, political, and economic structures that contribute the oppression. Similarly, applying Freire's (1992) ideas to teaching English, several challenges and measures to overcome them can be identified: Language barrier, motivation and engagement, grammar and vocabulary, cultural sensitivity, and assessment and feedback seem the challenges. Likewise, some of the challenges reviewed are ideas as below.

Students' Poor Vocabulary Items. The students' poor vocabulary power refers to the lack of sufficient vocabularies of the students to speak or write in English. Vocabularies are the language samples which are called language too.

Therefore, vocabularies include the words or phrase which are the smaller than the clause or sentence are not arranged in to sentence order for systematic communication. Similarly, Subedi (2010), defines, “Vocabulary as a set of lexical items or lexemes that includes words, phrases and idioms”. More precisely, it is a list of words and phrases, abbreviations, inflectional forms in alphabetical order in a dictionary. In fact, students need to have a comprehensive vocabulary power or base learning English vocabulary and understanding those in a particular context English in Nepal. On the other hand, most of the students are not interested in memorizing vocabularies. What happens is that English vocabularies have the literal meaning, metaphorical meanings and other contextual meanings. This makes students learn English language difficult even though students have a lot of cognitive abilities and schematic knowledge facilitating the understanding of English language.

Likewise, the students have a lot of cognitive abilities and schematic knowledge, which will facilitate the understanding of the target language. Lakoff (1993) opines “schematic knowledge and cognitive abilities are evolved from our physical surroundings and they are also the basic knowledge for metaphorical mapping”. Despite that, there is the lack of such physical surrounding where the speakers can develop vocabulary power to communicate. However, according to ‘schema theory’, students with limited schemas or prior knowledge, have difficulty learning new words (Jenkins, 1983). What the schema theory claims is that limited inputs are insufficient for learning new words. That is, the more the learners’ schema the more they learn new words. If they seem unable to develop such schema, they cannot learn new words. The conclusion is that vocabulary is a set of words as a language sample to make speakers to speak, write, read and listen and the words embody power and enable speakers listen a speech, speak language, write and read texts.

Low Motivation. Low motivation is insufficient stimulus for students. It is the situation where students are less motivated and less encouraged to learn English. And they are not interested to read, write, and speak English. The students have no motive to learn English. However, Subedi (2010, p.330) acknowledges “Motivation is the internal drive that encourages somebody to perform certain actions in particular situations”. Moreover, low motivation means that students of English are less interested towards learning English. Consequently, both the students and teachers are hardly willing to engage teaching learning activities energetically and

courageously. On the other hand, it is the most important factors for successful teaching learning. Similarly, Penny Ur (2006) states, “The motivated learners are positive task oriented, ego-involved, needy, high aspirated, and goal oriented”. Nevertheless, learners do not seem to be induced in action or thought being motivated. Here, it is summarized according to Maslow (1943): As satisfied needs do not motivate anybody. It is the dissatisfaction that it moves us in the direction of fulfillment. Needs are conditions which are within the individual that are essential and necessary for the maintenance of life, and the nurture of growth and well-being. Similarly, hunger and thirst are two biological needs which arise from the requirement of the body for food and water and these require nutriment for the maintenance of life.

Lack of Discipline. The students’ self-controlled behavior is discipline. It is the most important for students' life in school. The students' good manners are always praised and respected. However, the lack of discipline is that students have abnormal behaviors and that they disrupt the classroom environments. Similarly, the learners of English language present in school with rough behaviors which are not accepted and make classroom so boring. The result is that teaching learning English is affected and objectives of the lesson cannot be fulfilled because of classroom disruption and disturbance because of rough students. Moreover, Omote, (2005) argues that indiscipline can be seen as any action considered to be wrong and not generally as proper in a set up or society. Therefore, to improve the academic performance, there is a need of discipline. The conclusion is that a lack of the basic requirement for successful teaching and learning in school and a subject of concern for teacher undisciplined is a lack of teachers get fatigued to manage classroom and undisciplined students violate classroom rules and as well as school's rules and regulations and disturb others along with themselves.

Poor Speaking Ability. The poor speaking ability refers to the students that are unable to speak if they are given time and opportunity to speak in English because of lack of grammatical structures and knowledge of appropriate vocabularies, speech acts and language functions. On the other hand, Nunan (1999) claims, “That success in learning a language is measured in terms of ability to carry out a conversation in the target language”. Similarly, Harmer (2001) asserts that as to speaking skill of EFL speakers speaking instruction is important because it helps students acquire EFL speaking skills. Accordingly, speaking requires that learners understand when, why

and in what ways to produce language. Hence a good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act. Nevertheless, when teacher teaches speaking, he or she is unable to give each student sufficient time to speak because of constraint of lesson and time if the class focus on individual diversities on ability to speak. The conclusion is that speaking ability is the communicative act. It needs vocabularies, lexicon, bound morphemes and free morphemes, syntactic knowledge, and clauses to speak and sufficient time for each individual to speak.

Inadequate Learning Resources and Materials. Inadequate learning resources and materials refer to the inadequacy and scarcity of teaching learning materials to schools and lack of them in the classroom. The inadequate learning resources and materials has been realized as the grave challenge as needs are increasing and surging day to day. Moreover, teachers and learners have to face of challenges of learning resources and materials when they engage teaching learning activities. Similarly, Oyugi (2010) indicates that teaching and learning resources include peripatetic services, support of staff, community involvement, regular and special teachers among others.

Furthermore, according to Owoko (2009), teaching or learning resources compromise three components: material resources, physical facilities and human resources. The material resources are textbooks charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder; and these materials may or may not be available everywhere. Other categories of material resources consist of paper supplies and writing materials such as pen, eraser exercise books, crayon chalk, drawing books, notebooks, pencil, ruler, slate, work book and so on. And other physical facilities are classroom lecture theaters, auditoriums, administrative block, libraries, workshop, playgrounds, and assembly halls, special rooms like clinics, staff quarters, student's hostels, kitchen, cafeteria and toilet and so on need to be available to schools where students learn English language. But teaching learning resources are not available in schools. This inadequacy has been a serious difficulty and or challenge to teaching English in Nepal. The conclusion is that teaching learning resources are material resources, physical resources and human resources available at schools including textbooks charts, maps, audiovisual and electronic instructional materials such as radio, tape

recorder, television and video tape recorder; and these materials may or may not be available everywhere.

Poor Economic Conditions. Economy is the system of producing, distributing and consuming including the money trade and use of resources for subsistence of human being in order to exist of life. In the context, poor economic condition is when students feel hard and difficult to bear fees including daily subsistence because of feeble economy. Similarly, socio-economic status of families of students in one way or another way affects academic achievement. Moreover, Omoraka (2001) argues that all children have certain needs physical and sociological which contribute positively to their academic achievement. These needs include appropriate reading climate, good food, playing grounds, provision of books and other material and attendance at the best school as available. All these help students promote effective learning and good achievement in schools. In fact, economic is the basis for of subsistence for human being, absence of economic human being cannot be alive and donothing, students whocome from low-income families work at hotels, resorts, farm and at home as the part time job. They attend the school during school time but engage with duties to be accomplished by them except school time. The conclusion is that economy affects study and students with low economy status can easily be affected being busy doing and performing duties for survival of lives.

Students' too much Dependence on the Teachers. Dependence refers to the state of being dependent or relying on teacher in order to do or perform anything like homework, reading text, grammar, exercise etc.

In the context, experiences of hitherto, most of the students seem to be dependent on teachers on reading, writing and doing homework and exercises. The students hardly do exercises if their teachers do not do. However, learner has the learners' autonomy for learning. The autonomous learners seem to tend to integrate whatever he or she learns in the formal context of the classroom for learning. In fact,dependence is the situation in which somebody needs something or someone all the time, especially in order to do homework or exercises given in the textbooks. Likewise, Swain (1985) argues,“That all learners must strive to express their meaning in the target language, if their communicative competence is to develop”. The conclusion is that not doing any activities without help of others is the dependency butit is better that English learners themselves should strive to accomplish tasks given by teachers or given in textbook.

Overcrowded Classrooms. Overcrowded classroom refers to that too many students attend the classroom. The classroom is said to be one overcrowded in which the number of students increase beyond the expected level and classroom is hustling like a thundering. Furthermore, the most of the government schools are overcrowded because of increased population. Therefore, it causes some hinderances in the teaching learning process. Thus, class is level of students on the basis of cognitive, psychological comprehensive and age group. Cramming and stuffing students in to a single room in a large number is making no progress in term of quality learning. Similarly, Carlson (2000) reports, “That quality learning was not possible when large number of students were packed in to small classrooms”. This results in intensity of tension among students. In conclusion, the overcrowded classroom has disturbance and it is too difficult to manage and make learning successful. Managing classroom for teachers is too difficult.

Lack of Commitment of Learning in Students. Lack of commitment of learning in students refers to the students’ carelessness to learning and students without determination or dedication to bring change in behavior. Moreover, Koza(1986) defines, “Commitment has been defined as the tendency to be involved in positive activities rather than feeling purposeless”. Thus, effective students need high level of commitment. Likewise, the commitment is the state or quality of being dedicated to an activity involved by an agent or doer. It is an engagement or dedication to the tasks or responsibilities. However, Huntington (1986) believes, “That commitment embodies a sense of being bound emotionally or intellectually to some cause of action, which may include a person's relationship with another individual, group or organization”.

The conclusion is that commitment is a determination to work and students must have commitments to grammar learning vocabulary powers, speaking English and so on.

Critical and Corrective Feedback. Feedback can be referred to the information as a form of suggestion or order. It is like a comment or suggestion from expert against the impure information supplied. Similarly, Subedi (2010, p.332) opines that the term feedback is the information that is given to the learners about their performance of a learning task. In addition, the feedback is provided by teacher to the students of English when they make errors during performing tasks like reading, writing etc. Feedback always seems to be corrective in order to produce valid

structures of a corrective language. However, feedback is critical if it has no effect on students' learning then they reject it and when they feel fed discontent towards the feedback given. Therefore, that critical feedback has not any effect on learning; it has no influence on the learners' learning English as the teachers expected. On the other hand, Ferguson (2011) states that the feedback is considered as a vital approach to help the students' developments as independent learners in order to observe, evaluate and control their learning. Despite that, feedback is telling English language learners their own target language production is invalid and they need to improve as grammar rules prescribed or described by grammarians or linguists. Likewise, Ellis (2009) defines that corrective feedback as response to learner's wrong sentences. Nevertheless, Gau (2008) remarks, "teachers' corrective feedback in the classroom refers to their brief comment or implicit actions by gestures, expressions on student's performance in class". The conclusion is that the feedback provided by the teachers is the information against the wrong language structures and the feedback seems to be critical because of effects on students.

Limited Learning Environment. Limited learning environment is insufficient of classroom learning environment and inadequate resources and materials including high tech classroom building for English learning in rural and far-flung parts of Nepal. Students only learn English in to the classroom. But they have no opportunities to practice English anywhere save that they learn in to the classroom. However, Moss and Trickett (1974) argues that the classroom learning environment is a dynamical social system which includes not only teacher's behavior and teacher-student interaction but student - student as well. Nevertheless, it is in some of the schools that the learning environment is insufficient enough to learn English. As a result, students of English seem to be unable to learn English as they have expected. The conclusion is that the learning environment includes physical and human components: physical components mean that the availability of white board, furniture, lighting, projectors, books, computers, library; and human components mean good and qualified teachers, staffs and students and speaking time with teacher, friends, guests and native speakers too.

Challenging Grammar Patterns. Challenging grammar patterns of grammar refer to the complex and varied sets of grammar rules: prescriptive and descriptive rules. The set of rules is more complicated for learners of English as a foreign language. Many of the researchers claim that teaching English seems to be more

effective through inductive methods than deductive one though the students because of rules of grammar. However, Larsen Freeman (1990) indicates that grammar instruction affects the ultimate level of proficiency that students attain as well as the rate at which students' progress; Norris and Ortega (2008) found that grammar instruction produces substantial gains in learning L2 grammar and that these gains hold over time. Therefore, grammar is partly the study of what forms are possible in a language. However, students feel so boring to memorize the grammar rules. If so, Cowan, (2009, p. 28) explains that the grammar of English contains of all the rules which govern the formation of English sentences and this is precisely what learners of English want to know. The conclusion is that the grammar has complicated set of rules which students feel boring to internalize that set of rules and the complicated rules of grammar are as the difficulty and challenge among students.

No Support of Parents at Home. No support of parents at home is the negligence and ignorance of family members towards the students' English learning. No support of parents at home discourages the students' learning because guardians are unable to bear fees, clothes, materials on the other hand students themselves earn money or seek income for their study.

There is hardly the support of parents in and at home anywhere. However, Ahawo (2009) points out that, in modern society, family influence played a very important role in the academic life of a student. Similarly, it is believed that effective learning involves partnerships of students, teachers and parents. Thus, family's involvement determines the emotional and material input that further determined the motivation in level in student towards education.

To conclude, no support of family hampers the students' learning environments where they do not progress. The parents seem to be unable to bear fees and so on.

Causes of Challenges

The cause is the producer of an effect. The effect is as a challenge or problem to and for something that needs to be encountered. To be more precious, Pearl (2009) opines "Mud does not cause the rain", all we can say is that the two events are mutually correlated or dependent meaning that if we find one, we can expect to encounter the other (p.80)". Therefore, it is consequence of an effect. It is anything to stimulate another one that people need to encounter with. When there is a cause, there

is sure an effect that may be expected or unexpected for human being. If it is an unexpected effect, it is sure to be encountered. However, Skinner (1988) advocates “Initiating causes... lies in the environment and ...remain there” (p.35). Furthermore, he suggests a “cause” becomes a change in independent variable” and an “effect in a dependent variable”, the old cause and effect connection becomes a functional” (p.75). That is to say, the causes are constantly favorable in their favorable environments and these causes generates an effect including a change and an effect in both independent and dependent variable respectively. As a result, the cause constantly becomes both the change and the effect in the favorable environment.

English as a Foreign Language. In Nepal at secondary level students learn English only at schools. English is not their mother tongue despite they learn. English is a foreign language because it is learned. Similarly, according to Sharma (2014), the study of English by non-native speakers who live in a country where English is not the official language. Therefore, English language is studied for intercultural competence and skills. Intercultural competence and skills refer to the ability to think and act appropriately and communicate and work with people from different cultural backgrounds at home or abroad. On the other hand, to teach and learn English as a foreign language itself is one of the leading causes of the many challenges of teaching English. In addition to that, Kumaravadivelu (2001) explains that the most useful in our context when teaching English is being challenged because of the diverse contexts and needs of our students, teachers, parents, teacher educators, educational institutions, and the concerned authorities. The conclusion is that English itself is realized as the defining cause of the challenges.

Measures of Overcoming the Challenges of Teaching English

In this section, multiple methods and post-method pedagogy as measures against the challenges have been reviewed.

Multiple Methods. Multiple methods in teaching English are methods that English teachers can employ more strategies than a single one in the classroom for the same lesson such as communicative and GT method strategies altogether for teaching grammar as well as other aspects of English in the classroom.

Students feel so boring because of the same technique or strategies and same activities always in the classroom. Similarly, Vondracek (2009, p. 38) also presents “a teaching model that uses multiple methods to maximize their understanding”.

Furthermore, Bidabadi (2016) opines, “The best teaching approach is the mixed method plus educational planning and previous readiness”. Here, Bidabadi’s opinion support to Vondaracek’s one because they focus on multiple methods to teach English. The conclusion is that to overcome the challenges of teaching English, the multiple method is very useful and multiple strategies or activities encourage students to learn English and more than one method to teach English in the classroom such as GT method, communicative method to make teaching English seem to be more successful as an effective measure.

Strategies of Post-Method Pedagogy. The post-method pedagogy is being one of the most used teaching methods in ELT. It is sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context. In this method, learner autonomy is further specified as academic autonomy. Learners to take charge of their own learning are ready to function as a cooperative member of a classroom community. Therefore, the post-method pedagogy is urgently required in Nepali context to teach English as a foreign in order that students learning English as a foreign language can learn English the best. Post-method pedagogy was pioneered by Kumaravadivelu, (2001). It has three parameters: particularity, possibility and practicality. This is the pedagogy and it has to be context-sensitive to the local linguistic, socio-cultural, and political context of the place where the teaching takes place. The conclusion is that to overcome the challenges including the particular issues of the particular situation like students’ backgrounds, the innovative set of procedures are discovered and must be used and post-method pedagogy is more effective to English teachers to understand situational understandings as well as local linguistic, socio-cultural and political particularities in teaching English as a foreign language.

Information Communication Technologies. A successful teaching of English as a foreign language depends on the sufficient teaching learning materials. Information communication and technologies have become the smart materials to be used both to teach and learn English language. However, these both English teachers and students of English have been facing and experiencing the challenge related to those the teaching learning materials in to and out of the classroom. This is because both English teachers and students of English do not have the access and affordability for both English teachers and students of English and because they cannot use such materials even though they want to. In actual fact, at these present days, interestingly,

both English teachers and students of English want to use Smartphone, Google, and so on and also use such materials to both teaching and learning English.

Nonetheless, information communication technologies such as smartphones, laptops, are hardly being used to teach English in the classrooms. On the other hand, to Yunus (2014) states “The internet and the world wide web can help the learners to provide supplemental language activities which can help students with additional practice in specific areas of language learning”. If so, the students themselves should use YouTube videos, Google and so on to watch videos and study English language. However, both students and teachers did not use Smartphone, YouTube videos, power point and projector and so on. In conclusion, the present era is driven by the advanced technologies such as YouTube, Smartphone, Google scholar and so on help learners to learn English.

Review of Theoretical Literature

I related and applied the cognitive constructivism to the study, qualitative research. The cognitive constructivism is a theory about knowledge and learning; it seems to describe both what to know and how individuals come to know. Therefore, the theory describes knowledge as emergent, developmental, nonobjective. It is constructed explanations by human beings engaged in meaning making in cultural and social contexts of the discourses. In addition to that, Piaget (1980) and Vygotsky (1978) have launched constructivism as cognitive constructivism and social constructivism respectively. On the one hand, Piaget’s constructivism is cognitive development. On the other hand, Vygotsky’s constructivism is human interaction. Therefore, cognitive constructivism is foci of stages of cognitive development in terms of learning and social one seems to be the cultural sensitivity. Accordingly, Piaget’s (1980) stages of cognitive development are “sensory-motor, preoperational, concrete and formal stages of cognitive development of human beings”. However, Vygotsky’s constructivism is social setting, culture, and environment where human beings interact and construct knowledge as appropriately justified belief. Thus, I saw and realized the two lenses matched and similar in some perspectives. Accordingly, I closely linked the “cognitive constructivism” to the research. That is why I assumed and presumed my research problem, challenges of teaching English at secondary level would be interpreted from the lenses of subjective social world view the best and would give the much better thematic interpretations to

the findings of the research study and that interpretations would subjectively be product. Consequently, this product would be the reality in reference to the findings of the research work to be reported.

Constructivism is based on idea that people actively construct or make knowledge on their own. The reality is determined by peoples' experiences as they are learners on to the real-life world. Thus, knowledge is constructed by human beings. Moreover, social world is creation and is being created by individual human mind. The cognition of human mind independently determines the reality. Therefore, the human brain is superior to the objective reality. Human beings have their own ability to create the reality on their own purposes and sustain that in the time and space. Furthermore, to quote Oatley (1985):

A major function of the human brain is indeed to sustain complex structures of knowledge of the physical world, and also of plans and purposes in the social world. It is the ability for new purposes in the social world. It is the ability to create these structures which I will call schemata, to make inferences within them, and to reuse them symbolically for new purposes in metaphors, that provides the foundation for our peculiar human adaptation, (as mentioned in Fosnot 2005, p.8)

In the research study, the cognitive constructivism is voluntarism. Voluntarism is the subjectively interpreted social world. That is why, in the research study of mine, the participants independently responded to their own environment from their deep understanding by creating the reality as the challenges of teaching English language at secondary level. Those participants from their own individual experiences had and had been cognizing challenges of teaching English. Thus, the English teachers, the voluntarists understood their social world on their own. Accordingly, I looked at data through cognitive constructivism commonly and I went through the challenges of teaching English through the perspectives of the cognitive, the affective in the nature. Similarly, I underwent the causes and the measures of the challenges through the perspectives of adaptive product approach.

Review of Empirical Literature

Each and every research work required the knowledge of previous background to obtain the targeted objectives and to validate the study so that literature review has been the effective evaluation of selected documents on research topic. Therefore, this

section was an attempt to review the related studies, articles and reports and old thesis. Some research studies have been reviewed here to facilitate and contextualize this research work. And the empirical review has helped me to have insight about methodology and design of this study. As I engaged the research problem, I retrieved literature through google search and various websites, gathered and studied the dissertations, thesis, journals and articles related to the problem, challenges of teaching English as a foreign language at secondary level. They were as follows:

Bhusal (2015) carried out a mixed method on “challenges faced by teachers in teaching English at lower secondary level” to find out the challenges faced by lower secondary level English teachers in community and institutional schools. He used open-ended and closed-ended questionnaire to collect data from all the lower secondary level English language teachers of Kathmandu valley as a sample chosen purposively. The descriptively analyzed and interpreted data showed challenges of mixed ability, less use of students centered method, use of mother tongue, low participation and materials, lack of transfer of training in ELT class in to practice and classroom management.

Brining (2015) carried out a mixed-methods survey on “the challenges faced by teachers of English as a foreign language to young learners in international contexts” in order to explore teachers’ experiences to TEYL. For this, questionnaire, semi-structured, face to face interviews were conducted. 155 mixed nationality EFL teachers were as sample and population. The data was statistically analyzed. The survey found that around 85 percent of the respondents had not undertaken any formal pre-service TEYL training and planning and classroom management was a particular challenge.

Sharma (2017) carried out a study entitled “Challenges in managing large English classes at higher secondary level” in order to find out the challenges in managing large English classes. For this, fifteen teachers were selected from five different higher secondary schools of Kathmandu valley by using purposive non random sampling procedures. The tools were the questionnaire and observation checklists to collect data. The data were thematically analyzed and interpreted. The findings showed that most of the teachers have to adopt elective approach while dealing in the large classes.

Adhikari (2017) carried out a study entitled “Challenges of teaching speaking skills in classroom” in order to find out the major difficulties and analyze the factors

affecting teaching skills. For this, six English teachers and thirty students from six different schools of Nawalparasi district were sampled through. Non-random purposive sampling procedures. A set of questionnaires was the tool for data collection. The data were thematically analyzed and interpreted. The data revealed that the ELT teachers of the district face several difficulties such as mother tongue influence, large classes, lack of time and resources. The various factors were such as curriculum factors, students' inhibition, lack of vocabulary, less exposure in target language.

Aryal (2018) conducted a mixed method on "English language teaching in Nepal an investigation of issues and challenges to investigate issues and challenges in ELT in Nepal". Sixteen semi structured interviews from different districts of Nepal with 200 English teachers from Kathmandu, Dailekh, Surkhet and Chitwan were the sample of the study. The population and sample were selected randomly and purposively to draw data and the study showed many challenges and issues like political interference teachers' professional identity and status, ineffective and limited opportunities for professional development.

Hasanah, (2019) carried out a qualitative research study on "Emerging challenges of teaching English in non-native English-speaking countries: teachers' view" in order to unveil the emerging challenges faced by English teachers from non-native English-speaking countries such as China, Japan, Thailand, Senegal, Mongolia and Laos. The seven teachers were interviewed to tell their challenges. The results indicated the three major problems including learning material which do not need students' need, too big classrooms and school challenges, for example, Japan has an Assistant language teacher who comes once a week to cooperate with the English teachers in each of the schools.

Khan (2021) carried out the research on "Challenges faced by the teachers and students in teaching learning English in Madarasa". His objectives were to find out the challenges and issues in teaching and learning English language in Madarasa and analyze, and interpret such challenge. In order to do so, the researcher collected data from secondary level teachers in Rupandehi district using questionnaire. The sample consisted of ten teachers and forty students who were selected using random sampling procedures. He used survey research design. He collected data by using questionnaire. He analyzed and interpreted data through scientific procedures. He found teachers of

Madarasa and students were facing many problems while teaching learning English because of the mixed less and noisy environments.

Dhami (2021) conducted a narrative inquiry on “Challenges faced by basic level teachers in English medium instruction implementation” to explore the challenges in implementing EMI at basic level and examine the existing situation of EMI at basic level. He used in-depth interviews with all the basic level non-English language teachers of public school of Kathmandu district as a sample. He selected sample purposively. The collected data were analyzed and interpreted thematically. Data showed the increasing of the students’ enrollment including appropriate environment, linguistic diversity, reference materials, coordination among teachers and parents, and lack of ICTs as the challenges.

Karki (2021) carried out the survey research on “Challenges of English language teaching and learning through digital connectivity during COVID-19” crisis to reveal the English language teaching and learning challenges faced by the teachers and the students during the corona virus. An open-ended questionnaire was used to draw data from teachers and students of Kathmandu valley as a sample. The sample was selected purposively and the descriptively analyzed data revealed that the teachers were not sufficiently trained and prepared to conduct online classes.

Rahimi (2022) carried out the research on “English teachers’ opinion on challenges faced in teaching English as a foreign language” the case of selected Jalalabad secondary schools”. The objective of the study was to learn the challenges that exist in teaching the English language as a foreign language in secondary level that affect the English proficiency of students. Questionnaire was used as the data collection tools to draw data from the five English teachers who were selected through non-random sampling procedures. Qualitative case study research design was adopted for the study. Collected data were thematically analyzed and interpreted. The finding was that teachers faced challenges with a lack of authentic materials and multilevel students in the same class. The learning environment and the teaching learning process were two critical challenges.

Haufiku (2022) carried out a study on “Teaching challenges of English second language teachers in senior secondary schools in the Ohangwena Region, Namibia”. The objective was to identify the challenges of English second language teachers in senior secondary schools. Questionnaire, focused group discussion, observation and questionnaire were used as the data collection tools among sixty ESL teachers

selected through purposive sampling procedures. The mixed method research design was adopted for the study. The study found that ESL teachers in Ohangwena Region encounter the challenges such as lack of resources for teaching and learning ESL, overcrowd classes, lack of parental involvement, learners' lack of motivation, learners' poor ability, lack of support from advisory officers, learners' lack of exposure to English language programs; to minimize the challenges, the participants highlighted the need for the provision of adequate resources such as ESL textbooks and buildings to accommodate all the learner, reducing the teacher learning ratio in the classrooms, organizing capacity building workshops for ESL teachers, and changing the medium of instruction, and parents' involvement in children's education.

The lately reviewed empirical reviews show that these studies have not yet covered the challenges of teaching English at secondary level in the context of English in case of Panchakanya and

Shivapuri rural municipality in Nuwakot district of Nepal even though a few studies have addressed the challenges of teaching English related to aspects and skills to lower secondary level and so on but however not them in general. Nor the studies have so far been carried out in this area. A few studies have just touched the area of the problem although some of them have been carried out in abroad but not in the area. It is the situation that English teachers seem to have faced multiple challenges because they themselves are on the higher inter-development course of English learning. Consequently, they have been sure to feel and experience the challenges while in to the classroom so this situation demands that the study need to be carried out in order to address them.

Implications of the Review for the Study

Review of thematic and empirical literature played a vital role to find research gap and for the accomplishment of this research study. It helped me from the beginning to end of the study. It, at the beginning, provided insights about the objectives, research questions, methodological procedures and other important aspects of the research. That is to say, it helped me to bring the clarity and focus on this research problem, reform methodology and contextualize the findings. On the basis of the literature reviewed, I formed the hypothesis, as an idea, and challenges of teaching English as a foreign language at secondary level in Nepal. Learning English in the expanded circle has turned into the challenge for EFL learners. As reviewed in Kachru

(1985). Similarly, the literature review broadened me my existing body of knowledge related to the content and the methodology of this my study.

The literature, Krashen (1970), Gass and Selinker (2008) provided me various perspectives on how foreign language learners learn language in classes and various contexts. Similarly, Ellis (1985) provided me the perspectives on the foreign language. And the literature, Efklides (2006) I got insight about what the nature of the challenges and understanding of the concept of challenge in terms of psychological perspectives. Similarly, Pearl (2009) shed light on the understanding of the cause. Skinner (1988) let me know about on perspectives on behaviorism.

Likewise, I got the insight into the methodological idea as well as possibilities in the research through empirical research works related to the challenges of teaching English, such ashaufiku (2022) and Aryal (2018), Karki (2021), and Bhusal (2015), Creswell and Creswell (2017). Similarly, the research works including findings conducted by Bhandari (2015) and Bhusal (2015) helped me to decide, think and consider the research approach and strategy including constructing tools and narrative inquiry as my research strategy including sample population, sampling procedures, data collection procedures and interpretation. Similarly, Hidyati (2018) and Aryal (2018) seemed to contextualize findings of the research going to be accomplished. All these reviewed studies seemed to be helpful for me locating, contextualizing and building themes as outstanding, findings of the study. Most of these studies have so far found difficulties and challenges. Timsina (2012) and Aryal (2018) helped me to consider and think about the issue. These studies are helpful for me to further select and determine the research problem “descriptive exploratory” as my research strategy including sample population, sampling procedures and data collection procedures.

I decided and concluded to adopt qualitative design. And those reviews and comments as well as suggestions from research committee during proposal viva voice helped me reach the conclusion to conduct “descriptive exploratory” as a research strategy. Consequently, I successfully and comfortably accomplished all of the procedures of the study. So far, I studied thesis, research articles and journals but several of them had been done under the student's academic background as and four skills (listening, speaking, reading and writing). Few studies have focused on student's domestic contexts, poverty, economic, domestic chores, workload, personal perseverance, interests, anxiety, and time allocation for English subject daily.

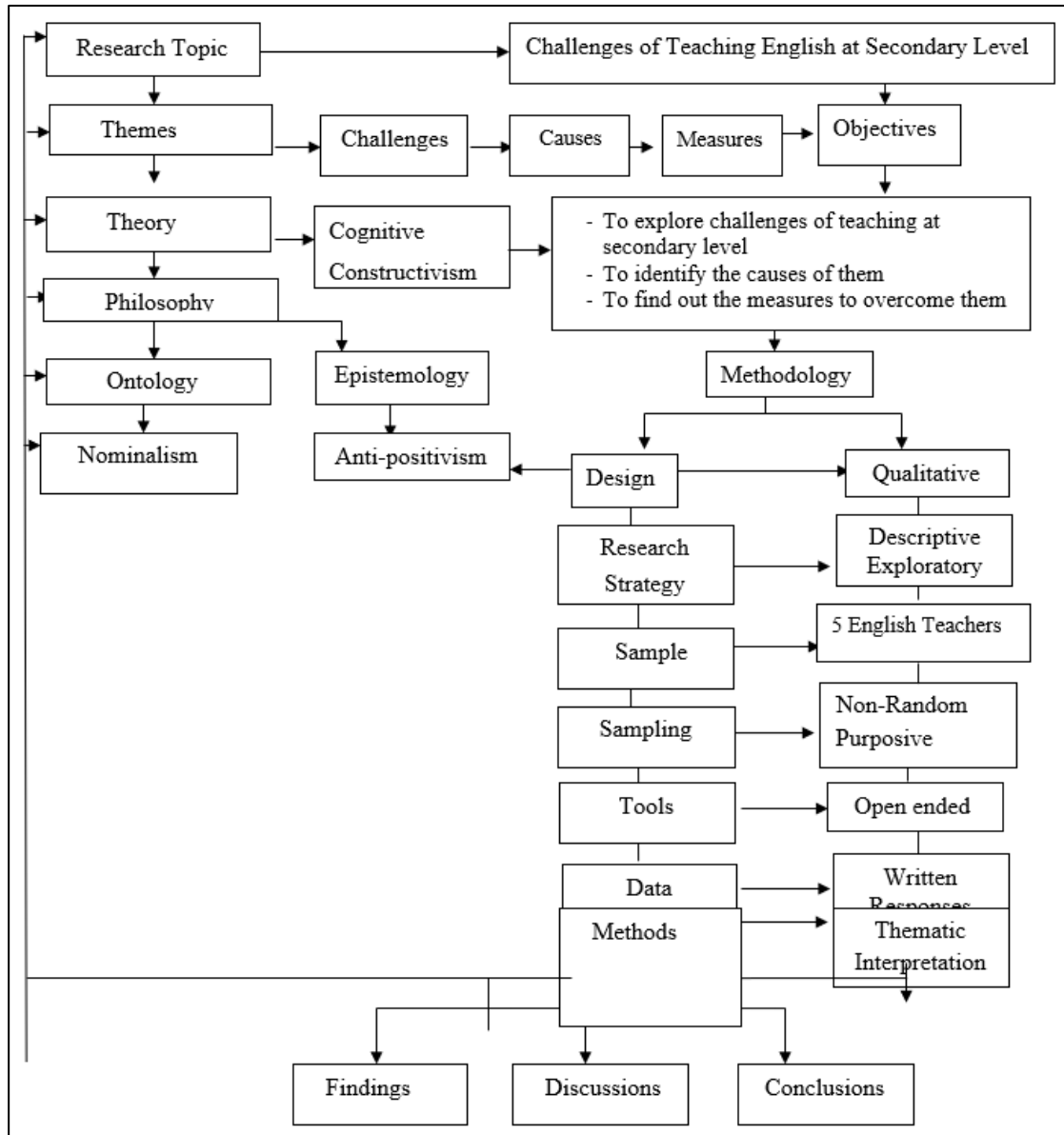
Consequently, I found few studies related to my topic. Therefore, the topic was new one because there were several studies had been done but those studies used to relate only with specific were as of English language such as difficulties in writing, speaking, listening, and reading. Those studies on specific aspects of English language studies had not found the outstanding cases of the challenges as a whole in learning environments of English as well as economic, poverty, personal, domestic chores, timing for English studies, materials, related causes, economic, psychological, epistemological and cognitive causes of difficulties that might be responsible to each individual's learning English for having of feeling of the challenges and the causes.

In conclusion, I was informed by the various types of literature throughout the course of my research from identifying the problem, setting objectives and research questions, selecting the research design, interpreting and discussion. All of those research works conducted by both national as well as international academic researchers helped me to develop the hypothesis. Some of the M.Ed. thesis, Ph.D. thesis, journals, articles and books greatly helped me choosing research problem, selecting methodology, sampling procedures, constructing tool as well as conducting the study. And they were valuable to support and validate findings revealed by this study.

Conceptual Framework

For me to illustrate the reality of the challenges of teaching English as a foreign language within the idea of the five English teachers including my hypothesis was the highest element of the conceptual framework of the study. Therefore, as shown in figure 1, the challenges of teaching English as a foreign language at secondary level was the problem of investigation. Descriptive exploratory is the research design. Participants included the English teachers. Questionnaires were the methods of the data collection. The theoretical review was cognitive constructivism. I drew conclusions from the findings of the study. The conceptual framework in the form of a diagram brings altogether all the theoretical and methodological concerns of my study reflecting the research problem and design that I have systematically followed to address the research problem.

Figure 1. *Conceptual Framework of the Study*



Chapter 3. Methods and Procedures of the Study

In this chapter, I have explained the methodology. It is a way to systematically resolve the research problem. Similarly, I explained the procedures of the study about what processes and how logically done till the accomplishment of the study. I assume that the methodology is a ladder, of which each of the rungs I stepped to accomplish each of the systems, to the study. In addition to that, I philosophically concerned ontology and epistemology in order to address the research questions and objectives of the study in the chapter 1. The qualitative research design included selection of participants, sampling procedures, the selection of the location, research tools, data collection methods and procedures, and data analysis and interpretation procedures. Furthermore, I discussed the ethical considerations about how I confirmed to the qualitative research ethics throughout the study.

Ontology

Ontology is a branch of the philosophy. The ontology studies what things exist in time and space. The ontology concerns very essence of the social phenomena. It poses questions, for instance, Is the social reality given out in the world? Is the social world created by one's mind? et cetera. Therefore, the ontological investigators generally study the things which exist in time and space because these accept the existence of material objects, to quote Effingham (2013) argues:

you will not find the ontologists rummaging around your wardrobe, scribbling down on a scrap of paper what things they find in there as they build their 'list of all things that exist'. Ontological investigators generally split things into two we don't mean things made of cement more than mere building get to be concrete in the ontologists' use of the word. The concrete things are those things like particles, people, building, planets and goats etc. "Concrete" then' generally includes everything that is inside space and time, and usually extends to things like events and place. Indeed, if there are such things, people generally think that ghosts, God and Devil are concrete. Abstract things are things like the numbers, properties, possibilities, facts or propositions.

In this study, ontology that underpins the study is grounded on the nominalism that assumes names as the truth but rejects universals. It claims that the universals are

created by human beings; there are no universals but linguistic phenomena. Thus, nominalists contend that the objects are not independent existence but depend on linguistic systems that is only possible by human beings. Therefore, in the research study, my ontological assumption is that the English teachers in their own contexts commonly have and existed some of the common forms of challenges of teaching English as a foreign language at secondary level. Thus, I have just listed out of them. In addition, the English teachers had unique challenges of teaching English, unique causes and used unique measures to overcome the challenges. Therefore, I listed of all the challenges of teaching English as a foreign language at secondary level.

In conclusion, ontologically, the study is the nominalism that underpins linguistic systems rather than material objects as the reality. My assumption of ontology is that English teachers have unique challenges, causes including measures of teaching English and I have listed of all them.

Epistemology

Epistemology, theory of knowledge is a branch of the philosophy. The theory of knowledge concerns with human mind's relation to reality. The epistemology concerns the base of knowledge, nature of knowledge and how knowledge is acquired and communicated; the knowledge is objective, subjective, or personal. Moreover, knowledge is free choice for rejection and acceptance. It is believed that one goal of epistemology is to determine the criteria for knowledge so that we can know what can or cannot be known. Furthermore, the mission of the epistemology involves, why it is applied, and to explain why it has the features it does. The knowledge is a belief or information. The belief or the information is truly justified, which is called knowledge. However, Rescher, (2003, p.4) suggests that knowledge is not simply a matter of having a true belief that is somehow justified but rather that is "appropriately justified". That is to say, that knowledge is constituted by true and approximately justified belief but the belief may be held on the basis of falsehoods created. This kind of belief does not count appropriate. Finally, the true appropriately justified belief is knowledge. The belief depends on the grounds on which it has held. Therefore, knowledge somehow seems to be critical because of belief holder on the basis of the grounds. If so, there needs the objective justification of the attributor, and if an attribution of knowledge is to be viable.

In the study, the epistemology is anti-positivism. The anti-positivism underpins the subjective reality. Anti-positivists treat the social world as being personal and view the social world being humanly created and personal. An individual creates, modifies and interprets the social world from his or her own deep and surface understanding of lifeworld. Thus, truth is personal. Accordingly, the essence of the challenges of teaching English at secondary level begun from the interpretation of the participants' unique experiences on their own phenomena and contexts. In addition, the interpretation was influenced by my view on anti-positivism. Moreover, the cognitive constructivism greatly influenced that the thematic interpretation of the data. Epistemologically, I assumed that the knowledge of what are the challenges of teaching English is individually constructed, subjective and unique. Therefore, I developed understanding of the reality of the challenges of teaching English by interpretation of the information provided by the English teachers. Furthermore, the essence of the challenges of teaching English started from the interpretation of English teachers' challenges of teaching English. However, the interpretation has been influenced by my own anti-positivist philosophy. I subjectively regarded the reality according to my perspective. In addition to that, axiologically I kept thinking about the subjective meaningful interpretation of the study every moment till the completion of the research study. It was such the axiology of the study that I kept considering the value of the study.

To conclude, the epistemology concerns the nature of the knowledge including subjective and objective knowledge but the research study is the anti-positivism. Epistemology provides human beings a ground or a foundation to either subjectively describe or objectively the social world. Axiology of the study was the interpretation throughout my research study considering good.

Research Design

I adopted qualitative research design and used descriptive exploratory as a research strategy to answer the research questions set, and fulfill the objectives of the study. That is why I believed that I wanted to know more about the phenomenon in the naturalistic setting by exploring and describing the situation.

Area of the Study

The research area of the study was Shivapuri rural municipality and Panchakanya rural municipality ward no. 5, 6 and 7 in Nuwakot.

Selection of Participants

Five English teachers of the five community schools in Panchkanya Rural municipality and Shivapuri Rural Municipality of Nuwakot district at ward No. 5, 6, and 7 were the participants of the study. The schools and the teachers were purposively selected. The English teachers had the living experiences of having challenges of teaching English at secondary level. All the teachers were from different districts in Nepal and were matured level as to experiences and qualified with M.Ed. in English and had in-service training too but they were native speakers of Nepali language. I selected the schools and the English teachers considering my personal acquaintance with the English teachers of the schools and their openness and frank personality of theirs. I had close distance from the residence of mine to the site and had the acquainted relationship with the teachers for two years because we used to be trained altogether at Bidhur, headquarter of Nuwakot district. Furthermore, the convenient job location of mine made me determine and choose such the population because I used to live in the periphery location of my research site.

Participants of the Study

I selected TA from Shree Kumbheshwor Secondary Level School, TB from Shree Gramin Devi Secondary Level School, TC from Kalika Devi Secondary school, TD from Shree Kundala Secondary Level School and TE from Shree Samundra Devi Secondary Level School. The participants were five English teachers from five secondary level schools as the respondents of the study because the study was grounded on the qualitative research design. The qualitative research design is naturalistic in nature. Therefore, it demands the smallest sample rather than large one. Accordingly, I selected only the five English teachers of these community schools.

Participants Selection Procedures

I used my own reason or rational to decide to the participants and the procedure. I used non-random sampling strategy in order to do so and purposive sampling procedure for the selection of the five English teachers from four secondary level community schools because I considered my convenience.

Research Tools

Employed questionnaire as the tools for collecting required information. I prepared the questionnaire including 11 questions for the respondents and requested them to respond to these for my study.

Source of Data

I used both primary and secondary data for the study. I collected the primary data from the five English teachers as written responses. The sources of data were all those five English teachers. Similarly, I used journals, books, thesis and articles including findings as secondary sources of data in order to contextualize, compare and validate the finding and the discussions and shape my research findings for documentation.

Data Collection Procedures

Firstly, I studied books, articles, journals, research proposals and theses in order to get idea to research and to develop the guidelines for questions to English teachers of the site. I prepared questionnaire. I contacted with the English teachers of the five community schools. I visited the schools and consulted the head teachers and English teachers individually and explained them each the purpose of my visit in details. Before distributing the questionnaire for data collection, I obtained the consent from head teachers and English teachers for the study. I distributed a set of questions and told them to respond to the questions. They responded and I collected the information or responses of having challenges, the causes of the challenges and measures to overcome the challenges. Finally, I expressed my gratefulness to the respondent teachers as well as the schools and convinced that their responses would not be used for other purposes except my research study. I spent nearly about two weeks to collect data.

Data Analysis and Interpretation Procedures

I formulated a hypothesis on challenges of teaching English because I myself have been teaching English; I drew qualitative data. I used questionnaire and analyzed data by exploiting thematic strategies: organizing data, coding, building themes. Finally, I reported themes and discussed those themes with the relevant literature.

I was too interested in the English teachers' experiences of facing challenges of teaching English at secondary level. I found qualitative research design including

descriptive exploratory as a research strategy to be the most appropriate to unveil the reality of having challenges of teaching English at secondary level because of my own experiences and understanding of the social world. That is why I assumed that descriptive exploratory research would surely explore, describe and make me understand more about the challenges of teaching English at secondary level. Previously, I had an idea, the hypothesis on challenges of teaching English. I subjectively formulated that hypothesis because of my own understanding about the social world. And I treated the social world as being personal. In addition, I believed and underpinned anti-positivism rather than positivism. Consequently, I decided not to use other research designs except the qualitative design and the descriptive exploratory as research strategy. Indeed, it enabled me to find out, describe and understand more about English teachers' challenges of teaching English language at secondary level. The research design grew out of anti-positivist philosophy. Therefore, I selected the descriptive exploratory research strategy as the research strategy in order to explore and describe the situation, the phenomenon. I further understood more about the idea that I had hypothesized.

I grounded and used the thematic approach for the interpretation of the data. I started analysis and the interpretation of the data from the very first of the day of my data collection and continued throughout the period of the research. I had the three major themes: the challenges, the causes of them and measures that the English teachers explained. The analysis of the data was grounded on the themes; and I kept considering the themes until the final process of the interpretation of the data. The respondents had the challenges of the teaching English, the causes of the challenges and measures to overcome the challenges. For the purpose of the analysis and interpretation of the data, I deeply and frequently studied the data. I organized data, coded, merged, split, renamed and grouped codes in to themes keeping in mind the set of objectives and research questions that I had set. I analyzed the data in order to develop new meaning and interpretations of the whole data every time till I reached the final understanding and interpretations of the data.

Ethical Considerations

My research being qualitative in design, the research expected the close personal contact with the participants. I informed the participants in details about my research and their responsibilities. I assured the participants that I would respect their

privacy and keep information provided confidential and hide personal identity using pseudonyms. Nevertheless, the pictures and the information provided of them all four were permitted me to cite as appendices in the hard binding copy, and I have done so. I assured them all that the study would not harm to their personal affairs as well as their confidentiality. I treated the participants with due respect and courtesy and was sensitive to their justice and autonomy until my role was as the researcher at the research area.

Chapter 4. Analysis of Data and Interpretation of Results

This part includes the presentation, analysis and interpretation of the collected data through open ended questionnaire. Since the purpose of the study was to explore the challenges of teaching English at secondary level, identify their causes and find out the measures of overcoming them. Hence, the obtained data from the five English teachers have been further analyzed and interpreted thematically.

I here presented the analysis and interpretation of the data subjectively about the challenges of teaching English at secondary level. As the research was based on qualitative approach, I organized, scrutinized, categorized, analyzed, grouped, unified data into themes and interpreted all the responses recursively and descriptively. I reported all the themes derived from the data accumulated from the five respondents. Therefore, I presented the interpretation in the three major themes. They were the challenges of teaching English, their causes and measures to overcome them.

Challenges of Teaching English

The first objective of the study was to explore the challenges of teaching English. Thus, the section presents the analysis and interpretations of the challenges of teaching English at secondary level. In addition, the themes of the challenges have been built and been presented below for further clarity.

Information Communication Technologies

A successful teaching of English depends on the sufficient teaching learning materials. Moreover, information communication and technologies have become the smart materials to be used both to teach and learn English language. The scrutinized analysis of those field notes as the data indicated that ICTs was one of the challenges to teaching English as a foreign language in secondary level in Panchakanya Rural Municipality and Shivapuri Rural Municipality of Nuwakot district. In this regard, the teacher 'A' responded

Teaching materials are available but some technical problems arise time to time. Similarly, the teacher C responded:

Teacher can teach language skills by the support of ICT, communication and other group work activities that can help to teach students with the fruitful, other modern appropriate methods can also follow that depend on the size, tools and level of students, Audio video showing picture use in teaching process, by the activities like

role play focusing former skills of language. ICT or modern tools and methods but we have not.

Similarly, teacher 'B' responded:

Lack of sophisticated learning materials', and 'mother tongue or first language, consonants vowels that something were different between Nepali and English, lack of sufficient vocabularies.

The teacher 'C' and 'E' faced the same challenges. Also, the data showed that English teachers used ICTs to teaching English. Despite that, field notes presented that ICTs was one of the challenges to teaching English at secondary level schools in Panchakanya Rural Municipality and Shivapuri Rural Municipality of Nuwakot district. Teachers and students of English have been facing and experiencing the challenge related to those the teaching learning materials in to and out of the classroom. This is because both English teachers and students of English do not have the access and affordability for both English teachers and students of English and because they cannot use such materials, even they want to. In actual fact, at these present days, interestingly, both English teachers and students of English want to use Smartphone, Google, and so on and also use such materials to both teaching and learning English. On the other hand, ICTs play the most significant role in learning English. For instance, If students watch YouTube videos, listen conversations, songs, speech, and debates on mobile or laptop with the interesting, they themselves get motivated. They get impressed and memorize the phrases, proverbs, short sentences. As a result, they memorize those the memorized chunks of English in the real-life contexts whenever they encounter communicative contexts. Moreover, I found in more literature that ICTs motivated and intrigued students in learning English as I reviewed.

To conclude, the analysis of those data of the study indicated that English teachers faced challenges related to the ICTs in Nuwakot district. Students had no smartphone, internet service. There is no access and availability of sufficient ICTs even the present time is driven by technology. This is careless of the relevant people and educational policies. Both teachers and students faced with ICTs.

Focus on Exam

The data of the study presented in Nuwakot district showed that the teachers gave priority to exam, in my research study. In this regard, the teacher 'E', who has

been teaching English in a single school for thirteen years, wrote in her story of experiences, in this regard, the teacher 'E' responded:

Mother tongue influence, less word or vocabulary power, feel difficulty or become shy, to speak in target language, student s felt that English is difficult subject than others, speak English and Nepali when not understanding, teaching learning activities are only exam focused.

Exam focused learning, students feel that English is difficult subject than others, through that English as subject not language'.

Similarly, teacher D responded:

English as difficult subject in their mind', choosing and focusing the important chapters.

The data show that most of the students use mother tongue but do not have knowledge of vocabulary. They think that English is difficult subject nor they understand English so that the teaching learning activities turn in to the exam focused learning. They have the inferiority which makes them so boring. Challenges or issues to teaching English as a foreign language is when the students only study English for passing exam. If they do so, they think that English is a subject for only passing exam. As a result, English will never be learnt as an English language but passed as the subject. And it becomes the challenge of teaching English. That they study English not as a language but as a subject does nothing for them. In fact, students have not fluency in English but they only pass the exam. This is because of feeling of difficulty of English as a foreign language in a tutored setting. Similarly, the literature reviews such as empirical reviews that as I reviewed showed that teachers focus on exam-oriented learning in the classroom and students also prepare, read and practices when they are reaching near exam. Instead, they do not engage reading, writing activities previously and teachers teach possible questions to be asked in Exam too.

In conclusion, the interpretation of the data as well as analysis stated that both teacher and students used the techniques to pass exam of English subject. They focused on passing English. And students felt English as a difficult subject but not a language. Focusing English learning is realized as the challenge of teaching English in Panchakanya Rural Municipality and Shivapuri Rural Municipality of Nuwakot district.

Mother Tongue Use

In Nepal English has not been affirmed and recognized as an official language. That is, English is a foreign language in Nepal and it is learnt and taught as a foreign language for specific purposes but Nepali is the first language in Nepal. Teachers revealed that mother tongue affected learning English.

In this regard, teacher D responded:

Mother tongue influence; similarly, teacher 'E' also wrote in her stories of experiences, 'Mother tongue affect'.

Next, the teacher D responded:

Mixed ability students who cannot learn equally, they are in writing skill.

According to her, she also faced the above challenge.

Similarly, the teacher C did so:

Mother tongue or first language, consonants vowels that something different between Nepali and English, lack of sufficient vocabularies,

Next, teacher B responded:

I faced the following challenges, No speaking environment outside the classroom. No writing letters except classroom. No English speaking and listening except English class, students' background, speaking English with student, English grammar, Reading texts with different vocabularies items.

The data showed that teacher D and teacher "E had the similar experiences. The teacher C and E faced the same challenges. Moreover, the program 'Education for All' focus on right to get education in own mother tongue for every minor group of citizens. Also, in this regard, teacher D responded that sometimes that He used mother tongue. However, sometimes these teachers did not realize when and why they code switch. In actual fact, English teachers never want to switch codes from target language to mother one when teaching English but they are obliged to speak English. The findings also showed that the teacher mostly adopted a role as controller in the classroom as they frequently led the flow of interaction. Indeed, what happens is that the first language must be used when learning English as a foreign language in tutored setting because the first language is as the translated exposure for English. However, the teacher D used to discourage to use first language with secondary level students but uses it sometimes. That the teachers used first language with students for encouraging and facilitating them was obvious. But the teacher D experienced that first language or mother tongue was as a challenge to secondary

level students too, that second language acquisition is strongly influenced by the learners' first language because the first language always interferes with the learning of second language, and F1 intrudes into L2. In addition to that, most of the literature reviews concluded that the mother tongue interferes second or foreign performances, For instance, Nepali students feel difficult to pronounce English speech sounds such as /f/, /v/ and stress, intonation etc. Students spontaneously speak Nepali rather than English instead of speaking English spontaneously when they encounter communicative events. Moreover, Ghimere (2019) and Sherpa (2016) reported on Nepali learners' love of national language. Students commit more errors in their performance in speaking, writing in English because of mother tongue effects on English. On the other hand, from theoretical perspectives, Rantala (2021) states that L1 is used for teaching grammar and giving complex concept but learners commit most of the errors because of first language.

To sum up, the analysis reveals that mother tongue influence overwhelmed the classroom. It was realized that mother tongue or first language was a challenge of teaching English as a foreign language and affected English that students were learning to secondary level.

Vocabulary Items

English itself is rich in vocabulary items that more than one synonym and antonym, registers homophone and phrasal verbs exist in English. The data of the study showed that English vocabulary items were a challenge to secondary level students of Nuwakot district. In fact, students felt the feeling of difficult in terms of all kinds of vocabulary items of the target language. Students cannot understand the meaning of vocabularies written or spoken. This is because English vocabularies are difficult in terms of pronunciation, spelling, word grammar and meaning.

In this regard, teacher E responded:

Less word or vocabulary power.

Similarly, teacher C did so: *lack of sufficient vocabularies.*

The teacher C and D had the similar experiences. They experienced a challenge of vocabulary power of secondary level students. In this regard, the data presented that students did not use English dictionary and they neglected vocabulary items too. On the other hand, according to the reviews, students need to have a comprehensive vocabulary power for successful communication and they need to

develop vocabulary power to communicate because they have cognitive abilities for learning vocabularies or new words (Jenkins, 1983).

In conclusion, the scrutinized data of the study revealed that to learn or study vocabulary items has become a challenge of teaching English for secondary level students learning English because the analysis of the data of the study examined that students of secondary level of Panchakanya and Shivapuri rural municipality in Nuwakot had no sufficient English vocabularies for them both to speak and to write something in English.

Students' Backgrounds

It is in classroom that each of the students come with the diverse background features in terms of age, language, ethnicity, community, home environment, economic income, rich family, educated or uneducated family, single parents, parentless, minority family, marginalized family, deserted parents, conflict victimized family language. Furthermore, certain physical and sociological needs contribute to students' academic achievement (Omoraka, 2001). Each student has the background variables. I found that students' background is also one of the challenges of teaching English as a foreign language to secondary level students in the rural municipality of Nuwakot district. I found students' domestic and educational background wasn't helpful for students of English. Furthermore, they come from various environments, which have become the challenge of teaching English.

Similarly, in my research study, the data presented that that English teachers of Nuwakot district experienced and faced challenges related with students' diverse backgrounds while teaching English as a foreign language to secondary level students. Similarly, the research study found that teacher A, B, C, D and E of the secondary level schools of Nuwakot district faced similar challenges that students have.

In this regard, teacher A responded:

Student's detachment towards English language learners' diversity like quick learner and slow learners, interested- uninterested learners with their level most of the students' family background is less educated, students are less motivated towards English exposure of class due to low proficiency in English.

Teacher B, C, and D responded:

students' background.

Similarly, Teacher E did so:

Students from multiple background.

In government schools it is thought that English, math and science are difficult subject so students already feel that it is difficult subject fear from it, weak background of English. Nevertheless, the teachers, A, B, C, D and Edid not use any strategies to overcome such challenges related to students' background. In my research study, I also found that teachers A, B, C, regarded student's detachment towards English language learners' diversity like quick learner and slow learners, interested- uninterested learners with their level most of the students' family background less educated, students less motivated towards English exposure of class due to low proficiency in English, students' background, students from multiple background, Students from multiple background in government schools, math and science difficult subject , weak background of English' as a challenge of teaching English at the secondary level schools of Panchakanya and Shivapuri rural municipalty in Nuwakot district.

Finally, the scrutinized analysis and interpretation of the data of the study indicated that students were with diverse background like quick learner, interested and uninterested, less motivated and so on and that the teachers had hardly techniques to overcome all the challenges related to students' diverse background in the classroom because of some students had innate background features and other have environmental background features. Therefore, not all challenges were overcome.

Teaching Grammar

Teaching English grammar involves teaching direct and In-direct speech, passive and active voice, affirmation and negation, tense and aspects of verbs, tag question, Yes/no question, Wh-question, and sentence structures.

In addition, teaching grammar involves teaching students to learn to arrange words or vocabularies of second language in meaningful way as grammar rules prescribed or described. And there is significant demand for teachers to encourage students to improve the efficiency and accuracy of English grammar. At the time, encouraging students to learn English grammar is the demand. This is how to learn English grammar accurately and fluently. Learning grammar is to learn language. However, the literature reviews have so far showed that there are two theories of teaching grammar. One is explicit instructions and another is implicit ones.

The latter is more challenging for foreign learners. Also, I found that English teachers had one of the challenges of teaching English at secondary level school students. According to my research study, I found that teaching English grammar exists as a challenge to secondary level schools of the rural municipality.

In this regard, teacher B viewed:

English grammar itself, they committed more errors even though grammar was focused, inductive grammar exercises. I taught direct speech repeatedly, students continue to make errors and I taught frequently like tag yes/ no questions, modal verbs but students made errors repeatedly. I did so inductively. I taught conditional sentences and multiword verbs, students felt difficulty with those verbs. I found grammar presentation in the textbook inductively and realized that could be challengeable for the students.

According to teacher B, those students had one of the challenges with English grammar because they found students committing errors while performing writing performances even though she taught well. He realized that inductive instructions were meaning less for the students. They frequently used to commit errors. In addition, I found that teacher 'B' had taught English grammar, using inductive method and the grammar exercises in the textbooks were presented inductively, too. The students made more errors and learned nothing. The analysis and interpretation of the data presented that teaching grammar through inductive grammar was not effective for learners of English as a foreign language. This was because the foreign language is learnt but not acquired. Teaching grammar through inductive method is not effective for EFL learners because they have no sufficient exposure in the natural setting. It was realized that inductive approach to teaching grammar to the students was as a challenge to the secondary school level students of Panchakanya and Shivapuri rural municipality in Nuwakot district.

Lack of English Environments

In Nepal, students learning English at schools have no interaction, conversations or opportunities to speak English as they have expected but that they speak into classroom with teacher or friends with limited exposure. The data revealed that one of the challenges of teaching English to secondary level students in Panchakanya and Shivapuri rural municipality in Nuwakot district was speaking environment.

In this regard, teacher E responded:

Feel difficulty or become shy to speak in target language'. Similarly, teacher B wrote, *'No English speaking and listening except English class.*

Similarly, the analysis of the data showed that one of the challenges of teaching English to secondary level students of Panchakanya and Shivapuri rural municipality in Nuwakot district was speaking English with students.

In this regard, teacher B and E responded:

Speaking English with students and to speak in target language.

They faced challenges that students do not understand English spoken by teacher in to classroom if students want to speak English, they do not have environment despite the classroom. This is because of the lack of a lot of speakers of English around them. And who should they speak to is the issue. In actual fact, the limited speaking environment despite the classroom is the challenge of teaching English as a foreign language. This is because no students can communicate in English save that they are in to the classroom during the period of English. They have a fear that they do not speak.

Furthermore, the teacher E viewed:

My experience is bitter here. Most of the time I speak in target language while teaching English I think it's one way communication, I'm delivering but no one is listening or becoming dumb, no with target language only students interact with me.

She expresses her dissatisfaction because no one listens to her speech in to classroom. The students became shy and felt difficult to speak English. Students have no speaking environments their own setting as much as native speakers have. Therefore, speakers of English or interlocutors are hardly found save that students are having conversations in to classroom. In this situation, through my research study, it is presented speaking environment for students' learning English as a foreign language.

Causes of the Challenges of Teaching English

The second objective of the study was to identify the causes of the challenges. Thus, the section presents analysis and interpretations of the causes of the challenges. The themes of the causes have been built and presented in order to make the interpretations clear.

Promotion Trends of Schools

In Nepal's schools, students are promoted to the upper grades even they fail the exams. This is the trend of the schools at the present.

In this regard, teacher C responded:

Promoting the students to upper classes in spite of their low proficiency is a cause.

According to the teacher C, students have poor proficiency but they are passed. In Nepal, there is no pass and fail system in exam. All of the students are upgraded. That is why promoting students with low degree of proficiency is a cause of teaching English.

Students' Backgrounds

Student's background refers to the social, family and personal situation about past and present. Every student has their own unique background. Backgrounds can be education, poverty, orphan, single parents, victimized and so on.

In this regard, teacher A responded:

Most of the student's family background is less educated.

Similarly, teacher C did so:

Students are from various backgrounds.

According to the teacher A and C, the majority of the students came from their own different family backgrounds and family members were uneducated. The data show that the students' backgrounds have the greater hand to cause teaching English more challenging task.

Lack of Students' Motivation

Lack of motivation refers the less motivated students. They are not motivated to learn better. However, motivation plays the significant role to learning language.

In this regard, teacher A responded:

Students are less motivated towards English exposure of class due to low proficiency in English.

The teacher C found that students were less motivated because of low degree of proficiency. This turned into the cause of the challenges.

Inhibition is the feelings of inferiority among students when students get inhibited, so it is difficult to teach them.

In this regard, teacher E wrote:

Fear in students is a cause.

They think English as a subject not a language.

According to the data presented by E, students fear with English. They think English is a subject to be passed. They have high affect. The affect is an anxiety. This hinders learning. This becomes a cause of the challenges of teaching English.

Measures of Overcoming the Challenges of Teaching English

The third objective in my research study was to find out measures of overcoming the challenges of teaching English at secondary schools Panchakanya and Shivapuri rural municipality of Nuwakot district. In my research study, analysis and interpretation of the data showed that English teachers had more than half the dozens of challenges in teaching at secondary level. Similarly, I built the following themes to interpret as the measures of overcoming those challenges of teaching English at secondary level.

Collaboration and Cooperation

In my research study, the data showed that English teachers collaborated to overcome those challenges of teaching English. Despite that, All English teachers may or may not be collaborative at schools. And students may not be collaborative in doing activities. If not so, there is a kind of challenge. There is not the friendly and helpful environment for cooperation.

Whereas teaching English as a foreign language is not an easy task for English teachers themselves as the speakers of English as a foreign language in Nepal. As a result, this creates the challenge. It is because the best collaboration that helps teachers to cope and overcome the challenge. Moreover, in my research study, I also found that one of the best measures of overcoming the challenges in teaching English as a foreign language was collaboration with headmaster, colleagues and other teachers.

In this regard, the teacher responded:

I asked for advice and suggestions from colleagues, headmaster and otherteachers.

Also, teacherCresponded:

I got help from senior teachers, I asked the students to use English language to make conversation and conduct collaborative works.

The data shows that teachers discussed the effective teaching English with colleagues, head teachers and induced some of the solutions. The collective suggestions from multiple sources helped them to overcome the challenges. Analysis and interpretation showed that teachers need to collaborate with each other and among Headmaster, Colleagues, Teachers and Students for overcoming those challenges of the teaching English as a foreign language. It is the scaffolding for the better in teaching English as a foreign language because we can get various better tips to overcome the problems in teaching English as a foreign language.

Technologies

In my research study, it is stated in the data of the participants that teachers as well as students had no access and use of ICTs for both teaching and learning English as a foreign language. In order to cope this, the data of the study showed that the teacher C, D and E used ICTs for overcoming challenges of teaching English as a foreign language. These include reading tests and comprehension questions, grammar exercise, pronunciation exercises, vocabulary tests, close tests and so forth.

That is, ICTs like Smartphone, projector including internet and Webs were used to cope with the challenges of teaching English.

The ICT for all is the slogan at the present I actually think. In actual fact, the ICTs for the students of English as a foreign language matter the most.

In this regard, the teacher C viewed:

The teacher teaches language skills by the support of ICT. And communication and other group work activities that can help to teach students with the fruitful, other modern appropriate methods can also follow that depend on the size and, tools and level of students.

The teacher D responded:

I encouraged students to watch video, English speech of foreigners on mobile, T.V. And the teacher 'D' wrote, I made learners to look videos, Google search for writing.

Learning English as a foreign language, the students can not only learn English from English teachers and text books but they learn by watching YouTube videos, live videos, recorded videos, documentaries, films, commentary and searching

more YouTube videos by Smartphone, laptop, computer, chatting with friends in or out of the country, having Twitter, messenger, websites, etc. That is, it means both teaching and learning English as a foreign language is being efficient due to the use of ICTs. Today, we are in the ICTs driven world. ICTs have made learners of English the self- learner of English as a foreign language,

Finally, the analysis of the data revealed that teachers used technologies like Smartphones, various websites, and computers and so on. Using and having access of ICTs to all learners of English was to overcome the challenges of teaching in secondary level of Panchakanya and Shivapuri rural municipality in Nuwakot district.

Post-Method Pedagogy

In the study, the data indicated that teacher used different types of teaching methods including post-method pedagogy in teaching English in order to cope challenges of teaching English. As review of post-method pedagogy (Kumaradivelu 2001), it focuses particularity, practicality and possibility in both teaching and learning English including students' autonomy. Therefore, it is too required in foreign language classroom which is diverse in terms of local linguistic, socio-cultural contexts and is more appropriate to teach context sensitive learning English.

In this regard, teacher C responded:

I used post-method.

teacher E:responded

I used post-method, Communicative approach mostly but in case of teaching reading texts, I used GT method also. Similarly, teacher D also wrote, I used post-method approach.

That is, the teacher D and E taught English by using multiple methods from his experiences of teaching English. The post-method pedagogy is being one of the most used teaching methods for (ELT) English teachers in teaching English as a foreign. To address the particular issues of the particular situation like students' backgrounds, the innovative set of procedures are discovered and used.

To sum up, the teachers used various strategies to teach English such as post-method, GT method, communicative and so on. The teachers realized that post-method pedagogy was more applicable strategy to overcome the challenges. the analysis of the data stated that the pedagogic parameter of particularity is one of the most important constitutive features of post-method pedagogy in teaching English as

a foreign language for students of English come from diverse background like social, cultural, and linguistic as well as economic backgrounds

Mother Tongue as Required

Similarly, it is mentioned that English teachers used Nepali or mother tongue in teaching English for explanation of difficult part of lesson, topic or chapter. Similarly, previous reviews showed that mother tongue can be used to make complex concept clear when students cannot understand such difficult ideas and Ghimere (2019) reported on 55% teachers prefer to use mother tongue in English language classroom. Nevertheless, students commit errors because of negative transfer of L1. Furthermore, other reviews showed that deductive grammar approach and GT methods to teaching grammar allow teachers to use mother tongue.

In this regard, Teacher C responded:

Mother tongue when difficulties with them.

Similarly, the teacher D wrote:

I spoke mother tongue when difficulties with them.

Next the teacher, E responded:

I spoke English but Nepali when not understanding.

However, teacher E responded:

I used communicative approach mostly but in case of teaching reading texts I used GT method also, and post-method.

According to the teacher D, she used more than one method to teach English in to classroom like GT method, communicative method to make teaching English

Mother tongue when difficulties with them. I spoke mother tongue when difficulties with them; teacher D. I spoke Nepali sometimes but English, teacher 'E' speaks English and Nepali when not understanding. The data presented English teachers used English the most of the time but they spoke mother tongue to facilitate the difficult concept. It is the better use occasional mother tongue because English has limited exposure. Whereas, English is being taught and learnt as a foreign language in Nepal with those result that Nepalese learners' mother tongue cannot be restricted while learning English language as a foreign language. It is claimed that teaching through single language is not better.

In conclusion, I examined that the teachers used Nepali language or mother tongue in classroom for explanation of difficult parts of lesson, topic or when the learners seemed to be unable to understand the concept or content in English.

According to the teachers, they used English language in teaching, however, they also used Nepali or mother tongue to describe or explain difficulties. It was one of the measures of teaching English.

Teaching Vocabulary Items

The data of the study showed that the teachers focused on teaching vocabulary items in order that they could minimize the challenges. Focusing on teaching vocabulary items was one of the measures of overcoming the challenges of teaching English even though Das (2007) reported on better achievement of nouns and adjectives by Nepali students of English. However, students feel the feeling of difficulty in terms of all kinds of vocabularies of the target language. Therefore, teachers need to teach vocabularies using different techniques. In this regard, the teacher, E responded:

Vocabulary teaching, English speech of foreigners.

Similarly, the teacher D wrote:

having read words.

Similarly, teacher C wrote:

focus on vocabulary.

The data showed that the teachers focused on teaching vocabulary or words. They overcame the challenges of teaching English by focusing on teaching vocabulary items. The teacher E, D, and C used the same technique to avoid challenges of teaching English.

To sum up, to teach vocabulary item would be a technique to overcome the challenges.

Parents' Concern in Students' Learning

The parents can play the significant role to improve students' learning. The data showed that the teachers used parents in students learning English. In addition to that, it is believed that effective learning involves partnership of parents, teachers and parents as reviews concluded. Similarly, Ahaws' (2009) argument is that role of family influence in the academic life of students.

In this regard,

the teacher, E wrote:

Parents' involvement and interaction. Capacity building programs.

Similarly, the teacher C wrote:

Making parents' aware and interaction with them.

The data shows that the teacher C and Eused parents as a measure to overcome the challenges of teaching English. The data showed that parents should be aware of the students. Parents can play the vital role in the students' learning. Therefore, they used parents to minimize the challenges.

Use of Deductive Grammar Teaching

To minimize the challenges of teaching English, the teachers used grammar rules to teaching English. The deductive grammar seems to be more effective to teach foreign language according to reviews that are hither to reviewed because of translation and use of rules of the target language.

In this regard, the teacher C responded:

I used grammar rules.

Similarly, the teacher B responded:

teach English grammar by going through deductive grammar.

The data shows that he teacher B and C used deductive grammar rather than inductive one.

They found that deductive grammar was helpful to overcome the challenges so it was found that using deductive grammar was a measure of overcoming the challenges.

To sum up, the deductive grammar was one of the measures of overcoming the challenges of teaching English.

Practices of Teaching strategies of English

Teaching strategy is a practical plan for a lesson to be taught. That is, the plan includes structure, instructional objectives and planned tactics and necessary to implement the strategies. In addition, the teaching tactics are behaviors of the teacher which he manifests in the class like giving stimulus for timely responses, drilling learnt responses and so on. Similarly, strategies are used by teacher and are ways to perform action.

In this regard, the teacher A responded:

I taught language skills by ESA model. First of all, I used to raise consciousness through topic related questions, motivational quotes, songs etc. For listening skill, playing recorded materials and giving activities, for speaking skill,

showing the topic related picture, asking questions to increase students' talking time, and Audio video showing picture use in teaching process, by the activities like role play focusing former skills of language. ICT or modern tools and methods, telling stories, showing videos audios, interesting picture, describing fairy tales, mother tongue or first language.

Hence, the excerpt from the story of experiences that the teacher A used to give stimulus to students in order to motivate and make active them and he used different strategies according to her lesson plan. She used modern tools in including video-audios as materials in order to motivate students.

Regarding the strategy, the teacher B responded:

I taught language skills of the English language to my students by having guided writings and free writing along with providing model writings, providing along points and sample, by having students listen texts and dialogue. I taught listening speaking and making students read texts, tape-recorder was hardly available to my school, I used listening materials hardly. Text books, I used textbook as a material always, although I needed newspaper, laptop, and projector for I had no materials as activities directed.

The teacher B excerpt revealed he had no sufficient materials even though she applied some of the teaching strategies to teach skills of English language. According to her she mostly employed teaching writing strategies but she did not employ any strategies to teach listening skills because of materials.

Similarly, teacher C viewed:

Teacher teaches language skills by the support of ICT, communication and other group work activities that can help to teach students with the fruitful, other modern appropriate methods can also follow that depend on the size m, tools and level of students, used post method.

The above excerpt showed that the teacher used ICT to teach language skills of English. According to the respondent, the teacher used new strategies based on ICTs on the basis of class size and available tools. This strategy was the best for teaching English as a foreign language. Furthermore, the teacher 'D' and 'E' also wrote: *I used communicative approach mostly, but in case of teaching reading texts. I used GT method also and post-method, Picture, realia, home-made materials, mostly given them role to each other, divided into games, pair work. Encouraged them*

pronounce English word, help them to speak English through classroom. Encouraged them it is easy to communicate English than other language.

Similarly, the teacher E responded:

Daily used materials, pictures, realia and matchstick figures dividing them in different groups, encouraging them to do the task themselves and to take part in classroom activities, post-method.

The excerpts showed English teachers used more strategies to teach English language skills depending on the materials and class size. The teacher C, D and employed similar strategies for teaching skills of English language using different materials.

However, teacher E responded:

I used communicative approach mostly but in case of teaching reading texts I used GT method also, and post-method.

According to the teacher D, she used more than one method to teach English in to classroom like GT method, communicative method to make teaching English effective.

Nevertheless, the teacher D responded:

Learning and doing. The teacher used this technique in order to teach English as a foreign language.

Finally, English teachers used learning by doing activities to teach English. Doing tasks was the most effective to involve in the learning activities. And to learn language, a learner should involve in doing something. This is because students are active and have chance to practice language sample.

In conclusion, the English teachers of secondary level schools in Panchakanya Rural Municipality and Shivapuri Rural Municipality of Nuwakot district used different teaching strategies to teach skills of English language successfully. They used ICTs, post-method strategies and other stimulus and motivational activities.

Chapter 5. Major Findings, Conclusions, and Implications

In this chapter, I have presented the findings, discussions, conclusions, and recommendations of the study. I discussed them with the existing literature and their elaboration. I did evaluation in details in terms of the existing literature available and related to the topic of my research study. In addition, findings were organized in to the themes which were emerged from the interpretation of the information obtained by respondents. I addressed all the research questions under each of the organized themes in order to fulfill the objectives of the study.

Challenges of Teaching English

The research study has found some of the challenges of teaching English at secondary level. They have been discussed below and contextualized with the reviews of the literature.

Less Use of Information Communication Technologies

This study explained that the majority of the responses of those participants revealed less use of information communication and it was as one of the challenges of teaching English at secondary schools. Therefore, this finding matched the one that was found by Dhami (2021) at basic level. This was because that those English teachers had no proper use of ICTs to teach English in those schools in Panchakanya and Shivapuri rural municipality of Nuwakot district. I found that ICT sophisticated materials were not to the access of both teachers and students learning English as a foreign language. This was because that English teachers wanted to use ICTs to teach English but they had no access of those materials. In fact, this finding is similar to Bista (2011) and Ghimere (2019) who found that lack of adequate effective teaching materials to schools and from high school to University English classes, educators face a similar challenge both affected by physical and technical facilities. Moreover, Muslem(2018) revealed that the English teachers found ICTs very helpful in teaching and that ICT should be used more frequently in the classroom in order to minimize language learning and teaching. The research study reported that it was not noble finding but contextual to the finding of those schools. The conclusion is that both teachers and student had no access to ICTs in the classrooms and it was one of the defining challenges.

Mother Tongue Interference

The study showed that first language was as a challenge in the schools in Panchakanya and Shivapuri rural municipality in Nuwakot district. This was because, in Nepal, English has not been affirmed and recognized as an official language in Nepal. As a result, I found in my research that the first language or mother tongue is a challenge of teaching English as a foreign language to secondary schools of Nuwakot district. Also, Ghimire (2019) and Sherpa (2016) found that students of English had love of national language and mother-tongue. And the majority of (i.e. 55%) the teachers prefer to use mother tongue in English language classroom. However, Sah (2018) found that although the teachers seemed to discourage the use of Nepali (L1) in lessons aimed at developing learners' communicative competence, they used Nepali to help learners comprehend the complex concepts of grammar and lexis. Accordingly, as one of the challenges found elsewhere. Similarly, the research reported that it in the research field.

From theoretical perspectives, Rantala, (2021) stated L1 is used for teaching grammar and giving complex instructions. In fact, what occurs is that the first language interferes the second language with the result that the learners commit so many errors even though first language should be used for complex concepts or when the learners feel feeling of challenge during learning of a second language. It is a popular belief that first language has an effect in the second language acquisition, and it was claimed that L1 can interfere with the acquisition of L2. In conclusion, those previous studies revealed mother tongue as one of the challenges. I too found that English teachers faced challenges related to mother tongue in the schools of Panchakanya and Shivapuri rural municipality in Nuwakot district.

Students' Low Performance in the Use of Vocabulary Items

The research showed that students had no vocabulary power or storage sufficient enough to speak and write English and they did not use to memorize vocabularies. I found that English vocabulary items were a challenge to secondary level students of the schools because the teachers shared their experiences. However, Das (2007) found that in total vocabulary items of all schools the achievement of nouns and adjectives were better than those of verbs and adverbs although Das's research field was quite different from mine.

From theoretical position, vocabulary is a set of words. It is an artistic arrangement of words. In fact, students feel the feeling of difficult in terms of all kinds of vocabulary items of the target language. Students cannot spontaneously understand the meaning of vocabularies written or spoken. This is because English vocabularies are difficult in terms of pronunciation, spelling, word grammar and meaning.

To sum up, the study found that to learn or study vocabulary items became a challenge of teaching English for secondary level students learning English in the schools in Panchakanya and Shivapuri rural municipality in Nuwakot.

Students' Diverse Backgrounds

The study revealed that students with diverse background attend the classroom in the schools. The study found students' diverse background was as one of the challenges of teaching English. Also, Ghimire (2019) found that diversity in classroom is also one of the challenges and, teachers did not apply for teaching. Similarly, the study reported on students' diverse background as a challenge in the schools.

From theoretical position, according to Sugkar (2013) that all of students have difficulties in acquiring English language because of internal and external factors such as age, personality, internal motivation, experience, first language, cognition, native language, motivation, curriculum, instruction, environment, culture, status, access to native speakers.

Finally, those previous studies also indicated the challenge related student' diversity. And the teachers experienced that they had the challenges related to individual students and had hardly techniques to overcome all the challenges relate to the students' diverse backgrounds in the classroom because of some students have innate background features.

Implicit Approach to Teaching Grammar

The study showed that teaching English grammar inductively was a challenge of teaching English in the schools in Panchakanya and Shivapuri rural municipality. Similarly, Also, Bastola (2016) found in his research study that the most of the respondents are in favor of deductive approach. Despite that, Poudel (2022) revealed that, comparing to models, it can be concluded that, regarding teaching and learning

grammar, induction aligns more closely to the overall pedagogic essential than deduction does. From theoretical perspectives, inductive grammar is implicit instructions but deductive grammar explicit instruction. Here, Paudel's finding is contradictory to my one but similar to Bastola's finding. In fact, explicit approach teaches about language while inductive approach language so it is responsible for learners to produce ungrammatical sentences rather than explicit one. In conclusion, inductive grammar instructions were as a major challenge of teaching English.

Lack of English Environments for Students

The study found speaking English environments for students was as one of the challenges of teaching English. Similarly, Timsina(2021) found that teachers encounter the challenges inside the classroom with the knowledge of teacher and students, outside of it with parents and unfavorable environment even though students have opportunities to speak English with their own English teacher and friends at school and into classroom; Neupane (2009) found that materials for speaking as well as other facilities including tests for speaking are the issue of speaking; and in Nepal, students learning English as a foreign language at schools have no interaction, conversations or opportunities to speak English as they have expected but that they speak into classroom with teacher or friends with limited. Accordingly, lack of English environment for students has existed elsewhere in Nepal. Similarly, the study reported on the same challenge in the schools in the schools.

From the theoretical ground, Bley-Vroman (1989) stated that L1 learners are always completely successful in learning to speak their language, whereas adult learners often fail in their quest to learn an L2. In fact, also the adult learners can learn a foreign language if they have sufficient inputs or exposure around them. What happens is that do not only L1 learners learn L2 but also adult learners can successfully learn L2 because of sufficient L2 inputs around them.

In conclusion, the research study found lack of speaking environments for students learning English at secondary level in Panchakanya Rural Municipality and Shivapuri Rural Municipality of Nuwakot district.

Causes of the Challenges of Teaching English

The study has found the causes of challenges of teaching English. They are discussed below with the existing literature.

Promotion Trends of School.

It was found that promotion of students to upper grades was a cause of teaching English. The students with low proficiency in English were upgraded. This was difficult for teachers to teach them. In Nepal, there is a policy that the students should be upgraded or passed even they failed the exam.

In summary, Nepal, automatic promotion policy is enforced to school level of community schools. It is believed that the lenient promotion of students with poor performance does not hamper their ability to do well in the next grade.

Lack of Students' Motivation.

Lack of motivation is insufficient motivation for students. It was found that lack of student's motivation become as a cause of teaching English. However, motivation plays the vital role in learning English. Similarly, Dilshad (2019) also found that statically significant difference was found in motivation of male and female students, urban and rural and government and private school students.

To sum up, the students need to be motivated. There are less motivated students.

Inhibition in Students

The study found that students had fear of English that caused inhibition among them. Inhibition is the state being inferior. This causes students discouraged. This causes challenges while teaching English.

Measures to Overcome the Challenges of Teaching English

In my study third objective was to find out measures of overcoming the challenges of teaching English as a foreign language to secondary level of the schools. I found that English teachers have more than half the dozens of challenges in teaching English as a foreign language to secondary level schools. Similarly, found following points as the measures of overcoming those challenges of teaching English as a foreign language to secondary level. The measures have been discussed below.

Collaboration

The study found that English teachers used to collaborate with headmaster, colleagues and other teachers including students. Similarly, Ghimere (2019) found one of the measures as the collaboration with only teachers but I found in my study that teachers used to collaborate with headmaster, colleagues and other teachers

including students to cope and overcome the challenge. In my research study, I also found that one of the best measures of overcoming the challenges in teaching English was collaboration with headmaster, colleagues and other teachers. From the theoretical position, according to Brownell (2006), collaboration is viewed as a powerful tool for helping teachers which serves students with disabilities. It is the scaffolding for the better in teaching English as a foreign language because we can get various better tips to overcome the problems in teaching English as a foreign language. Therefore, collaboration among relevant people must be focused. The conclusion is that in order to overcome the challenges of teaching English in secondary level of the schools in Panchakanyaa and Shivapuri rural municipality in Nuwakot district English teachers used to collaborate with relevant people like students and teachers. This was one of the reliable measures to teach English successfully I found through my research.

Using Technologies as the Materials

In my research study, I found that the teachers used ICTs for overcoming challenges of teaching English. And ICTs were one of the challenges of teaching English. Similarly, Yunus (2014, P. 766) “The internet and the world wide web can help the learners to provide supplemental language activities which can help students with additional practice in specific areas of language learning”. These include reading tests and comprehension questions, grammar exercise, pronunciation exercises, vocabulary tests, close tests and so forth. In addition, the use of ICTs assists both teachers and students to learning English language. Therefore, ICT for all is the slogan at the present I actually think. In actual fact, the ICTs for the students of English as a foreign language matter the most.

In conclusion, English teachers used mobile, internet and so on in order to cope with the challenges of teaching English. Using and having access of ICTs to all learners of English is to overcome the challenges of teaching English at secondary level.

Strategies Related to Post-Method Pedagogy

In my research study, I found that teachers used different types of teaching strategies including post-method pedagogy in teaching in order to cope with the challenges of teaching English. Similarly, Joshi (2014) even found that most of the teachers were in favor of adopting post method pedagogy. That is, the teachers taught English by using multiple methods from their experiences of teaching English. Like

the finding of Joshi, (2014), I also found that English teacher used post-method pedagogy to overcome challenges of teaching English as a foreign language.

From the theoretical position, learner autonomy is further specified as academic autonomy- learners being ready and able to take charge of their own learning to be effective learners, social autonomy- learners being ready to function cooperative members of a classroom community to be collaborative partners, and autonomy- learners being ready to recognize sociopolitical impediments and raise voice against such impediments being critical thinkers (Kumaravadivelu, 2001). Among three pedagogic parameters of post-method pedagogy, the particularity means the pedagogy has to be context-sensitive to the local linguistic, socio-cultural, and political context of the place where the teaching takes place. Therefore, to address the particular issues of the particular situation like students' backgrounds, the innovative set of procedures are discovered and used. In fact, what we English teachers do need is that to have situational understandings as well as local linguistic, socio-cultural and political particularities in teaching English as a foreign language.

Finally, I found English teachers of Nuwakot used multiple strategies including post-method pedagogy strategies to teach English as a foreign language in order that they could overcome the challenges of teaching English and teach successfully.

Mother Tongue as Required

Similarly, I found that English teachers used or spoke Nepali or mother tongue with students in teaching English for explanation of difficult part of lesson, topic or chapter. Also, Shrestha (2018) and Ghimire (2019) found that teachers and students were compelled to use bilingual approach. And it was indicated that translation into Nepali and mother tongue was as one of the measures to handle such challenge. Therefore, mother tongue must not be restricted in the classrooms.

As the findings of Shrestha (2018), I also found that teachers used Nepali language or mother tongue in classroom for explanation of difficult parts of lesson, topic or when the learners seem to be unable to understand the concept or content in English. Mother tongue is learners' own native language. The mother tongue is sometimes helpful but it interferes a second language because of negative transfer.

To summarize, the teachers used English language in teaching, however, they also used Nepali or mother tongue to describe or explain difficulties in order they

could overcome the challenges. I found this as one of the measures to overcome the challenges, through my research.

Parents' Concern in Students' Education

The study found that the teachers used parents in order to overcome the challenges of teaching English. They shared students' activities and reported achievement in English. This finding matches the one of Dhami's in (2021), coordination among teachers and parents. The teachers requested parents to make students study hard and provide sufficient time for study. Similarly, Haufiku (2022) found that secondary level teachers used parents in children's education. Furthermore, Amin (2018) presented in the article that parents make the greatest difference to achievement through supporting their learning at home rather than supporting their activities in school, and a learner, whose family members are habituated to use English at home, feel encouraged to learn English which facilitates learning process. Accordingly, the study reported on the parents' concern in students' education as one of the measures to overcome the challenges.

Conclusions

From the analysis and interpretation of the data, and findings and discussions, challenges, causes of them and measures to overcome them come to the conclusion. The challenges are less use of ICTs, mother tongue interference, students' diverse backgrounds, students' low performance in the use of vocabulary, implicit approach to teaching grammar and lack of English environments for learners. The causes are promotion trends of schools, students' inhibition and lack of their motivation. The measures are collaboration, use of technologies, strategies of post-method pedagogy, use of mother tongue as required, parents' concern in students' education. Furthermore, it comes to the conclusion that the challenges, as explored from this study, function as the barriers to effective teaching English in community schools in Nepal. The findings of the study suggest that English teachers face multiple challenges of teaching English due to different causes. The findings signify in context of Nepal that challenges need to be minimized or eliminated as much as possible. In fact, the major challenges are when English teachers teach English as a foreign language in community schools of Nepal. Some of the challenges have been reported by previous studies from elsewhere. Similarly, this study also proved and reported on them in Panchakanya and Shivapuri rural municipality so it is projected that those

exist everywhere and around Nepal. Therefore, the study focuses on uprooting those challenges and using some of the measures to overcome them all. Trainers and policy makers had better work out some strategies or tactics to overcome the challenges of teaching English in Nepal.

Implications

Based on those findings, some recommendations for pedagogical implications have been presented systematically in this section.

Policy Level

Based on those findings and conclusion the following policy related recommendations could be made:

- i) The study revealed that both teachers and students hardly use ICTs to teach and learn English respectively because of the less access and affordability of it. It is such a challenge to teaching English that the new policies should be formed with regarding information communication technologies at school levels in terms of accessibility and affordability for all.
- ii) The findings show that the inductive approach to teaching grammar is not always useful to produce the correct sentences. It is such a challenge to students to learn English language that material writers and teachers should use inductive instructions to teach grammar.
- iii) The study exposed that the students have diverse backgrounds that seem the challenging to teaching English so the policy makers need to form a policy that address the issue; the policy must be formed regarding parents' concern in children' education.
- iv) The study found that there is lack of English environment for the students because they have no meaningful interaction and sufficient exposure to them apart from inside the classroom, which makes teaching English challengeable or difficult because all of the teachers cannot always create such the environment favorable to all the students. It is such the challenge to teaching English that the policy makers should form a policy to recognize and reaffirm the status of English as an official language; and the qualified teachers with B.Ed. and M.Ed. in major English must be recruited to teach English from nursery to primary level and secondary level respectively.

- v) Being English as a foreign language, so many challenges to teaching it have raised for long so a strict policy should be formed to ensure and maintain quality materials for all and everywhere and the policy of curriculum development center (2016) must practically be implemented to all level of education in terms of compulsory English.

Practice Level

Based on those findings and conclusion the following practice related recommendations could be made:

- a. The study shows that collaboration among head teachers, educators, trainers, senior teachers and students over the matter of teaching English has been one of the measures of the challenges. That is why they need to collaborate how to overcome the challenges before they teach English.
- b. The study found that the teachers used technologies to teaching English so Both teachers and students must use ICTs including mobile, internet service in order to watch YouTube videos in English and so on
- c. The findings of the study show that strategies of post-method pedagogy have been used to minimize the challenges so the English teachers should use the post method pedagogy to overcome them.
- d. The study and a few else studies found that use of mother tongue as required has been used as a measure to overcome the challenges. That is why English teachers can occasionally use the mother tongue to make students understand difficult concepts.
- e. The findings revealed that the parents' concern in their children is the inevitable thing. Having them concern in their children's learning help the teachers understand students' backgrounds. It is such a measure that the challenges of teaching English could be overcome. Teachers should cooperate with parents as to students' learning.
- f. The study shows that the use of deductive approach to teaching grammar has been used to facilitate teaching English. That is why material writers, teachers should use deductive instructions to teach English to secondary level.

Further Research Level

The following further research related recommendations could be based on findings and conclusion of the research.

- i) The further researches can be conducted to identify 'Role of parents to learning English'
- ii) The further researches can be conducted to find out 'Role of ICTs to learning English as a foreign language to secondary level'
- iii) The further researches can be conducted to find out 'Secondary level student's attitudes toward English as a foreign language'
- iv) The further researches can be conducted to identify 'Role of effectiveness of deductive approach to secondary level'
- v) The further researches can be conducted to identify 'Role of deductive approach to teaching English as a foreign language'

Reference

- Adhikari, D. (2017). *Challenges of teaching speaking skill in classroom*. [Master's thesis, Tribhuvan University Kathmandu].
[https://scholar.google.com/scholar?q=Adhikari,+D.+\(2017\).+Challenges+of+teaching+speaking+skill+in+classroom.&hl=en&as_sdt=0&as_vis=1&oi=scholar](https://scholar.google.com/scholar?q=Adhikari,+D.+(2017).+Challenges+of+teaching+speaking+skill+in+classroom.&hl=en&as_sdt=0&as_vis=1&oi=scholar)
- Ahawo, H. (2009). Factors enhancing student academic performance in public mixed day secondary schools in Kisumu East District Kenya. *Journal of Teacher Education and Educator*, 7 (3) 2018,
[https://www.files.eric.ed.gov/fulltext/ERIC-education research center](https://www.files.eric.ed.gov/fulltext/ERIC-education%20research%20center).
- Amin, M.R. (2018). Learning English language in home environment: A study. *Angloamericanae Journal* 3, (1):39-50,
<http://aaj.ielas.org/index.php/Angloamericanae>
- Aryal, A. (2018). *English language teaching in Nepal an investigation of issues and challenges*[Doctoral Dissertation, University of Tasmania].<https://www.researchgate.net/Publication/32656377/>
doi:101007/978-981-13-0511-5 6
- Bastola, G.(2016).*Grammar rules matter: should we teach inductively or deductively?* [Master's thesis, Tribhuvan University, Kathmandu]. *NELTA*, 21, 1-2.doi: <https://doi.org/10.3126/nelta.v21i1-2.20199>
- Bhandari, D. (2015). *Large mixed ELT classes and the challenges faced by teachers*[Master's thesis, Tribhuvan University, Kathmandu].<https://elibrary.tucl.edu.np/handle/123456789/15090>
- Bhusal, S. (2021). Challenges faced by teachers in teaching English at lower secondary level [Master's thesis, Tribhuvan University, Kathmandu].www.tucl.elibrary.edu.np.com
- Bidabadi, N.S. (2016) Effective teaching method in higher education: Requirements and barriers.*Journal of Advances in medical Education & professionalism*. Shiraz University of Medical sciences.<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5065908/>
- Bista, K. (2011). Teaching English as a foreign/second language in Nepal: Past and present. *Online Submission*, 11(32), 1-9.<https://files.eric.ed.gov/fulltext/ED530898.pdf>

- Bley-vroman, R.(1998). *What is the logical problem of foreign language learning?*In J. Schachter&S. Gas (Eds.), *Linguistic perspective on second language learning* (pp.41- 68).Cambridge, England. Cambridge University Press.
- Brownell, M. T. (2006). Learning from collaboration: The role of teachers' qualities, expectation children, 72, 169-185. *Central Bureau of Statistics*.(2011). Census report. Kathmandu, Nepal.
- Brining, D. J (2015). *The challenges faced by teachers of English as a foreign language to young learners in international contexts* [Doctoral dissertation, University of York Education]. <https://etheses.whiterose.ac.uk/13826/>
- Canter, R. (2016). Students' experiences of challenge, difficulty and stuckness in Higher Education: A qualitative longitudinal study [Master's thesis, University of Exeter]
- Carlson, A.(2000). *Achieving Education Quality: What Schools Teachers Learning from Chile's PG Primary Schools*. United Nations Publication: Santiago, Chile.<https://repositorio.cepal.org/server/api/core/bitstreams/5d7b64c8-af64-4a5d-9ec6-db7107b8f661/content>
- Creswell, J. (2009).*Research design: Qualitative, quantitative and mixed method approaches*. New Delhi: Sage.
- Das, P. K. (2007). *A study on English vocabulary achievement of grade four students*. [Master's thesis. Tribhuvan University, Kathmandu]. www.tucl.edu.np
- Dhami, H.S. (2021). *Challenges faced by basic level teachers in English medium instruction implementation*. [Master's thesis, Tribhuvan University <https://eltchoutari.com/2023/02/english-as-medium-of-instruction-in-public-schools-of-nepal-teachers-perceptions-and-practical-consideration/>
- Dilshad, M. (2019). Impact of students' motivation for learning English on their achievement at secondary level, Master's thesis, University of Panjab].*Pakistan Journal of Social Sciences* Vol.39 no.2.543-612,<https://pjss.bzu.edu.pk/index.php/pjss/article/view/693>
- Duwadi, E.P. (2018). Historical development in the teaching and learning of English in Nepal. <https://www.researchgate.net/publication/322952317>.
- Effingham, N. (2013). *An introduction to ontology*. UK: Polity Press.
- Efklides, A. (2006). *Metacognition, affect and conceptual difficulty*. In: Meyer, J.H.F & Land, R. (Eds). *In Overcoming barriers to student understanding*:

- Threshold concept and trouble-some knowledge*. London & New York: Routledge 48-49 <https://www.taylorfrancis.com/books/edit/10.4324/9780203966273/overcoming-barriers-student-understanding-ray-land-jan-meyer>
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, (1), 3-18.
- Ellis, r. (1985). *Understanding second language acquisition*. New York: Oxford University Press.
<https://escholarship.org/content/qt2504d6w3/qt2504d6w3.pdf?t=piybmd>
- Ferguson, P. (2011). Study is perceptions of quality feedback in teacher education. *The Articles Published Online*: 23 Sep 2009. <http://doi.org/10.1080/02602930930903197883>.
- Fosnot, C.T. (2005). *Constructivism; theory, perspectives and practice*. London: Teachers college. http://beyondbitsandatoms.org/readings/fosnot_constructivism_1996.pdf
- Freire. P. (1992). *Pedagogy of hope: Reliving pedagogy of the oppressed*. London: Continuum. <https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf>
- Gas, S. & Selinker, L. (2008). *Second language acquisition*. New York: Routledge.
- Gau, S. (2008). Feedback analysis of types and functions of the teachers' corrective. *Journal of Northeastern University (Social Science Edition)*, (10), 170-173. https://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0716-58112008000100016
- Ghimere, K. (2019) *Challenges of implementation of English as a medium of instruction in basic level of Kaski district* [Tribhuvan University. Kathmandu]. <https://www.nepjol.info/index.php/ed/article/view/32580>
- Harmer, J. (2001). *The practice of English language teaching*. Edinburgh: Pearson Education Limited.
- Hasanah, N. (2019). *Emerging challenges of teaching English in non-native English-speaking countries' teachers' view* [Master's thesis, Hiroshima University in Japan].
- Haufiku, I. (2022). Teaching challenges of English second language teachers in senior secondary schools in the Ohagweva Region, Namibia. *Creative Education*,. doi: [10.4236/ce.2022.136121](https://doi.org/10.4236/ce.2022.136121)

- Hidayati, D. (2018). *Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar* [Master's thesis, Ar-Raniry State Islamic University].
- Huntigton, R.(1986). Perceived organization support. *Journal of Applied Psychology*, 17 (3), 13-16.
<https://www.scirp.org/journal/paperinformation.aspx?paperid=92665&btwaf=40490433>
- Jenkins, J.R. (1983). Vocabulary learning, contemporary educational psychology (8, 237-260).
- Joshi, B.C.(2014). Teachers' views on adopting post method pedagogy [Master's thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal].<https://elibrary.tucl.edu.np/>
- Kachru, B.(1985). *Standards, codification and sociolinguistic realism:English language in the outer circle*. Cambridge; Cambridge university press.
- Kachru, B. (1985). *Whose English is it? Asian Englishes, Beyond Canon: Hongkong*, Hongkong University Press.
- Karki, C. (2021). *Challenges of English language teaching learning through digital connectivity during COVID-19 crisis*, [Master's thesis, Tribhuvan University, Kirtipur, Kathmandu, Nepal].<https://www.inderscienceonline.com/doi/abs/10.1504/IJMBS.2023.130762>
- Khan, S.A. (2021). *Challenges faced by the teachers and students I teaching learning English in Madarasa*[Master's thesis, Bhairahwa Multiple Campus, Rupandhei]. https://www.researchgate.net/profile/Muhammad-Aqib-Ali/publication/381591748_The_Trichotomy_of_Pakistan's_Education_System_Problems_and_Prospects/links/6675804c1846ca33b842d2ac/The-Trichotomy-of-Pakistans-Education-System-Problems-and-Prospects.pdf
- Koza, A. (1988). Measurement of psychological hardness in older adults.*Canadian Journal on Aging* 5(1). 43.48.
<https://www.proquest.com/openview/fd24eefd7a5f5d0b44a109e101862ef/1?pq-origsite=gscholar&cbl=18750>
- Krashen, S. (1970). *Theory of second language acquisition;second language learning*.

- Journal of Second Language Acquisition and Teaching*, 3(7), 19-39.
https://d1wqtxts1xzle7.cloudfront.net/35238869/second_language_acquisition_and_learning-libre.pdf?1414001683
- Krashen, S. (1980). *Theory of meaningful interaction*. New York: Longman.
- Krashen, S. (1985). *The input hypothesis; issue and implications*. New York: Longman.
- Kumaravadivelu, B. (2001). Towards post-method pedagogy. *TESOL Quarterly*, 35(4,) Winter, 537-560.
https://www.researchgate.net/publication/260354183_Toward_a_Postmethod_Pedagogy
- Lakoff, G. (1993). *The contemporary theory of metaphor*. Cambridge, Cambridge University Press.
- Larsen Freeman, D. (1991). *Second language acquisition, staking out the territory*. <https://doi.org/10.2307/3587466>. Published by Teachers of English to Speakers of Other Languages (TESOL).
- Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50(4):370-96. <https://psychclassics.yorku.ca/Maslow/motivation.htm>
- Moss, R.H. & Trickett, E.J. (1974). *Manual classroom environment scale*. California: Consulting Psychologist Press, Palo Alto.
- Muslem, A. (2018). Perception and barriers to ICT use among English with teachers in Indonesia. *Journal of Teaching English with technologies*, 18 (1), 3-23 https://www.researchgate.net/publication/323164666_Perceptions_and_barriers_to_ICT_use_among_english_teachers_in_Indonesia
- Neupane, N.P. (2009). *Problems in teaching and learning speaking skill* [master's thesis, Tribhuvan University, Kirtipur, Kathmandu].
https://www.researchgate.net/publication/368450501_Educational_Development_in_Nepal_Issues_and_Initiatives_Sharada_Neupane
- Norris, J.M & Ortega, L. (2008). *Effectiveness of L2 instruction*. A Research Synthesis and Qualitative Metanalysis. <https://doi.org/10.1111/0023-8333.00136>.
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle Publishers.
- Omaraka, S. (2001). The effect of gender, socio economic status and school education. *British journal of Education*, 9, Issue. pp.

5568.https://www.researchgate.net/publication/234713241_The_Effect_of_Socio-Economic_Status_and_School_Location_on_Students_Performance_in_Nigerian_Integrated_Science

- Omete, M.J. (2005). A critical analysis of acts of the students' indiscipline and management strategies employed by school authorities in public high schools in Kenya. *International Journal of Education and Research*, 3(12),1-10.
<https://ijern.com/journal/2015/December-2015/01.pdf>
- Owoko, I. S. (2009). *The role of advocacy in enhancing equalization of opportunities for disabled people*. In Leonard Cheshire Disability Workshop in Kisumu.
- Oyugi, N.L. (2010). *Introduction to contemporary issues affecting education*. Kenya Institute of Special Needs.
- Oatley, k. (1985). *Representation of the physical and social world*. In Fosnot, C.T. (2005). *Constructivism: theory, perspectives and practice*. Teachers College. London.
- Piaget, J. (1980). *Adaption and intelligence: organic selection phenocopy*. Chicago:University of Chicago Press.
- Peral, J. (2009). *The book of why: the new science of cause and effect*. New York:Basic Books
- Poudel, K.K. (2022). Practices of deduction and induction in the ELT classroom: a case study. *Kanakai Journal* 2. No.1.
- Poudel, T. (2021). *English in Nepal history, Development and Policies*, KU: Nepal.
- Rahimi, F. (2022). English teachers' opinions on challenges faced in teaching English as a foreign language: The case of Jalalabad selected secondary schools. The article. *Journal of Research Institutions*: .6: .<https://digitalcommons.uncfsu.edu/jri/vol6/iss1/7/>
- Rantala, E. (2021). Target language use in teaching from the perspective of English teachers and students in Finland. MA thesis. University of Turku.
- Rescher, N. (2003). *Epistemology an introduction to the theory of knowledge*. USA: State University of New York Press.
- Sharma, K. (2017). Challenges in managing large English classes at higher secondary level. The M.Ed. thesis. Tribhuvan University Kathmandu.
- Sherpa, D (2016). The use of mother tongue in teaching English at primary level [master's thesis, Tribhuvan University, Kathmandu].

<https://www.studocu.com/row/document/tribhuvan-vishwavidalaya/literary-criticism/the-use-of-mother-tongue-in-teaching-english-at-primary-level/27616607>

- Shrestha, K. (2018). English as a medium of instruction in public school: Practices and perceptions of teacher and students. An Unpublished [master's thesis, Tribhuvan University, Kathmandu, Nepal].
- Subedi, H. (2010). *English language teaching method*. Kathmandu: Pradhan Book House.
- Subedi, P. (2017). Exploring ways for teaching grammar lessons at secondary level. *International Journal for Innovation Education and Research*. 3, 122-145. Tribhuvan University. Kathmandu.
- Sugkar, L. (2013). *An analysis of students' difficulties in acquiring English at the first year students of Sma Muhammadiyah Karangampel* [Doctoral dissertation, IAIN Syekh Nurjati Cirebon].
- Swain, M. (1985). Communicative competence: some roles of comprehensible input and comprehensible output in its development. Input in second Language Acquisition. In Gas, S & Madden, C. (Eds). Rowley, MA: Newbury House. *Journal of Modern Linguistics* 15, 165-179. Retrieved from <https://www.scrip.org>.
- Sharma, B. (2014). *Second language acquisition*. Kathmandu: Sunlight Publication.
- Timsina, L. N. (2021). Challenges of teaching English as a foreign language in Nepal. *Researcher: A Research Journal of Culture and Society*, 5(1), 68-82. doi: <https://doi.org/10.3126/researcher.v5i1.41522>
- UR, P. (2006). *A course in language teaching: Cup*
- Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological process* [M. Cole, V. John-Steiner, Harvard University Press].
- Vondracek, M. (2009). *Teaching with multiple methods in mind: Eleven ways to reach all students*.
https://www.researchgate.net/publication/234608557_Teaching_with_Multiple_Methods_in_Mind_Eleven_Ways_to_Reach_All_Students
- Yunus, M.M. (2014). Future of ICT as a pedagogical tool in ESL teaching and learning. *Research Journal of Applied Sciences, Engineering and Technology*, 7(4), 764- 770.
https://www.researchgate.net/publication/288603503_Future_of_ICT_as_a_Pedagogical_Tool_in_ESL_Teaching_and_Learning