

**STRATEGIES USED BY TEACHERS TO UPLIFT LOW
GRADE STUDENTS PERFORMANCE IN
ENGLISH LANGUAGE**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Bhim Singh Saud**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

APRIL, 2017

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Kirtipur, Kathmandu

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 08/04/2017

Bhim Singh Saud

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Bhim Singh Saud has prepared this thesis entitled **The Strategies Adopted by Teachers to Uplift Low Grade Students a performance in English Language** under my guidance and supervision.

I recommend the Thesis for acceptance.

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DEDICATION

Dedicated

to

My beloved parents who always inspire me in my life.

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Writing a thesis is, in a sense, a long odyssey. This thesis would not have been possible without help of many distinguished personalities whom I would like to acknowledge from my inner heart.

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With completion of this thesis, I think I have reached my goal and have also been able to move on to a promising new stage of my life. So, I would like to show my sincere gratitude to all who have helped me on my journey.

Bhim Singh Saud

ABSTRACT

This research entitled **The Strategies Adopted by Teachers to Uplift Low Grade Students Performance in English Language** was carried out to explore the strategies used by the teachers to uplift the low grade students. The sample of my study was ten teachers teaching at secondary schools of ten different schools of Kathmandu district. More specifically, 3 classes of one teacher from each school were observed. The schools were selected by using judgmental sampling procedure. The questionnaires and observation checklist were used. This study displays that the total 50 ELT teachers. 40 percent were used “Providing them clues in group discussion” 24 percent used mother tongue. In the same way, the next main two strategies “Engaging them in group work with sense of co-operation” and “Providing students-wise tasks” were used for 22 percent of all strategies used for this purpose in class. Moreover, “Any other” comprised 4 percent which was observed for 13 times. 22 and 14 percent “Restructuring” and “Time gaining” respectively. It can be said that these strategies were mostly employed by the students because of lack adequate of linguistic knowledge and communicative capacity.

This thesis has been divided into five different chapters. The first chapter, (i. e. 'Introduction') includes the background of the study , statement of the problem, objectives, research questions, significance, delimitations of the study and operational definition of Key terms. Similarly, the second chapter deals with the Review of Related literature and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It gives information about the design and methods of the study, population and sample, study area, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure.

Collected data were presented, analyzed and interpreted applying language and statistical tools like frequency and percentage in the fourth chapter. Accordingly, the fifth chapter concludes the whole study and put forwards some recommendations of the study at policy related, practice related and for further research. This chapter is followed by references and appendices to make the study reliable, valid and authentic.

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ABBREVIATIONS

%	Percentage
B. ED	Bachelor of Education
CL	Cooperative Learning
CLS	Cooperative Learning Strategies
CPU	Cambridge University Press
Dr.	Doctor
e.g.	For example
Eds.	Editors
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
etc	Etcetera
Fig.	Figure
GL	Group Learning
i.e.	That is
M. Ed	Master of Education
MoE	Ministry of Education
Mr.	Mister
Mrs.	Mistress

Ms.	Miss
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teacher' Association
No.	Number
NSs	Negotiation Strategies
P.	Page number
Prof.	Professor
Reg. No.	Registration Number
SLA	Second Language Acquisition
T.U	Tribhuvan University
TL	Target language
Viz	Namely
Vol.	Volume

CHAPTER-ONE

INTRODUCTION

This study is an attempt to explore the strategies used by the teachers to uplift the low grade students especially at school level. Hereby, it is very important to provide the special reference of history of ELT in Nepal. Originally, the teaching of the English language in Nepal was formally introduced for the first time at "Darbar High School" in 1854 A.D. Prime Minister Jung Bahadur Rana established this school after returning from England to give formal education to his children and to the children of other ruling Rana family members. There have been various problems to be addressed from the very beginning of ELT in Nepal. A number of research studies have been carried out the different dimensions of English Language Teaching by the researchers from the government side. Nevertheless, there has been less research conducted on the teaching strategies particularly focusing on the students in order to bring them actively into the main stream of teaching learning process. Thus, the study as a new effort is expected to provide new insight in the field of SLA.

1.1 Background of the Study

As the rapid spread of English in all over the world, Nepal cannot remain untouched from such phenomena. Growing demand of ELT in Nepal has been triggered by the various factors like the rapid development in science and technologies, globalization, jobs and employment abroad, world contact language and so on. Though there are various constraints such as adequate resources, diverse needs, expectations and heterogeneity of students, the limited exposures to English and low investment of the nation in education, the

craze of Nepali students towards learning English has been highly accelerated and getting immense popularity day by day. In this context, it is valuable to put forward some of the basic reason for learning English language. Which include survival, function, professional and academic, etc in Nepal (Khaniya, 2007). Hence, the students are found intrinsically and extrinsically motivated toward learning English.

When we talk about the learning of English language, we also need to pay great attention towards the teaching and learning strategies of it in order to nourish the learning as well as the entire situation of English in Nepal from elementary level to advance level whether it is formal area or non-formal sectors. It is very relevant to present how English language has been implemented nowadays. The ELT has been implemented in the public schools, private schools, and other different institutions either as a medium of instruction or as a compulsory subject from elementary level to advance level in Nepal.

The teaching and learning practices of English in Nepal are found to be affected by various key factors- policy and provision of government regarding ELT, geographical factors, man power, resources and materials, the ELT teacher training and their use of methods/Strategies and class. Among these factors, the teacher's wide and in depth knowledge of various teaching methods/techniques, their trend of being up-to-date with new innovations in ELT, their own determination and will power to become professional EL teachers have a huge influence directly on ELT and indirectly on the students learning. Generally, it is believed that most of the languages teachers use traditional methods/techniques; are less up to date with new innovative ELT method/techniques; apply traditional teaching aids and are less professionally determined to become an ELT teacher.

As a result, the failure of students in various English tests is alarmingly high every year. Indeed, the proficiency level of students of government-aided public school is remarkably deplorable (HSEB Report, 2011). It has become a tremendous stress on weak students so that they are discouraged towards lesson, discontinue the learning of English and eventually drop out the class/school. In this context, we as ELT teacher need to change our way of teaching and behaving with students, open our inner eyes and look around to perceive changes in the field of ELT. Actually, the more we empower, encourage, both strong and weak students and create conducive environment in class using appropriate strategies to enhance the students' command over English, the more excellent results we will have in ELT.

By using strategies according to the nature of the students as well as course, we need to prepare the students to cope with the world's problems which are complex and changing than the problems that are being confronted today. As to grow the competitive citizen in the world, the state has to adopt and promote the proper policy and provision for ELT in Nepal so that all the students have option to move in any sectors – science and technology, media, and so on for their further study.

Contrary to common belief, slow learners in the regular classroom are neither rare nor unique. The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. These students need special instructional pacing, frequent feedback, corrective instruction, and/or modified materials, all administered under conditions sufficiently flexible for learning to occur. Slow learners are usually taught in one of two possible instructional arrangements: 1) a class composed

mostly of average students, in which case up to 20% may be slow learners, or 2) a class specially designed for slow learners.

Whether you meet slow learners in a regular class or special class, you will immediately feel the challenge of meeting their learning needs. Their most obvious characteristic is a limited attention span compared to more able students. To keep these students actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive), and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of your lesson, these students may well create their own variety in ways that disrupt your teaching. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing, and mathematics), their difficulty in comprehending abstract ideas, and most disconcerting, their sometimes unsystematic and careless work habits.

This study is necessary as it is aimed at identifying the strategies applied by the teachers to promote the low grade students at secondary level. It has led whether the poor students in English are given considerable attention to uplift them into the main stream of classroom activities by teachers or not.

Concurrently, the study will seek how the teacher addresses the weak students' weaknesses to enhance their proficiency in English in class and what procedures the teachers apply to upgrade them. Thus, this research work is a significant effort to find out the teachers' strategies for uplifting the low grade students at secondary level.

1.2 Statement of the Problem

Teachers and students are the vital organ of any class. As they are in pivotal position in classroom, the entire processes of class activities move around them. To be precise, ELT class is remarkably influenced by the roles that the teacher and students play during the English language teaching and learning. That is to say, if the teacher plays the innovative, creative, constructive as well as facilitating role in class, surely, the classroom environment will be stimulating, conducive and effective for teaching and learning of English language. Simultaneously, if the teacher has the up-to –date knowledge of various methodologies and materials and plays role accordingly, the students will be motivated in ELT and learning process and become creative, constructive and innovative in class. Consequently, the whole result of learning and teaching of English language will be standard and praiseworthy.

On contrary, if the teachers are less professional, less trained, less innovative as well as employing old outdated teaching strategies, the class become monotonous, less interactive, less motivating for the effective learning of English. Again, if this situation continued for long time, the students cannot get a good conducive environment of learning English and execute better performance in English. Eventually, the whole processes of ELT becomes deplorable and miserable. So, for the efficient development of English in our students, the EL teachers need to use various strategies in order to bring all the students in the main stream of teaching and learning of English and form the conducive environment in the class by taking the students' individual differences, desires, level of knowledge and attitude into account and keeping the contemporary situation of school into consideration deeply.

In the context of Nepal, it is argued that the majority of the EL teachers are supposed to be less qualified, professional, and creative and less trained since

they are not exclusively devoted and determined towards teaching; use traditional methods/ strategies; apply old fashioned instructional materials and do not have the adequate up-to-date knowledge on the new innovative teaching strategies in ELT. Similarly, they tend to use their habituated old strategies while teaching English only by emphasizing the excellent and talkative students and less focusing or neglecting poor/ weak students in ELT class. As result, the weak students get in stress and fail in different tests. Finally, it invites the negative attitude of students towards ELT and the total standard of ELT decreases in a devastating way. Thus, these all practices and circumstances of ELT in our context are salient problems that are needed to be addressed exclusively.

To sum up this study is supposed to address the following problems:

While teaching English whether the teacher give much/intense emphasis on poor students to get them participated in various instructional activities as equally as other excellent students or not. If yes, what types of techniques the EL teachers apply for them in class?

Though there is a provision of English language teaching right from eliminatory level to the advance level, the majority of the students are found poor in English even at upper level which is an issue to be answered /addressed today.

Most of the students are found exam-oriented losing faith in classroom consulting commercial commodities like guides, guess papers available in market. This growing trend in students is also the profound issue which needs to be analyzed and overcome psychologically in detail.

1.3 Objectives of the Study

This study had the following objectives:

1. To find out the types of teaching strategies adopted by EL teachers to uplift the low grade students performance in English language.
2. To suggest some pedagogical implications.

1.4 Research Questions

This study tried to answers of following questions.

- a. What types of teaching strategies do EL teachers apply to promote the low grade students in learning English language in class?
- b. How do the EL teachers solve the problems that are seen in poor students in class?
- c. How do the poor students get engaged by teachers' in different class activities?

1.5 Significance of the Study

Various teaching and learning strategies always lie in the heart of any types of class. The teaching strategies are crucially the key elements which affect instructional process of any language in particular and SLA in general. In this respect, particularly the EL teachers need to have plenty of information on various teaching techniques so that they could apply them according to the needs, nature and level of students as well as per the condition of school/class.

The EL teachers have to motivate students to become autonomous and self directed by implementing various creative methods/strategies in class.

While teaching and learning English language as ESL and EFL, learners tend to confront a lot of difficulties, problems and challenges inside and outside of classroom. It is believed that the EL teachers are not adequately acquainted with the English and its significance. To overcome their problems EL teachers require employing different innovative strategies while engaging students in diverse teaching and learning activities in ELT class. Due to the teacher's facilitating role, students can enhance good performance in English.

Furthermore, the students would be communicatively competent in English, if they get sufficient English exposure with good managerial role of teachers. In this sense, this study possesses a pedagogical value. Similarly, this study is expected to be useful to the students, EL teachers, syllabus designers, text book writers, teacher trainers, policy makers and English language experts. It is also believed to be significant to all who are directly and indirectly interested in the field of pedagogy in one way another.

1.6 Delimitations of the Study

- a. This study was limited to investigate the types of teaching strategies used by EL teachers to uplift the low grade students in class.
- b. The study was conducted only at secondary level.
- c. The field of the study was only delimited in Kathmandu district.

- d. It was limited to 10 English language teachers teaching in government aided schools. There were only five government aided schools.
- e. The tools for data collection were questionnaire and observation.

1.7 Operational Definition of the Key Terms

The following key important terms are used throughout study:

Performance : The student's execution of English in different pedagogic activities in the class.

Teaching Strategies: The strategy which is used in class to make teaching learning effective.

Low Grade Students: The secondary level English language students whose performance in English language is not satisfactory. It means whose score were below 32 marks.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the review of various theoretical literature, related with teaching and learning strategies, empirical literatures, implications of the

review for the study and conceptual framework. In this respect, the various theoretical and empirical literatures regarding my study **The Strategies Used by Teachers to uplift Low Grade Students Performance in English Language** were dealt systematically.

2.1 Review of Theoretical Literature

This sub-section deals with various theoretical perceptive related to the factors that are directly or indirectly associated with teaching and learning strategies.

2.1.1 Teaching Strategies

Generally, teaching strategies refer to various teachers' conscious plans, tricks, deliberate actions and the activities which are applied to solve the problems that occur during language teaching in the class. To make an instructional process effective, successful as well as to make students autonomous, self-directed and creative, the teacher needs to have the ample up-to –date knowledge of different innovative approaches, methods, techniques or strategies and be tactful. They are the tactics or techniques used by teachers which lead the teaching learning process smoothly. By keeping the various factors into consideration, teacher has to run the ELT effectively by using the problem-wise and context specific techniques/strategies. Indeed, teaching strategies are the procedural devices used in class in order to apply the methods of teaching effectively and ultimately to make teaching and learning process easier, meaningful and faster.

Being based on the roles of teachers and students, the teaching strategies can broadly be divided into two types- teacher-centered techniques and students-centered techniques. In teacher-centered techniques the role of teacher is

dominant, whereas in student-centered techniques the role of the students is prominent and teacher' role is as a facilitator. The approaches or methods in which an instructional process is based on largely influences the application of various techniques/strategies for teaching language in the class. To put it in more specific way, grammar translation, audio-lingual and OSS approach utilize the teacher-centered techniques, but direct method and communicative approach make the use of students–centered techniques. By consulting the different research works as well as literatures of Ur (2005), Harmer (2007), Ellis (2008), Hedge (2008) and others it is reasonable to present some of the major teaching techniques to form the content of this study explicit. They are as drill, simulation, role play and dramatization, use of picture, strip story, pair work, group work, elicitation, demonstration, correction, project work and questioning.

These strategies of teaching are considered as the effective teaching strategies as they ensure the active role of students in language teaching and learning process in class. The classroom becomes interactive with the plenty use of these teaching techniques in class. Students can develop accuracy and appropriacy in the use of English. Students can have the communicative command over English language if the teacher applies these strategies in ELT class. So, these techniques are claimed as the fruitful for language teaching and learning process.

2.1.2 .1 Supportive Teaching Strategies for the Low Grade Students

Indeed, when EL teacher uses the common teaching techniques to teach English language in class, some good and average students can get benefits to learn that language in class. However, it is assumed that the weak students

cannot be benefited by use of these strategies in class. So, it is necessary to seek and generate new innovative teaching strategies for these language students so that they could learn English effectively and meaningfully. Some previous research has shown that there is something that can be done in order to support weak language learners' conditions. Hansen (1990, p.36) points that :

to the facts that weak language learners find it hard to understand spoken language, but still they enjoy the English classes more when the teacher speaks, while in the classroom.

Nevertheless, since these students struggle with low self-esteem and anxiety, the discussion in small groups are preferred rather than discussion in large classes (Harmer, 2007, p.96).(Karmer, 2007, 89) suggests that it is important to help students to find their own learning styles and strategies by using metacognitive strategies. By thus expression, she indicates that each student requires help from teacher in order to find strategy for him or her, furthermore, understand why that particular works for the individual.

There are some of the following common approaches/ strategies that are suggested by Ehrman to work with the learning disabilities of the students (ibid, P.282).

- a) Working with learners' strengths and avoiding reinforcing failure.
- b) Heavy use of advance organizers to help students organize his/her time and strategies.
- c) Working on one problem at a time. Giving a plenty of time.

- d) Providing as much close structuring as the learners seem to need.
- e) Reminding the learners of strategies as often as long as necessary.
- f) Calibrating the chunks to the learners' intake capacity.
- g) Presenting learning materials in a variety of different ways.
- h) Practicing and over- learning.
- i) Encouraging the use of technology.
- j) Recognizing and discussing the nature of individual' difficulties within her or him.

In support of above arguments, we can put some conclusions made by Rubin and (Larsen, 1991). that practice and revision are important and different learning styles and strategies ought to be used for better language learning. They further point to the facts that it is important to show learners areas outside the classroom where the target language can be used. (Larsen, 1991 p.22) suggests that it is important to help low grade language learners to pre-comprehend areas that are to be discussed in the class. He remarks that the effect of learning problems can be reduced if support is offered early on. Similarly, in the investigation carried out by (Harmer , 1991p.50) a common feature of weak language learners was slow learning and inferiority complex. To sum up, the distinct problems complexities and challenges faced by weak students need to be diagnosed using remedial teaching in the class. In this sense, the EL teachers have to produce and use some special teaching strategies for the effective language learning of the weak students.

In addition, the EL teachers need to be concerned with the issues related with their learners and teaching learning process that they undertake. There are various issues which are associated with students and ELT process. These may include: learner differences, learning conditions, learners' needs, desires and level of knowledge and learning theories. If the teachers are well aware of these issues, they may not be able to achieve their goals and learning process becomes worthless.

Normally, ELT class consists of the mixed students. There are excellent, average and poor/low grade students in the class. The low grade students have low proficiency level in English language in the ELT class. They have weak command over the English language. In comparison to the other students, they learn slowly and are likely to cease their learning while learning second language. They do not make ample use of learning strategies, communication strategies and are reluctant to communicate in English in the ELT class. They tend not to participate actively in teaching learning activities but only remain as passive listeners in class. They have inferiority complex. As a result, they do not involve in the instructional process having fear of committing errors and being criticized in the class. It is believed that they cannot be benefitted from the usual teaching and learning process as the other students. Hence, it is necessary to use some special students-specific strategies for the low grade students to bring into the main stream of teaching learning process and develop good command over English in them. In different assignments and tests, they are not found to perform well and get good marks which show their failure in English. Moreover, they are found negative towards ELT. Consequently, they do not do assignments regularly; go to the school and present in the class; involve in classroom activities and finally drop out class/school.

According to (Harmer , 1991p.50) For distinguishing low grade students, the EL teachers can follow the following procedures:

- a) Considering whether the students actively take part in classroom activities, group discussion and co-curricular activities or not.
- b) Involving them in different assignments and problem-solving activities and finding out their nature of involvement.
- c) Taking unit tests and analyzing their results as well as finding out their level of proficiency in English.
- d) Exploring their needs, desires and weaknesses in ELT class.
- e) Forming the separate group of them.
- f) Using mandatory strategies.

2.2 Review of Empirical Literature

There are so many researches that have been carried out regarding the role of different topics in Strategies in the department of English education. Some of them which are related to this research are reviewed in this section. Thus, this is the first endeavour of carrying out a research work on 'the strategies used by teachers to uplift low grade students' through survey study in our Department of English Education, Kirtipur, Kathmandu. I related to my study has been reviewed in this section.

Dahal (2008) carried out a research on 'Communication strategies used by secondary level English teachers and students'. The main purpose of her study was to find out the type of communication strategies used by secondary level English teachers and students and analyse them in terms of their frequency. She used interview and observation as the research tools. She found that guessing is the most frequent strategy used by the students, whereas simplification is more useful communication strategy applied by the teachers to make the students understand. In the same way, Chaudhary (2009) conducted a research on 'Learning Strategies Used by the Class Toppers'. She aimed to investigate the learning strategies used by the toppers of higher education to learn the English language. She used a set of questionnaires as a tool for data collection. She found out that metacognitive strategies were used by the class toppers of higher education to a great extent. She concluded that the class toppers have strong desire to communicate and was willing to guess meaning when they were not sure.

Likewise, Bhattarai (2008) carried out research on: Teaching reading at bachelor level a study in classroom activities". The main purpose of his study was: to find out activates used by the teachers while teaching reading. He observed the students with prepared checklist and collected the responses towards reading activates with the help of survey research. He found out around 15 percent teachers had tried to behave as facilitator for guide for the students.

Similarly, Khanal (2011) conducted a research on 'Learning Strategies Adopted by Grade Eight Students in government Schools of Dang District'. The objective of this study was to find out learning strategies used by the grade

eight Students in government aided schools of Dang District. He used simple random sampling to select the sample and used questionnaires and structured observation as the research tool in his study. He found that majority of the students depended on the teacher' assistance while learning English whereas only few students used learning strategies.

Thomson (2012) has studied on Language Teaching Strategies and Techniques Used to Support Students Learning in a Language Other than Their Mother Tongue. Teachers are working from the same framework, certain contextual factors will influence how the programme is implemented. Individual teacher beliefs, their education and experience of teaching and language teaching, the language levels of students and the types of interaction in the classroom that take place between the teacher and student are all aspects that may contribute to the types of language that teachers use and the strategies and techniques they choose to employ in the classroom. Very personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching". From the data collected during observations it would seem that teachers are using some language teaching strategies and techniques but this is an area that requires further development. The Learning in a Language other than Mother Tongue in IB Programmes would be a good starting point for those wishing to further develop their understanding of language teaching and emphasizes the importance of using such strategies and techniques as scaffolding and drawing upon prior knowledge. Teachers need to consider the ways that they speak to students and try to repeat key instructions or points, paraphrase, use slower, clear speech and visual aids to help students better comprehend.

Dhakal (2012) carried out a research on 'Communication strategies adopted by teachers and students at B. Ed level'. The chief purpose of her study was to investigate the types of communication strategies adopted by B. Ed level teachers and students. She has employed the purposive non-random sampling. In order to collect the data, she has used the questionnaire and observation as the main research tools. The majority (97%) of the students understood the lesson clearly if the teacher teach them with examples and forty percent of the students find translation as the most difficulty communication strategy.

Likewise, Dhami (2014) also carried out a research on 'communication strategies adopted by the students' using case study in order to find out the types of communication strategies employed by +2 science stream students. He used purposive non-random sampling and an elaborated observation checklist to sample the required study population as well as sample and to collect data in his study. He found that the students and teacher used thirty eight communication strategies for about one hundred sixty eight times in the class. Most the students are found to use repetition and first language as the communication strategies.

Kafle (2016) "The Strategies Adopted by Teachers to Uplift Low Grade Students" was carried to find explore the strategies used by the teachers to uplift the low grade students. The population of my study was ten teachers teaching at secondary schools of different ten schools of Syangja district. The schools were selected by using judgmental sampling procedure. The observation checklist and the diary were used. The collected data were analyzed and interpreted using mixed method. all four strategies were used for 77 times for helping students to find their own learning strategies and styles in the ELT class. The main three strategies "Using negotiation strategies" and "Use of mother tongue" and "Using meta-cognitive

strategies” were almost equally used for 22, 20 and 19 times which comprised 28.57, 25.97 and 24.67 percent of all the strategies respectively for this purpose. This study focused only the students of Syangja district and this study focused on students of Kathmandu district.

At last, this present study could be regarded as the milestone in the field of teaching strategies in particular and SLA in general because it is a new venture in itself. It differs from the previous studies in the sense that it tries to investigate as well as find out the teachers strategies for weak students for bringing them in the main stream of the teaching and learning process through survey study which has reminded to be studied systematically.

2.3 Implications of the Review for the Study

The literature review is an essential as well as integral part of the entire process of research which contributes to provide insight in almost each and every operational step while conducting the research work. The key of literature review is to ensure researcher study widely around the subject areas in which you intend your research study. In this regard, I would like to present some salient implications of the literature review for my study in the following points:

Firstly, the literatures developed by scholars like Lennberg (1997), Kreshen (1983), Lersen and Freeman (1999) Harmer (2007) and others provide the theoretical background to the study and broadens the knowledge in the research area. By studying their literature regarding the different variables that affect instructional process of English language, teaching and learning strategies, new innovations in ELT and the supportive teaching strategies for the low grade students, I sharpened my theoretical understanding of this study. Secondly, through the review of the literature contributed by Cohen and Manian (1985),

Nunan (1992) and Cohen et al.(2010) helps to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of the knowledge. The literatures contributed by them provide the full-fledged insight to me in case of research design, sampling procedures, data collection procedures, mode of data analysis and interpretation and so on.

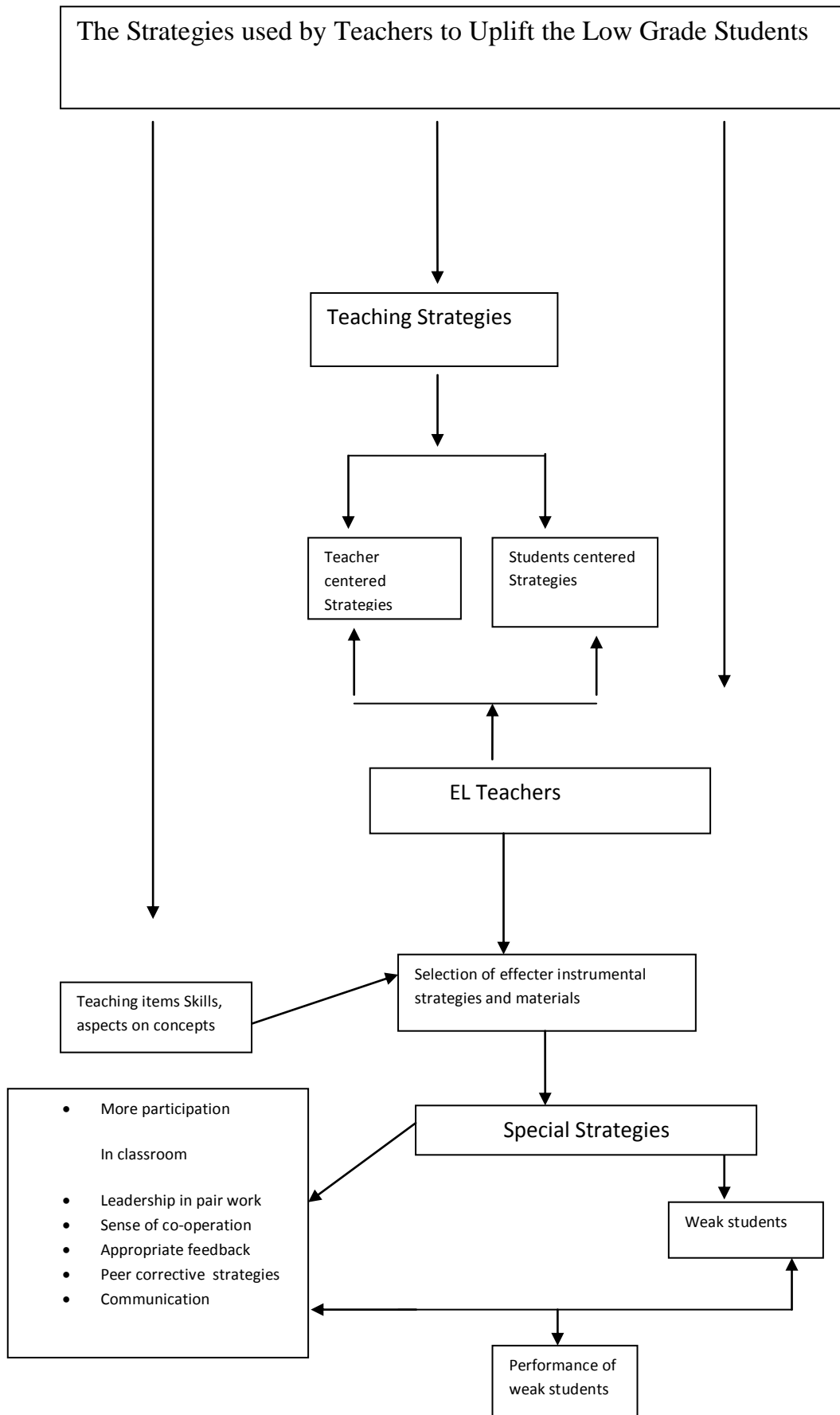
Similarly, review of the empirical literature helps to conceptualize and develop the conceptual framework and to bring clarity and focus to the research question. And it assists to improve the methodology as well as to contextualize the findings. Similarly, review of the literature has provided me the guidelines for developing the data collection tools like questionnaires and interview schedule as well as the procedures and to conceptualize the systematic research process. Thomson (2012) , Dhakal (2012) and Kafle (2016) has made me aware of the possible shortcomings of the study which work as the guidelines to develop the data collection tools and select the sampling population and sample.

2.4 Conceptual Framework

Through the review of the related literatures mentioned in the previous section, I am curious enough to carry the study to find out the strategies used by the teachers to uplift the low grade students in order to provide the new insight in the field of ELT and to make the concerned authorities a bit aware of towards to significance of need and application of special teaching strategies for weak students in ELT class. The study of Chaudhary (2009) on ‘Learning Strategies Used by the Class Topers’, Khanal’s (2011) study on ‘Learning Strategies adopted by Grade Eight Students in Government Aided Schools of Dang

District’, Dhami’s (2014) study on ‘Communication Strategies adopted by students’ and research works by Thakar (2008) and Alam (2011) provide direct assistance to develop the conceptual framework of this study. With the inculcation of the aforementioned literature and other consulted materials, the following conceptual framework is developed.

CONCEPTUAL FRAMEWORK



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This heading deals with the methodological aspects of data collection during the field study. I followed the following methodological procedures to undertake my study.

3.1 Design and Method of the Study

This study was a survey research. Survey research is the most commonly used research in education and other social sciences. It is a type of research which tries to study both large and small population by selecting and studying samples in order to find the present situation or present activities. Selection of sample that is representative to the whole group is done and data was collected from the sample. The data is analyzed, interpreted and generalized to the whole group. It is one of the cross section studies, i.e. data was collected at a single time. Mostly structured tools were used to collect data. It was collected in natural setting. It had a wide and inclusive coverage.

The basic purpose of survey research was to find out the existing situation of particular case. Survey research in educational sector seeks to eliminate the problems related to the education and generalize its findings on the basis of representative sample of specified target population. In survey research data are gathered from relatively large numbers of population using certain sampling procedures where, the whole population for data collection is not feasible. It is more realistic in nature. Similarly, it deals with the clearly defined problems and objectives. It is also taken as the basis for decision for the improvement. Some of the characteristics of survey research stated by Cohen et al (2010 p.206) are as follows:

- a. It collects data on one shot basis and hence is economical and efficient.
- b. Represents a wide target population

- c. Generates numerical data
- d. Gathers standardized information
- e. Captures data from multiple choice, closed questions, tests scores or observation schedules.

Thus, to summarize the idea, survey is a research conducted in a large number of populations for more generalizing the findings. It is assumed to be the best research in educational and public operations, professional behavior and attitude and so on.

Cohen et al. (2010, p.209) have given the following processes of survey research.

1. Define the Objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So it was the case with survey research. If we conduct research without defining objectives it leads us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2. Decide the kind of survey required (e.g. Longitudinal, cross sectional, trend study and Cohort study).

After defining formulating objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal, cross sectional, cohort, and trend study.

3. Formulate research questions or hypothesis (if appropriate the null hypothesis and alternatives hypothesis).

According to the Cohen et al. This is the third phase in survey research. In this phase / step researcher prepare research questions. More than this if s/he feels required then formulates hypothesis.

4. Decide the issues on which to focus

Within one area there might be numerous issues, we cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

5. Decide the Information that is needed to address the issue

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6. Decide the Sampling Required

In this phase, we need to decide what kind of sample procedure that we are going to use to select the study population e.g. random sampling, non-random sampling or mixed sampling.

7. Decide the instrumentation and metrics required. Here, in this phase we as a researcher have to decide instruments and metrics that are required to conduct the research.

8. Generate the data collection instruments

In this phase we have to generate instruments required for data collection e.g. questionnaire, opinion form, test items and so on.

9. Decide how the data be collected (e.g. postal survey, interviews)

After preparing the tools for data collection we have to decide the process/ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10. Pilot the instruments and refine them

After preparing the instruments it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instruments do what is intended to do.

After piloting the instruments in small scale population we can find its strengths and weakness and refine them accordingly.

11. Train the Interviewers (if appropriate)

If the researcher is going to use interview as a tool of data collection s/he need to be trained. Otherwise, actual data may not be obtained.

12. Collect the data

After doing these all aforementioned points researcher collects the data using various research tools as.

13. Analyzing the Data

Raw data themselves may not give any sense/ information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like mean, mode and median and so on.

14. Report the Results

Finally, after analyzing the data, the report of research has to be prepared. Among all these processes of survey research, most of them have to be followed which were necessary for my study. Survey generally addresses a large group of population in reference to the educational information and data in a survey was collected only at a single time. Thus, for this study survey research design was selected keeping the objectives and population of study at the center.

3.2 Population, Sample and Sampling Strategy

Survey research requires a large number of populations to meet the objectives of the study. The population of the study was consisted of English teachers of different secondary school of Kathmandu. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. Hence, the required sample was selected according to the purpose and feasibility of the study. The ten English teachers of secondary level from different community schools were sampled to constitute the sample size of this study using non-random purposive sampling.

3.3 Study Area/Field

The study area of the study was Kathmandu district. Specifically, EL teachers of secondary level teaching in different schools of this district were selected as study subject. In addition, the study was conducted in the field of teaching strategies.

3.4 Data Collection Tools and Techniques

The observation checklist was the key research tool for collecting data. It was supposed to be effective, appropriate and useful tool for collecting information from the respondents. Moreover it was believed to be adequate to meet the objectives of the study. Putting it in another way, 3 classes of each teacher were observed with the help of the observation checklist.

3.5 Process of Data Collection Procedures

In order to collect the authentic data, the following procedures were followed systematically.

1. At first, I visited the different secondary schools and established good rapport with the head teachers by making them understand about the study and taking permission to conduct the study.
2. After getting permission as well approval, I met the English teachers ; good rapport was established and asked them to support in my research work by letting me to observe their 3 classes.
3. Accordingly, I told the English teachers about my purpose of study and the classes were fixed for observation.
4. The ELT classes of each ten teachers were observed using observation checklist for a month.
5. Finally, the concerned authority and the respondents were thanked for their cooperation and assistance.

3.6 Data Analysis and Interpretation Procedures

Generally, most of the survey researches are qualitative and quantitative in nature. To be specific, generally qualitative and particularly quantitative data are dealt in survey research. Being a survey research it has the characteristics of qualitative and quantitative analysis. In this study, the raw data was analyzed descriptively and statistically. Simple statistical tools such as measure of frequency and percentage was used to record, analyze and interpret the collected data.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Under this chapter, the data collected from the sample are presented with systematic analysis and interpretation. More specifically, the raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of the nature of data, the data were analyzed and interpreted descriptively and using simple statistical tools like frequency and percentage. The major findings of the study are presented under Analysis and Interpretation of Result and the data were largely dealt under Analysis and Interpretation of Data in greater detail.

4.1. Types of Teaching Strategies Adopted By EL Teachers

In order to find out the teacher's strategies, they were sought to use four different strategies for making their weak students know the meaning of new words. These strategies observed during the teacher- students interaction, discussion and word meaning practice sections in ELT class. In this regard, the employments of the strategies by the EL teacher in class were presented below:

4.1.1 Communicative Strategy

Engaging mostly the low grade students in different activities, the EL teachers appeared active to conduct more communicative ELT classes. The total 58 instances of teaching strategies use was observed during the class observation which are presented in the following table 1.

Table 1

Communicative Strategy

S.N	Strategies	Frequency	Percentage
a	Using role play	20	40
b	Using dramatization	7	14
c	Demonstration	12	24
d	Asking questions	11	22
Total		50	100

From table 1 it is obvious that the EL teachers have employed 4 major student-centered strategies in order to make the class more interactive. It was observed that the most frequent teaching was “Using role play” which was the 40 percent of the total strategies use. Following this, the “Asking questions” was the next most frequent strategy which occupied the 22 percent. Similarly, “Demonstration” was also used for making clas interactive which occupied 24 percent of total strategies use, however, the least frequently used strategy was “Using dramatization” accounting for 14 percent. By the above discussion, it can be said that the EL teachers mostly engaged the low grade students in the role play and asking questions in order to make class interactive and to ensure the each and every student’s participation in the teaching activities.

4.1.2 Difficulty Strategies

Though the EL Teachers have used variety of the teaching strategies as the most motivating, effective and successful strategies for developing students' vocabulary power, communicative competence, proficiency on structures and grammar, the students appeared in great problems in using and understanding the following strategies. Teaching strategies use were registered when the EL teachers employed them in vocabulary teaching, student-student interaction, students-teacher discussion, structure and grammar teaching during the class observation. These strategies can be presented in the table 2.

Table 2

Difficult Strategies for Students

S.N	Strategies	Frequency	Percentage
a	Translation	14	28
b	Mime	4	8
c	Simplification	14	28
d	Substitution	18	36
Total		50	100

Table 2 displays that the EL teachers made the huge attempts to uplift low grade students in connection to the development of vocabulary power, accuracy and appropriacy in grammar and fluency in speaking in students by using

different strategies in class. Nevertheless, the students were found to face problems in the understanding and the application of the same 4 strategies in various degrees. The students faced most difficult strategies were “Translation” and “Substitution” which covered the 36 and 36 percent of the total cases of teaching strategies use in class respectively. It can be said that translation and substitution became the huge challenges to the students while teaching and learning of vocabulary and grammar. Similarly, “simplification” was also realized difficult to the students. It was observed 14 times which was become 28 percent of the total strategies use. However, the least frequent strategy was “Mime”. It was observed for 4 times as it was felt less problematic strategy by the students. By this, we can say that students did not have greater problem in understanding and application of ‘Mime’ in class.

4.1.3 Confusion Removing Strategies

It was found that most of the students have the confusions regarding the various issues of the lesson which tend to occur in teaching various teaching items i.e, grammar, vocabulary, structur, language skills and interaction of the students within themselves and with teacher as well. In this connection, the EL teachers were appeared using various teaching activities/strategies in order to eliminate the students’ confusions and uplift them in the main stem of teaching and learning in ELT class which can be presented in the table 3.

Table 3

Confusions Removing Strategies

S.N	Strategies	Frequency	Percentage
A	Use of repetition questions	21	42
B	Use of clarification checks	19	38
C	Simplification of questions	6	12
D	Use of mother tongue	4	8
Total		50	100

The table 3 shows that “Use of repetition questions” and “Use of clarification checks”, as the effective confusion removing teaching strategies, were used for 21 and 19 times i.e, 42 percent and 38 percent respectively. They were observed being used in ELT class as they were frequently used by the EL teachers. Similarly, 12 and 8 percent of the total cases of teaching strategies use in ELT class was occupied by “Simplification of questions” and “Use of mother tongue” respectively. Hence, it can be said that the EL teachers attempted very much to make students clear about the lesson by applying these four effective strategies.

4.1.4 Error Correction Strategies

During the ELT class observation it was found that almost all low grade students committed the errors and mistakes in the teaching and learning process in the class. In this context, EL teachers were also appeared using various error correction techniques to make their students clear and sharpen the understanding of them about the lesson. A total of 60 instances of strategies used were observed while the EL teachers were engaged in error correction.

The four major strategies used for error correction are presented in the following table 4.

Table 4
Error Correction Strategies

S.N	Strategies	Frequency	Percentage
A	Engaging themselves in group error correction	10	20
B	Teacher correct all the errors	9	18
C	Engaging all the students in error correction individually	15	30
D	Engaging them in pair error correction and providing appropriate feedback	16	32
Total		50	100

The table 4 illustrates the number of the error correction strategies used by the EL teachers in the class. Out of 50 teachers, they used different types of strategy while teaching. “Engaging them in pair error correction and providing

appropriate feedback” and “Engaging all the students in error correction individually” 20 and 18 percent respectively. Therefore, it is evident that ELT teachers' preferred to use peer error technique with appropriate feedback and individual error correction technique. Similarly, “Engaging themselves in group error correction” was also used by the teachers for 10 times which constituted the 30 percent of the total strategies used. However, teachers were found correcting all the errors committed by the students only for 3 times. It constituted 32 percent of the error correction strategies used.

4.1.5 Answer Confirming Strategies

In fact, during the class observation it was seen that students were in dilemma initially regarding the accurate and appropriate answers to the teachers question in the answer-question section in ELT class. By considering those conditions, the teachers were appeared employing various answer confirming strategies for the students. The EL teachers used some effective strategies for confirming the true answers in class which are presented in the table 5.

Table 5
Answer Confirming Strategies

S.N	Strategies	Frequency	Percentage
a	Providing them clues in group discussion	20	40
b	Use of mother tongue	12	24
c	Simplying the questions	10	20
d	Exemplification	8	16
Total		50	100

The table 5 displays that the total 50 ELT teachers. 40 percent were used “Providing them clues in group discussion” 24 percent used mother tough . In the same way, of the 74 instances of strategies use, “Simplying the questions”

and “Exemplification” were employed for 20 and 16 percent respectively.

4.1.6 Active Participation Strategy

In order to ensure the active participation of weak students in various tasks in teaching learning process, the EL teachers were seen using different strategies in one way or another in ELT class. During class observation these different strategies used were observed and registered which can be presented in the table 6.

Table 6

Strategies of Ensuring Weak Students' Active Participation

S.N	Strategies	Frequency	Percentage
a	Providing them ample chances and engaging	21	42
b	Providing students-wise tasks	16	32
c	Engaiging them in group work with sense of co-operation	11	22
d	Any other	2	4
Total		50	100

The table 6 presents that the major strategies used for confirming the active involvement of the weak students in the tasks in ELT class. 42 percent teacher were used “Providing them ample chances and engaging”. In the same way, the next main two strategies “Engaiging them in group work with sense of co-operation” and “Providing students-wise tasks” were used for 22 percent of all strategies used for this purpose in class. Moreover, “Any other” comprised 4 percent which was observed for 13 times.

4.1.7 Keeping Smooth Interaction Strategy

Students having various abilities were found using different strategies to maintain smooth interaction when they failed to keep interaction continuous in class. The EL teachers were sought engaging their students in interactions and facilitating them in class. These strategies were observed and registered when the students interacted each other as well as with teacher and got failed to keep their interaction smooth successfully. These strategies are clearly presented in the table 7.

Table 7

Strategies of keeping Smooth Interaction

S.N	Strategies	Frequency	Percentage
a	Restructuring	21	42
b	Generalization	12	24
c	Topic avoidance	10	20
d	Time gaining	7	14
Total		50	100

This table 7 that strategies used were comprised of 42 and 14 percent “Restructuring” and “Time gaining” respectively. It can be said that these

strategies were mostly employed by the students because of lack adequate of linguistic knowledge and communicative capacity. Similarly, “Generalization” was used for 12 times which corresponded to 24 percent of the total strategies used. In addition, the least frequently used strategy was “Time gaining” which was 14 percent teachers were used. By this, it is evident that the students attempted to use various strategies to keep their conversation smooth rather than avoiding the interaction.

4.1.8 Problem Solving Strategy

Of course, the low grade students were found confronting a number of different problems in instructional process in ELT class. To solve these problems and to develop problem solving ability in students, the EL teachers were appeared using different strategies which could ensure the development of this ability in students in class. These strategies are given in the table 8.

Table 8
Strategies of Developing Problem Solving ability

S.N	Strategies	Frequency	Percentage
a	Through project work	4	8
b	Through group work	11	22
c	Through pair work	13	26
d	Engaging them in logic based task individually	22	44
Total		50	100

From the table 8 it can be said that the ELT used four main strategies about 55 times in the class. out of the 55 instances of strategies used, “Engaging them in

logic based task individually” was employed for 22 times which comprised 40 percent of all strategies used for developing problem solving ability in the students, whereas “Through pair work” and “Through group work” was used for 18 and 11 times which also corresponded to 32.73 and 20 percent respectively. On a contrary, “Through project work” was used merely for 4 times which constituted 7.27 percent of the strategies used in class.

4.1.9 Difficult Solving Strategy

A total 64 instances of the effective teaching strategies were used by EL teachers in order to bring the low grade students into the main stream of teaching learning process in ELT class. These teaching strategies were registered for all low grade students during the class observation with the help of the observation checklist. These strategies were registered when the students faced the problems in understanding the difficult parts of the lesson and EL teachers employed these strategies to compensate the students for the better understanding the lesson. The total strategies are presented in the table 9 below.

Table 9

Strategies Used to Make Students Understand the Difficult Parts of Lesson

S.N	Strategies	Frequency	Percentage
A	Through illustration	19	38
B	Through group work	8	16
C	Using mother tongue	14	28
D	Any others	9	18
Total		50	100

Table 9 shows that the most widely used strategy is “Through illustration”. It was used for 19 times accounting for 38 percent followed by “Using mother tongue” accounting for 28 of the total instance of strategies use. It can be said that the low grade students understand better the difficult parts of lesson when the EL teachers teach them through illustrations and mother tongue. As it is clear from the table 2, other various strategies as per the nature of the students were also employed which occurred 17.19 percent of the total strategies use. However, the least used strategy is “Through group work” accounting for 12.5 percent. It can be analyzed that the low grade students were sought mostly

depended on teacher's assistance since they were unlikely to participate in group work.

4.1.10 Difficult Strategies

Though the EL Teachers have used variety of the teaching strategies as the most motivating, effective and successful strategies for developing students' vocabulary power, communicative competence, proficiency on structures and grammar, the students appeared in great problems in using and understanding the following strategies. The total 59 cases of teaching strategies use were registered when the EL teachers employed them in vocabulary teaching, student-student interaction, students-teacher discussion, structure and grammar teaching during the class observation. These strategies can be presented in the table 10.

Table 10

Difficult Strategies for Students

S.N	Strategies	Frequency	Percentage
a	Translation	23	38.98
b	Mime	4	6.78
c	Simplification	14	23.71
d	Substitution	18	30.51
Total		59	100

Table 10 displays that the EL teachers made the huge attempts to uplift low grade students in connection to the development of vocabulary power, accuracy and appropriacy in grammar and fluency in speaking in students by using different strategies in class. Nevertheless, the students were found to face problems in the understanding and the application of the same 4 strategies in various degrees. The students faced most difficult strategies were “Translation” and “Substitution” which covered the 38.98 and 30.51 percent of the total cases of teaching strategies use in class respectively. It can be said that translation and substitution became the huge challenges to the students while teaching and learning of vocabulary and grammar. Similarly, “simplification” was also realized difficult to the students. It was observed 14 times which was become

32.71 percent of the total strategies use. However, the least frequent strategy was “Mime”. It was observed for 4 times as it was felt less problematic strategy by the students. By this, we can say that students did not have greater problem in understanding and application of ‘Mime’ in class.

4.2 Summary of Findings

After detailed analysis and interpretation of data, some results are drawn using descriptive devices and statistical tools like frequency and percentage. Some results are presented as the major findings in the following points:

- i. The study found that, 40 percent of the total strategies use. Following this, the “Asking questions” was the next most frequent strategy which occupied the 22 percent. Similarly, “Demonstration” was also used for making clas interactive which occupied 24 percent of total strategies use, however, the least frequently used strategy was “Using dramatization” accounting for 14 percent.
- ii. Similarly, “simplification” was also realized difficult to the students. It was observed 14 times which was become 28 percent of the total strategies use. However, the least frequent strategy was “Mime”. It was observed for 4 times as it was felt less problematic strategy by the students. By this, we can say that students did not have greater problem in understanding and application of ‘Mime’ in class.
- iii. The study shows that “Use of repetition questions” and “Use of clarification checks”, as the effective confusion removing teaching strategies, were used for 21 and 19 times i.e, 42 percent and 38 percent

respectively. They were observed being used in ELT class as they were frequently used by the EL teachers.

- iv. Out of 50 teachers, they used different types of strategy while teaching. “Engaging them in pair error correction and providing appropriate feedback” and “Engaging all the students in error correction individually” 20 and 18 percent respectively.
- v. This study displays that the total 50 ELT teachers. 40 percent were used “Providing them clues in group discussion” 24 percent used mother tough . In the same way, of the 74 instances of strategies use, “Simplifying the questions” and “Exemplification” were employed for 20 and 16 percent respectively.
- vi. The major strategies used for confirming the active involvement of the weak students in the tasks in ELT class. 42 percent teacher was used “Providing them ample chances and engaging”. In the same way, the next main two strategies “Engaging them in group work with sense of co-operation” and “Providing students-wise tasks” were used for 22 percent of all strategies used for this purpose in class. Moreover, “Any other” comprised 4 percent which was observed for 13 times.
- vii. The study reveals that, 22 and 14 percent “Restructuring” and “Time gaining” respectively. It can be said that these strategies were mostly employed by the students because of lack adequate of linguistic knowledge and communicative capacity. Similarly, “Generalization” was used for 12 times which corresponded to 24 percent of the total strategies used. In addition, the least frequently used strategy was “Time gaining” which was 14 percent teachers were used. By this, it is evident

that the students attempted to use various strategies to keep their conversation smooth rather than avoiding the interaction.

viii. The ELT used four main strategies about 55 times in the class. out of the 55 instances of strategies used, “Engaging them in logic based task individually” was employed for 22 times which comprised 40 percent of all strategies used for developing problem solving ability in the students, whereas “Through pair work” and “Through group work” was used for 18 and 11 times which also corresponded to 32.73 and 20 percent respectively. On a contrary, “Through project work” was used merely for 4 times which constituted 7.27 percent of the strategies used in class.

ix. The study shows that the most widely used strategy is “Through illustration”. It was used for 25 times accounting for 38 percent followed by “Using mother tongue” accounting for 28 of the total instance of strategies use.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

This is the final chapter of this study which deals with summary, conclusion and implications prepared by the researchers after analyzing the data. The first chapter, introduction includes the background, statement of the problem, rational of the study, objectives, research questions, significance and delimitations of the study. Second chapter deals with the theoretical literature and empirical literature. On the basis of the theoretical literature and empirical literature, the conceptual framework was developed. The third chapter deals with the methodology employed to conduct the study. It gives the information of the study, population and sample, sampling procedure, data collection procedure and data analysis and interpretation procedure. Collected data are presented, analyzed and interpreted in the forth chapter. This chapter summarizes and concludes the whole study in the first two sections. Some implications of the study in policy level and practice level are presented in this section. More specifically, this chapter is divided into two parts.viz, conclusions and recommendations.

5.1 Conclusions

Through empirical evidence, this study enriches our standing of what strategy adopted by teacher to uplift low grade learners. Being based on their roles, the teaching strategies are communicative strategy, problem solving strategy, participation strategy, group discussion strategy etc. The approaches or methods in which an instructional process is based on largely influences the application of various techniques/strategies for teaching language in the class. To put it in more specific way, grammar translation, audio-lingual and OSS approach utilize the teacher-centered techniques, but direct method and

communicative approach and so on make the use of students –centered techniques

To sum up, though the EL teachers use different strategies to uplift the low grade students, it is not adequate for them to enhance their learning. So, the teachers need to use other innovative strategies in the ELT class. The concerned authorities should pay attention to manage sufficient instructional materials in order to create the effective ELT class. Similarly, the EL teachers need different induction programmes, well mentoring and trainings to make them trained and professional. In addition, the students centered teaching strategies should be used to make effective class.

5.2 Recommendations

This section deals with recommendation given for the education/pedagogical implications and further study. The researcher intends that the recommendation given for the educational/pedagogical implications will be used in future and the recommendation for further study will be helpful to the other researchers to carry out researchers. Based on findings and conclusion the major implications of the study for educational practice can be presented under the following level.

5.2.1 Policy Related

Policy is principle or protocol to guide and achieve rational outcomes. It is a statement of intent and is implemented as a procedure or protocol. The policy maker often makes right decisions for the wrong reasons. It is said that many policies are made without adequate study in Nepal. The main implications at this level are as follows:

- a. The low grade student's friendly environment should be ensured in term of materials, manpower, teaching methodology and even curriculum as well.
- b. Government policies should be oriented to develop the over all status of ELT by investing ample fund, conducting seminar, induction programmes, training and conference in Education and for EL teachers respectively.
- c. Especially, policy making government organizations and institutions such as MoE, NCED and nongovernment organizations such as NELTA should include ELT pedagogy, policies and programmes and provide ample information on it .

5.2.2 Practice Related

From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. The following recommendations are regarded more useful to the ELT teachers, administrators and students.

- a. The teachers should use appropriate teaching materials according to the need of the lesson and students' interests.
- b. The language teachers should encourage the students to interact in the classroom by conducting variety of tasks in ELT. Classroom practice should be emphasized.
- c. Target language should be used in the classroom.
- d. Teachers should go to the classroom with his planning and ample constructive teaching techniques.

- e. Congested classroom really disturbs the teaching. So, the classroom has to be accommodative.
- f. Furniture should be adequate and comfortable enough so that students feel easy to have seats and to be involved in discussion.
- g. Students' individual differences should be taken into account in order to ensure their learning.
- h. Mime, gesture and eye contact are non verbal languages. The teachers should focus on verbal as well as non-verbal language to make the classes interesting. The concerned people related to the teaching profession should be conscious about the concerns of the low grade students.
- i. The teachers should provide feedback to the students to encourage them more in learning and to remove their hesitation. They should promote the students' strengths and minimise the weaknesses and treat psychologically.
- j. Teachers should be provided the training on remedial teaching required for low grade students. Teachers should show enthusiasm and smile.

5.2.3 Further Research Related

In fact, no work is final and no research complete in itself. Regarding the further researches in the field of ELT strategies for low grade students, it is important that a large scale research should be carried out taking almost all the schools into consideration in order to find out the current state of ELT teaching, status of weak students and the challenges the EL teachers face in class so that its findings could facilitate in making policy and designing programmes related

the ELT. Considering the limitations of this study, some directions for the further research seem to be fruitful.

- a. Further research are expected to carry out the study on ELT classroom management by taking account the different dimensions ELTClass in to account like level of students, attitudes, appitudes, homogeneity and heterogeneity of students.
- b. It suggests the further researchers to implement the remedial teaching, research on it and conduct the macro study on it.
- c. It helps to formulate contextual ELT curriculum, materials, strategies and trainings as per the society/community, geography and cultures.

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APPENDIX - I
QUESTIONNAIRES

Dear informants,

These questionnaires have been prepared for collecting data for the Research study entitled **Strategies Used by Teacher to Uplift the Low Grade Students Performance in English Language** under the supervision of Asst. Prof. Madhu Neupane, Department of English Education, T.U, Kirtipur, Kathmandu. All the information collected through the questionnaire will be kept confidential. Please, feel free to put your responses as required by the questionnaire. I honestly assure that information provided by you will be applied only for the present study. I hope that your invaluable cooperation will be the great contribution in the accomplishment of this work for M .Ed dissertation.

Thank you.

Researcher

Bhim Singh Saud

Personnel Details:

Name;.....

Name of the Institution/ school ;.....

Qualification;

Experiences;.....

Training (If any);.....

1. How do you make students understand the potential difficult parts of lesson ?
 - a. Through Illustration
 - b. Engaging them in Group work
 - c. Using Mother Tongue
 - d. Through Drilling.

2. How do you make the classroom more communicative?
 - a. Using Role Play
 - b. Through the Use of Drama Citation.
 - c. Asking Questions
 - d. Demonstration.

3. How do you engage the weak students in learning English when you get to absent in the class?
 - a. Engaging them in group work and assigning tasks
 - b. Engaging them in pair works and assigning tasks
 - c. Engaging them in individually in tasks
 - d. Selecting a team leader engaging in curricular activities.
 - e. If any other, please, write down.

4. What strategies do you apply when the students face difficulties in pronunciation in ELT class?
 - a. Drilling
 - b. Asking them to check dictionary.
 - c. Engaging them in self-repetition
 - d. Writing the transcription of the words on the board.

5. Which strategies do you use when the students get confused regarding you questions?
 - a. Use of repetition questions/ asking repetition.
 - b. Use of classification check.
 - c. Simplification questions.
 - d. Use of first language/
 - e. If any other, please, write down.

6. Which strategies do you mostly manage to conduct the interaction of the weak students?
 - a. Dramatization
 - b. Role Play
 - c. Group Work
 - d. Use of Picture/ Questioning.

7. How do you handle the errors committed by students in class?

- a. Engaging themselves in error correction in group.
 - b. I correct the errors of all the students.
 - c. Engaging all the students individually in error correction.
 - d. Engaging them in error correction in pair and providing positive appropriate feedback.
8. How do you make students confirm about their answers in case of the questions in class?
- a. Providing them the clues regarding questions in group discussion.
 - b. Use of mother tongue.
 - c. Simplifying the questions.
 - d. Illustrating the questions with ample examples.
9. Which strategies do you often use to make students communicatively competent and confident in class?
- a. Use of information gap activities.
 - b. Use of fluency-based games.
 - c. Use of action-based games.
 - d. Exposing them authentic conversations..
10. How do you ensure the participation of weak students in classroom activities ?
- a. Providing them more chances to engage in classroom activities.
 - b. Identifying their abilities and assigning the tasks accordingly.
 - c. Engaging them in group and developing a sense of co-operation.
 - d. Constituting their own separate group and conducting the class activities.
11. How do you develop the problem solving ability of students in class ?
- a. Engaging them in group works.
 - b. Giving them situations with problems and asking to discuss each other.
 - c. Encouraging them to involve in problem solving activities.
 - d. Providing them clues and involving in pair activities.
12. Which best strategies you suggest to students to follow for language learning inside and out the class?
-
13. How do you handle the learning disabilities of students in ELT class?

- a. Working on one problem at a time.
 - b. Giving plenty of time to students.
 - c. Presenting teaching aids in variety of ways.
 - d. Work out with student's strengths and avoiding reinforcing failure.
14. How do you help the students to find their own learning strategies and styles in language learning?
- a. Using Meta cognitive strategies.
 - b. Using communication
 - c. Using negotiation strategies
 - d. Using plenty of teaching materials.
15. How do you form the favorable EL T classes for weak students?
- a. Displaying means of feeling of comfort, security and a positive self-concept.
 - b. By developing feeling of higher satisfaction in them with their achievements.
 - c. Stimulating them to take part in group/pair works.
 - d. Taking their interests, needs and level of knowledge and dealing accordingly.

Appendix- 1
Observation checklist

On the basis of the following questions, secondary level ELT teachers' use of teaching strategies will be observed.

S.N	Examples	Teaching strategies	Yes	No
1.	How does teacher make students to know new words used by him?	a. Guessing b. Asking c. Simplification d. Synonymy		
2.	How does the teacher make students understand the various potential difficult parts of lesson?	a. Through illustration b. Through group work c. Using mother tongue d. Any others		
3.	How does the teacher make classroom more communicative?	a. Using role play b. Using drama citation c. Demonstration d. Asking questions		
4.	Which strategies do the students often feel difficult to use?	a. Translation b. Mime c. Simplification d. Substitution		
5.	How does the teacher engage the weak students in learning English when she/he gets to absent in class?	a. Engaging them in group and assigning tasks b. Engaging them in pair works and assigning tasks. c. Engaging them in tasks individually. d. Selecting a team leader and engaging in curricular activities.		
6.	Which strategies does teacher use when the students get confused regarding his/her questions?	a. Use of repetition questions b. Use of clarification check c. Simplification of the questions d. Use of mother tongue		
7.	Which strategies do you mostly manage to conduct the interaction between the weak students?	a. Dramatization b. Role play c. Group work d. Use of pictures and questioning		
8.	Which of the strategies do students often find their teacher has been using?	a. Simplification b. Repetition c. Explanation d. Definition		
9.	How do you correct the errors committed by the students in the class?	a. Engaging themselves in group error correction b. I correct the errors of all c. Engaging all the students individually in error correction		

		d. Engaging them in the pair error correction and providing appropriate feed back		
10.	How do you make students confirm about their answers in class?	a. Providing them clues in group discussion b. Use of mother tongue c. Simplifying the questions d. Exemplification		
11.	Which strategies do teachers often use to make students communicatively competent and confident in class?	a. Project work b. Simulation c. Pair work/group work d Any other		
12.	How do the ELT teachers ensure the active participation of the weak students in classroom activities?	a. Providing them ample chances and engaging b. Providing students wise tasks c. Engaging them group work with sense of co-operation d. Any others		
13	What do the students do when their attempts fail to keep smooth interaction?	a. Restructuring b. Generalization c. Topic avoidance d. Time gaining		
14	How do you develop the problem solving ability of the students in class?	a. Through project work b. Through group work c. Through pair work d. Engaging them in logic-based task individually		
15	How does teacher handle the learning disabilities of students in ELT class?	a. Working on one problem at a time b. Providing plenty of time to students c. Presenting teaching aids in variety of ways d. Emphasizing students' strengths and minimizing		
16	How does the teacher help students to find their own learning strategies and styles in language learning?	a. Using meta-cognitive strategies b. Using communication strategies c. Using negotiation strategies d. Use of mother tongue		

