

CHAPTER : ONE

INTRODUCTION

1.1 General Background

If there is something more to make us feel proud as human beings, that is no doubt our unique property 'language'. It is so because only the human beings can cross the mystery of linguistics frontier. We can play that language is a dominant factor to uplift the present world a step ahead in the path of modernization and civilization. By the help of language, we are able to share ideas, feelings, emotions, joys, sorrows and almost everything with everyone at any time. It can also be taken as a social phenomenon which is used in our society to establish the relation among the human beings. Human beings have unique place in the universe due to the possession of language. We can perform several things by using language. We can not think of any social, academic and artistic activities going on without language. The language demarcates us from the rest of the world. We can endlessly multiply the ideas to ink about the language and its importance at present era. However, to sum up about language we can present some definitions of language given by different scholars as follows:

According to Richards, et al. (1999, p. 196) “Language is the system of human communication which consists of the structured arrangements of sounds (or their written representation) into larger units, e.g. Morphemes, words, sentences, utterances.” But the belief towards language as expressed by Yule (1985, p. 246) is “Language is a social phenomenon which is acquired by the child consciously or unconsciously and has direct connection with the social culture of that particular society.” According to Sapir (1921, as cited in Yadav, 2001, p. 8) “Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced

symbols”. This definition makes it clear that language the sole property of all and only human beings is a vehicle to exchange ideas, feelings, desires and emotions via voluntarily produced symbols.

Different scholars have defined language differently but none of the definitions are absolutely complete in themselves. So defining a language depends on the perspective a person is based on. However, different definitions given by different scholars clearly share some common characteristics of language. It can be said that language is a set of structurally related elements for the encoding and decoding of the message. It is also a voluntary vocal system of human communication. It makes understanding among people. It is human species- specific property and not possessed by other beings.

More than six thousand languages are spoken in the world. These languages are the tools for human beings to communicate with each other. Among them, English is the most dominant and most important language in the present day world. It is the most widely used language in the world. It has dominated all the academic spheres. Everyone seems willing to learn English because of its essence. It has become one of the media of instructions in schools, colleges and universities. In the UNO, it is used as one of the media languages. In many countries English is taught and learnt as a foreign language of international significance.

The present study tries to find out the problems faced by slow learners in English language classes. Slow learners need special attention and care for being duly helped in getting rid of their subnormality in terms of rate of learning and educational achievement. Neglecting or overlooking them may pose a serious problem for their progress and welfare besides providing a nuisance to the society. As far as possible, they should be taught along with their other non-disable peers. However, in the most severe cases of

backwardness, we can opt special schools as the placement option. The remedial steps and treatment measures for the backward children should therefore be mostly arranged in the schools by adopting the measures like provision of special curriculum, methods of teaching and special teachers, special coaching and proper individual attention, provision of co-curricular activities, controlling negative environmental factors and taking the help of experienced educational psychologist.

1.1.1 Historical Background of ELT in Nepal

The conceptualization of English language teaching has a long, fascinating, but, rather tortuous history. It is one of the most challenging and artistic phenomena. So, the trend of teaching English language has been a growing issue. If we glance the present linguistic era almost no hook and corner of the world is being untouched by the English language. Obviously, people are learning the English language for absolutely different purposes and needs but one fact is that the number of its learners is huge so is case with Nepal, too. Hundreds of languages are in existence in this huge world. However, number of speakers, development of language, their fame, etc. varies to each other. Particularly, the English language has been a language with growing popularity. Generally, no language is more superior, prestigious and valuable from the communicative perspective; however, because of various reasons the number of the people teaching and learning English has been increased rapidly. It is almost impossible to challenge the present world in the absence of knowledge of the English language.

It is wise to talk about the language teaching in the world before we talk about the historical background of the English language teaching in Nepal. It is very difficult to say exactly when the English language teaching started. However, it is clear from some studies and books that language teaching came into its own

as a profession in the twentieth century. In this regard, Richards and Rodgers (2002, p.1) say:

Language teaching came into its own as a profession in the twentieth century. The whole foundation of current language teaching was developed during the early part of the twentieth century as applied linguists and others sought to develop principles and procedures for the design of teaching methods and material, drawing on the developing fields of linguistic and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods.

Regarding the English language teaching in Nepal, we have to trace back to the Rana regime. The first Rana Prime Minister, Janga Bahadur Rana, thought of the importance of the English language in different levels of school and universities. After the tour to England, he established the first school at the ground floor of Thapathali Durbar in 1990 B.S. It was the first school where English language teaching started. Since then, other Rana prime ministers also incorporated the English language in different academic fields. Prime Minister Chandra Shamsheer established Trichandra College in 1975 B.S.

After the establishment of democracy in 2007 B.S. in Nepal, National Education commission (NNEC) was formed in 2010 B.S. At the same time Tribhuvan University was established in 2013 B.S. along with the education system in each and every faculty. In the same way, the National Education System Plan strongly prioritized and developed a curriculum of the English language teaching and learning in education faculty, literature learning in the

faculty of Humanities and Social Sciences and as a compulsory subject in all schools and other faculties of universities as well.

Today, out of the total approximately 31 thousand primary to higher secondary schools, almost half the numbers are English medium ones. In such schools, all subjects except the national language, Nepali, are taught in English whereas, in government owned public schools, all subjects except English language are taught in the national language Nepali. However both these streams meet finally at the same point, compete for the same end when students sit for the same School Leaving Certificate Examination at the end of the Xth grade or Higher Secondary Education Board Examination at the end of the XIIth grade. Altogether about five hundred thousand students appear in each of these national examinations every year, and half of that go for the university level examinations. An alarming number of students from the Nepali medium schools fail because they can not secure pass marks in English. This results in huge wastage in resources. This is the situation of the total education system from the primary to university levels in Nepal.

Despite this, people have always given higher importance to the teaching and learning of English. The reason behind this is that on the one hand it is helping them to grow and grab different opportunities available within and beyond the borders, it stands synonymously with quality of education, and knowledge about the wider world, it offers attractive career for those who can afford it whereas for those who remain behind, the world is narrow, opportunities limited.

A bitter truth Nepal has experienced regarding the use of English is that even today a large mass of population living a destitute life in extreme poverty, ignorance and marginal conditions can not send their children to schools. Even

if they can, it is the Nepali medium government schools that are within their reach. Thus English language has been perceived both as a dividing and promoting instrument in case of Nepal. This situation is associated with the political situation, too.

1.1.2 An Introduction to Slow Learners

Learning is an innate urge of every human being. It is a dynamic process irrespective of the disability one has. It depends mainly on the environmental stimulation, the opportunities and guidance one is able to receive. The process of learning goes on whether the formal schooling takes place or not. But the speed and range of learning are different between one category of children and another.

A slow learner may be called dull normal, low normal or borderline retarded. But we prefer the term slow learner. Generally speaking, slow learners are those pupils who do not learn something as rapidly on the large group of students because of limited ability due to different reason in the education process. Slow learner is advance word for “backward” or “mentally retarded” and "Educationally Subnormal". In this regards, (Mercer 1996, p.217) states: "Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation." Similarly, in the words of Mac Millan, et al. (1998), “Although slow learners may have special education needs, they do not fit neatly in to the special education system”. From these aforementioned definitions we can conclude that slow learners are those children who are unable to study in normal schools, who are repeated failures in normal schools, and who are school drop-out. So, Griffin (1978) says that slow learners are students who learn more slowly than their peers, yet do not have a disability requiring special education.

The experience of educators confirms that there are many children who are so backward in basic subjects that they need special help. These pupils have limited scope for achievement. They have intelligence quotients between 76 and 89 and they constitute about 8 per cent of the total school population. These students do not stand out as very different from their classmates expect that they are always slow on the uptake and are often teased by the other students because of their slowness. They are quite well built physically but rather clumsy and uncoordinated in movement. They are no trouble in school. Although much of the work is too difficult for them, they are patient and cooperative. Some of them are much more limited in their environmental, emotional, which impede their school progress and personal development. They need special help in the form of special class in ordinary school. Most of the slow learners struggle along in ordinary classes failing to have the special attention which they need.

Their ability to deal with abstract and symbolic materials (i.e. language, number and concepts) is very limited and their reasoning in practical situation is inferior to that of average students. These pupils differ slightly from normal students in learning ability. They are also unable to deal with relatively complex games and school assignments. They need much external stimulation and encouragement to do simple type of work. These students who are known to be slow to 'catch on' are called slow learners. Burt (1937, p. 45), has rightly pointed out that the form 'backward' or 'slow learners' is reserved for those children who are unable to cope with the work normally expected of their age group. In teaching backward children, the mental age is often taken as a guide to the levels of attainment to be expected of pupils. Thus, if a child's mental age is 10 years, we assume that his attainment age should also be at the 10 year level. On the contrary, if his attainment age falls below his mental age he is considered a slow learner. Jenson (1980, p. 56), states that students with IQ 80

to 90 who are traditionally labelled 'dull normal' are generally slower to 'catch on' to whatever is being taught if it involves symbolic, abstract or conceptual subject matter. In the early grades in school, they most often have problems in reading and arithmetic and are labelled 'slow learners'. But it is really not that they learn so slowly as that they lag behind in developmental readiness to grasp the concepts that are within easy reach of the majority of their age mates. So they may be called rather 'slow developers' than slow learners.

Not all children are alike as our fingers differ from their sizes and forms. Not only that each finger has its own role to make a hand functional but each serves for the wholeness of the hand. Just like our fingers, slow learners have special places in this world. It is not an easy role to mother or father such children with limitations or below ordinary abilities. It is definitely a challenge.

Slow learners are oftentimes treated differently by others. They are not treated well or fair by other children and even by adults because they are not like most of the children. Prejudice oftentimes set in and these children are ostracized. Just like how our fingers may not look like that of a goddess but are accepted because they are part of what we are, or that they are part of how we are defined as a person, the slow learner also define their parents. Keeping in mind all the above facts, how they are treated spells the kind of parents that they have.

1.1.3 Slow Learners in My Study

Generally speaking, slow learners are those children who are unable to exhibit better performance in school, whose thinking skills have developed significantly more slowly than the norm for his/her age and who encounter difficulties in some or all learning processes and master them less successfully than their peers. The term 'slow learners' is reserved for those children who are unable to cope up with the work normally expected from their age group. They

are also identified as those children who do not learn successfully due to general socio-cultural problems, learning disabled, frustrating past language classroom experiences, inadequate used of strategies or lack of interest. As they do not exist in isolation and have to interact with their social, cultural and physical surroundings in order to understand, their intelligence scores are likely to be too high for consideration than a child with mental retardation. Similarly, their intelligence test scores are likely to be too low than those who achieve a large intelligence scores in academic institution. Borderline mentally retarded children also come under slow learners who are generally slower to 'catch on' to whatever is being taught if it involves symbolic, abstract or conceptual subject matter. But it is really not that they learn so slowly as that they lay behind in developmental readiness to grasp the concepts that are within easy reach of majority of their age mates. But they may lack concentration, retention and abstract thinking. As a result, they find it very difficult to keep up with their age group. Keeping in mind all the above facts, a study was conducted to find out the causes of their slow learning and problems faced by them in English language classes.

For the purpose of this investigation, eighty-one slow learners who were reading in lower secondary and secondary level of three private schools of the Kathmandu district were selected with the help of the Principals, class teachers and the English language teachers on the basis their progress report of their examinations. Likewise, the slow learners in my study were chosen on the basis of their achievement of scores in between 15 to 25 per cent in their mark sheet.

1.1.4 Types of Slow Learners

The experience of schools confirms that there are many children who are so backward in basic subjects that they need special help. The backward children can be classified into three broad categories. The first category consists of those students who are very backward because of retarded mental developments which are often accompanied by additional handicaps, such as physical deficiencies, ill-health, and limited verbal experiences at home and emotional disturbances. Their educational problems are so acute that they need special educational treatment outside the ordinary school. The second category consists of under achievers whose ability is not quite so limited but whose nevertheless have more difficulty in learning than average children. Absence from school, unfortunate personal circumstances, or inadequate environmental conditions further limit their progress. Failure to recognize and provide for their problem is one of the main contributory causes of their backwardness. The third category consists of the slow learners who have very limited cognitive ability. The causes of their failure range from specific perceptual difficulties to emotional maladjustments. These students need some form of special or remedial teaching to make a marked progress.

According to Kirk (1962, p. 23), the slow learners, average and gifted students can be classified according to their rate of learning. He also strictly refused to equate slow learners with mentally retarded because the former is capable of achieving a reasonable degree of academic success even though at a slower rate than average student. A slow learner usually becomes self supporting, independent and socially adjusted, but in the early stage, he adapts himself to regular classroom programmes which fit in with his slower learning ability. These slow learners are markedly different from under achievers and learning disabled.

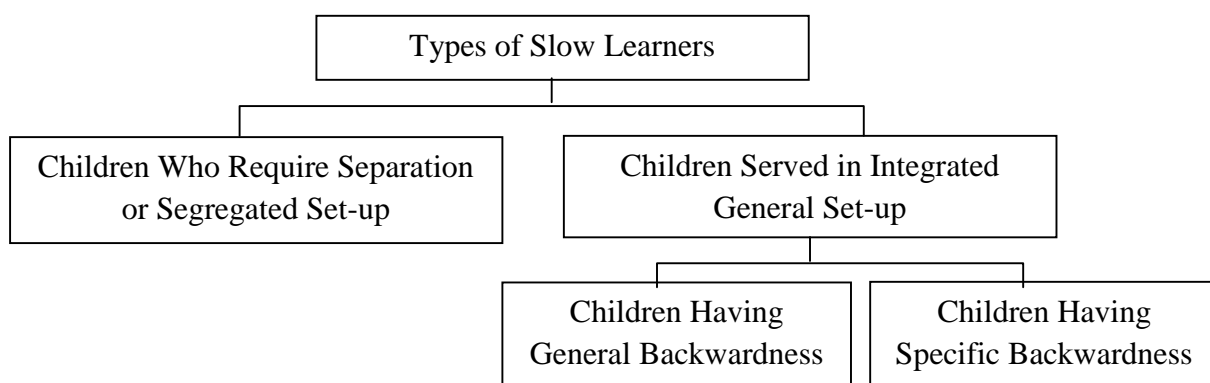
There are mainly two types of slow learners:-

J **The Children Requiring Separation or Segregated Set-up**

These children are found to suffer from some or the other severe forms of; learning retardation and educational backwardness on account of their limited abilities like- retarded mental development coupled with some of other socio-psychological deficiencies. They require more attention and provisions for their schooling and education more often in the shape of special classes.

J **The Children Served in Integrated General Set-up**

The nature and degree of the severity of learning retardation and academic background in these children is less severe and thus, these handled properly in the integrated general set-up of our existing schools. Their backwardness is weak in all the subjects of the school curriculum. The child suffering from specific backwardness, on the other hand, lays behind in one or two specific subjects only, while in others his progress may be satisfied or even extraordinary. The types of slow learners can be clearly understood from the following diagram:



(Source: Chauhan, 2011).

1.1.5 Characteristics of Slow Learners

In general, slow learning students may display some or all of these characteristics, depending on their age and degree of acquiring knowledge at school. Taking the aforesaid factors into consideration, characteristics of slow learners can be systematically listed out.

) Limited Cognitive Capacity

Schonell (1942) defines general intelligence as an inborn, all-round mental power which is but slightly altered in degree by environmental influence although its realization and direction are determined by experience. Intelligence is viewed not merely as an unfolding or maturing of this innate potentiality but also as something that grows and develops in the course of the child's active experience of his/her environment. This is what the slow learners' lack. Due to limited cognitive capacity, slow learners fail to cope with learning situations. Rational thinking becomes practically impossible for them.

) Poor Memory

Memory is a complex process and is not fully understood, although some researchers have established theories that seem to explain the various observable facts of memory. Flavell (1977) and Flavell and Wellmen (1977) define memory as a series of cognitive processes, including recognition and recall, knowledge, cognitive strategies and met memory. Each of these processes has an influence on learning. Atkinson and Shiffrin (1968) consider memory from the view point of a flow through model. In the flow- through model, information is stored in sensory register for a brief time before it is transferred to short-term memory and long-term memory. But the slow learners have a poor memory power.

) **Lack of Concentration**

Research works of Curtis and shaver, (1980) reveal that the attention span of the slow learners is relatively short. Also, they lack concentration. They cannot concentrate on the instruction of the teacher which is mostly verbal exposition for more than thirty minutes at a stretch. They need short and frequent lessons for better perceptions. To overcome and to promote concentration, multimedia instructional strategy will be very suitable for slow learners. Research studies (Soundra raja and Rajaguru, 1995) reveal that when the learning materials are presented through concrete situations, the slow learner's attention and concentration do not differ to concentrate on enjoyable and successful work for a considerable time. The slow learner's physical condition and his expectations of success or failure are also influential. Creative and practical activities seem to promote the development of good attention and of work habits.

) **Inability to Express Ideas**

Tansely and Guilford (1962) state that schools give considerable thought to the ways of achieving good standards in reading and writing, but important as reading and writing are, it must not be forgotten that they are only subsidiary skills in language. Children's ability to express themselves orally and to comprehend what is said to them is more important. This is where the slow learners are lacking. Slow learners have difficulty in finding and combining words, their immaturity being one of the chief reasons for their backwardness in expression. They often have resource to gestures or to action rather than words. To express ideas, one, must be good at communication which involves listening as well as talking. But slow learners are poor at remembering messages. As a result, they are unable to express ideas with clarity.

1.1.6 Causes of Slow Learning

Some educationists speak of slow learners as those not specifically diagnosed with a learning difficulty but yet who are below their grade level in studies. Others use this term to mean children with lower than normal IQs but who would not be considered retarded.

Both of these definitions are wrong. There are a very wide variety of causes for slow learning, not all of which are understood. Often it has absolutely nothing to do with IQ at all. In fact those with lower than normal IQs should not be called "slow learners" for not only will they be slow but in absolute terms they will never become age normative - that's not slowness. Those who are just a bit slower will eventually catch up and will even sometimes go on to become exceptional.

In my experience, slow learners may have any combination of identifiable dysfunctionalities like hyperactivity, dyslexia, dysgraphia or dyspraxia, and sometimes none. But these disadvantages will be partial in effect and not severe enough to be uncompensatable. Very often, we have found that slow learners also have problems with visual-motor coordination. There therefore may be issues in delayed development of visual motor ability and there may be accompanying dyspraxia. While slow learners will lag behind their classmates, they will some what manage to keep up. Typically they will do better orally than in written testing and simple things like completing classwork or homework in time may be a constant headache for both parents and teachers- but this is to be expected if your child is slow.

Showing the sign of slow learner does not mean that the child is slow learner, there are other factors that could cause the process of slow learning. These factors are given below with a brief description:

) **Environment**

Children react to their environment in early stages and he learns from the environment in which they grow. Children growing with safe and secure environment and far from the things which are physical threats e.g. abusive behavior and unsafe toys etc. flourishes their abilities in positive direction children who have better environment show better confidence in life and in education.

) **Opportunities of Learning**

Opportunities of learning are very essential for development of children cognitive abilities. Children who are getting rich learning environment will be centered towards new windows of learning opportunities. Besides, they need simple playable activities and games which enhance their thinking skill.

) **Absenteeism**

Absenteeism from the school is another factor which can affect the ability of learning of a child, when a child is often absent from the school, he could catch with other students in school, he needs extra homework with the help of parents to cover his shortcoming; otherwise he loses his self-confidence in class, due to which he isolates himself from his class fellows and he becomes a slow learners.

) **Illiterate Parents**

Another problem in some cases is illiterate parents, those parents who are mentally backward and also have no education, effect the education of the child. Initial six years are very important and crucial period of child life, in this

stage development of brain take place. Careful treatment is required to develop his skills, which help him in the later age in schools and colleges.

) **Untrained Teacher**

Untrained teacher is another reason, without proper training a teacher could not understand the psychology of the child and his problems, what the possibilities are and why the child is not learning. A trained teacher can understand the problem and eradicate it. It is said that a teacher should be capable to read each and every pages of mental dictionary, which is beyond the sphere of an untrained teacher.

) **Class Size**

Overcrowded class is another problem which affects the learning process and leads to the product of slow learner. Slandered class size should from twenty to thirty students per class, but student exceed in the class, teacher could not give attention to every student and nor he can not evaluate every student due to that reason some students left behind.

) **Family Size**

Family size also play a major role in the development of the child. In a small family, a child will get attention of the parents and enough resources will be available to him. In case of large family size, children face many problems which effect their abilities e.g. emotional problem, resource problem, etc.

) **Teaching Methods**

Teaching method is the most important factor in slow learning; a train teacher can understand the problem of the student and remove these problems by a better teaching style, which suite to the student need and mind. A good teacher

will always use different methods in class so that every student understand and learn. On the other hand, those teachers who use one method of teaching create slow learner in the class because every student learn in different styles and methods.

) **Fear Complex**

To camouflage their inability, teachers grow a fence of fear around themselves. They resort to indiscriminate punishments. Resultantly, some of the students run away from schools and the rest become docile with no interest in education but to spend time aimlessly.

) **Course**

Students are subjected to inappropriate textbooks, and teaching materials. Course should be design with easy to difficult approach so that students understand what teachers are teaching them. Inappropriate course material would increase the number of slow learner in the class.

) **Transfer of Teachers**

Frequent transfer of teachers leave no room for the development of mutual understanding and respect for each other. The moment they start to understand each other, the teacher is transferred. One each process is repeated a few times with a student, the student closes himself to teachers in future.

) **Violence in School**

Violence in school is another factor which causes slow learning in students. Violence affects the learning abilities of the students. Exposure to violence is

psychologically toxic. This exposure may lead to emotional problems and aggression; it also affects cognitive, psychological and learning process.

) **Busy Parents**

When parents have no time for their children and they are busy in their job. It also leads a child to loneliness and isolated. He cannot share his problems with his parents. The problem is much severe in case children age three to six years, because in this age they need full attention of the parents. It is the age of their development. They learn many things from parents.

) **Health Problem**

Poor health is also a hurdle in the growth and development of a child, which leads to the process of slow learning.

) **Psychological Problem**

Students due to high expectations of their families and absence of guidance for both the parents and students experience a lot of psychological stress, which has a retarding effect on their educational development.

) **Communication Problem**

Communication gaps between students, teachers and parents. Due to this gap neither the teachers nor the parents come to understand the students, resultantly they enforce upon them their wishes. This enforcement develops a rebellious or a docile nature in the students, which retard the positive abilities.

Tackling any learning disability or developmental delay is a bit like setting out on a Marathon or trying to climb a tall mountain. It won't be over quickly. Slowly and steadily and with determination and encouragement from fellow travelers, these learners will succeed in the end. Remember that slow learners

are unique. No formulaic approach may work, but with their parents love and teachers commitment, slow learners will be best able to reach all of their own unique potential as a uniquely valuable human being – and make you proud of how much they have and will achieve.

1.1.7 Factors Affecting Language Learning

There are a lot of factors that affect on success or failure in English language learning. It is a complex interplay of various aspects. If we analyze such factors, the teaching and learning English will be extremely cozy. Some of the factors are as follows:

) Motivation

It is an internal factor, which encourages someone to preserve a learning intention. “Motivation is a term which occurs in discussion of second language than first language learning.” (Wilkins,1972, p.180). Motivation attracts the person to learn English language.

) Environment

To do something environment should be favourable. In learning English language, environment is the most important factor. The environment refers to the surrounding including the location of play ground, school building near the road, near the factory, near the forest, more traffic, waste materials, management of garden, office room, toilets etc. which may affect the student’s need, interest, and level of learning.

) Method

The method is a vital tool for teaching and learning activities of the English language course. The same thing can be taught by using different methods. If

the method is not appropriate, the learning may be boring as well as the learner can be demotivated.

) **Success**

Success or failure can play a vital role in English language learning. If the course or teaching learning activities are carried out effectively and successfully then the learning would be effective. If the students are unsuccessful, if the teaching learning activities are not effective, the students would be unsuccessful. The influence of success or failure affects to the teaching- learning programme.

) **Attitude**

Attitude is one of the most important factors in English language learning. According to Wilkins (1972, p. 184) "attitudes are likely to be closely related to the response of learning. Simply speaking, it refers to the way of thinking or behaving towards something. Without positive attitude, we can hardly expect learning to take place. It can be positive or negative."

) **Behaviour**

Behavior is the action or set of activities preferred by somebody towards something. It is an action. The action, gesture, nonverbal communication (strategic activities) show the persons behaviours. Behaviour could also be one of the measuring tools for learning English language.

1.2 Review of Related Literature

Many researches have been carried out on the attitudes and problems faced by slow learner towards English language in the Department of English Education.

These researches focused on the attitude of different people and students. There are some researches which are related with this proposed study. Some of which are mentioned below:

Awasthi (1979) carried out a research on “A Study on Attitude of Different Group of People towards English Language in the Secondary Schools of Kathmandu District.” The main objective of this study was to find out the attitudes of different groups of people towards English language. Some of the schools and different groups of students of Kathmandu district were selected for this study. What he found was that the different groups of people had positive attitudes towards the English language and were in favour of continuing English as a compulsory subject in secondary schools and up to SLC. He also found that the majority of people did not want English to be replaced by any other UN languages.

Similarly, Khanal (1999) carried out a research on “A Study on Attitude of Secondary Level Students towards Teaching English.” The main objective of this study was to find out the attitudes of secondary level students towards English. Twenty students from different private schools of Kathmandu valley were selected for this study purposively and he found the positive attitude towards learning English. It was also found that they are eager to speak in English and learn English language. He concluded that the atmosphere in which a language is learnt is vitally important.

In the same way, Gaire (2004) carried out a survey research on “A Study on Students’ Opinions about Learning English.” The main objective of this study was to find out students’ opinions about learning English as a foreign or second language. Two hundred students from different colleges of the Kathmandu valley were selected for the study and it was found that the majority of them were interested in learning English.

Similarly, Lamichhane (2008) carried out a research entitled “The Attitudes of Disable students towards the English language.” The main objective of this study was to find out the attitudes of disable students towards the English language in terms of current method of teaching and fellow students' and teachers' behaviour. Thirty students from different government schools of Kaski district were selected for this study purposively and it was found that they were highly positive towards the teaching learning method used by English language teachers and it was also found that they behave each other positively but the teachers behave them negatively. It was also found from the study that teachers had negative attitudes upon them.

Malik (2009) carried out a research on "Effect of Intervention Training on Mental Abilities of Slow Learners". The main objective of this study was to investigate the impact of intervention training on mental abilities of slow learners. Forty slow learners of 5-6 years old of Hisar city of Haryana, state were selected for the study through Standford Binet intelligence scale. What he found was that the care, education and training of the slow leaners can make it possible for him to cover up earlier deficiencies and became an achiever.

Thapa (2010) conducted a research on “Attitude of low Achievers towards English.” The main purpose of this study was to find out the causes of their weakness in English. Eighty four students from different schools of Kathmandu district were selected for the study through judgmental sampling procedure. It was found that they were highly positive and enthusiastic towards learning English though they were poor in class.

But, no study has been carried out so far particularly addressing on "The problems of slow learners in English language classes." Thus, the present research is an untouched area of study.

1.3 Objectives of the Study

The study had the following objectives:

- a) To find out the problems faced by slow learners.
- b) To find out the causes of slow learning.
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

Teaching has always been a difficult job and with the advent of time and development of modern technologies, it has become more challenging. In comparison to normal learner, teaching to slow learner is more challenging. Teachers need to be on the alert almost all the time. Having students with different kinds of problems is one of the biggest problems that teachers face. If they are treated mistakenly, this can lead to frustration and failure in the classroom. Teachers need to be aware of these children and not try to push too much on them in the way of learning in the classroom. This study is confined to only the problems faced by slow learners on English language classes.

Very few researches have been carried out so far concerning to the slow learners. Therefore, this study aims at revealing the problems faced by slow learners and the causes of slow learning and suggesting some implications. So, the findings of this study will be significant to curriculum designers, policy makers, syllabus designers, language teachers, textbook writers, evaluators, and parents and finally to all concerned with it directly or indirectly. Similarly, this work will be invaluable source for those researchers who are interested in conducting research to the relevant areas in the days to come.

CHAPTER: TWO

METHODOLOGY

The following methodology was adopted to carry out this research.

2.1 Sources of Data

I made the use of both primary and secondary sources of data as follows:

2.1.1 Primary Sources of Data

The primary sources of data of this study were the slow learners of some private schools of Kathmandu district and English language teachers from the same district.

2.1.2 Secondary Sources of Data

I had consulted different books, dissertations, journals and articles as well as had visited some related websites to collect more information for the facilitation of the study. The following research sources were consulted as the secondary sources of data for the present study. Some of the books were Richards and Rodgers (2002), Kumar (2005), Singh (2006), Reddy (2010), different websites, etc.

2.2 Population of Study

Secondary and Lower Secondary level students and English language teachers from three different Schools of Kathmandu district were the population of this study. The students were selected only from the private schools. Twenty-seven students and four English language teachers who had the experience of teaching such learners were selected from each school.

2.3 Sampling Procedure

I applied purposive sampling procedure to sample the population. For this study eighty-one slow learners of Lower Secondary and Secondary Level from three Schools of Kathmandu district and twelve English language teachers were selected.

2.4 Tools for Data Collection

To accomplish this study two sets of questionnaires as presented in the appendix-I and appendix-II were the main tools to collect the data. The questionnaires were closed as well as open ended type. However, I had also used an interview as a tool for data collection.

2.5 Process of Data Collection

For the collection of the data I adopted the following procedures:

-) At first, I went to the selected schools, talked to the authority, built rapport with them and explained them the purpose of the study to get their permission to consult Lower-Secondary and Secondary level students and English Language teachers.
-) After that, I had purposively selected twenty-seven students from each of the three schools with the help of teachers and their progress report.
-) Then, I explained to the respondents about the purpose and terms of the questionnaire as well as provided the questionnaires to them.
-) Finally, I collected the questionnaires, thanked the informants and school authority for their cooperation.

2.6 Limitations of the Study

The followings were the limitations of this study:

- a) The study was limited to the eighty-one slow learners of three private schools of Kathmandu district and twelve English language teachers of the same district.
- b) It was limited to Lower Secondary and Secondary level students and teachers.
- c) The study was dependant to the data obtained from the selected students and teachers.
- d) Only the eighty-one students (twenty-seven from each school) and twelve teachers (four from each school) were taken for the study.
- e) Data was collected through the use of questionnaire and interview.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents a detailed analysis and interpretation of the collected data in course of my field work. In the process of analysis and interpretation, the collected data are presented through the tabulation and diagrams followed by descriptions.

For this study, two sets of questionnaires consisting of open ended and closed ended questions were designed as the tools to elicit the data. Moreover, the students of Lower Secondary and Secondary Levels and English teachers are also participated in my study. The questionnaires developed for slow learners was divided into the following five different areas and analysis and interpretations has been carried out accordingly.

- (i) Problems of English in General
- (ii) Barriers of Teaching Methods and Materials
- (iii) Hindrances Towards School Environment and Behaviours of Their Friends
- (iv) Obstructions of Family Background and Society
- (v) Analysis of the Teachers Responses

3.1 Problems of English in General

To find out the problems of slow learners regarding the English language in general, I asked altogether twelve questions. Of twelve, nine questions were close-ended and three were open-ended.

(i) Close-Ended Questions

The responses of close ended questions are presented in the following table.

Table No. 1
Necessity of Teaching English

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
1. Necessity of Teaching English in Schools	81	100.00	-	-	-	-

The above table shows that all the students agreed that it is necessary to teach English at Lower-Secondary and Secondary levels.

Table No. 2
Students' Interest in English

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
2. Students' Interests in Learning English	81	100.00	-	-	-	-

The second question was that whether they wanted to learn English or not. In response to this question, all the students were in favour of learning English language. It was found from the research that all the students were rightly interested in learning English.

Table No. 3
Need of English

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
6. Need of English for Grade 1	75	92.60	6	7.40	-	-

In the same way, question no. 6 was asked to find out whether English should be taught from grade one or not. The data showed that the majority of the

students, that is, 92.60 per cent were in favour of teaching English in Nepal from grade one whereas 7.40 per cent of the students responded as it was not necessary.

Table No. 4
Presentation of Pictures and Illustrations

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
7. Presentation of Pictures and Illustrations	37	45.70	36	44.44	8	9.90

So far as the question no. 7 was concerned, 45.70 per cent of the students responded that there are sufficient pictures and illustrations given in the books whereas 44.44 per cent of the students did not agree with the statement. They viewed that there are not sufficient pictures and illustrations given in the books. And the remaining 9.90 per cent of the students were uncertain about it.

Table No. 5
Working with Friends

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
8. Working with Friends is Helpful	64	79.00	15	18.50	2	2.50

Likewise, question no. 8 was asked aiming to find whether working with friends in the classroom help them in learning English. In response, 79.00 per cent of the students agreed that it certainly helped them in learning English while 18.50 per cent of students expressed negatively. And the remaining 2.50

per cent of the students were uncertain about it. This reveals that most of the students were highly interested to learn English while working with friends.

Table No. 6
Usefulness of Self-Practice

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
9. Self-Practice is Helpful	45	55.50	31	38.30	5	6.20

So far as the question no. 9 was concerned, 55.50 per cent of the students were found agreeing that self-practice is helpful for learning language whereas 38.30 per cent of the students respondent that self-practice is a hindrance to them for learning a language. And the remaining 6.20 per cent of the students responded that they were quite uncertain to this question. But most of the students thought self-practice helped their learning. .

Table No. 7
Help of English

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
10. English can be Helpful	69	85.20	9	11.10	3	3.70

The question no. 10 was asked to find whether English can be helpful for better career or not. Most of the students, that is, 85.20 per cent responded that it is helpful for better career while 11.10 per cent of the students were against of this question. And the remaining 3.70 per cent of the students were found to be uncertain about it. The majority of the students revealed that English can be helpful for better career.

Table No. 8
Sufficiency of Exercises

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
11. Sufficiency of Exercises at the End of Lessons	52	64.20	19	23.45	10	12.35

In the same way, the question no. 11 was asked to find out whether there were sufficient exercises at the end of each of lesson or not. In reply to this question, the majority of the students, that is, 64.20 per cent responded that there were sufficient exercises at the end of each of lessons whereas 23.45 per cent of the students were found to be dissatisfied with the amount of exercises at the end of lessons in the textbook. And the remaining 12.35 per cent of the students were found to be uncertain about it. So, it was found from the research that pictures and illustrations given in their books are sufficient.

Table No. 9
Necessity of English

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
12. English is Necessary to Get a Job	73	90.10	2	2.50	6	7.40

Last but not the least question was: "Is English necessary to get a good job easily"? In this regard, the majority of the students i.e. 90.10 per cent responded that it is necessary to learn English to get a good job easily whereas the very least number of them, i.e., 2.50 per cent rejected on it. And the remaining 7.40 per cent of the students were uncertain about it. What I found

from the research is that English is obligatory to get a good job in which the majority of the students believed.

(ii) Open-ended Questions

The analysis and interpretations of open-ended questions are given below:

Similarly, the third question was "Why do you want to learn English ?" In response, they said that they wanted to learn English because of the following reasons:

- a. To get good jobs.
- b. It is an interesting language.
- c. To speak with foreigners properly.
- d. To get good education, knowledge and information through it.
- e. It is an international language spoken all over the world.
- f. It can be used as a means of communication in every country of the world.
- g. Most of the books prescribed for higher education are written in the English language.

In the same way, the fourth question was "Why don't you want to learn English ?" In response, they said that they did not want to learn English for the following reasons:

- a. It is a difficult language to learn.
- b. It is not our mother or national language.
- c. It is difficult to learn the grammar since it makes them confused.
- d. Teachers do not pay more attention to them.
- e. There is lack of sufficient materials enhancing their learning.
- f. It is irritating and boring to learn.

- g. The prescribed books are not properly designed.
- h. Lack of the adequate teaching methods.

Likewise, the fifth question was "Do you opine that English should be taught in Nepal ?" Almost all the students responded that English should be taught in Nepal because of the following reasons:

- a. The importance of English language is growing day by day.
- b. To share our knowledge, ideas, feelings, etc. with foreigners.
- c. To understand other's history, culture, life styles etc.
- d. Those having fluent English can get higher status and recognition.
- e. Those having knowledge in English can get employment as a guide.
- f. Those having sound knowledge in English do not have to die because of hunger.
- g. Half of the world's books are written in English.

From the above table, in short, we can say that though the students have several problems learning English language they wanted to learn English because of its importance and worldwide use. Moreover, they expressed their views saying that their books contain more or less pictures, illustrations and exercises targeting their interests and needs but they are not sufficient in their view.

3.2 Barriers of Teaching Methods and Materials

The analysis and interpretation of responses regarding the barriers of slow learners regarding teaching method and materials is presented below where all the close-ended questions were asked:

Close-ended Questions

The analysis and interpretation of close-ended questions are presented in the

following table:

Table No. 10
Teaching Style

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
1. Teacher's Teaching Style	51	62.96	7	8.64	23	28.39

Regarding the question no. 1, out of eighty-one students, the majority of the students, i.e. 62.96 per cent of students agreed that the teachers teach them in an interesting way whereas 8.64 per cent of students disagreed in that matter. And the remaining 28.39 per cent of students were not sure regarding this question. This reveals that teachers teach them in an interesting way and are able to attract their attention.

Table No. 11
Classroom Interactions

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
2. Involvement of the Students in Classroom Interactions	9	11.11	69	85.18	3	3.70

In question no. 2, the majority of the students, that is, 85.18 per cent responded that teachers only sometimes involved them in the classroom interactions whereas only 11.11 per cent students were in favour of this question. And remaining 3.70 per cent of students clearly told that teachers never involved them in the classroom interaction. What I found from the research that teachers did not involve them in classroom interactions.

Table No. 12
Teacher's Role

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
3. Teacher's Ability to Attract Student's Attention	49	60.49	17	20.98	15	18.51

The question no. 3 was asked to find out whether their teachers were able to attract their attention throughout the class or not. In response of this question, most of the students i.e. 60.49 per cent of the students responded that their teachers were able to attract their attention throughout the class whereas 20.98 per cent of the students expressed their disagreement that their teachers were unable to do so. And the remaining 18.51 per cent of the students were found to be uncertain about it. The majority of the students responded as their teachers were able to attract their attention.

Table No. 13
Use of Additional Materials

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
4. Use of Additional Materials	38	44.91	38	48.91	5	6.17

Similarly, the question no. 4 was asked to the students to find out whether their teachers used any other materials than chalk, duster, textbook and blackboard. In response to this question, half of the students, i.e. 44.91 per cent told that their teachers used additional materials apart from those of daily use whereas 44.91 per cent of the students viewed that teachers did not use such types of

materials. Regarding this question, half of the total respondents responded as they used additional materials than that of daily use and the equal number of students were found responding did not use such types of materials by their teachers.

Table No. 14
Caring Students

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
5. Giving Eye to the Students	41	50.61	26	32.09	14	17.28

Likewise, the question no. 5 was: "Does s/he give eye to the whole class ?" In response to this question, the majority of the students i.e. 50.61 per cent responded that teachers used to give eye to the whole class whereas 32.09 per cent told as not giving eye to the whole class by their teachers. And the remaining 17.28 per cent of the students were quite uncertain about it. But the majority of the students were in favour of this question.

Table No. 15
Speaking English

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
6. Making Students to Speak in English	40	49.38	22	27.16	19	23.45

Similarly, question no. 6 was asked to find whether s/he makes all students to speak in English in regular classes or not. In response to this question, the

majority of the students, that is, 49.38 per cent viewed that s/he makes all the students to speak in English in regular classes while 27.16 per cent of the students viewed that they were not forced to speak in English all the time. Rest of the students, that is, 23.45 per cent of the students expressed their view that they have no idea regarding this question. This reveals that teachers' used to make them to speak in English in regular classes.

Table No. 16
Organization of Extra-Curricular Activities

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
7. Organization of Extra-Curricular Activities	69	85.18	5	6.17	7	8.64

In the same way, question no. 7 was related to the access of various extra curricular activities for developing the English language skills in their school. Regarding this question, almost all the students, that is, 85.18 per cent responded that their schools often organized various extra-curricular activities while 6.17 per cent of the students revealed that their schools rarely organized such activities to develop their physical and mental capacity. And the remaining very few number of students i.e. 8.64 per cent told as they were uncertain about it. This shows that almost all the students were satisfied with the way of organizing various extra-curricular activities.

Table No. 17

Availability of Library Facility

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
8. Availability of Library in School	81	100.00	-	-	-	-

Question no. 8 was : "Is there a library in your school ?" In the response to this question, all the students, that is 100 per cent of the students agreed that there is a library in their school. They responded that there is a good access of library in their school.

Table No. 18

Reference Materials

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
9. Sufficiency of Reference Materials	62	76.54	13	16.04	6	7.40

Likewise, question no. 9 was related to the sufficiency of reference materials like dictionaries, story books, essays etc. in their school library or not. Regarding this question, almost all the students, that is, 76.54 per cent of the students were satisfied with the availability of required reference materials like dictionaries, story books, essays, etc. in their school while only 16.04 per cent of the students expressed their dissatisfaction that there were no such reference materials and materials that helped them in developing the English language skills. And rest of the students i.e. 7.40 per cent of the students responded as they were uncertain about it. It was found from the research that there were

plenty of reference materials in their schools which foster them to learn English.

Table No. 19
Patience of Teachers'

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
10. Showing Great Patience	43	53.08	18	22.22	20	24.69

Similarly, question no. 10 was whether their teachers show great patience or not. In response to this question, almost half of the students, that is, 53.08 per cent of the students viewed that their teachers showed great patience in the classroom while 22.22 per cent of the students expressed their views that teachers did not show such patience in the classroom. And rest of the students i.e. 24.69 per cent of the students responded as they were uncertain about it. This tells that teachers used to show great patience while teaching in the classroom.

Table No. 20
Interests in Reading Newspaper

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
11. Students' Interests in Reading Newspaper	69	85.18	8	9.87	4	4.93

In the same way, question no. 11 was : "Do you like to study English newspapers ?". In the response to this question, almost all the students, that is 85.18 per cent of the students responded that they liked to study English

newspapers which helped them to learn English while very few number of students i.e. 9.87 per cent of the students viewed as they do not like to read English newspaper. And the remaining 4.93 per cent of the students revealed as they were uncertain about it. This shows that students were very interested in reading English newspaper

Table No. 21
Usefulness of Reading Newspaper

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
12. Reading English Newspaper is Helpful	72	88.88	3	3.70	6	7.40

Last but not the least question was asked whether the reading English newspaper helped them to learn English or not. Most of the students, that is, 88.88 per cent of the students responded that reading English newspapers enhance them to learn English language while 3.70 per cent of the students were disagreed regarding the question. And rest of the students i.e. 7.40 per cent of the students responded as they were uncertain about it. This reveals that reading English newspapers helps them to learn the English language.

In conclusion, the majority of the students agreed that they were satisfied with the teaching methods and materials adopted and used by their teachers. They were not satisfied with the involvement to them in the classroom interactions by their teachers while teaching them. Moreover, they said that they did not get sufficient time and chance to participate in the classroom interactions. They also revealed that they were not corrected in an encouraging way. English was not spoken neither in regular classes nor in the outside of the class at tiffin time also.

3.3 Hindrances Towards School Environment and Behaviours of Their Friends

This section deals with the analysis and interpretation of responses regarding the school environment and behaviours of their friends. In this section, there were altogether twelve questions. All the questions were close-ended ones. The analysis and interpretation of responses of slow learners regarding school environment and behaviours of their friends is presented in the following table:

Table No. 22
Peace in School Environment

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
1. School Environment is Peaceful	43	53.08	19	23.45	19	23.45

From the above table it is clear that the majority of the students i.e. 53.08 per cent of the students were agreed that school environment is peaceful whereas 23.45 per cent of the students responded negatively concerning to this question. And the remaining 23.45 per cent of the students were found to be uncertain about it. This tells that slow learners were found as their school's environment is peaceful and favourable for them to learn English language.

Table No. 23
Favour of Environment

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
2. Environment is Favourable	50	61.72	21	25.92	10	12.34

In response to question no. 2, the majority of the students i.e. 61.72 per cent of the students viewed that the environment is favourable for them while learning

English language whereas 25.92 per cent of the students did not agree on it. And the remaining 12.34 per cent of the students responded as they were uncertain on it. The majority of the students were found in favour of this question.

Table No. 24
Students Participation in Classroom

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
3. Number of Students in Classroom	32	39.50	39	48.14	10	12.34

Likewise, question no. 3 was : "How many students are there in your class ?" In response to this question, 39.50 per cent of the students told that there were less than 30 students in their class while more than half of the total respondents i.e. 48.14 per cent of the students responded that there were 30-40 students in their class. And remaining 12.34 per cent of the students told that there were more than 40 students in their class. But in general, 30-40 students were sitting in one classroom as above table shows.

Table No. 25
Facility of Furniture

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
4. Availability of Furniture in Classroom	50	61.72	20	24.69	11	13.58

In response to question no. 4 which was asked to find whether there was availability of furniture for students in classes or not. More than half of the total respondents i.e. 61.72 per cent responded that there was proper

availability of furniture for students in classes whereas 24.69 per cent of the students were disagreed regarding the above question. And the remaining 13.58 per cent of the students were uncertain about it. This reveals that there was availability of furniture for students in classroom.

Table No. 26
Attitude of Students

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
5. Attitude of Students Classmates	45	55.55	24	29.62	12	14.81

The question no. 5 was: "Do your classmates have cooperative attitude ?" In response this question, 55.55 per cent of the students had very much co-operative attitude towards their classmates whereas 29.62 per cent of the students did not have cooperative attitude. And the remaining 14.81 per cent of the students responded as they were uncertain about it. The majority of the students were found having cooperative attitude while learning.

Table No. 27
Use of English Language

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
6. Use of English Language	28	34.56	36	44.44	17	20.98

Similarly, question no. 6 was asked to find out whether their friends make use of English language during school hour or not. In response to this question, 44.44 per cent of the students viewed that their friends do not make use of English language during school hour. They used to speak in their mother

tongue or in Nepali language whereas 34.56 per cent of the students responded that their friends used to speak in English. And the remaining 20.98 per cent of the students were found as they were uncertain about it. This reveals that the majority of the students do not speak in English during school hour.

Table No. 28
Treatment Upon Errors

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
7. Teasing by Others While Committing Mistakes	34	41.97	25	38.86	22	27.16

So far as the question no. 7 is concerned, 41.97 per cent of the students responded that they used to make jokes at the teachers when s/he commits mistakes in class while 38.86 per cent of the students viewed that they never used to make jokes in such a situations. And remaining 27.16 per cent of the students were found to be uncertain about it. This shows that less than half number of the total students were found playing jokes at the time of committing mistakes by their teachers.

Table No. 29
Inspiration for Learning

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
8. Inspiration for Learning	46	56.79	16	19.75	19	43.45

The majority of the students, in regards to question no. 8, i.e. 56.79 per cent were agreed that they were inspired them to learn English whereas 19.75 per

cent of the students do not inspire them to do so. And the remaining large number of student i.e. 43.45 per cent of the students were found to be uncertain about it. It was found from the research that neither they hindered each other to learn English nor they inspired each other to learn English.

Table No. 30
Provisions of Receptions

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
9. Provisions of Receptions in Schools	29	35.80	22	27.16	30	37.03

Likewise, in the response of the question no. 9, 37.03 per cent of the students said that they had no idea regarding the provisions of recreation in their school whereas 35.80 per cent of the students agreed that there is the provisions of it in their school. And the remaining 27.16 per cent of the students were disagreed regarding the above question. This reveals that the large number of students were found having no idea on it.

Table No. 31
Usefulness of Good Behaviours

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
10. Good Behaviours is Helpful to Learn English	31	38.27	22	27.16	28	34.56

So far as the question no. 10 was concerned, 38.27 per cent of the students were agreed that good behaviour shown to them by their friends help them to

learn English whereas 34.56 per cent of the students were found to be uncertain about it. And the remaining 27.16 per cent of the students were disagreed regarding the above question. It can be summed up that good behaviours of each others really helps them to learn English.

Table No. 32

School Environment a Hamper

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
11. School Environment is Hampering in Learning English	16	19.75	54	66.66	11	13.58

Similarly, in regard of question no. 11, 66.66 per cent of the students strongly disagreed that school environment does not hamper them to learn English whereas 19.75 per cent o the students were agreed that the school environment hampered them to learn English. And the remaining 13.58 per cent of thestudents responded as they were uncertain about it. This reveals that most of the students were found in against of this question.

Table No. 33

Friends' Cooperation

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
12. Friends are Helpful While Learning English	60	74.07	8	9.87	13	16.04

The majority of the students i.e. 74.07 per cent of the students, in regards of question no. 12 were agreed that their friends were helpful to them while

learning English whereas 16.04 per cent of the students were found to be uncertain about it. In the same way, 9.87 per cent of the students were disagreed on it. It was found from the research that their friends were helpful to them while leaning English.

These above mentioned learners are called slow learners in the sense that their ability to deal with abstract and symbolic materials, (i.e. language, number and concepts) is very limited and their reasoning in practical situation is inferior to that of average students. These pupils differ slightly from normal students in learning ability. They are also unable to deal with relatively complex games and school assignments. They need much external stimulation and encouragement to do simple type of work. These students who are known to be slow to 'catch on' are called slow learners.

But many more such children are waiting to catch our lovable hand. They are searching us as a friend. They are so called by the society as slow learners or weak ones but actually they are not. May be some unfortunate moment misguided them. Is it not noble to improve them, support them to develop in their own pace ? Is it not wise to take care of them ?

In short, we can summarize that the problems of slow learners towards school environment and behavoiur of their friends was very much positive. Except in question no. 3 and 11, majority of the students do not face any problem while learning English. It was also found that they are getting favourable school environment and behaviours of their friends was positive which helped them to learn English directly or indirectly. Besides these, it can be said that students were not hindered to learn the English language due to the behaviour of their friends and they were also not hindered in the name of school environment.

Every child is special. As every child as a soul, their is every possibility of improvement, sooner or later. The goal of the soul is to develop. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality.

3.4 Obstructions of Family Background and Society

This section deals with the analysis and interpretation of responses regarding the questions on obstructions of family background and society. I asked altogether twelve questions. Of twelve, nine questions were close-ended and three were open-ended.

i) Close-ended Questions

The analysis and interpretations of responses of close-ended questions regarding the obstructions faced by slow learners are presented in the following table:

Table No. 34

Types of Family

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
2. Types of Family	32	39.50	49	60.49	-	-

The question no. 2 was : "Do you live in a joint or nuclear family ?" In response to this question, the majority of the students i.e. 60.49 per cent of the students expressed their view that they lived in a nuclear family whereas 39.50 per cent of the students responded that they lived in a joint family. This reveals

that most of the students lived in a nuclear family. It was found from the research that the majority of the students lived only with their own parents.

Table No. 35
Accompaniment of Parents

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
5. Accompany by Parents to their Children	40	49.38	39	48.14	2	2.46

So far as the question no. 5 is concerned, 49.38 per cent of the students viewed that their parents always accompany them at their house whereas 48.14 per cent of the students responded that their parents only sometimes enjoy with them at their house. And the remaining 2.46 per cent of the students viewed that their parents never accompany them at their house. It was found that about half of the total respondents responded positively regarding the above mentioned question.

Table No. 36
Family Members Help

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
6. Helping by Family Members for Study	73	90.12	8	9.87	-	-

Similarly in question no. 6, the majority of the students, that is, 90.12 per cent of the students agreed that their family members help to them at their study

whereas 9.87 per cent of the students disagreed on it. This reveals that almost all the students responded as they are helped by their family members. .

Table No. 37
Sharing Problems

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
7. Sharing Problems with Family Members	74	91.35	7	8.64	-	-

In the same way, the question no. 7 was asked: "Can you share your problems with your family members ?" In the response to this question, almost all the students, that is, 91.35 per cent of the students revealed that they shared their problems with their family members, whereas the remaining students, that is, 8.64 per cent of the students responded negatively regarding the above question. Instead, they shared their problems with their classmates. What I found from the research is that almost all the students shared their problems with their family members.

Table No. 38
Status of Society

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
8. People of Society	58	71.60	23	28.39	-	-

Likewise, the question no. 8 was related to whether they like people of their society or not. With regard of this question, 71.60 per cent of the students expressed their view that they liked the people of their society whereas 28.39

per cent of the students responded that they do not like. This reveals that the majority of the students liked the people of their society.

Table No. 39
Societal Environment

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
9. Environment of Society	51	62.96	14	17.28	16	19.75

Regarding the question no. 9, 62.96 per cent of the students agreed that there is the good environment in their society which foster them to learn English whereas 17.28 per cent of the students responded that there is no such environment which hampered them to learn English. They also responded that the people of their society are unable to communicate in English. They do not understand English language as well. And the remaining 19.75 per cent of the students were uncertain about it. It was found from the research that there is favourable environment in their society to learn English language.

Table No. 40
Educational Status of Society

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
10. Education of People	30	37.03	15	18.51	36	44.44

Similarly, the question no. 10 was: "Are most of the people in their society educated ?" Almost half of the total respondents, i.e. 44.44 per cent were uncertain about it. They do not have any idea regarding this question whereas 37.03 per cent of the students viewed that most of the people in their society were educated. And the remaining 18.51 per cent of the students responded that

there are uneducated people in their society. This reveals that most of the parents of slow learners are illiterate.

Table No. 41
Interactions with Society

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
11. Interactions with People of Society	44	54.32	23	28.39	14	17.28

In the same way, the question no. 11 was related to whether they liked to interact with the people of their society or not. In response to this question, more than half of the total respondents i.e. 54.32 per cent of the students responded that they liked to interact with the people of their society whereas 28.39 per cent of the students responded negatively regarding the above question. And the rest of the students i.e. 17.28 per cent of the students viewed that they were found to be uncertain about it. This reveals that the majority of the students used in interact with the people of their society.

Table No. 42
Preference of English

Question No.	Responses					
	Yes		No		Uncertain	
	No.	%	No.	%	No.	%
12. Preference of English Language While Interacting	22	27.16	41	50.61	18	22.22

Last but not the least, the question no. 12 was whether they prefer English language at the time of interacting with them or not. More than half of the total

respondents, that is, 50.61 per cent of the students responded that they do not prefer English at the time of interacting with them whereas 27.16 per cent of the students viewed positively regarded the above question. And the remaining 22.22 per cent of the students were found to be uncertain about it. It was found from the research that the majority of the students do not prefer English language at the time of interacting with them.

ii) Open-ended Questions

The analysis and interpretations of open-ended questions are given below:

Question no. 1 was open ended question which was asked as; "How many members are there in their family ?" The answer of this question varies from one student to another student. What I found in common was that some students said there are five members in their family. Some other students said that there are eight members in their family. But the majority is of five members. Very few students said that there are three members in their family.

Likewise, the question no. 3 was open ended question which was asked as: "What do your parents do ?" In response, the large number of students said that their father used to do the business and mother stayed in a house as a housewife, whereas some other students said that their father worked in an office and mother stayed in a house as a house-wife as mentioned before. Very few number of students said that their fathers had already died and mothers used to earn the livelihood or looked after all the family by managing everything.

Similarly, the question no. 4 was also open ended question which was asked as: "What is the qualification of your parents ?" In response, most of students said that their parents are under SLC ones, whereas some other students said that their parents are graduate and post-graduate ones. In the same way, very few

number of students said that their parents are illiterate that they can not read and write.

In short, it can be concluded that the problems of slow learners regarding family background and society was found less in the whole. But it does not mean that they do not face any problems. However, in response of question no. 5, they expressed their views that their parents do not accompany to them at their house. Likewise, in response of the question no. 12, they said that they do not prefer English language at the time of interacting with them. These problems can be some of the reasons behind their weaknesses. Moreover, their family background and the relation and environment of their society, in spite of some minor problems such as heredity, lack of environmental stimulation, physical or health reasons, rejection by parents, peers, teachers and other persons, low nutrition, inadequate educational experiences, minor neurological deficiencies and other variables was found comparatively very much good.

3.5 Analysis of the Teachers Responses

This section deals with the analysis and interpretation of responses regarding identification of slow learners, how to handle them, causes of slow learning, problems of slow learners, how to overcome their problems and so on. The teachers who had already experienced to the slow learners were provided with the questionnaires regarding the above mentioned issues. There were altogether ten questions. Of ten, three questions were close-ended and seven were open-ended.

(i) Close-ended Questions

The analysis and interpretations of responses of close-ended questions are presented in the following table:

Table No. 43
Parent's Treatment upon Children

Question No.	Responses			
	Yes		No	
	No.	%	No.	%
2. Paying Attention Towards Slow Learners	9	75.00	3	25.00

The question no. 2 was asked whether they paid extra attention towards the slow learners or not. In response to this question, the majority of the teachers, that is, 75.00 per cent of the teachers responded that they paid extra attention towards the slow learners than the normal learners while the remaining 25.00 per cent of the teachers responded negatively regarding the above question. This reveals that teachers do not pay extra attention towards the slow learners.

Table No. 44
Role of Teachers in Motivating Students

Question No.	Responses			
	Yes		No	
	No.	%	No.	%
9. Motivation by Teachers	12	100.00	-	-

So far as the question no. 9 was concerned, all the teachers, that is, 100 per cent responded that they regularly attempted to motivate them in language classes.

Table No. 45
Parent's Consciousness

Question No.	Responses			
	Yes		No	
	No.	%	No.	%
10. Consciousness of Parents	7	58.33	5	41.66

Last but not the least question was: "Do the parents seem conscious about their children's problem of slow learning ?" In this regard, 58.33 per cent of the

teachers viewed that parents seem conscious about their children's problem of slow learning whereas 41.66 per cent of the teachers disagreed on it. This reveals that more than half of the total respondents responded that their parents seem about their children's problem of slow learning.

(ii) Open-ended Questions

The analysis and interpretations of open-ended questions is presented below:

Question no. 1 was : "Who do you think are the slow learners ?". In response of this question, they said that slow learners are those pupils who do not learn something as rapidly on the large group of students because of limited ability due to different reason in the education process. They also said that slow learners are those who take longer period to perceive knowledge through study than the average learners.

While analyzing the responses of the teachers regarding special training to handle the slow learners, it was found that they had not got any trainings to handle the slow learners. Instead, they had learnt ideas from newspapers, T.V., Radio, programs only, they were dissatisfied in it.

They had the opinion that the privileges provided by the school to the slow learners to facilitate their learning were not enough. The school only provided some extra classes and managed extra-curricular activities. They also said that the school lacked teaching materials, methods, computer assisted instruction and audio and video instruction.

The teachers viewed that they tried to find out the causes of slow learning with reference to their students. But they said that slow learners hesitate to say their causes of slow learning. They said that they tried to be very much near and dear to them to identify such problems and conducted various programs which helped them to minimize such problems.

In the same way, the problem of the slow learner has always been present in education. The next question was regarding the problems faced by slow learners in language classes. In response of this question, they said that the followings were the main problems that slow learners faced in language classes:

- a) Since in physical appearance they looked like normal children, parents and teachers have the same expectations from them as from the latter.
- b) When they are not able to live up to these expectations, parents and teachers scolded and punished them instead of trying to find out the reason behind their failure.
- c) Their classmates make fun of them.
- d) Consequently, they are bewildered and confused, wondering what wrong they have committed.
- e) Since their basic needs of being loved, accepted and recognized are not met, they developed emotional problems and behaviour difficulties.
- f) They generally have a low self-concept due to their limited experience of success and due to the low opinion expressed of them by parents, teachers and others around them.
- g) Language development problem: The sign of language development problem in initial were as:
 - Speech defect : The child with speech problem will be not able to pronounce correct word.

- Limited vocabulary: Children use limited word for expression.
 - Short sentences
 - Some children do not understand some words.
- h) Various reading problem, spelling problem and writing problem are also the different problems of slow learners.

Question no. 7 is related to the suggestions to support the slow learners to overcome their problems. In response of this question, they said that the followings were the main suggestions to overcome their problems.

- a) Teachers and parents can be of great help to these children by identifying them at an early age. The delayed attainment of developmental milestones and language usage and vocabulary of these children can easily be noticed if parents and teachers keenly observed these children's behaviour and development.
- b) Teachers should particularly observe such children closely and refer them to the counselor or psychologist for expert opinion.
- c) Cumulative and anecdotal records of any significant behaviour, incident, fact or speech pattern of these children should be maintained in every school. These are of great help in understanding the child better.
- d) Teachers and parents should be understanding towards these children and treat them with more affection than harshness. They should not resort to physical punishment.
- e) Teachers have a special role to play in helping parents come to terms with the fact that their child has low intellectual ability.

This can help to prevent deep-seated emotional problems in slow learners.

- f) Normal classroom programmes should also make provision for children with low intellect level.

Likewise, the question no. 8 was asked whether it is possible to teach them with the normal students is not. In the response of this question, almost all the teachers said that it is not possible to teach them with the normal students because they learnt slowly than the normal children and some teachers only said that it is possible to do so.

In conclusion, it can be said that there seemed various problems regarding the slow learners. For this, concerned teachers and parents should be responsible in it. They should be treated specially. There should be more efforts to maintain their progress. Different methods and approaches in teaching should be adopted for their betterment by using various teaching materials.

CHAPTER : FOUR

FINDINGS AND RECOMMENDATIONS

This study was an attempt to analyze the problems faced by slow learners in English language classes. It tries to find out the causes of slow learning. Anyway, this chapter deals with major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the collected data.

4.1 Findings

On the basis of the analysis and interpretations of data, the following findings have been derived

1. The study concluded that slow learners faced different problems in language classes like language development problem, reading problem, writing problem, spelling problem, low self-concept, emotional problem, limited vocabulary, and physical problem.
2. The study revealed that the causes of slow learning were deprivation from the opportunities of learning, literacy of parents and well treatment of teachers.
3. Most of the teachers responded that they are not getting any special training to handle the slow learners.
4. Similarly, almost all the teachers accepted that it is impossible to teach the slow learners with normal students.
5. They expressed their views that they did not want to learn English language because it is a difficult language to learn, the prescribed books

are not properly designed and there is the lack of adequate teaching methods.

6. It was revealed that most of the students i.e. 85.18 per cent opined that their teachers did not involve them in classroom interactions.
7. The majority of the students i.e. 48.91 per cent claimed that their teachers did not use any other additional materials than chalk, duster, textbook and blackboard. However, many of them i.e. 44.91 per cent opined that their teachers used additional materials than that of daily use.
8. Number of students in a problem. It was found from the research that the majority of the students i.e. 48.14 per cent accepted that their rooms are overcrowded.
9. In the same way, the majority of the students i.e. 44.44 per cent expressed their view that their friends did not make use of English language during school hour. However, many of them i.e. 34.56 per cent opined that their friends made use of English language.
10. School environment is hampering them to learn English. The majority of the students i.e. 66.66 per cent agreed that school environment is hampering them to learn English.
11. It was found from the research that most of the slow learners i.e. 50.61 per cent did not prefer to speak in English language at the time of interacting with the people of their society. However, many of them i.e. 27.16 per cent opined that they preferred to speak in English with the people of their society.

4.2 Recommendations

This study was an effort to find out the problems faced by slow learners in English language classes and the causes of slow learning. On the basis of the findings obtained from the analysis and interpretation of the collected data, I would like to present the following recommendations:

1. It is clear from the findings that slow learners faced different problems in language classes. So, concerned authority should be very much careful to eradicate their problems slowly and gradually so that they can learn English in a better way.
2. It has been found from the research that there are various causes of slow learning. So, their parents and teachers should try to find out the causes of slow learning and they should try to wipe out these causes slowly so that they can learn English at faster rate as normal learners learn.
3. Trainings play the pivotal role in language teaching. So, it would be better to give special trainings to the teachers to handle the slow learners.
4. There should be the separate provisions of teaching slow learners. They should not be taught with the normal students. Otherwise, their progress many decreases.
5. Since students were found as they were not interested to learn English because of several reasons. That's why, English should be taught in such a way so that students feel comfortable to learn it in a natural way by developing their fluency over written and spoken English. For this, concerned authority should create English environment in the class.
6. Teaching learning activity should be done in a cozy and encouraging environment, not in a suffocating and strict environment. So, it is the

duty of the teachers and concerned people to create such environment for learning.

7. Due to the lack of sufficient materials for learning the English language, slow learners were found facing difficulties. To ensure their learning English, concerned people should provide them with sufficient materials.
8. It was also found from the research that they were not given any types of special coaching and proper individual attention . So, concerned authority should pay more individual attention to them and special coaching classes should be managed to improve their learning.
9. Since learning a language depends upon the practice and interactions among themselves and with the teachers. So, lots of practice and interactions should be done in to the classroom giving chance to the to be participated on it.
10. It would be better if the teachers used additional teaching materials in while teaching besides textbooks, blackboard/whiteboard, chalk, duster, etc.
11. Overcrowded students is always a problem. Therefore, the concerned authority should be conscious in minimizing the number of students in English classes so that slow learners problem can be addressed.
12. Though they all were the students of English medium schools, it was found from the study that they did not make use of English language during school hour. So, concerned parties should try to compel them to speak in English during school hour.

13. Environment is also always a problem. Therefore, the concerned authority should be conscious in managing the favourable environment by controlling negative environmental factors for learning to slow learners in which most of the students i.e. 66.66 per cent opined their disagreement.
14. It was found from the research that the majority of the student i.e. 50.61 per cent did not prefer to speak in English while interacting with the people of their society. So concerned parties should be encouraged to them to speak in English at the time of interacting with them.
15. It has been found from the research that almost all the parents of slow learners do not seem conscious towards their children's problem of slow learning. They are also being neglected by their parents. Therefore, all the parents should encourage and motivate their children to learn because becoming slow learners is not their fault. So, children should be treated and behaved equally regardless of their any types of problems.
16. Since the pictures and illustrations given in the books were not sufficient. It has been suggested to the concerned parties to include the sufficient pictures and illustrations in the books so that students can learn easily through pictures and illustrations.
17. It was found their schools organizing various extra-curricular activities to develop the English language skills which are not conducted in systematic way. Therefore, they should be conducted in a systematic and organized way which really helps the students to develop their innate capacity.

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Appendix –I
Questionnaire for Students

Name:

Age:

School's name:

Sex:

Class:

Dear Informants,

This questionnaire has been prepared to draw information for the research work entitled **A Study on the Problems Faced by Slow learners in English Language Classes** in the Faculty of Education. This research is being carried out under the supervision of **Dr. Laxmi Bahadur Maharjan, Reader, Department of English Education, Faculty of Education, TU, Kirtipur, Kathmandu.** I hope you will help me by providing true information.

Khagendra Prasad Pathak

Researcher

Department of English Education
Central Department of Education TU,
Kathmandu.

3.1 General Questions

1. It is necessary to teach English at lower secondary and secondary levels.

i) Yes ii) No iii) uncertain

2. Do you want to learn English?

i) Yes ii) No iii) uncertain

3. Why do you want to learn English? Give two reasons.

.....
.....

4. Why don't you want to learn English ? Give two reason.
.....
.....
5. Do you opine that English should be taught in Nepal?
.....
.....
6. Should English be taught from grade one?
i) Yes ii) No iii) uncertain
7. Are there pictures and illustrations given in the books sufficient?
i) Yes ii) No iii) uncertain
8. Working with friends in the classroom helps you to learn English?
i) Yes ii) No iii) uncertain
9. Is self- practice helpful for learning language?
i) Yes ii) No iii) uncertain
10. Can English be helpful for better career?
i) Yes ii) No iii) uncertain
11. Are there sufficient exercises at the end of each of lessons of your English books?
i) Yes ii) No iii) uncertain
12. Is English necessary to get a god job easily ?
i)Yes ii) No iii) uncertain

3.2 Teaching Methods and Materials

1. Do you think that the teachers teach you in an interesting way?
i) Yes ii) No iii) Not sure.
2. How often do the teachers involve you in the classroom interactions?
i) Always ii) Sometimes iii) Never

3. Is the teacher able to attract your attention throughout the class?
i) Yes ii) No iii) uncertain
4. Does the teacher use any other materials than chalk, duster, textbook and blackboard?
i) Yes ii) No iii) uncertain
5. Does s/he give eye to the whole students?
i) Yes ii) No iii) uncertain
6. S/he makes all students speak English in regular classes.
i) Yes ii) No iii) No idea.
7. Does your school organize different extra-curricular activities?
i) Yes ii) No iii) uncertain
8. Is there a library in your school?
i) Yes ii) No iii) uncertain
9. Are there sufficient reference materials like dictionaries, story books, essays etc. in your school library?
i) Yes ii) No iii) uncertain
10. Does your teacher show great patience?
i) Yes ii) No iii) uncertain
11. Do you like to study English newspapers ?
i) Yes ii) No iii) uncertain
12. Do you think that reading English newspapers help you to learn English ?
i) Yes ii) No iii) uncertain

3.3 School Environment and Behaviours of Their Friends

1. Is the school environment peaceful?
(i) Yes ii) No iii) No idea.
2. Is the environment favourable for you?
i) Yes ii) No iii) uncertain
3. How many students are there in your class?
i) Less than 30 ii) 30-40 iii) more than 40
4. Is there proper availability of furniture for students in classes?
i) Yes ii) No iii) uncertain
5. Do your classmates have cooperative attitude?
i) Yes ii) No iii) uncertain
6. Do your friends make use of English language during school hour?
i) Yes ii) No iii) uncertain
7. Do they make jokes at you when you commit mistakes in class?
i) Yes ii) Never iii) uncertain
8. Do they inspire you to learn?
i) Yes ii) Never iii) uncertain
9. Are there provisions of recreation in your school?
i) Yes ii) No iii) uncertain
10. Do you think good behaviour shown to you by your friends help you to learn English ?
i) Yes ii) No iii) uncertain
11. Is the school environment hampering you to learn English?
i) Yes ii) No iii) uncertain
12. Are your friends helpful to you while learning English ?
i) Yes ii) No iii) uncertain

8. Do you like people of your society?
i) Yes ii) No
9. Is there good environment in your society?
i) Yes ii) No iii) Uncertain
10. Are most of the people in your society educated?
i) Yes ii) No iii) No idea
11. Do you like to interact with the people of your society ?
i) Yes ii) No iii) Uncertain
12. Do you prefer English language at the time of interacting with them ?
i) Yes ii) No iii) Uncertain

Thank You. !

Appendix-II
Questionnaire for Teachers

Name: _____ Age: _____
School's Name: _____ Sex: _____
Experience as an English Teacher: _____

Dear Informants,

This questionnaire has been prepared to draw information for the research work entitled **A Study on the Problems Faced by Slow learners in English Language Classes** in the Faculty of Education. This research is being carried out under the supervision of **Dr. Laxmi Bahadur Maharjan, Reader, Department of English Education, Faculty of Education, TU, Kirtipur, Kathmandu**. I hope you will help me by providing true information.

Khagendra Prasad Pathak
Researcher
Department of English Education
Central Department of Education TU,
Kathmandu.

3.5 Analysis of the Teachers Responses

1. Who do you think are the slow learners?

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.....
.....

2. Do you pay extra attention towards the slow learner?

i) Yes ii) No

3. Have you got any special training to handle the slow learners in class wisely?

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.....
.....

4. Does your school provide some privileges to the slow learners to facilitate their learning?

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.....
.....

5. Do you try to find out the causes of slow learning with reference to your students?

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.....
.....

6. What can be the different problems of the slow learners in language class?

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.....
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7. As a concerned teacher what can you suggest to assist the slow learners to overcome their problems?

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.....
.....

8. Is it possible in your opinion to teach the slow learners with the normal students?

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.....
.....
.....
.....

9. Do you regularly attempt to motivate them in language classes?

- i) Yes ii) No

10. Do the parents seem conscious about their children's problem of slow learning?

- i) Yes ii) No

Thank You.