

**CHALLENGES FACED BY TEACHERS IN TEACHING
ENGLISH AT LOWER SECONDARY LEVEL**

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

**Submitted by
Susheela Bhusal**

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

2015

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RECOMMENDATION FOR ACCEPTANCE

This is certify that Miss Susheela Bhusal has been prepared this thesis entitled "**Challenges Faced by Teachers in Teaching English at Lower Secondary Level**" under my guidance and supervision.

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DECLARATION

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

Date: 24 July 2015

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Susheela Bhusal

DEDICATION

Dedicated

To

My parents

Who devoted their whole life for my study and made me
What I am today.

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Susheela Bhusal

ABSTRACT

This research study entitled "**Challenges Faced by Teachers in Teaching English at Lower Secondary Level**" has been prepared to find out the challenges faced by lower secondary level English teachers in community and institutional schools, to compare those challenges between community and institutional schools and to find out some ways to overcome those challenges. All the lower secondary level English language teachers of Kathmandu valley were the population of the study and forty lower secondary level English language teachers of twenty schools were the sample of this study. Purposive non-random sampling was used to select the sample of this study. The data were collected by using both open and close ended questions as a set of questionnaire. The collected data were analyzed and interpreted descriptively with the help of statistical tools. The study has found that lower secondary level English language teachers are facing many problems related to mixed ability students, less use of student centered techniques, low participation of students in the class, use of mother tongue in English class, less use of instructional materials, lack of transfer of training in ELT class into practice and classroom management. Those challenges can be minimized through using different student centered techniques, using instructional materials, encouraging students to participate in speaking practice, using language games, and so on.

This thesis consists of five chapters. Chapter first is the introductory chapter which provides background of the study along with statement of the problem, objectives of this study, research questions, limitation of the study, and operational definitions of the key terms. Similarly, chapter two is the review of related literature and conceptual framework. Likewise, chapter three deals with methods and procedures of the study. It includes design and methods of the study, population, sample and sampling strategy, study area, data collection tool, techniques and procedures and data analysis and interpretation procedures. Data are collected through primary source. Chapter four consists of the analysis and interpretation of results from the collected data. The obtained data from questionnaire has been analyzed and interpreted with the help of table and clues. Likewise, chapter five includes conclusions and recommendations of the study according to analysis, interpretation and findings of the study. The references and appendices have been kept at the end of this thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

AD	Anno Domini
BS	Bikram Sambat
CAS	Continuous Assessment System
CUP	Cambridge University Press
EFL	English as a foreign language
ELT	English Language Teaching
ESL	English as a second language
et.al.	and other
etc.	etcetera
ibid.	That has just mentioned
i.e.	That is (id est.)
M Ed	Master in Education
NEP	National Education Plan
No	Number
PhD	Doctor of Philosophy
Prof	Professor
TU	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This is the study entitled “**Challenges Faced by Teachers in Teaching English at Lower Secondary Level**”. This chapter consists of background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the study

English language becomes the most important language of the world. It is used all over the world for the purpose of communication. Without being familiar with the English language, people feel uneasy to communicate wherever they go. So, it is essential for an individual to survive in the society. Nowadays, English language becomes the language of education, business, media, information technology and so on. Regarding the fact, Richard and Rodgers (2002,) states, “where as today English is the world’s most widely studied foreign language, 500 years ago; it was Latin, for it was the dominant language of education, commerce, religion and government in the western world”.

In the case of formal teaching and learning process we are being familiar with many problems during teaching. Specially, English language teachers who are teaching English as a foreign language have been facing many problems or challenges during their teaching. Here, challenges refer to the difficulties or problems or issues faced by English teachers while teaching in the classroom. The English language teaching classes in ESL/EFL context appear to be extremely difficult for teachers to make their teaching successful. In this regard, Sharma (2010) presents it is because of different abilities of the learners proficiency level of language, multiple intelligent of the students in a class, use of mother tongue in the ELT classes, lack of modern technology and knowledge of its operation, lack of teachers devotions in teaching and learning activities, no sufficient use of audio-visual materials, overload for teaching hours, economic problems of schools and teachers, etc.

In the regard of challenges of English teachers, Harmer (2008, p. 176-85) presents different problems that teachers are facing to teach English as a foreign or second language in the classroom. The problems are related to mixed ability class, large class size, use of mother tongue, dealing with homework, problem in students' cooperation, problems regarding students' talking.

All the issues and challenges presented by Harmer (2008) are true in the context of Nepal as well. However, English language teaching (ELT) issues and challenges are some others. They are: lack of stable policy, no sufficient use of modern technology, lack of exposure, and overload in household work.

1.2 Statement of the Problem

Various language scholars in the field of ELT supported the idea that all EFL/ESL English teachers are facing problems during their teaching. In the context of Nepal, English language has been teaching and learning as a foreign language and teachers of English are facing problems as well. Here, my concern is to find out the challenges of teachers of English at lower secondary level while teaching English as a foreign language. Problems or challenges are different from one teacher to another and one teaching context to another. It is too difficult to teach the students of lower secondary because of students' background knowledge of English. They are not beginners or not advanced. There is a problem for the teacher to understand the content to the students. Then, teachers are facing problems to teach in large class without sufficient teaching materials as well. So, this is an attempt to identify the challenges of English teachers while teaching English as a foreign language at lower secondary level.

1.3 Objectives of the Study

The objectives of this study were as follows:

- a. To identify the challenges faced by teachers in teaching English at lower secondary level in community and in institutional schools.
- b. To compare those challenges faced by two types of schools i.e community and institutional schools.
- c. To find out some ways to overcome those challenges.
- d. To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The following research questions were used in this research study:

- a. What are the challenges faced by teachers in teaching English at lower secondary level in community and in institutional schools?
- b. What are the different challenges of English language teachers of community schools and institutional schools?
- c. What are the suggestions to overcome those challenges?

1.5 Significance of the Study

This study was explored the challenges of English teachers in ELT classroom especially at lower secondary level. As the topic, “**Challenges Faced by Teachers in Teaching English at Lower Secondary Level**”, the study will be useful for the people who are interested and working in the field of English Language Teaching (ELT). It may be equally useful for the trainer, trainee teachers, supervisors, researchers, syllabus designers, curriculum developers and the persons who have interest in the field of language teaching and training. It will be beneficial for experience and novice teachers both to improve their teaching. Along with them, policy maker, researchers, and others who are connected and interested in ELT will be hopefully benefitted by the present research.

1.6 Delimitations of the Study

The present study had following delimitations:

- a. The population of the study was limited to the Kathmandu valley only.
- b. Forty English teachers of twenty lower secondary schools were selected as the sample of this work.
- c. Questionnaires were used as the research tool.
- d. It was limited only challenges faced by teachers of English at lower secondary level.

1.7 Operational Definitions of the Key Terms

Challenges: difficulties or problems or issues that are facing ELT teachers during teaching English language at lower secondary level

Mixed ability class: the class having different learning abilities of learners, i.e. excellent, good, and poor at lower secondary level

Feedback: information that is given to the learners about his /her performance with the objective of improving the performance at this research

Research: a systematic study or investigation to discover new fact or information

Multiple intelligence: having more than one mental abilities; learning power of lower secondary level learners

Community schools: Community schools are those schools that have obtained approval and will gain regular grant for government; government schools

Institutional schools: Institutional schools are those schools that have obtained approval or permission and they will not get regular grants from government; private schools

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

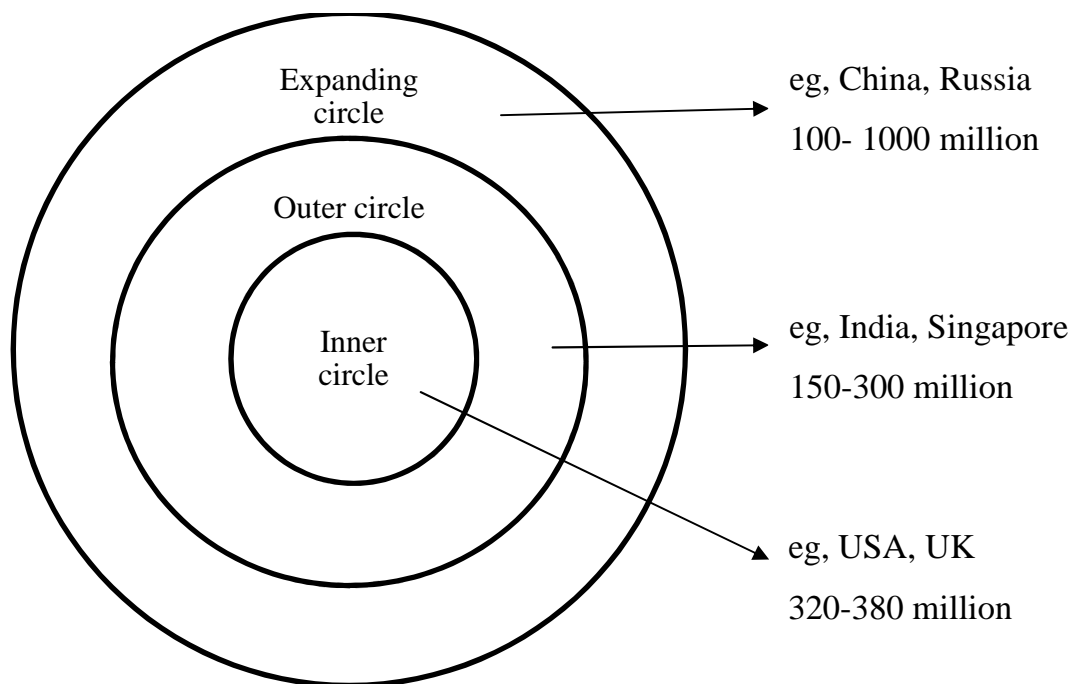
Literature review is a summary and critique of research relating to particular issue or problem. It is a preliminary task that the researcher has to go through the exiting literature in order to acquaint with the available body of knowledge in this area of research. This chapter consists of review of related theoretical literature, review of related empirical literature, implication of the study and conceptual framework.

2.1 Review of Related Theoretical Literature

This study is based on survey research. To conduct this research, I collected information from different sources mainly from secondary sources. In this section, I discussed different related literature. I visited different web-sites, read previous researches, different books to prepare review of related theoretical literature. Here, I discussed various related subject matter such as an introduction of English language teaching, global challenges of ELT, ELT situation in Nepal, challenges of ELT in Nepal, teaching English at lower secondary level, challenges in ELT teacher in Nepal.

2.1.1 English Language Teaching

English language is the most widely used language. It is being one of the most influential and dominant language which is spreading rapidly all over the world. Then, it is one of the six official languages of United Nations and means of international communication. In this regard, Kachru (1985, as cited in Harmer, 2006, p. 8) suggests the division of the English speaking world into three concentric circles. This classification is widely used and may help us to think about English around the globe. The circle can be presented as below:



In the first 'inner circle', Kachru puts countries where English is spoken as mother tongue or first language such as USA, UK, Australia, and New Zealand. In the second 'outer circle, he puts countries like India, Singapore etc where English is spoken as second or foreign language. Then, in the third 'expanding circle' he presented the countries where English is taught and learnt as foreign language such as China, Russia, Japan, etc. Nepal also comes under in expanding circle.

Nowadays, English language is a common language and is spoken in many countries and then most of the universities of the world include English as one of their major subject. Consequently, English language is used as the medium of instruction at different universities like Nepal, for example, finding a high quality job; communicate with world's people, to gain knowledge from different web-sites and so on. Similarly, it is not only used in education sector, but almost all the field such as business, information technology, politics, scientific research and investigation, government sectors, private sectors, etc. So, it is a language which is dominating the whole world. As a whole we can say that the English language is not only the language of the native people or the people who speak it as mother tongue, but also the language of the world. Thus, English is used for various purposes. So, English language teaching is one of the important parts of teaching

in the context of Nepal as well. Some of the major importance of English language teaching has been listed in the following points:

- a) Successful career in Nepal as well as foreign countries
- b) Opportunities to study in foreign countries
- c) Successful communication all over the world
- d) To gain world body of knowledge
- e) To keep update with knowledge in different world
- f) To participate in international program and conferences
- g) To use modern technology eg, computer, e-mail, internet
- h) To increase the knowledge of world's literature
- i) To develop personality

So, the importance of English language teaching in the world cannot be listed in the points and there is undoubted fact that is English language teaching is an important part in our modern life.

2.1.2 Global Challenges of English Language Teaching

Nowadays, English language has become an essential vehicle to the transmission of modern civilization. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantages of a world citizen. Thus, English is the only means of preventing our isolation from the world. So, English is taught and learnt as a major subject in most of the schools and universities as the second or foreign language. But, there have been lots of problems and challenges regarding teaching English as a foreign or second language in the world as well as in Nepal. In this regard, Harmer (2008, pp 176-85) presents the following challenges that world have been facing are as follows:

2.1.2.1 Mixed Ability Class

One of the biggest problems of teaching English as foreign language is the class where the students are at different levels or learning abilities. It is known as mixed ability class. In this type of class, some of the qualities of students' are quite

competent in using the English, some are just started, some are extreme, some are good and some are less good in using their subject matters. It means, the class has different students with different learning abilities. In this situation, Harmer (ibid.) suggests the teachers to use different materials or technology at the same time to the students, to do different tasks with the same material or technology, and use the students to help the weaker students.

2.1.2.2 Large Class Size

Large class size is another problem of teaching language. It is difficult for the teachers to ask for and receive individual students' attention. It seems impossible to organize dynamic and creative teaching and learning sessions. It is not easy to handle novice teachers. It is also difficult to do group and pair works. Despite of the problems of large class, Harmer suggests the language teachers to do the following things in the class such as use worksheets to do tasks, use pair work and group work, use chorus reaction, use group leaders, think about vision and acoustics, use the size of the group to your advantage.

2.1.2.3 Using the Mother Tongue

It is a problem to English language teachers that the students use their native language rather than English to perform classroom tasks, such as having a discussion or doing an English language exercises, for example, role play, dialogues and so on. Here, Harmer (ibid,) presents some of the ways to solve such problems. They are: talk to the students about the issues, encourage them to use English appropriately, only respond to English use, and create an English environment.

2.1.2.4 Problem in Doing Homework

Homework is good for students. But, some of the students do not do the homework regularly. It is one of the challenges of English teachers. Then, how much and what sort of (reading, writing, subjective or objective inside the text-book or outside the text-book) homework is to be given are another problems regarding the

homework for the teachers. In this situation, Harmer (ibid.) states the ways to teach the students such as ask the students how much they want to do homework, make it fun, respect the homework and make homework productive.

2.1.2.5 Problems in Students' Cooperation

It is another challenge of teachers of teaching English in language class. Some of the problems regarding the student' cooperation is students' constant chattering in the classroom, not listening to the teachers, constant lateness and even rudeness, refusal of activities. There are some ways to improve the students' cooperation to the teacher. They are: keep calm and respond as objectively as teacher can, deal with students' behavior, go forward tasks, use any means of communication.

2.1.2.6 Problems Regarding the Students' Talking

Many teachers face problems regarding the students who don't want to talk in class. Sometimes it is because there are other students who dominate to them and they are not used to talk freely in a classroom setting. Similarly, they may be suffering from a fear of making mistakes in front of teachers and their colleagues. In such condition, the teacher can do to make the students talk in the class doing the activities such as use pair work in the class, allow them to speak in a controlled way at first, use acting and reading aloud, use role play.

2.1.2.7 Problem in Understanding the Audio Tract

Sometimes, the teacher does not select the appropriate teaching materials specially in listening; it may bring difficulties for students to understand. However, Harmer suggests some alternatives to solve the problem. They are: play the first segments only, play the listening in chunks, use the audio script, use vocabulary prediction, encourage students to listen all the time.

2.1.3 ELT Situation in Nepal

English language is a major international language which is one of the six official languages of United Nations and it is used as international means of

communication. Therefore, it is taught and learnt as a foreign language in all the schools of Nepal and it is used as the means of instruction at higher level of education. The government of Nepal has included the English subject as a compulsory subject from grade one to bachelor level.

English language teaching (ELT) entered Nepal with the foundation of Durbar High School in 1910 BS after Janga Bahadur Rana's short visit of Britain. He did not pay much attention to mass education even if he was highly impressed by the English education system. He established this school as the first English school in the country. Then, the opening of Tri-Chandra College is the formal beginning of higher education in Nepal. After the establishment of the democracy in 2007 BS, some reforms could be seen in the field of education. Despite of several researches regarding education, there was not seen any drastic change in English education at that time. Furthermore, National Education System Plan 1971, National Education Commission 1992 and several other meaningful efforts of education introduce English as a compulsory subject in Nepalese school education system.

At present time, there are two types of schools in Nepal. They are: public and private schools. The teacher of English varies from one type of school to another; the product of these schools is certainly differently because private sectors are more comfortable than public schools. Furthermore, large numbers of the students from the Nepali medium schools fail because they cannot secure pass mark in English. In present world, without proper knowledge of English, it is difficult to live. In our context as well, the importance of English is realized.

2.1.4 Challenges of ELT in Nepal

As mentioned by Bhandari and Adhikari (2011, pp313-15), there are various challenges of ELT in Nepal. Some of those challenges are presented as follows:

2.1.4.1 Lack of Stable ELT Policy

Though English is being taught for long times, Nepal lacks a stable policy. Different education plans are came many times, but there is no stable and

appropriate educational policy in Nepal. For example (ibid.), English was introduced from grade one before 2028 BS. After the recommendation of National Education Plan (NEP) 2049, English was introduced from grade four only. The policy has been changed recently and English is introduced from grade one again. However, this policy isn't beyond controversy. Many activists for indigenous groups are pleading for primary education in mother tongue and our education policy seems to support this issues. This might displace English from elementary level.

2.1.4.2 Controversy over the Medium of Instruction

Formal schooling of Nepal was started from the establishment of the Durbar High School in 1854, which was in English medium. Then other educational institutions are also in English medium and some are in Nepali medium. But, Bhandari et al. (2011) present some of the scholars tell that making English medium instruction and teaching displaces our original culture, religion and life style. On the other hand, some scholars claim that English can serve as a lingua franca and official language of Nepal and in primary level mother tongue is used as medium of instruction. Because of these controversies over English language, it has not a medium of instruction in many of our educational institutions.

2.1.4.3 Lack of Research

Bhandari et al. (2011) suggests that ELT policy in Nepal lacks any authentic research and surveys. Plans, policies, and objectives of ELT curriculum are not based on any research. For example, reading and writing were given high priority in comparison to listening and speaking. As a result, our product is still not competent at listening and speaking.

2.1.4.4 Lack of Language Proficiency

Bhandari et al. (2011) suggests that some surveys of ELT shows that Nepalese English teachers have lack of required linguistic proficiency in most of our schools. As a result, the standard of English language teaching is very low in Nepal.

2.1.4.5 Lack of Suitable Infrastructure

Most of our schools lack good infrastructure and resources from lower school level to university level. There is crowded large class. This creates the teacher difficulty to handle the class. Moreover, the teachers have to frequently deal with mixed ability students. Most of the classes have only chalk and duster as teaching materials.

2.1.4.6 English beyond the Approach of Poor

Bhandari et al. (2011) suggests that English education is still very expensive in the context of Nepal. Common people who are economically deprived cannot enroll their children at English medium schools, for they charge expensive fees. As a result, there is wide difference in proficiency level of students' between English medium and other medium.

Similarly, Sharma (2010, p461) presents some of the ELT challenges. They are: no sufficient provision or regular training for English language teachers, no transfer of training into practice into action, lack of modern technology, lack of devotion in teaching and learning activities, lack of motivation on the part of students, no sufficient physical facilities, mixed ability students, lack of teaching materials, overload for teachers, use of mother tongue in the English class, lack of proper guidance, illiterate parents, no strict implementation of academic calendar, no practice of continuous evaluation, lack of language lab for language teachers and students, etc.

Despite of these challenges, the future of English in Nepal is not bad. Some of the community schools are started to teach in English medium. This may improve the ELT situation in Nepal. In spite of limited resources and salary of teachers, the numbers of professional teachers are increasing. This leads the extension of the scope of ELT in Nepal.

2.1.5 Teaching English at Lower Secondary Level

English language has been teaching in all the schools of Nepal as a compulsory subject since 1961 in lower secondary and secondary level after the establishment of education plan “All Round National Education Committee 1961”. Then, the education plan “National Education System Plan 2071” was taken the English subject as one of the languages United Nations and National Education Commission 1992 was presented English subject as a compulsory subject from grade 4 to grade 10. Similarly, English subject has been taught and learnt as a compulsory subject since 2060 BS. Until the present time, in lower secondary level English language has been taught and learnt as a compulsory subject as 100 marks from the total 800 full marks. Here, lower secondary level refers to grade 6 to 8. For grade 6 and 7, there is a terminal examination which covers 60% and remaining 40% covers continuous assessment system (CAS). It should be done on the basis of classroom participation, class unit / test, use of expressions learnt in the class, project work, etc. Here, listening and speaking should be assessed using language games, oral activities like discussion, interviews as well as activity sheets, supervising students group works and pair works. Then, aloud reading and silent reading should be accessed through written exercises included in the textbook.

Teaching English at lower secondary has two purposes. First, to enhance pupils to exchange pupils to exchange ideas with people of any nationality who speak or write English; second, to explore them to vast treasures of knowledge and pleasure available in both printed and electronic forms.

English being an academic language course should help students’ of this level gain competency at grammatical, discourse, sociolinguistics and strategic level. Hence, the following are the competencies of basic level. Here, basic level refers to grade 1-8.

-) Listen and comprehend spoken English in a variety of personal, social and academic contexts.
-) Communicate in spoken English in personal, social and academic contexts.
-) Comprehend in written English in personal, social and academic contexts.
-) Communicate in written English in personal, social and academic contexts.
-) Develop skills and competencies to use English as a medium of instruction for further studies and a tool for obtaining information and enjoyment.
-) Learn to think creatively and critically to develop language skills by promoting to tolerance, inclusiveness and socio-cultural harmony.

2.1.6 Challenges of ELT Teacher in Nepal

The history of English language teaching in Nepal is not very long. The formal beginning of school education was the opening of Durbar High School in 1854 at Dakhchok, Thapathali. It was English medium school. Earlier education was limited only the member of royal family and there was no public school in the country. Then the formal beginning of the higher education was the establishment of Tri-Chandra College in 1918.

In the past time English teaching and learning is only limited in literature, translation, writing and grammar, but there was not equally focused on language skills, language aspects. Nowadays, the English languages teaching focused each language skills and aspects of language. So, English language teaching and learning could not be satisfactory from past to present time due to many reasons. As mentioned by Awasthi (2003, as cited in Rai and Bhattacharya, p. 26-7), there are various issues regarding ELT teacher education in Nepal, which are presented as below:

- a) The main issue of the English language teaching in Nepal is the lack of adequate English language proficiency of the English language teachers who are teaching primary level to university level.
- b) The class size of teacher training classroom is still large and this makes the training very theoretical.

- c) Both newly set- up primary teacher training centers and university campuses lack appropriate physical facilities. No teacher training institutions are equipped with even a language lab.
- d) The teacher education institutions lack adequate fund to carry out research in ELT classroom practices.
- e) The findings of the researches carried out so far, mostly of the students of masters' degree, have not yet been considered for implementation.
- f) There is lack of coordination between /among the in-service and pre-service teacher training programs run by different agencies and institutions.
- g) The government policy regarding the training of teachers has always been inconsistent because sometimes it is made obligatory and sometimes it is optional.
- h) There is no policy regarding the training of teachers for the higher education level. As a result, the teachers teaching at the higher level classes are virtually untrained.
- i) Availability of materials and access to the electronic resources have been a luxury until now for a large majority of teachers.
- j) There is a lack of database of English teachers of all level of education.
- k) Refresher training for the teacher educators and trainers is more or less very infrequent.

Despite of these challenges, the future of English language teacher is not bad.

Many ELT training and English language teacher professional development programs are conducting in Nepal. This may improve the ELT situation of Nepal and then in spite of limited resources and salary of teachers, the numbers of professional teachers are increasing. This leads the extension of the scope of ELT in Nepal.

2.2 Review of Related Empirical Literature

The topic of my research is “Challenges Faced by Teachers in Teaching English at Lower Secondary Level”. There are various books, researches, and theses related to this topic. I have read thoroughly those documents and books to gain knowledge about the field and made clear concepts regarding the methodology and procedure of conducting the research. The major researches are reviews as follows:

Wagle (2012) carried out a research entitled “Challenges Faced by English Teachers at Primary Level”. The objectives of this research are to find out the challenges faced by English Teachers at Primary Level and to find out the causes of those challenges. Questionnaire and observation were used as the major tools for her study. The sample of the study was 25 primary English teachers from 15 different schools of Syanja district. Sampling procedures of her study was judgmental non-random sampling. She found that challenges of English teachers at primary level are lack of sufficient physical facilities, lack of exposure in English, students’ overuse of mother tongue in English classroom, compelled to teach through teacher centered technique, most of the teacher do not handle the modern technology, problems regarding the homework, difficult to teach pronunciation, problems to handle the mixed ability students in class.

Basnet (2012) conducted a research on “Challenges Faced by Novice Teachers”. The main objectives were to identify the challenges faced by novice teachers at secondary level and to find out some ways to eradicating those challenges. The design of the research is survey. She employed observation and interview as the tools for data collection. Observation was included in terms of four variables of problems. They are: academic, organizational, materials and technology. The sample population of the study was eight novice teachers of secondary level schools and six expert teachers from different colleges of Kathmandu valley. The major finding of the study was novice teachers take more time for planning lessons and they have problems in classroom management, teaching speaking and pronunciation, unfamiliar environment, anticipating students’ reaction, understanding the subject matters. Then, the ways of eradicating challenges are

teachers do not lose the confidence in teaching, teachers should teach according to the interest of the students and from self- study, contact with peers, they should be up- to- date and familiar with emergence of knowledge, specific to plan lessons, school management should manage the problems of class load, they should full preparation and planning for teaching.

Bhugai (2012) conducted research on “Challenges of Teaching Poetry in B.Ed. Compulsory course”. The main objectives of this research were to identify the challenges related to teaching poetry in B.Ed. compulsory course and to suggest some remedial measures for the problems. Questionnaire, classroom observation and checklist are the research tools for this study. The sample of the study was 20 English teachers of 10 higher secondary level schools of Kathmandu district and simple random sampling procedure was used to select sample. This is the quantitative research. Eighty teachers are the sample population of the study. The finding of the study was 60% teachers feel to teach poetry but 20% feel difficult. Then, 55% teachers are teaching the background of the poem, 40% sometimes and 5% never teach.

Paudel (2012) carried out a research entitled “Challenges of Teaching Short Stories in Higher Secondary Level”. The main objective of this study was to identify the challenges and methods of teaching short stories at higher secondary level. Questionnaire and observation were the research tools for data collection. The major challenges of teaching short stories were challenges in to understand the cultural background of the study, to write summary, critical comments over the topic, content and characters, difficult to understand the content without translation, difficult to follow the three procedure of teaching story: pre-reading, while-reading and post-reading stage.

Although, the studies mentioned above are related to challenges of English language teaching in the department of English education. None of the research has been carried out on the topic “Challenges Faced by Teachers of English at Lower Secondary Level”, so, I am interested to carry out research on this topic.

2.3 Implications of the Study

Every literature review has its own importance for researchers. It helps to bring the clarity and focuses on research problems, improve methodology and conclude the findings.

Reviewing literature can be time-consuming, daunting and frustrating, but it is also rewarding. Kumar (2009, p.30) states, literature has a number of implications.

They are:

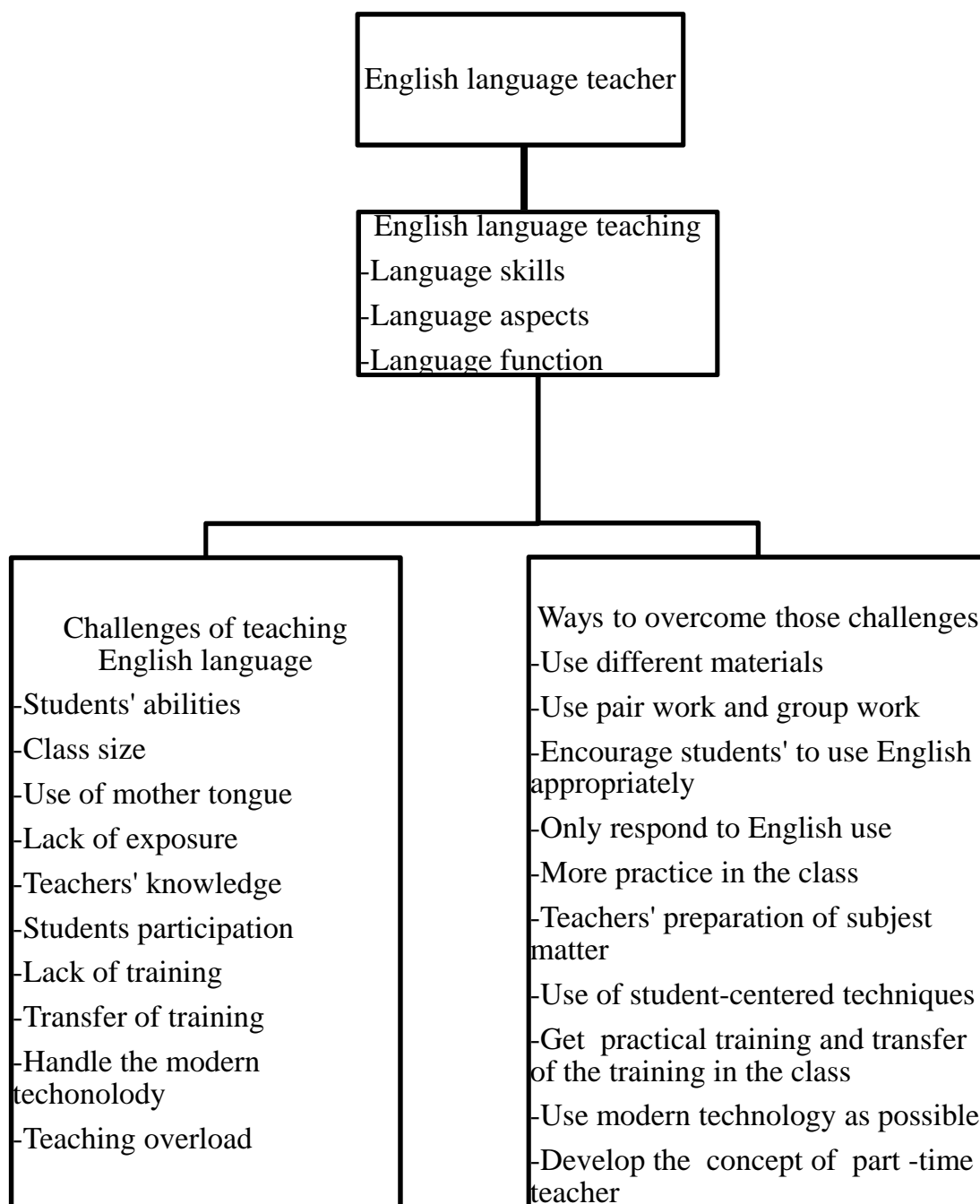
- a. It provides a theoretical background of the study.
- b. It helps us to refine our research methodology.
- c. Through the literature review, we are able to show how our findings have contributed to the exiting body of knowledge in our profession.
- d. It enables us to contextualize our findings.

Above mentioned implications are true and implied in my research as well.

Specially, I have got ideas to develop theoretical literature of ‘challenges faced by teachers of English at lower secondary level’ from Wagle (2012). Then, Basnet (2012) helped me to select appropriate research tools and I was benefitted from Paudel (2012) to choose suitable methodology of the study and Bhugai (2012) enabled me to contextualize the findings and easy to make conclusions as well as to go forward to my study properly and effectively.

2.4 Conceptual Framework

The research study on “Challenges Faced by Teachers in Teaching English at Lower Secondary Level” was based on the following conceptual framework:



CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the objectives of the study, the following methodology was adopted.

3.1 Design and Method of the Study

Survey is the descriptive research. Surveys are widely used for collecting data in most areas of social enquiry, from politics to sociology, from education to linguistics. Typically, surveys gather data at a particular point of time with the intention of describing the nature of existing conditions, or identifying standard against which existing condition can be compared, or determining the relationship that exists between specific events. Nunan (1992, p.140) writes the main purpose of survey is generally to obtain a snap-shot of conditions, attitudes and/or events at a single point of time. Survey is always done in a natural setting. Survey's data are collected through questionnaires or interviews, or combination of both.

In this type of research, the researcher visits the different fields to find out existing area. Specifically, it was carried out in a large number of populations in order to find out the public opinion on certain issues, to access certain educational program and to find out the behavior of certain professionals and other. Survey research studies large population or universe by selecting and studying sample chosen from the population.

I used survey research design because it provided me an authentic and reliable data. I used this design for my topic for applying the questionnaire tool. The tool was suitable for carrying out my research. Similarly, I used qualitative as well as qualitative research design. Research is a systematic process of investigating. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Otherwise, there might be the possibility of obtaining fake data. As a result all the effort made by the researcher goes in vain. There are some steps in carrying out survey research. Different researchers have suggested the survey research procedure differently in their own style. According

to Nunan (1992) mainly the following steps are followed to carry out survey research:

Step 1: Define Objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey research procedures

Step 7: Identify analytical procedures

Step 8: Determine reporting procedures

3.2 Population, Sample and Sampling Strategy

All the lower secondary level English language teachers of Kathmandu valley were the population of the study and 40 lower secondary level English language teachers of the 20 schools were the sample of the study. Among them, 10 were from community schools and 10 were from institutional schools.

So, I selected 20 lower secondary schools situated in Kathmandu valley and two lower secondary English language teachers from each school using purposive non-random sampling to complete my research study.

3.3 Study Area \ Field

All the lower secondary schools of Kathmandu valley were the study area of this research.

3.4 Data Collection Tools and Techniques

Questionnaire was used as the research tool for data collection. Open ended and close ended questions were used, whose answers were written by respondents on the same provided question sheets.

3.5 Data Collection Procedures

For collecting primary data of this study, I used the following procedures.

- a. First of all, I went to the different schools (field) and built rapport with the principal.
- b. I clarified the purpose to visit him/her and requested to meet lower secondary level English language teachers.
- c. After getting permission, I met them and established rapport and then I explained the purpose to visit them.
- d. Then, I distributed the questions to the teachers to collect require information.
- e. After this, I collected the questionnaires after the allocated time.
- f. Finally, I thanked the respondents and other school authority for their kind cooperation.

3.6 Data Analysis and Interpretation Procedures

There is no single way to analyze and present the data in the research study. Generally, the data collected from qualitative research is analyzed through description and quantitative research is analyzed by using statistical tools. We can also use both description and statistical tools to analyze the data.

In this study, the data collected from both open and close ended questionnaire were analyzed qualitatively and quantitatively. Qualitative data was analyzed in the narrative way with the help of description in the form of clues and quantitative data was analyzed and interpreted with the help of statistical tool that is percentage in table. In this research study, the information collected from the respondents were processed and put into table. In table, there is described in terms of number and percentage. It was the case of close ended questions. Then, open ended questions were processed and put into the clues to analyze the data.

CHAPTER –FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists of analysis of data and interpretation of the results and summary of findings on the basis of the collected data related to challenges faced by teachers of English at lower secondary level.

4.1 Analysis of Data and Interpretation of the Results

This section is concerned with the analysis and interpretation of the collected data from the primary source. Here, primary data were collected focusing mainly on the challenges faced by teachers in Teaching English at lower secondary level and the ways to eradicate these challenges. Then, the data was collected through questionnaire. An attempt has been made here to describe in detail the challenges faced by English teachers on the basis of the response of the studied teachers. So, the collected data from the informants' i.e lower secondary level English language teachers are analyzed and interpreted under the following sub-headings:

- i) Analysis and interpretation of close-ended questions
- ii) Analysis and interpretation of open-ended questions

4.1.1 Analysis and Interpretation of Close-ended Questions

Different close-ended questions were asked to the lower secondary English language teachers to identify their challenges while teaching English as a foreign language. Here, I attempted item wise analysis and interpretation of those questions as below:

4.1.1.1 Problem Related to Teach Mixed-Ability Students

The English language teachers were requested to show their response to the question which was intended to find out that how often the teachers are facing problem to teach mixed ability students at lower secondary level. The responses

given by them are presented in the four alternatives (always, usually, sometime, and never) in the following table as below:

Table No. 1
Problem Related to Teach Mixed Ability Students

Problem\ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
To teach mixed- ability students	Institutional	1	5	6	30	13	65	0	0
	Community	0	0	2	10	18	90	0	0
Total		1	2.5	8	20	31	77.5	0	0

The above table clearly shows that only 2.5%, out of the total (40) respondents' had always problem to teach mixed ability students in which only 5% institutional English teachers and none of the community English teachers had always problem to teach mixed ability students. Similarly, 20% teachers had usually problems to teach mixed ability students whereas 30% institutional school teachers and only 10% community school teachers were faced problem related to teach mixed ability students. Likewise, 77.5%, the majority of the respondents faced sometimes problem to teach them, among them, 65% institutional and 90% community English teachers had sometimes problem to teach mixed ability students. Then, none of the teacher had without problem to teach them.

Thus, it was concluded that all the English language teachers were found somehow problem to teach mixed ability students and vast majority of the teachers were faced sometime that problem.

4.1.1.2 Problem Related to Teach in Large Class

The English language teachers were asked to show their response to the question which was intended to find out that how often the teachers are facing problem to

teach in large class. The responses given by them are presented in the following table as below:

Table No.2
Problem Related to Teach in Large Class

Problem\ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
To teach in large class	Institutional	0	0	4	20	10	50	6	30
	Community	1	5	7	35	8	40	4	20
Total		1	2.5	11	27.5	18	45	10	25

According to the table No.2, only 2.5%, out of the total respondents always faced problem to teach in large class, among them, none of the institutional teachers and 5% community teachers faced that problem. Similarly, 27.5% of them faced usually problem related to teach in large class whereas only 35% institutional and 27.5% community English language teachers had that problem during their teaching. Then, 45% of them were faced sometimes problem, in which, 50% institutional and 40% community English language teachers had problem to teach in large class. Likewise, 25% of them were faced never problem, whereas 30% institutional and 20% community English teachers had never faced that problem.

According to the data displayed in table no. 2, it was found that all the English language teachers have somehow problem to teach in large class and a significant number of the teachers were faced sometime that problem.

4.1.1.3 Teachers' Preparation of Content

In order to find out how often the English language teachers are preparing the content before going to the class, they were asked to respond to the question “ Do you fully prepare the content before going to the class?” with four alternatives. The responses of the teachers have been presented as below:

Table No. 3
Teachers' Preparation of Content

Problem\ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Teachers' Preparation of Content	Institutional	9	45	10	50	1	5	0	0
	Community	11	55	8	40	1	5	0	0
Total		20	50	18	45	2	5	0	0

The above mentioned table clearly shows that only 50%, out of the total respondents' i.e English language teachers were always fully prepared the content before going to the class in which only 45% institutional English teachers and 55% community English teachers were always prepare the content before going to the class. Similarly, 45% teachers were usually prepare that whereas 50% institutional school teachers and only 40% community school teachers usually prepared the content. Likewise, only 5% teachers of both institutional and community school had sometimes prepared the content before going to the class. Then, none of the teachers had gone to the class without preparation of the content.

Thus, it was concluded that a half of the English language teachers had always prepare the teaching content before going to the class and none of the teachers had gone to the class without preparation.

4.1.1.4 Students' Participation

The English language teachers were requested to show their response to the question which was intended to find out that how often the students participate in student centered techniques in ELT class at lower secondary level. The responses given by them are presented in the following table as below:

Table No.4
Students' Participation

Problem\ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Students' Participation	Institutional	1	5	12	60	7	35	0	0
	Community	6	30	8	40	6	30	0	0
Total		7	17.5	20	50	13	32.5	0	0

The above mentioned table clearly shows that only 17.5%, out of the total respondents' had always participate in student centered techniques in which only 5% institutional English teachers and 30% community English teachers participated their students in student centered techniques. Similarly, 50% teachers had usually use student centered techniques whereas 60% institutional school teachers and only 40% community school teachers were use student centered techniques. Likewise, 32.5%, of the respondents used sometimes, among them, 35% institutional and 30% community English teachers had sometimes used student centered techniques in the class. Then, none of the teacher had teaching without using these techniques.

Thus, it was concluded that all the English language teachers were found that they used student centered techniques to teach in ELT class and a half of the teachers were used those techniques usually.

4.1.1.5 Facilities of Information Technology

In order to find out how often the English language teachers facilitate the information technology to improve teaching and learning, they were asked to respond the question “ Does information technology available today facilitate you to improve teaching and learning?” with four alternatives. The responses of the teachers have been presented as below:

Table No.5
Facilities of Information Technology

Problem\ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Facilities of information technology	Institutional	5	25	8	40	6	30	1	5
	Community	3	15	7	35	10	50	0	0
Total		8	20	15	37.5	16	40	1	2.5

According to the table No.5, only 20%, out of the total respondents were always facilitated to improve teaching and learning from the available information technology, among them, 25% institutional teachers and 15% community teachers were facilitated from information technology. Similarly, 37.5% of them used usually whereas only 40% institutional and 35% community English language teachers were used information technology to improve teaching and learning. Then, 40% of them were facilitated sometimes problem, in which, 30% institutional and 50% community English language teachers were facilitated from information technology. Likewise, 2.5% of them were never facilitated, whereas 5% institutional and none of the community English teachers were never facilitated from today's information technology to improve teaching and learning.

According to the data displayed in table no. 5, it was found that all the English language teachers got facilities from information technology to improve teaching and learning and a significant number of the teachers were used sometime to improve teaching and learning.

4.1.1.6 Transfer of Training in the Class

The English language teachers were requested to show their response to the question which was intended to find out that how often the teachers are transferring the training in the ELT class. The responses given by them are presented in the following table as below:

Table No. 6

Transfer of Training in the Class

Problem \ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teacher	%
Transfer of Training in the Class	Institutional	2	10	3	15	14	70	1	5
	Community	9	45	10	50	1	5	0	0
Total		11	27.5	13	32.5	15	37.5	1	2.5

As the above table shows that 27.5% of the total respondents responded that they were always transferred their training in the class, in which, 10% institutional teachers and 45% community teachers were always transferred the training. Similarly, 32.5% of them transferred whereas only 15% institutional and 50% community English language teachers had transfer the training during their teaching. Then, 37.5% of them were transferred sometimes in which, 70% institutional and 5% community English language teachers had transfer the training sometimes in the class. Likewise, 2.5% of them were faced never transferred the training whereas only 5% institutional and none of the community English teachers had never transferred the training in the ELT class.

According to the data displayed in table no. 6, it was found that all the English language teachers transferred their training in real teaching activities and a significant number of the teachers sometime transferred the training.

4.1.1.7 Use of Instructional Materials

In order to find out how often the English language teachers use the instructional materials while teaching English, they were asked to respond the question “Do you use instructional materials while teaching English?” with four alternatives. The responses of the teachers have been presented as below:

Table No.7**Use of Instructional Materials**

Problem\ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Use of Instructional Materials	Institutional	2	10	10	50	8	40	0	0
	Community	2	10	8	40	10	50	0	0
Total		4	10	18	45	18	45	0	0

As shown in the table, 10% out of the total respondents were always used instructional materials while teaching English, among them, both institutional and community schools' 10% teachers always used teaching materials. Similarly, 45% of them usually used the teaching material in the class whereas only 50% institutional and 40% community English language teachers were used teaching materials during their teaching. Then, 45% of them were used sometimes, in which, 40% institutional and 50% community English language teachers were sometimes used materials in the class. None of the teachers was never used the instructional materials.

According to the data displayed in table no. 7, it was found that all the English language teachers were using instructional materials and majority of the teachers were usually and sometime using the teaching materials while teaching English.

4.1.1.8 Preparation of Lesson Plan

The English language teachers were requested to show their response to the question which was intended to find out that how often the teachers are preparing lesson plan before going to the class at lower secondary level. The responses given by them are presented in the following table as below:

Table No.8
Preparation of Lesson Plan

Problem\ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Preparation of Lesson Plan	Institutional	8	40	10	50	2	10	0	0
	Community	2	10	14	70	4	20	0	0
Total		10	25	24	60	6	15	0	0

The above mentioned table clearly shows that only 25%, out of the total respondents' were always prepare the lesson plan before going to the class in which only 40% institutional English teachers and 10% community English teachers were always prepare the lesson plan before going to the class. Similarly, 60% teachers were usually prepare that whereas 50% institutional school teachers and only 70% community school teachers usually prepare the lesson plan.

Likewise, only 15% teachers were sometime prepare lesson plan before going to the class, among them, 10% institutional and 20% community English teachers were sometimes prepared the lesson plan before going to the class. Then, none of the teachers had gone to the class without preparation of the lesson plan.

Thus, it was concluded that majority of the English language teachers had usually prepare the lesson plan before going to the class and none of the teachers had gone to the class without preparation.

4.1.1.9 Students' Use of Mother-tongue

The English language teachers were requested to show their response to the question which was intended to find out that how often the students are using their mother tongue in the ELT class. The systematic presentation of the responses given by teachers is presented in the following table as below:

Table No. 9
Students' Use of Mother-tongue

Problem\ challenge	Types of School	Responses of Teachers							
		Always		Usually		Sometimes		Never	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Students' Use of Mother-tongue	Institutional	0	0	2	10	7	35	11	55
	Community	0	0	3	15	15	75	2	10
Total		0	0	5	12.5	22	55	13	32.5

According to the table No. 9, none of the students of all the schools were always using their mother tongue in the ELT class. Then, only 12.5% students of the total studied schools' students were usually used mother tongue whereas 10% institutional and 15% community schools' students were used mother tongue during the ELT class. Similarly, 55%, the majority of the respondents responded that their students were sometimes used mother tongue during English class in which 35% institutional and 75% students were used mother tongue in their ELT class. Likewise, 32.5% out of total respondents responded that their students never used mother tongue during the ELT class whereas 55% institutional and only 10% community based schools' students were never used mother tongue during ELT class.

Thus, it was found that majority of the students of the studied schools were sometimes used mother tongue during ELT class and none of the students were used always mother tongue in the ELT class.

4.1.1.10 Problematic Factor of Classroom Teaching

In order to find out the most problematic factor of classroom teaching from the four alternatives, they are: number of students, students' attitudes towards the teachers, lack of teacher's teaching skill and physical facilities of the class. The responses obtained from the respondents are presented in the table as below:

Table No.10
Problematic Factor of Classroom Teaching

Problem\ challenge	Types of School	Responses of Teachers							
		Number of Students		Students' Attitudes towards the Teachers		Lack of Teacher' Teaching Skill		Physical Facilities of the Class	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Problematic Factor of Classroom Teaching	Institutional	7	35	1	5	3	15	9	45
	Community	6	30	3	15	3	15	8	40
Total		13	32.5	4	10	6	15	17	42.5

As mentioned in the table No. 10, 32.5% respondents of the total respondents told that most of the problematic factors during classroom teaching were number of the students, in which 35% institutional and 30% community English teachers responded favor of number of students. Similarly, only 10% teachers responded that students' attitudes towards the teachers was the most problematic factor during classroom teaching, among them, only 5% institutional and 15% community teachers agreed about the statement. Then, 15% English language teachers were agreed that most problematic factor during classroom. Likewise, 42.5% out of the total respondents agreed that the most problematic factor during classroom teaching was physical facilities, out of them, 45% institutional and 40% community school teachers were favor of physical facilities of the class.

Thus, it was found that a significant number of the teachers of the studied schools had considered that the most problematic factor during classroom teaching was physical facilities of the class.

4.1.1.11 Solution to Manage the Mixed Ability Class

In order to find out the best solution to manage the problem of mixed ability class from the four alternatives, they are: ignore the problem, use different materials, use the students and do different tasks with the same materials. The responses obtained from the respondents are presented in the table as below:

Table No.11
Solution to Manage the Mixed Ability Class

Statement	Types of School	Responses of Teachers							
		Ignore the Problem		Use Different Materials		Use the Students		Do Different Tasks with the Same Materials	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Solution to Manage the Mixed Ability Class	Institutional	0	0	4	20	3	15	13	65
	Community	0	0		10	8	40	10	50
Total		0	0	6	15	11	27.5	23	57.5

According to the table No. 11, none of the teachers were agreed to the best solution to manage the problem of mixed ability class was ignoring the problem. Then, only 15% out of the total respondents were responded to the best solution of the problem was use different materials, among them, 20% institutional and 10% community English teachers were favor of this alternative. Similarly, 27.5% of the teachers were responded use the students to manage the mixed ability students whereas 15% institutional and 40% community teachers agreed about this solution. Likewise, 57.5%, the majority of the teachers responded that the solution of mixed ability class was do different tasks with same materials, among them, 65% institutional and 50% community English teachers agreed to do different tasks the same materials.

4.1.1.12 Most Considering Factor to Manage ELT Class

The English language teachers were requested to show their response to the question which was intended to find out the most considering factor to manage ELT class. The systematic presentation of the responses given by teachers is presented in the following table as below:

Table No. 12
Most Considering Factor to Manage ELT Class

Statement	Types of School	Responses of Teachers							
		Teachers' Behaviour in the class		Student Talk and Teacher Talk Time		Seating Arrangement		Students Grouping	
		No. of Teachers	%	No. of Teachers	%	No. of Teachers	%	No. of Teachers	%
Most considering factor to manage ELT class	Institutional	2	10	14	70	2	10	2	10
	Community	2	10	8	40	0	0	10	50
Total		4	10	22	55	2	5	12	30

As mentioned in the table No.12, 10% respondents of the total respondents of both institutional and community school English teachers responded that the most considering factor to manage ELT class was teacher s' behavior in the class. Similarly, 55% the majority of the teachers agreed that the most considering factor was student talk time and teacher talk time among them, only 70% institutional and 40% community teachers agreed about the statement. Then, 5% English language teachers were agreed that factor to manage ELT class whereas 10% institutional and none of the community English teachers considered seating arrangement was most considering factor to manage ELT class. Likewise, 30% out of the total respondents agreed that the most considering factor was student grouping, out of them, 10% institutional and 50% community school teachers were favour with students grouping.

Thus, it was found that majority of the teachers of the studied schools had considered that the most considering factor considering factor to manage ELT class was student talk and teacher talk time.

4.1.2 Analysis and Interpretation of Open-ended Questions

Ten different open-ended questions were asked to the lower secondary level English language teachers to identify their challenges with their solutions to

eradicate these challenges while teaching English as a foreign language. Here, I attempted item wise analysis and interpretation of those questions as below:

4.1.2.1 Teaching Listening Skill at Lower Secondary Level

Listening is a receptive skill. We receive information through listening. To receive real information, the listeners are obliged to identify and understand the sound, stress, intonation, vocabulary and grammar of the language. It is too difficult to teach listening skill because of those features of listening. In this research, the English language teachers were requested to show their response to the question which was intended to find out that the challenges to teach listening skill and ways to eradicate these challenges at lower secondary level. The responses given by them were presented separately in the following points as below:

a. Challenges to Teach Listening Skill

-) Lack of time to practice listening exercise due to finish the course in time
-) Lack of students regular listening habit from recorded speech
-) Students' poor background of English vocabulary and grammar
-) Lack of students concentration towards listening text
-) Less\limited use of listening games to teach listening
-) Lack of training to the teachers specially in institutional school
-) Low participation of the students in listening exercise

From the above mentioned points show that teaching listening challenges are related to students' practice and participation, and then teachers less use of different activities to teach listening text.

b. Ways to overcome those challenges

-) Manage the time using students and student centered techniques
-) Encourage students towards listening skill using different types of listening games
-) Use creative types of listening tasks to the students

-) Encourage students to listen as often as much possible
-) Students need to be made ready to listen, for this teachers motivate students before listening text and they may concentrate to listen
-) Teachers should play the audio tract at least three times to get content of the listening text and students should be encouraged to ask for repetition and clarification when they need it.
-) Use different listening stage such as pre-listening, while-listening, post-listening stage for listening tasks
-) School give the opportunity to practical teaching training to the teachers
-) Engage the learner listening with other learning purposes like appropriate link with speaking, reading and writing

The above mentioned responses showed that the students are encouraged to practice listening text attentively and teacher also use creative types of listening text to the students.

4.1.2.2 Teaching Speaking skill at Lower Secondary Level

Speaking is a primary skill which is known as productive skill of English language. Of all the four language skills, speaking seems intuitively the most important skill to the second language learners because it is included all the skill required for learning a language completely. While teaching a speaking skill, the teacher certainly faces with many problems, in that time s\he can manage the time effectively and appropriately to make teaching successful. In this research, the data was gathered through the question “What are the challenges to teach speaking skill in English? Also mention the ways to eradicate these challenges”. The responses collected from the studied teachers were listed separately in points as below:

a. Challenges to Teach Speaking Skill

-) Hesitation and nervousness of the students to speak in the class because of fear of their friends’ criticism
-) Shy to speak in front of the class due to fear of mistake

-) Nothing to say in the class due to fear of mistake
-) Low participation of the students \ only active and talkative students speak frequently in the class
-) Use of mother tongue in the ELT class
-) Lack of sufficient exposure because of time limitation
-) Lack of motivation to speak in English
-) Do not appropriately manage the teacher talk time and student talk time in the class
-) Poor English environment in the school
-) Lack of pronunciation practice to the students

b. Ways to overcome those Challenges

-) Use pair work, group work, role play, discussion, etc. student centered techniques to develop speaking habit in the class because it reduces the inhibitions of the learners who are unwilling to speak in front of the full class.
-) Use easy English language in the class
-) Only respond in English use if students more use mother tongue in the English class
-) Encourage students to speak in English using imitation and repetition drills to produce language
-) Do not interfere the students' oral correction immediately during the speaking time
-) Use oral drill to develop speaking skill
-) Communicative language games such as information gap, fluency based and action based games can be used to develop students' speaking.
-) The weaker students should be helped by the good one.
-) Teachers should give some useful instructions to the students to develop speaking skill in English

4.1.2.3 Teaching Reading Skill at Lower Secondary Level

Reading, one of the receptive skills of language, is a way of grasping information from the graphic symbols. It is possible only when reading involves understanding. It is also an active receptive skill because the reader has to be actively involved in reading in order to receive information. While teaching reading as a foreign language, the language teacher faces many problems such as pronunciation problem, understanding meaning and use of unfamiliar lexical items, distinguishing main ideas from supporting, understanding relations within the sentences, extracting main points or important information from the text etc.

In this research, the English language teachers were asked to show their response to the question which was intended to find out that the challenges to teach reading skill and ways to eradicate these challenges at lower secondary level. The responses given by the teachers were presented separately in the following points as below:

a. Challenges to Teach Reading Skill

-) Difficult to teach vocabulary items according to the context
-) Noisy classroom due to practice of loud reading to pronunciation practice
-) Lack of time hour to practice reading text in the ELT class
-) Students' lack of attention to practice in reading text
-) Large class size to practice reading practice
-) Poor English background of the students
-) Lack of sufficient amount of language exposure to teach English
-) Low participation of the students or only talent students involved in reading
-) Use teacher centered techniques that are traditional teaching method due to lack of sufficient time
-) Lack of English language environment
-) Exam oriented teaching and learning

b. Solutions to overcome those Challenges

-) Use different vocabulary games to teach reading skill to reduce students monotonous through repetition and memorization
-) Encourage students to read text book as well as other reading materials such as newspapers, magazines, etc.
-) Develop the students reading habit to catch the summary of the text
-) Make students to read extra books and other reading materials in English
-) Do reading competition in class as well as in the whole school
-) Use different types of reading activities such as intensive reading, extensive reading, rapid reading, aloud reading and silent reading.
-) Apply different reading activities like guessing meaning from the context, background information, understanding meaning in context, answering comprehension questions

4.1.2.4 Teaching Writing Skill at Lower Secondary Level

Writing is the skill associated with the productive aspect of language. It is immensely important because it is the permanent and powerful medium of expression. It is the fourth or last skill of language in natural order. Writing is more difficult than other skills as listening, speaking and reading. They are pre-requisite of writing.

As writing, teaching writing is more difficult than other skills for the English language teachers. They face many problems such as appropriate selection of vocabulary items, cohesion and coherence, sentence structure, appropriate choice of tense and so on. In this research, the English language teachers were asked to show their response to the question which was intended to find out that the challenges to teach writing skill and ways to eradicate these challenges at lower secondary level. The responses given by the teachers were presented separately in the following points as below:

a. Challenges to Teach Writing Skill

-) Less practice of writing items / exercise due to lack of teaching time
-) Poor English writing background of students
-) Grammatical problems in writing to the students
-) Lack of students attention to practice writing exercise because they only finish their duty i.e. homework
-) Students' carelessness in writing and copying from other friends because of their laziness in creative writing
-) Problems in correcting students writing due to lack of sufficient time
-) Lack of required teaching materials and lack of fund to buy\ manage required materials

b. Ways to overcome those Challenges

The following are the ways to eradicate writing challenges presented by the English language teachers at lower secondary:

-) First, only give guided writing with clues to practice writing skill and at last give free writing to the students
-) Give more writing practice to the students and also give them to check themselves to correct their grammatical as well as lexical errors
-) Organize different types of writing competition such as dictation, essay writing, story writing, letter writing competition in the school
-) Encourage students to write themselves, not copying from their friends
-) Develop the habit of students to write daily as creative writing such as paragraph writing, diary writing, essay writing, etc.
-) Give more priority to the writing skill because of the examination point of view, it has more marks allocated comparison to other language skills
-) Provide practical training of teaching writing skill for the teacher
-) Focus on individual difference in writing practice to the students

4.1.2.5 Teaching Vocabulary Items at Lower Secondary Level

A vocabulary is defined as a list of words. A word can express different meanings in different contexts. Teaching vocabulary means getting students acquainted with new words. Here, teaching vocabulary refers to teaching of pronunciation, spelling and meaning of the words. The pronunciation of the words can be taught through modeling, repetition drill, spelling of the words can be through spelling games, dictation and meaning of the words can be taught through mime, actions and gestures, antonyms and synonyms, using dictionary and translation.

In this research, the English language teachers were asked to show their response to find out that the challenges to teach vocabulary items and ways to eradicate these challenges at lower secondary level. The responses given by the teachers were presented separately in the following points as below:

a. Challenges to Teach Vocabulary Items

-) Difficult to teach pronunciation because of not one -to-relationship between spelling and meaning
-) Difficult to teach or give contextual meaning to the students
-) Large numbers of vocabulary items are presented in the text. It is too difficult to teach in limited time.
-) Lack of teaching time hour to practice vocabulary games such as crossword puzzle, word building, letter chain, word sets, jumbled word, etc
-) Problem in understanding linguistic and non- linguistics meaning of the text

b. Solutions to overcome those Challenges

-) Give more priority to pronunciation through modeling, repetition drill, imitation drill to produce correct pronunciation
-) Organize vocabulary games such as quiz, dictation, puzzle, etc. to practice vocabulary items
-) Provide multiple meaning to the students using synonyms and antonyms

-)] Use different teaching materials and techniques to teach vocabulary items such as realia, pictures, explanation, translation, definition, mime, gestures and actions
-)] Students should be encouraged by the teachers to use dictionary to find out correct pronunciation and multiple meanings of the words.
-)] Provide opportunity to the students for elaborating word knowledge, eg, teach the word in the context not in isolation
-)] Apply different games in the ELT class such as word map, information gap activities, word circle, puzzle, and so on.
-)] Apply stepwise procedure for practicing words such as first sound and meaning, repetition, written form and at last give illustrative sentence

4.1.2.6 Teaching Pronunciation at Lower Secondary Level

Pronunciation is a way in which language is spoken. Teaching pronunciation of words of a second or foreign language is really a tough job. The teacher is required to be a good model to teach pronunciation. It is not always possible. Second language learners cannot get easily mastery over the pronunciation. There is required constant practice and regular practice to pronounce words of the target language.

In this research, the English language teachers were requested to show their response to the question which was intended to find out that the challenges to teach pronunciation and ways to eradicate these challenges at lower secondary level. The responses given by the teachers were presented separately in the following points as below:

a. Challenges to Teach Pronunciation

-)] No one-to-one relationship between letters and sounds in English
-)] Lack of time duration to practice pronunciation in the class
-)] To manage difficulty in large class because of noise to pronounce the words
-)] Less or low participation of students in pronunciation

-) Interference of mother tongue to teach and practice pronunciation

b. Ways to overcome those Challenges

-) Teach the pronunciation through repetition drill, imitation drill.
-) Use model pronunciation by the teacher
-) Use only English in ELT class
-) Apply pair work and group work to practice pronunciation
-) Use the recorded materials to improve pronunciation

4.1.2.7 Teaching Grammar at Lower Secondary Level

Teaching of grammar plays a vital role in language teaching. Grammar is the theory of language. It is the study of the organization of words and phrases into sentences. The grammar of the language is very important for the individuals who are learning the language. But the knowledge of grammar is more important for the second language learners and teachers. Teaching of grammar as a foreign language teacher face many problems during the grammar teaching due to exception rules of grammar, mother tongue interference of the students and so on.

In this research, the English language teachers were requested to show their response to find out that the challenges to teach grammar and ways to eradicate these challenges at lower secondary level. The responses given by the teachers were presented separately in the following points as below:

a. Challenges to Teach Grammar

-) Many rules of grammar to do practice with exception rules of grammar
-) There is difficult to give examples and derive rules such as in preposition, voice, singular – plural, etc.
-) Lack of grammar practice due to limited teaching and learning time
-) Lack of basic grammatical knowledge to the students
-) Poor background of grammar to the students

-) Low attention of the students during teaching grammar because of not interesting to study for example teaching literature

b. Ways to overcome those Challenges

-) Do more practice of pattern and rules of grammar as can as possible in the class
-) Apply stepwise procedure of teaching grammar in both inductive and deductive approach of teaching grammar, for example, presentation of the text or example, explanation, practice and at last derive the rules that are called deductive approach of teaching grammar.
-) Implement different grammar games in the ELT class such as noun focus, verb focus, function focus, etc.
-) Use both inductive and deductive approach to teach grammar according to the need and interest of the students

4.1.2.8 Teaching Language Functions at Lower Secondary Level

A function of language refers to the purpose for which an utterance or unit of language is used. Such functions are often described as categories of behavior, e.g. greeting, farewell, welcome, offers, permission, etc. The functional use of language cannot be determined simply by studying the grammatical structure of sentences, but it needs more practice in daily life. Thus, the language teacher faced the challenges to teach and practice language functions in the class. Some of the challenges of teaching language functions are presented as below:

a. Challenges of Teaching Language Functions

-) Students feel shy to speak in front of the class due to fear of mistake
-) Nothing to say in the class due to fear of mistake
-) Low participation of the students \ only active and talkative students speak frequently in the class
-) Lack of sufficient exposure because of time limitation
-) Lack of motivation to speak in English

-) Lack of practical training to teach language functions and teachers do not implement the training into practice

b. Solutions to Reduce those Challenges

-) Use role play, simulation, pair work, group work, problem solving activities, information gap activities to teach language functions
-) Apply communicative language games to practice language functions
-) Implement variety of real life tasks in the class such as greeting, offer, permission, request, etc.
-) Do not interpret the students while practicing the language functions
-) Encourage students to practice language in their daily life
-) Provide appropriate practical training to the teachers and teachers should implement the training into practice

4.1.2.9 Managing ELT Classroom

‘Managing ELT classroom’ or ‘ELT classroom management’ deals with the organizational aspects of teaching language successfully. Effective classroom management includes good ways of organizing work in the classroom and useful guidelines on making the most of one’s time and resources. The ELT teachers have to be handling a range of variables for effective classroom management. It includes teachers and students behavior in the class, teacher’s clear and audible voice, students talk and teacher talk time, giving instructions, different seating arrangement and students’ grouping and so on. There are various problems to the teachers to manage large and noisy classroom to implement student centered techniques in ELT class.

In this research, the studied English language teachers are requested to response to find out the challenges to manage ELT classroom and ways to eradicate these challenges at lower secondary level. The responses given by the teachers were presented separately in the following points as below:

a. Challenges to Manage ELT Classroom

-) Mixed ability students
-) Large and noisy classroom
-) Less use of student centered techniques to teach in the classroom
-) Less use of modern technology in ELT classroom
-) Lack of well managed language lab in the school due to economic problem
-) Physical facilities of the classroom
-) More use of mother tongue in the English class
-) Disruptive behavior of the students is the major problem to manage the class
-) Impossible to watch each students regularly
-) Students poor background in English

b. Solutions to Manage ELT Classroom

-) Divide the classroom into groups according to class size, need of topic, time hour and use the students to practice language
-) Do proper management of the class, for example, seating arrangement, door and window, light management, whiteboard management, place to do group work, etc.
-) Use student centered techniques such as pair work, role play, discussion, question-answer techniques to practice language skills specially reading and speaking.
-) Provide practical training to the teachers to manage ELT class and teachers should implement that training in daily teaching
-) Manage appropriately in teacher talk time and student talk time

4.1.2.10 Other challenges of English Language Teaching

-) Impossible to watch and care all the students regularly in each and every activities of the students by the teachers
-) Difficult to complete all the activities and lesson of the syllabus on time

-) Lack of practical knowledge of teachers to teach English
-) Problems in time management and selection of teaching techniques
-) Controlling the disruptive behavior of the students
-) Teaching overload for the teachers
-) No sufficient provision/ regular training for English language teachers
-) Low cooperation from students side

a. Solutions to minimize those Challenges

-) Use different activities or techniques to catch students attention towards teaching and learning activities
-) Manage the time using student centered techniques in the class
-) Use different instructional materials such as pictures, postcards, newspaper cutouts, etc. as far as possible
-) Apply different language games for example, puzzles, word circle, noun focus, verb focus, etc.

4.2 Summary of Findings

This is the study entitled “Challenges Faced by Teachers in English at Lower Secondary Level”. This study consists of five chapters. The first chapter is introductory in nature. It introduces challenges faced by English teachers in general. It also includes statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with review of related theoretical literature, review of related empirical literature, implication of the study and conceptual framework. Similarly, the third chapter contains design and method of the study, population, sample, and sampling strategy, study areas /field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedure. The fourth chapter consists of analysis of data and interpretation of the results of the collected data and summary of findings. Then, the last chapter deals with conclusions and recommendation. It is presented in

policy level, practice level and further research. It is followed by references and appendices.

The major summary of findings of the study is presented as below:

- a. All the English language teachers were found somehow problem to teach mixed ability students and vast majority of the teachers i.e 77.5% teachers were faced sometime that problem.
- b. All the English language teachers had problem to teach in large class and a significant number of the teachers i.e. 45% teachers were faced sometime that problem.
- c. A half of the English language teachers i.e 50% had always prepared the teaching content before going to the class and none of the teachers had gone to the class without preparation.
- d. All the English language teachers were found that they used student centered techniques to teach in ELT class and the half of the teachers used those techniques usually.
- e. The English language teachers got facilities from information technology to improve teaching and learning and a significant number of the teachers i.e 40% were used sometime information technology to improve teaching and learning.
- f. All the English language teachers transferred their training in real teaching activities but, a significant number of the teachers i.e 37.5% sometime transferred the training in the classroom teaching.
- g. All the English language teachers were using instructional materials and 45% teachers usually and other 45% teachers sometimes used the teaching materials while teaching English.
- h. Majority of the English language teachers i.e.60% had usually prepare the lesson plan before going to the class and none of the teachers had gone to the class without preparation.
- i. Majority of the students were sometimes i.e 55% used mother tongue during ELT class and none of the students were used always mother tongue in their ELT class.

- j. A significant number of the teachers of the schools i.e 42.5% had considered that the most problematic factor during classroom teaching was physical facilities of the class.
- k. Majority of the teachers of the studied schools had considered that the most considering factor to manage ELT class was student talk and teacher talk time i.e 57.5%.
- l. Majority of the teachers of studied schools had considered that best solution to manage the problem of mixed ability students was “do different tasks with the same material” which was used 55% teachers of the total respondents.
- m. Teaching language skill at lower secondary level schools in the context of Nepal is problematic because there are various problems, difficulties, issues associated with teachers, students and others. Some of them are presented as below:
 -) Lack of sufficient and adequate practice of language skill in the class due to limited time
 -) Low participation of the students in language practice
 -) Less use of instructional materials in the class because of economic problem, teaching overload of teachers, insufficient time to prepare materials
 -) Least focus on language games
 -) Poor English environment of the students
 -) Exam oriented teaching and learning
 -) Large class size to practice language items
- n. The following points have been suggested as the solutions of those challenges:
 -) Manage the time using instructional materials and student centered techniques
 -) Create English environment in ELT class
 -) Motivate students to speak in English
 -) Encourage students to participate in language practice
 -) Divide the class into group to practice language skill
- o. It was found that there are various challenges to teach language system. Some of the major challenges are presented as below:

-) Difficult to teach contextual meaning of vocabulary items
 -) Difficult to manage the large class during practicing pronunciation the words
 -) Less use of vocabulary and pronunciation games to language practice
 -) Lack of basic grammatical knowledge of the students
 -) Lack of time to pattern practice of grammatical items and derive the rule
 -) Less participation of students in language function or only active students much involve in the class
 -) Exam oriented teaching and learning practice
- p. The following points have been presented as the ways to overcome teaching language system in English:
-) Use different vocabulary games and consult the dictionary to get contextual meaning of the words
 -) Use pair work to practice pronunciation
 -) Implement stepwise procedure of teaching grammar in both inductive and deductive approach of teaching grammar
 -) Do more practice of pattern and rules of grammar as can as possible in the class
 -) Encourage students to practice language in their daily life
 -) Provide appropriate practical training to the teachers and teachers should implement the training into practice
- q. The major challenges of classroom management are mixed ability students, large classroom size, disruptive behavior of the students, low participation of the students in discussion, role play, pair work, group work, less use of language games, physical facilities of the schools and so on.
- r. The solutions of the classroom management are use different activities or techniques to catch students' attention towards teaching and learning activities, manage the time using student centered techniques in the class, use instructional materials, manage the seating arrangement of the students, etc.

CHAPTER: FIVE

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the collected data, the conclusions and recommendations of the study have been presented in this chapter. The conclusions and recommendations of the study have been given in two separate sub-headings as below:

5.1 Conclusions of the Study

Teaching is a challenging job. Due to rapid development of science and technology, it also brings challenges in teaching. So, there were various challenges to teach English language teaching in lower secondary level. The English language teachers faced many problems during the teaching of English as a foreign language in the context of Nepal. Some of the major challenges of teaching English were different abilities of students, large class size, less use of student centered techniques, low participation of students in the class, less use of instructional materials, less transfer of training in ELT class into practice and classroom management.

The challenges faced by lower secondary level English teachers during teaching can be minimized or eradicated through the use of pair work, group work, role play, discussion, question answer, etc as student centered techniques, to develop students language skills and systems, then apply different language games in the class to teach students with fun, using instructional materials daily in the class; it save time to teach and encourage students to participate in speaking; it reduces use of mother tongue in the ELT class.

5.2 Recommendations

The recommendations have been suggested on the basis of the aforementioned analysis and interpretation of collected data, summary of findings, and conclusions of the study in the following sub-heading as below:

5.2.1 Policy Level

-) The government should increase educational investment in the schools to manage physical infrastructure as required, to use information technology in teaching and learning, to develop instructional materials and to do extra-curricular activities in the school.
-) The government should provide practical training to teach English regularly and also supervise whether teachers are transferring their training into their ELT class or not.
-) The teacher trainer should help the teachers to develop their teaching ideas, skills and strategies as they required.
-) The school supervisor and resource person also provide the teachers practical guidelines to teach in the classroom.

5.2.2 Practice Level

-) The English language teachers should teach with teaching materials using student centered techniques and the materials should prepare in advanced with sufficient time. For this, a teacher should teach only 3-4 periods a day.
-) The teachers should focus on adequate practice in learning all the language skills and language systems equally.
-) Students should get sufficient amount of the exposure of both the language and time to practice English language. As learners of second language, students have to be highly motivated for learning language skills and language systems.
-) It is necessary and compulsory to follow communicative approach/method in English language teaching. The teacher should follow inductive teaching methodology to teach language communicatively so as to make students' learn it in a systematic way.

-) Use of mother tongue in the ELT class should be reduced.
-) Teachers are suggested to prepare their lesson plan before going to the class. It helps them to run the class effectively.
-) All the teachers should address the shy and weak students to make teaching and learning effective.

5.2.3 Further Research

-) This study is just an entry in the department of English education so that we need to make more detailed study. There are various characteristics of teachers' challenges associated with effective classroom management. Therefore, this study opens the door for detailed study for further research,
-) Further researches can take this study as guideline who wants to carry out researches in the similar field.
-) This research study becomes a source of reviewing the theoretical as well as empirical literature for the further research.

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Appendix: I

Questionnaire for Teachers

Dear sir / madam

This questionnaire has been prepared to provide information / data for the research work entitled “**Challenges Faced by Teachers of English in Teaching Lower Secondary Level**”. This research work is being carried out under the supervision and guidance of Mr. Bhesh Raj Pokharel, lecturer, Department of English Education, Tribhuvan University, Kirtipur, Kathmandu. I hope that you will give authentic and reliable information to cooperate me and that will be incredible contribution to accomplish this work as M. Ed. Thesis.

I am owed to you for taking your invaluable time and also for your kind cooperation.

Researcher

Susheela Bhusal

Department of English Education

Tribhuvan University, Kirtipur,

Kathmandu

Teacher's name:

Date:

Teaching level:

Qualification:

Institution:

Teaching experience:

Please, tick () the best option.

1. Do you have problem to teach mixed ability students?
 - a) Always
 - b) Usually
 - c) Sometimes
 - d) Never
2. Are you feeling difficulty to teach in large class?
 - a) Always
 - b) Usually
 - c) Sometimes
 - d) Never
3. Do you have any language problem to in the class?
 - a) Always
 - b) Usually

- c) Sometimes
d) Never
4. Do you fully prepare the content before going to the class?
a) Always
b) Usually
c) Sometimes
d) Never
5. Do your students always participate in pair work, group work, role play, etc.?
a) Always
b) Usually
c) Sometimes
d) Never
6. Do you give opportunity to work together for students?
a) Always
b) Usually
c) Sometimes
d) Never
7. Does information technology available today facilitate you to improve teaching and learning?
a) Always
b) Usually
c) Sometimes
d) Never
8. Do you transfer your teaching training in your class?
a) Always
b) Usually
c) Sometimes
d) Never
9. Do you use instructional materials while teaching?
a) Always
b) Usually
c) Sometimes
d) Never
10. Do you penalize your students when they make mistakes?
a) Always
b) Usually
c) Sometimes
d) Never
11. Do you prepare lesson plan before taking class?
a) Always
b) Usually
c) Sometimes
d) Never
12. Do your students understand the content when you use English?
a) Always
b) Usually
c) Sometimes
d) Never
13. Do your students use mother tongue while teaching English?
a) Always
b) Usually
c) Sometimes
d) Never

14. Which technique do you use frequently to teach English?
- a) Teacher centered
 - b) Student centered
 - c) Lecture
 - d) Group and pair work
15. Which of the following do you think is the challenging in your teaching?
- e) Language problems
 - f) Methodological problems
 - g) Multilingual background of the students
 - h) Mixed ability students
16. Which is the most problematic factor while teaching in the classroom?
- a) Number of the students
 - b) Students' attitudes towards the teacher
 - c) Lack of teacher's teaching skills
 - d) Physical facilities of the classroom
17. Which of the following is not a problem in ELT classroom?
- a) Large class size
 - b) Small class size
 - c) Mixed ability students
 - d) Over use of mother tongue in the class
18. Which of the following is a weakness of lecture technique?
- a) More participation of students in the class
 - b) Less participation of students in the class
 - c) Useful for higher class
 - d) Easy to understand the content
19. Which one of the following can be the best solution to the problem of mixed ability class while correcting written work?
- a) Ignore the problem
 - b) Use different materials
 - c) Use the students
 - d) Do different tasks with the same material

20. Which of the following is the most considering factor to manage ELT classroom?

- a) Teachers' behavior in the classroom
- b) Student talk and teacher talk time
- c) Seating arrangement
- d) Students grouping

Give suggestions to support your view.

1. What are the challenges to teach listening skill at lower secondary level? Also mention the ways to eradicate these challenges.

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2. What are the challenges to teach reading skill in English? Also mention the ways to prevent these challenges.

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3. What do you think that what are the issues to teach speaking skill? What are the solutions to prevent these issues in ELT?

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4. What are the challenges to teach writing skill? Also list some solutions to eradicate these challenges?

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5. What are the challenges to teach vocabulary items? Then what do you think the solutions to solve these challenges?

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6. Mention the difficulties to teach pronunciation at lower secondary level. And also mention the solutions to solve these difficulties?

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7. What are the difficult areas to teach grammar at lower secondary level? Give suggestions to eradicate these challenges.

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8. What are the challenges to teach language functions as a whole? Also mention the ways to eradicate these challenges.

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9. What are the difficulties to manage ELT classroom? Give suggestions to solve these difficulties?

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10. In your opinion, what are the other issues and challenges faced by English teachers at lower secondary level? Mention the suggestions to solve these challenges.

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APPENDIX III

List of Visited School

1. United Scholars' Academy, Kalanki, Kathmandu
2. Richmond Academy Higher Secondary School, Lik-marg, Kalanki, Kathmandu
3. Kalanki English Medium School, Kalanki, Kathmandu
4. Bandana Progressive Secondary School, Kalanki, Kathmandu
5. Gyankunj Higher Secondary School, Machhagate, Rabibhavan, Kathmandu
6. Ikeda International School, Rabibhavan, Kathmandu
7. Edify International School, Kalanki, Kathmandu
8. Kuleshwor Abasiya Vidhalaya, Kuleshwor, Kathmandu
9. Ashrya Vidhya Sadan, Kathmandu
10. TIMES School, Kuleshwor, Kathmandu
11. Janapath Secondary School, Kalanki, Kathmandu
12. Amar Jyoti Higher Secondary School, Syuchatar, Kathmandu
13. Panch Kanya Secondary School, Syuchatar, Kathmandu
14. Gyanodaya Higher Secondary School, Old Kalimati, Kathmandu
15. Neel Barahi Higher Secondary School, Tankeshwor-13, Kathmandu
16. Jana Prabhat Secondary School, Kalimati, Kathmandu
17. Vishwa Niketan Higher Secondary School, Tripurshwor, Kathmandu
18. Vijaya Memorial Higher Secondary School, ,Dillibazar, Kathmandu
19. Padhma Kanya Higher Secondary School, Dillibazar, Kathmandu
20. Padmodaya Higher Secondary School, Putalisadak, Kathmandu