<center>**Chapter I**</center>

<center>**Introduction**</center>

This chapter includes background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, and delimitations of the study and operational definition of the key terms.

Background of the Study

The present research study entitled**, Strategies Employed by the English Teachers' during the Pandemic** attempts to explore the existing situation of teaching especially English subject and strategies used by the English teachers in COVID-19 pandemic situation. It had negative impact on various social sectors especially in health and education. Moreover, education sector was highly affected in teaching learning activities and the ELT teachers had used various strategies while teaching in that situation through virtual means. This study was conducted in the secondary level schools of Baglung district. We all know that we were badly affected by the COVID-19 pandemic situation almost a year. Moreover, it hit in the educational sector though there were some virtual medium and classes of teaching learning activities. However, it became just an alternative tool to stay connected with teachers and students. Some schools were started teaching through virtual classes from the early pandemic and most of the schools were closed. So, it created some sorts of confusion to both teachers and students about what to teach and learn, how to teach, what sorts of means are used to conduct classes, weakness in technology and low or poor connection of network. It created tension to the teachers and students. In this situation, what sorts of strategies were used by the teachers to make their classes effective while teaching through virtual means? This was the main quest for conducting this research.

Language is a means of communication which is used to share one's feelings, emotion, thoughts, experiences and others. Varshnay, A. (1998, p. 10) says, "Language is the species specific –uniform possession of human. It is a God's special gift to mankind. Without language human civilization as we know it would have reminded as impossibility." Similarly, Block and Trager (1942) define:

Language is a system of arbitrary vocal symbols by means of which a social group

cooperates. It is a structured system of communication used by humans consisting of speech and gestures. So, language is the most powerful convenient and permanent means and form of communication. Among all the languages, English language is regarded as a global language and it functions as a lingua franca in global context.

In Nepal, teaching English was formally introduced in 1854 A.D. during Rana regime but it was confined to their families only. With the introduction of democracy, English became accessible to most of the students of Nepal. Almost students from every discipline need to study English. A person who learns English gets social prestige and dignity in our context.

A teacher is a person who helps students to acquire knowledge, competence or virtue. According to Bhandari and Adhikari (2012, p.10), "The teacher is a person who helps learners to acquire knowledge and skills by giving information, guiding them and encouraging them to study". Teachers are the source of knowledge that sprinkles the light of knowledge among learners.

"Teaching strategy is the method that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. It is also known as instructional strategies. Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies" (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that "teaching tactics are that behavior of the teacher which he manifests in the class like the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on". Thus, Teachers' strategy is the method used to help students in learning the desired course contents and be able to develop achievable goals in the future. Here, the teacher used many strategies to teach effectively in the difficult pandemic situation. The study difficult situation refers to COVID-19 pandemic situation when Corona virus disease (COVID-19) was an infectious disease caused by a newly discovered corona virus. Unlike face to face school education, online learning was conducted using Zoom, Google Meet and some other sources. It helped the teacher to run virtual discussion among the students, assign homework, and follow up to individual students. Talking about the institutions serving

online education, it somehow provided a classroom type environment to the students. But in the context of developing countries like Nepal there are still so many teachers who are not in access to the proper internet connections.

 Many researchers and experts were given various clues on how to run online learning in a smooth way by covering every student. But the question was whether every student of these institutions got benefitted through virtual learning or not in the context of Nepal. What strategies were used by teachers to make learning effective in that situation? The research mainly aims to find out strategies of teachers to teach effectively and interactively in that pandemic situation.

Statement of the Problem

Teachers' strategies to teach in COVID-19 pandemic through virtual means is a very hot topic for the researcher because both virtual teaching learning and facing pandemic situations are really new for us in the context of Nepal. To research in this field of COVID-19 and its impact in the educational field could be very huge to the researchers. Hence, I have broken it into a mini section of research this is "Strategies Employed by the English Teachers during the Pandemic". So, this study focus on the strategies of teachers teaching at government aided secondary level community schools. Moreover, English language teaching is sought out. This study aims to find out the strategies used by ELT teachers to teach in the difficult pandemic situation. Teaching is not an easy task. It is a rigorous job. Moreover, Nepal is one of the developing countries there the development and access of facilities are not similar everywhere. In such situation, along with poor network connection and less-availability of electronic devices, teaching through virtual means was really difficult for the teachers. However, many schools and teachers taught and assessed the students through virtual medium in lock down pandemic time. In this context, the teachers used various strategies to make the classes effective and fruitful. For this instance, Djamarah and Zain (2010) stated that "the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn in order to obtain the expected results. If teachers cannot properly manage the classrooms, teaching and learning process would not run effectively." Here by the definition of scholar, teacher is such a person who must have the capability to handle classes smoothly with the

entertained environment among other capability. So, a teacher is not only a subject expert but also a leader, manager, facilitator, controller and environment creator.

We, the students of M. Ed took online classes in the pandemic situation. Most of the students were at own home town where there was no good access and facilities of e-classes. Tribhuvan University is the one university where the students of 77 districts come to study. But Nepal is diverse by its variety and geographical differences and all the students couldn't be benefitted as the facility of capital city. Even, I faced many problems while taking online classes. Sometimes the electricity was cut off, cellular data did not work properly and even my phone was cracked due to the over load of Zoom meeting and online classes. It created me some sorts of tension towards online classes in spite of learning smoothly. Most of my colleagues faced such problems. According to the review of researches, I found that earlier researches have not adequately addressed the strategies of teachers due to being latest case. So, in such situation, I wanted to know the teachers' strategies used to teach effectively.

Rationale of the Study

Everything has their own significance in their respective field. So, this study also has its significance in its own area. This study attempted to find out the strategies used by the English teachers during the pandemic especially at secondary level school of Baglung District. This study is very beneficial to all the English language teachers who are teaching at secondary level, students of the same level, researchers and other concerned authorities. They are familiar with the strategies of teaching used by the different teachers at the same level. Teachers can improve their theoretical as well as practical knowledge on the effective strategies which the students feel easy and comfortable. They will prepare themselves to use and follow their own strategies which they feel effective. This research will be equally beneficial to curriculum designers and textbook writers in the sense they can utilize the finding of the research work. In addition, this study will be important for the researchers who want to carry out further research work related to similar strategies which they will take some ideas from this research. In conclusion, this study will be fruitful to those who are directly and indirectly involved in teaching and learning activities like teachers, students, institutions, subject experts and policy makers.

Objectives of the Study

The objectives of the study were as follows:

- To find out the strategies used by the ELT teachers to teach in difficult pandemic situations and

- To suggest some pedagogical implications based on the findings of the study.

Research Questions

The study was based on the following research questions:

a) What are the strategies used by the ELT teachers to manage virtual classes in pandemic situation?

b) How do they tackle the problems of electronic devices and network system?

c) How do they assess and prescribe the workable methods for the successful learning?

Delimitations of the Study

The study was delimited to the following areas:

- The study was delimited to the secondary level English teachers of Baglung District and the informants were the teachers of secondary level.

- It was delimited to 20 teachers and questionnaires are the tools of data collection.

- This study was focused on the strategies used by the ELT teachers while teaching through virtual classes in COVID-19 pandemic situation.

Operational Definitions of the Key Terms

The key words used in this study are defined below:

English Language: English language here refers to the foreign language which is a compulsory subject from the elementary classes. Especially, this study refers to the subjects of secondary level classes.

Strategy: Strategies in my study refer to the various activities, methods and techniques which are used by the teachers while teaching in ELT classes at secondary level.

Teaching: Teaching refers to the occupation, profession, or work of a teacher. Here, it is a task and responsibility of teachers to make their pupils knowledgeable and competent.

Pandemic: Here, pandemic explains the recent lockdown situation which is affected by the Corona Virus Disease COVID-19.

Chapter II

Review of the Related Literature and Conceptual Framework

Basically, the researcher reviews related literatures for the theoretical basis of this study. This chapter includes review of related theoretical literature, review of empirical literature, implications of the review and conceptual framework for the research.

Review of the Theoretical Literature

The topic of my research is "Strategies Employed by the English Teachers' during the Pandemic". While preparing this research, I visited different libraries, read different books, articles and dissertation reports related to my topic. I went through different articles, selected websites and researches carried out by different writers. The theoretical discussions related to this topic are as follows:

English Language Teaching in the Nepalese Context

English Language has become most dominant international language among all languages which is being taught and learnt as a foreign language in many countries like Nepal. English language teaching (ELT) in Nepal had started long ago and now it has occupied an important place in Nepalese Education. Without English, it is not possible to maintain international contact for various purposes such as promotion of diplomatic relation, employment, trade and commerce. Regarding this, Bhattrai (2006, p.5) says, "English has become indispensable vehicle to the transmission of modern civilization into nation. It is a passport through which one can visit the whole world and one who knows English can employ the advantages of a world citizen." It has been extremely used in Nepal for various purposes.

Along with the unification of Nepal from various small states, English slowly became widespread in different twists and directions. When Jung Bahadur Rana returned from Europe with the great inspiration of English language, he thought to educate his children in English. After his arrival from Britain, he arranged for two English teachers from Britain, to teach his children English on the ground floor of Thapathali Durbar. Regarding the position of English in Nepalese educational system, Awasthi (2003) opines:

English entered in Nepalese education in 1954 when the Prime Minister Jung Bahadur Rana opened a High School in Kathmandu. The introduction of English language

teaching in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP) all skill continues (pp. 22-23).

English, the language which was only the language of rulers and elites once, has now reached the mass from the urban areas to the schools of country side in the hills. Nowadays, Nepalese students and parents have positive attitude towards English language and English medium schools have become their first choice. In such situation, even Nepalese government has implemented English subject from grade one in government schools compulsorily. It means, they have given great importance to the development of the English language. Similarly, professional organization like Nepal English Language Teachers' Association (NELTA) has been playing vital role to develop teachers' knowledge and skills organizing annual conferences every year where hundreds of Nepalese and foreign English teachers from different parts of the world meet and share their experiences and pedagogies. Now, Nepali writers have begun to write course books and Nepali literature like stories, essays, and poems and translated into English for wider readership. However, Nepal being multilingual and multicultural, English language teaching and learning is become quite difficult to the L2 learners.

Challenges of Teaching English in Nepal

English language teaching is growing as a popular industry and a profession in the context of Nepal. Nowadays, it has its own important status everywhere. It is taken as inevitable and compulsory for communicative, academic, trade, business and employment purposes. It has immense attraction especially to the new generation. Here, Goldfus (2011, p.1) states, "as a result of multi-cultural classroom in the 21st century language teachers face new challenges; a bridge between theory and practice is a persistence problem." It is the problem faced by Nepalese educational organization and ELT teachers in our context too. He further emphasizes, to raise standards of teaching and teacher education to meet the challenges of education in the new global setting is really a big challenge. Nepal is a multilingual, multicultural, multi ethnical country where more than 129 languages are spoken in a small country. Here, in the one hand, there is a provision of mother tongue based teaching from elementary level. In the other hand, English language has become compulsory medium of instruction since 2061 BS in basic

level. Thus, it creates challenges to the ELT teachers while implementing medium of Instruction in the classroom. According to Karn (2007):

In 1984, a survey of English language teaching was carried out in Nepal. The report clearly pointed out the lack of required proficiency among the English teachers in Nepal. Several other studies indicated the low standard of English teaching in Nepal. Only about 50 percent of English teachers of Nepal are trained. We cannot expect better results from the remaining 50 percent untrained teachers (p.55).

Though the history of ELT was emerged with the establishment of education in Nepal, it has not met the level of success or expectation. As the demand of English is growing rapidly, ELT situation is not free from the challenges. For this, Bista (2011,p.4), "…a number of challenges in English education have noticed in terms of curriculum, textbook, methodologies and use of teaching resources both at schools and colleges levels." Similarly, the major issue in ELT is its environment because there is the lack of English speakers for students to interact with teachers and colleges. The teacher teaches to students who have only limited exposure to the target language or have only been exposed to their own culture, they can face additional challenges too. According to Awasthi (2003) pp.203-204, some of the major challenges are as follows:

- The main issue of English language teaching is the lack of adequate English language proficiency of the English teachers teaching from primary to university level.
- The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
- The researches carried out so far, mostly by master's degree students have not yet been considered for implementation.
- There is a lack of co-ordination between /among the pre-service and in- service teacher training programs run by different agencies and institutions.
- Availability of materials and access to electronic resources, have been a luxury until now for a large majority of teachers.
- There is a lack of database of English teachers of all levels of education.
  In addition to these, some of the common major challenges of English language teaching in Nepal are as follows:
- Lack of teacher training

- Large classes

- Mixed-ability classes

- Massive use of mother tongue in the L2 classroom

- Low students' participation in the activities

- Low interaction of students

- Lack of essential facilities and equipment

- Examination system

- Lack of constant government policy

To verify the same issues, many research studies have found that English beyond the approach of poor, lack of modern technology and knowledge of its operation, lack of motivational programs, linguistically heterogeneous classes, over load of teachers, no systematic selection and appointment of teachers, poor condition of overall educational sectors are some of the crucial issues which exert negative influence in English language teaching situation in Nepal.

Despite above all the challenges, English language teacher's future is very bright. Government-aided schools also have implemented to use English medium of instruction. Modern computer technology and multimedia have entered in classrooms. So, this will lead to the extension of the scope and horizon of ELT in Nepal.

An introduction to Pandemic Situations

The term 'pandemic situation' refers to a widespread occurrence of an infectious disease over a whole country or the world at a particular time. Here in my study, it refers to the difficult COVID-19 situation when the daily living of people had changed into lockdown situation and maintaining distance while in the mass. COVID-19 stands for corona virus disease and even referred to as the 2019 novel corona virus or '2019-nCoV' (Bender, 2020). The COVID-19 virus is linked to Severe Acute Respiratory Syndrome Corona virus 2 (SARS-CoV) that similarly can be as fatal (Meng, Hua, & Bian, 2020). Following the first-time identification of Corona virus (Covid-19) in December 2019, the World Health Organization (WHO) declared that Covid-19 is a global pandemic in March 2020, and warned about its highly contagious nature (WHO, 2020). As a precaution to slow down its spread, countries all around the world followed strict protocols such as complete or partial lockdowns, social distancing regulations, and curfews. To reduce the chances of

humans infecting each other with Covid-19, places where humans interact closely were shut down, including educational institutions.

COVID-19 pandemic has caused an unprecedented crisis in all areas. In the field of education, this emergency has led to the massive closure of face-to-face activities of educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion students at all levels of education worldwide had stopped having face-to-face classes. In this context, the crisis had profoundly negative impact on the various social sectors, particularly health and education, as well as on employment and poverty (ECLAC, 2020a). Meanwhile, UNESCO has identified major gaps in educational outcomes, which are related to the unequal distribution of teachers in general, and of the best qualified teachers in particular, to the detriment of lower-income countries and regions and of rural areas, where indigenous and migrant populations tend to be concentrated (UNESCO, 2020).

Within the framework of the suspension of face-to-face classes, there need to maintain educational continuity through online resources. In order to make adjustments, the Internet presents a unique opportunity: the plethora of pedagogical resources and knowledge as well as the various communication tools available provide ideal platforms to bring schools and learning processes closer to homes and to students in lockdown. So, the Nepalese government had released a guideline entitled "Alternative Learning Guidelines 2077". Under the subordinates of this, many schools had started to run classes smoothly due to the fear of lapses of school year. They used Google, Google classroom, Google Meet, Facebook, Microsoft Teams and YouTube as a tool for virtual class. Virtual class and its practice in the Nepalese context were really new for both teachers and students. Thus, they both faced many challenges regarding using of electrical means for virtual class. They more concerned about the technical terms like poor network, unstable electricity problem, wattages of electrical devices rather focusing on learning. It created a sort of anxiety or tension to the teachers and students too.

An Introduction to Teachers Differences

A teacher is a person who helps or facilitates learners to learn something from elementary level to higher level in educational institution. Moreover, he/she is an instructor who instruct, impart knowledge and skills especially as a profession and leader who lead their pupils in the education field. Teachers can vary according to their skill, knowledge, profession experiences and others. Similarly, they differ physically, mentally and strategically too. According to the ability, they have their own unique features to present in the classroom, teaching, understand the ability of students, uses different strategies while teaching. Some teachers are introvert not to share their feelings to their students and some are extrovert and familiar with the students and staffs. For this Baldwin, 1990 says, "personality traits found to be important aspects of effective teaching that are non-academic in nature include assertiveness, willingness to take risks, independence, self-confidence, creative, warm and loving." Numerous researchers have shown that there seems the relationship between personality types, classroom management and student learning outcomes. So, individual teacher personality traits affect how teachers communicate to their student.

There are various classroom management strategies that have been developed and are known to be effective models taught in teacher education programs to teachers (Emmer, 1986). Thus, the teachers used various strategies while teaching in pandemic situation through virtual medium. However, online learning is just an alternative in spite of real class. It cannot give sufficient outcome which the curricula demanded. More specifically, Tschannen-Moran and Woolfolk Hoy (in press) defined teacher efficacy as a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated." Teacher have own capability to handle and lead the class. So, they and their strategic plan differ person to person.

Strategies to Teach in difficult Situations

In the ELT classes, there are numbers of students having different family, societal, cultural and economic background. They have their own different ability to learn and grasp something. So, teaching such students in a single class is really difficult to the teachers. In such situation, they face many problems like low student interaction and

participation, unnecessary noise and poor results in the subject matter. Similarly, talking about the class of difficult situation through virtual means, both teacher and students face many problems especially technical problems too. Thus, in this difficult situation teachers use many strategies to make their classes interactive and effective.

In this regard, Harmer (2008), Ur (1996) and Richardson (2005) suggest the following strategies for dealing with the difficult situation of COVID-19 pandemic while teaching through virtual medium. A language teacher can adopt following strategies to manage the problems related to virtual classes in Pandemic situation:

Self- monitoring

Self- monitoring is a strategy that a teacher can apply for his or her professional development. Self- monitoring refers to keep record of their teaching behavior for the future references. It can make teachers aware of their current knowledge, skills and attitudes as a basis for self-evaluation and improve the teaching strategy. Richards and Farrell (2005, p.321) state that self-monitoring refers to an activity in which information about one's reaching is documented or recorded in order to review or evaluate teaching. According to them, there are three approaches to self- monitoring of language lessons: lesson report, audio recording a lesson and video recording a lesson. These three alternative approaches of self-monitoring are described thoroughly as following:

Lesson reports: Lesson report is the opposite of a lesson plan where a lesson plan describes about the teachers expectation in a particular lesson, lesson report keep record what happened during a class. It is completed after completing a class. A lesson reports carried out as a written narrative account of a lesson or using a checklist or questionnaires.

Audio-recording: Audio recording in a class is another simple approach to self-monitoring. The main purpose of recording a lesson is to identify aspects of one's teaching that can only be identified through real time recording. Teacher cannot judge his/her own teaching oneself. So, it helps to evaluate own teaching and self-aware of their teaching style or approach. Thus, recording activities can help the teachers to find out the strength and weakness of teaching.

Video –recording: This is another way of doing self-monitoring which provides a much accurate and complete record than a written or audio recording. Due to being era of

digitalization, it is quite easy to keep video cameras in the classroom. However, it may not be assessable to all areas especially in remote and rural areas. Regarding the proper use video recording device, Richards and Farrell (2005, p. 46) have provide some suggestions. They are;

i.Set up a video camera in the classroom and leave it there during a few lessons so that students become familiar with it, but do not record

ii.Decide on a focus for a video recording and either position the camera so that it is in a suitable place or inform the camera person what to focus on. Then video tape the lesson.

Peer Observation

Peer teaching is an effective strategy to handle the classes smoothly. In teaching learning activities, we found students quite passive and seem uninterested in the activities. In such situation, to those students, peer observation and evaluation helps to take responsibility to them. So, they become interested and aware about the activities of the classes. Furthermore, turn taking, provide presentation opportunity to all students helps them to be more interactive and active participation in the classroom. Moreover, talking about the classes of pandemic situation, it works smoothly because students taking class having own room or house feel quite lazy, love to sleep and creates disturbance by the external factors. Thus in such situation, peer observation helps them to be aware about the activities what is happening in the classes.

Identification of students' weakness

One of the ways to identify the problem of students' active participation is to find out the students' weakness which make them passive and de-motivated to the learning. Discussing about the classes of pandemic situation, students are suffered from various challenges such as unfamiliar about the use of learning devices, poor network and electricity problem and wattage of learning device in the phone or laptop. So, these types of problems affected the students learning environment while in pandemic situation through online medium. Moreover, we heard the news of suicide of students due to the lack of electrical device and poverty in the difficult period. These sorts of problems directly hit in the teaching learning activities. So, instead of punishing the students not to

being regular and don't follow the order of teacher, teacher should study and understand the problem of students first.

Cooperative Learning

Cooperative learning has become interestingly popular as a feature of language teaching. Language teaching and learning is directly linked with the daily usage in the natural situation. If the students are focused in cooperative and collaborative tasks, surely they improved critical thinking ability and got opportunity to practice both productive and receptive skills in the real natural scenario. It helps them to enhance friendship and helps in learning strategy too. Therefore, it is important to encourage cooperative learning in a mixed- ability classroom.

Encouraging different students' responses

The students have various types of queries, experiences, opinions, imagination and problems regarding different subject matters but they may not express their queries due to the lack of opportunities and shyness. For these students, teacher should encounter and encourage expressing their thoughts. It helps both teachers and students to be interactive in the class in the subject matter. Furthermore, it helps to be clearer all students about the problems occurred while learning. So, Harmer (2008, p.129) says, "We can give students exactly the same materials and tasks but expect different students' responses to them." Thus, raising question in the class helps to explore the horizon of knowledge and helps to learn more from peer rather lecturing of teacher. So, the teacher must love students' reaction towards subject matter.

Make activities Interesting

If the students feel teaching learning class boring, they lose attention towards the teaching subject matter, seems demotivated and use of mother tongue in target language classes. So, to make teaching learning activities interesting, the teacher should concern about choosing interesting topic and teaching materials too. For that, Ur (1996, p.306) suggests teacher to make activities interesting so that even if the language is not challenging for some of the learners, the content will hold interest and keep everyone participating.

Analyzing Critical Incidents

Time does not run in a similar way. Many events and incidents are happened in every person's life which directly affect to the teaching learning procedures. Here, we can add COVID- 19 pandemic as an incident which really affected to every field. Tripp (1993, p.8) indicates that, "a critical incidents is an interpretation of the significance of an event to make something as a critical incidents is a value judgment we make and the basis of that judgment is the significant we attach to the meaning of the incident". Furthermore, education field is badly affected and about one year of session is expired without face to face classes which have no quick and obvious solution. In such situation, Nepalese government had released Alternative Learning Guidelines to run classes in pandemic situation. So, many schools had started virtual classes following the rules. But the expected outcome is not fulfilled by the virtual classes. Therefore, the teacher should analyze such types of incidents, its results and the solution of the problem as being a researcher.

Action Research

Action research is a short term research which is done in the classroom to solve the particular problem with new innovation. It is a cycle of activities centering identifying problem, collecting information about the existing issue. In this regard, Best and Khan (2007, p.20) explained that "the action research applies scientific thinking and methods to real-life problems and represents great improvements over teachers' subjective judgment and decision based on folklore and limited personal experiences." It is conducted in naturally occurring setting, primarily using methods common to qualitative research such as observing and recording events and behaviors.

Talking about the context of virtual classes in pandemic situation, a teacher can conduct research by observing the situation of students in the online class focusing on a single issue. Richards and Farrell, (2005, p.171) says, "It is done for the immediate in order to find out the solution of the problem. Therefore, it refers to teacher-conducted classroom research." Action research is, typically a reflective process that allows for inquiry and discussion as a competent of the research. Therefore, action research being a reflective practice follows a cycling process of planning, action, observation and reflection.

Use of technology for solving problems

Technology has become a fundamental tool for the young learners in this 21st post modern era. Smith and Laslett (1993, p.91) note that, "classroom management refers to skill in the organization and presentation of lesson in such a way that all pupils are actively engaged in learning". Teaching learning is not limited only within a class or four directions of schools in certain period of time. Moreover, the pandemic had taught us so many things about the importance of technology in the field of education. Getting information and knowledge without technology is about to unsuccessful here. Not only this, students are always with the phone and laptop to learn and take classes. To whom, mobile was not allowed by the parents before; it brought lots of changes to the mindset of people. Teachers put notes and videos of classes in the website. It helped the students who used to be absent. Furthermore, online classes won't be possible if there was no access of technology. So in this era, using technology in the teaching learning activities is very essential. Digital tools based class is the result of this action.

Thus, technology can support lifelong learning even in difficult situations beyond the regular class. There has been a great rise in the use of information communication and technology (ICT) in education, owing to the spread of education among masses across the world where due to the ready availability of ICT enabled tools, and documents which is needed to for the study.

Review of Empirical Literature

Empirical literature review refers to the review of related literature to the topic which is carried out earlier by the senior researcher, students and organization. It is a main foundation of research work and hints for conducting new researches which provides theoretical as well as practical knowledge on a particular topic or research. Different researchers have carried out research in the field of teaching strategies though I have conducted research adding teachers' strategy in pandemic situation and reviewed some related research works which are helpful in my research work.

Dhital (2010) carried out a research on 'Teaching Strategy Employed by Secondary Level English Teachers'. Her study was intended to compare the use of strategies employed by public and private schools' teachers. She selected ten teachers from Kathmandu valley for

collecting data (five teachers from private and five teachers from public schools). The data from primary sources were collected by observation checklist and questionnaire. She uses purposive non-random sampling procedure for collecting data. She found that most of the cases more teachers of private schools were found excellent and good then those of public schools in using most of the teaching styles and more teachers of public schools were found average, below average and poor those that of private schools.

In the same way, Rokaya (2011) carried out a research on 'Teaching strategies used in the ELT classroom." The main objective of this research was to find out the teaching strategies used by the higher secondary level English teachers in ELT classroom. He selected fourteen teachers from fourteen different higher Secondary schools for collecting data. He used observation checklist and questionnaire as a tool. He used purposive non-random sampling procedure. He found that the seven teaching strategies i.e., direct instruction, small group work, discussion in the classroom; problem solving, student writing, co-operative learning and role play were used in ELT classroom. Out of none teaching strategies, students' research and case study were not used in the ELT classroom at higher secondary level.

Likewise, G.C. (2011) carried out a research on' Strategies used by teacher teaching in large ELT classes' which study was intended to explore the general strategies adopted by the teachers in large ELT classes. His sample size consisted of twenty higher secondary level English teachers working in the Kathmandu valley. The sample was taken from ten selected higher secondary schools representing at least two teachers from each of the schools. The selection was done through purposive non-random sampling procedure. The tools for collecting the data were a set of questionnaire for the teacher. He found that the strategies for the large ELT classes included the managing of physical setting of the classroom and conducting group work, pair work and collaboration among the students. Further, Dhillon & Jenestar Wanjiru (2013) carried out a research entitled "Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of an Urban Primary School in Kenya". This study draws on a case study conducted in an urban multilingual primary school in Kenya and focuses on the challenges and strategies for teaching and learning English as a second language (ESL) in primary schools. Data

from pupils shows that group based interactions with their peers and individual reinforcement strategies, such as keeping vocabulary notebooks, are the most common learner strategies. The study shows how school-based research can give teachers and learners a voice in the development of successful language teaching and learning strategies for complex and challenging multilingual environments.

Now, Magar (2016) conducted a research entitled 'Strategies Used for Managing Mixed Ability Students in ELT Classrooms' attempting to find out the secondary level English teachers' strategies of managing mixed ability students in ELT classrooms. Questionnaire and classroom observation checklist were used to collect data for this study. 20 secondary level English teachers from 20 secondary schools of Kathmandu valley were selected as a sample for this study. Non-random judgmental sampling procedure was used to select schools and teachers. The findings of the study showed that use of eye contact, knowing and calling students by their names, teachers' movement in the whole class and checking and cross checking students' classroom behaviors were very useful strategies for managing mixed ability students in the ELT classrooms.

Similarly, Sah (2017) carried out a research on titled, "Strategies and Challenges of Professional Development among Rural English Teachers". The major objectives of his study were to find out the strategies used by rural English teachers for their professional development. It was survey research design based on the thirty English teachers selected through purposive sampling from twenty government school of Bara district. The using research tools were a set up questionnaire. Though, this study he found that the rural sides English teachers were less aware about the importance of peer learning and experience sharing. Only the thought sharing one's problem was they preferred on the basis of self- directed learning here lack of access of effective materials and resources they could not keep themselves up to date as much as they wish.

In the same way, Thapa (2017) carried a research entitled 'Strategies for Addressing Learners' Differences in ELT Classes' attempting to find out the strategies used by the teachers for addressing the learners' differences in ELT classes. The study was carried out by using both primary and secondary sources of data. Ten secondary level English teachers from ten schools situated in Kathmandu valley were selected through the use of purposive non-random sampling procedures. A set of questionnaires and a classroom

observation checklist were the research tools for eliciting data. From the study, It has been found that the ways of identifying and addressing the learners' differences are providing separate time for different students, giving special emphasis on learners' differences, using personal strategies for handling learners' differences, managing the early finishers and slow finisher, use of supplementary tools and additional task were strategies for addressing the multiple abilities of the students.

Further, Dhakal (2018) conducted a research an entitled "Self-directed Strategies used by English Teachers for their Professional Development". The main objectives of her study were to find out the self-directed learning strategies used by English language teachers for their professional development. It was survey research design. The primary data were collected from forty English language teachers teaching at secondary level of Kathmandu Valley through purposive non-random sampling procedure. The open ended and close ended questions were the major tools for data collection. The study showed that almost all the English language teachers had positive attitudes towards self-directed strategies that helped the teachers develop their teaching and learning skills.

Likewise, Khatoony and Nezhadmehr (2020) carried out a research entitled "EFL Teachers' Challenges in the Integration of Technology for Online Classrooms during Corona virus (COVID-19) Pandemic in Iran". This study investigates the challenges that EFL teachers face toward the implementation of online teaching during Corona virus pandemic conditions particularly in Iran. In achieving the goals of this study, 30 EFL teachers who worked in English language institutes in Iran participated in the study. This research is an exploratory mixed method research whereby questionnaire and interviews were used to explore the teachers' challenges in online teaching and the efficiency of online classrooms. The findings indicated that, although Iranian EFL teachers could perform the applications and platforms efficiently, there are many challenges such as lack of appropriate materials, learners' lack of attention and demotivated towards online classes, lack of funding and support for language institutions.

Similarly, MacIntyre, Gregersen and Mercer (2020) conducted a research entitled "Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions". This study examines the stress and coping responses of an international sample of over 600 language teachers who responded to an online survey in April 2020. The survey measured stressors and 14 coping strategies grouped into two types, approach and avoidant. The findings show that positive psychological outcomes (wellbeing, health, happiness, resilience, and growth during trauma) correlated positively with approach coping and negatively with avoidant coping. In addition, ANOVA showed that although approach coping was consistently used across stress groups, avoidant coping increased as stress increased suggesting that there may be a cost to using avoidant coping strategies.

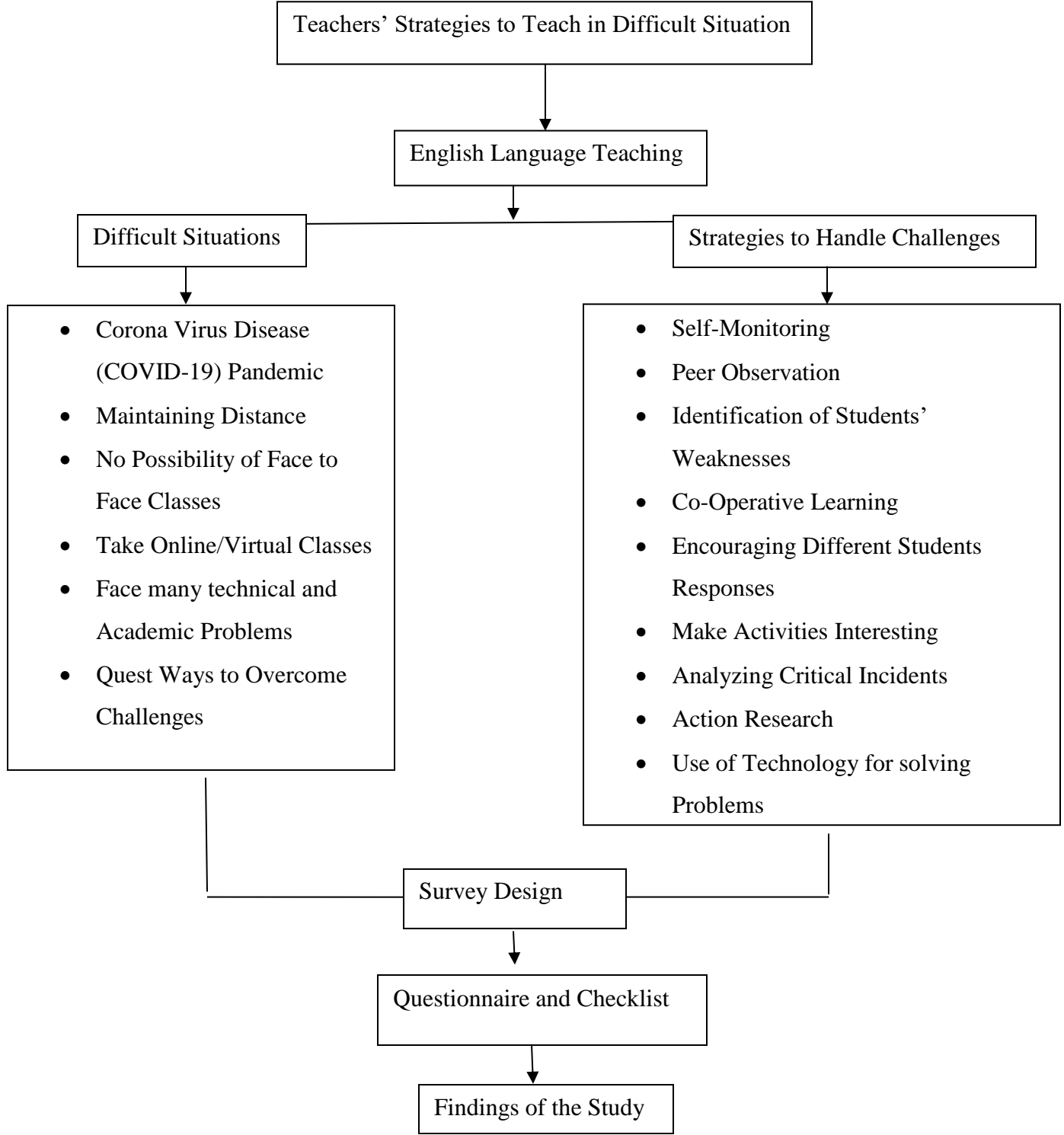**Implications of the Review for the Research**

The literature review is an integral part of the entire research process which makes a valuable contribution to every operational step. To prepare this research, I had reviewed some related literature related to my topic. Kumar (2009, p.30) sates, "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding." While reviewing the literature, I have gone through various theoretical works and various empirical research studies related to my topics.

Thus, I have reviewed several previous research works, articles and books related to my study. To be specific, from the study of Dhital (2010) I got ideas about how to review the study empirically. Similarly, Dhakal (2018) inspired me to review theoretical literature adding the theory of Jack C. Richards and Penny Ur. Likewise, Thapa (2017) helped me to sample the population, selecting research design and making questionnaire for my research work. On the other hand, Magar (2016) work helped broad theoretical knowledge on selecting methodology, area of study and making tools for data collection. In the same way, Rokaya (2011) work helped me to select methodology, select data analyzing process and so on. Furthe, MacIntyre, Gregersen and Mercer (2020), Khatoony and Nezhadmehr (2020) and Dhillon & Jenestar Wanjiru (2013) the study of COVID-19 pandemic and strategies to overcome challenges was very much helpful to my study. All the above researches are helpful for making questionnaire, selecting methodology, selecting area of study, sample of population, analyzing data, writing style, use of tools,

data collection procedures, selecting design of the study and so on. In sum, all these theoretical and empirical review have helped me for the accurate way to go to through the research. They will be the milestone to conduct my thesis in comprehensive ways.

Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher in his/her own conceptualization of the relationship of different variables in research. According to Miles and Huberman (1994, p. 18), "Conceptual framework is a written or visual representation that explain either graphically or in written form, the main things to studied- the key factors, concept or variables and the presumed relationship among them" (as cited in Ojha and Bhandari, 2013, p. 325). While conducting this research, I studied and reviewed different theories related to this study and develop conceptual framework. The present study is based on the following conceptual framework which is given in the next page:

Teachers' Strategies to Teach in Difficult Situation

English Language Teaching

Difficult Situations

Strategies to Handle Challenges

- Corona Virus Disease (COVID-19) Pandemic
- Maintaining Distance
- No Possibility of Face to Face Classes
- Take Online/Virtual Classes
- Face many technical and Academic Problems
- Quest Ways to Overcome Challenges

- Self-Monitoring
- Peer Observation
- Identification of Students' Weaknesses
- Co-Operative Learning
- Encouraging Different Students Responses
- Make Activities Interesting
- Analyzing Critical Incidents
- Action Research
- Use of Technology for solving Problems

Survey Design

Questionnaire and Checklist

Findings of the Study

Chapter III
Methods and Procedure of the Study

This chapter includes design and method of the study, population, sample and sampling strategy, study area/field, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures, ethical considerations.

Design and Method of the Study

A research design is a plan, structure and strategy of investigation to obtain answer to research question or problem. To be precise, I adopted the survey research design. Survey is a research design that is widely used in social and educational researches. It is done in the natural setting. According to Nunan (1992, p. 140), "survey designs are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics." Data in survey design collected through questionnaires, interviews and attitudes scale. In the same way, survey designs are the most commonly used descriptive method in educational research, and may vary in scope from large –scale governmental investigations through to small scale studies carried out a single researcher (Cohen and Manion as cited in Nunan 1992, p. 140).

Survey is the stepwise procedure of research in a particular issue. Dealing with the procedures of survey, Nunan (2010, p. 141) mentions following steps for survey research:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does s/he want to find out; should be written clearly in research.

Step 2: Identify the target population

This is the second step of survey research design under which target population of the study should be mentioned.

Step 3: Literature review

Under this step, related literature should be reviewed. It helps to know about what others said/ find out about the issue.

Step 4: Determine the sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling or mixed sampling are important.

Step 5: Identify survey instrument

In this step, we have to generate instruments for data collection, e. g. questionnaire, interviews and observation checklist.

Step 6: Design survey procedures

After preparing appropriate tool for data collection, the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median.

Step 8: Determine reporting procedure

Finally, after collecting raw data we have to prepare the report of our research. It can be written in narrative way with description.

A large population is covered using sampling in a survey because wide coverage of the finding can be generalizable. Statistical techniques can be applied to the survey data to determine validity, reliability. A wide range of information can be collected through questionnaires i.e. attitude, perception, values, beliefs and behavior.

So, in order to find out the strategies to teach in difficult situation, I followed the survey research design for research because it has wide scope and easy to administer. Data and information is collected by studying large number of population. Data can be collected through face to face observation, email, mobile phone, devices. In this regard, this research design will be helpful to get the required data for the study.

Population, Sample and Sampling Strategy

The research demands a large number of populations. Therefore, the population of this study was the secondary level English teacher of Baglung district. Though it is a small-scale study, it was difficult to collect data from each and every member of the population

in such corona virus affected situation. So, the sample was selected through non-random sampling procedures. I selected 20 teachers of secondary level to find out the strategies of secondary level English teachers taught in COVID-19 pandemic situation.

Study Area/Field

The research area of this study was in Baglung district especially Bareng Rural Municipality of secondary level English teachers. For the feasibility of this study, I selected 20 secondary level English teachers of that school by using non-random sampling procedure. The field study was related to the ELT teachers' strategies employed during the pandemic.

Data Collection Tools and Techniques

The main tool of data collection for this study was questionnaire. These tools supposed to be appropriate and feasible for the population of the study and useful for the researcher to meet the objective of the study.

Data Collection Procedures

In order to collect the data, I contacted to the authorities of respective schools and fixed the date for data collection. I visited the schools and built rapport, got permission to collect data from the authorities in their schools. At the same time, I made clear on my visit to the school and the study purpose. I purposively selected 2 teachers from each school. After assuring the appropriate use of collected data for the research purpose, I distributed open-ended questions and close ended questions to gather the information required to fulfill my research objectives.
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Data Analysis and Interpretation Procedures

This section mainly concerned with the systemic procedures of analysis which I used both the descriptive and statistical method to analyze and interpret the collected data. The information were tabulated and analyzed after collecting data by using statistical tools like tables. The required data from the observation were collected, checked and rechecked. All the statistical tools have made this analysis and interpretation.

Ethical Considerations

This is very important to be considered and valued by researcher while collecting information. Anonymity to the respondents has been made for identity protection. So,

every researcher considered information of personal matter, including all his/her psychological matter. The informants weren't being imposed but requested to answer the questions in their own pace. Firstly, I took permission from the school administration and then gave short information about my research to the respondent teachers. In the same way, I established trust with them not to be culturally, socially, ethnically biased while selecting the teachers as my research sample and admired the respondents' answer.

Chapter IV

Results and Discussion

In this chapter, the obtained data are analyzed on the basis of respondent teachers' response. Similarly, the discussion and interpretation of the results based on the data is also the content of this chapter.

4.1 Analysis of Data and Interpretation of Results

This section mainly concerned with the presentation, analysis and interpretation of the data. The main purpose of this study was to find out the strategies used by the ELT teachers to teach in difficult situation. To fulfill the objective, the 20 secondary level English teachers' responses were analyzed and interpreted in order to find out the results. In this study, respondents were selected using purposive non-random sampling procedure and questionnaires were used as a research tool for the collection of data.

4.1.1 Analysis of Data Collected through Questionnaire

The intention of using questionnaire was to provide the option for the teachers and elicit the most suitable answer from them. Questionnaire helps to bring more clear response of the respondents on the entities being asked. To put simply, the questionnaire provides the controlled nature of data that contributes to the economy in time required for the research.

A set of questionnaire was distributed to the secondary level English teachers in order to find out the views and strategies used by the ELT teachers to teach in difficult situation. And then, those collected data were analyzed and interpreted. Therefore, the following section consists of the analysis of the data that I found in my study. My research was based on the secondary teachers and their teaching strategies that had been taken virtual classes in the pandemic situation through various medium. So, I purposively selected to that secondary teachers as a respondents to accomplish my research and as a data.

4.1.1.1 Relationship between Teaching and Technology

In the response to the statement '*was there any relationship between teaching and technology',* I got the following different data from the secondary level English teachers which are given in the table 1.

Table 1

Relationship between Teaching and Technology

Responses	No. of teachers	Percentages
Yes	19	95%
No	1	5%

The above table shows that out of 20 secondary level English teachers, 95% teachers agreed to the statements that *there was the relationship between teaching and technology.* But, 5% teachers were disagreed to this statement.

*4.1.1.2 **Problem to Handle Classes during Pandemic***

In response to the statement *'Did you face any problem to handle the online classes during pandemic period,* I got the following different data from secondary level English teachers which are given in the table 2.

Table 2

Problem to Handle Classes during Pandemic

Responses	No. of teachers	Percentage
Yes	19	95%
No	1	5%

The above table shows that out of 20 secondary teachers, 95% teachers faced the various problems to conduct virtual classes. Similarly, only 5% teachers' teaching and teaching strategies were effective while teaching in that situation.

*4.1.1.3 **Strategies of Teachers to Teach in Difficult Situation***

In the response to the statement *'How do you think? Teacher must have strategy according to the situation or not,* I got the following different data from the secondary level English teachers which are shown in the table 3.

Table 3

Strategies of Teachers to Teach in Difficult Situation

Responses	No. of teachers	Percentage
Yes	19	95%
No	1	5%

The above table shows that out of 29 secondary level English teachers, 95% teachers agreed to the statements that teacher must have strategy according to the situation. Similarly, 5% teachers disagreed to the statement.

4.1.1.4 **Quest Ways to Overcome Teaching Challenges**

In response to the statement *'have you ever quest ways to overcome such challenges teaching in that difficult period'*, I got the following different data from the secondary teachers which are given in the table 4.

Table 4

Quest Ways to Overcome Teaching Challenges

Responses	No. of teachers	Percentages
Yes	18	90%
No	2	10%

The above table shows that out of 20 secondary level English teachers, 90% teachers had quested ways to overcome such challenges seen in teaching learning activities using virtual means. Likewise, 10% teachers had not quested ways to solve the problems to that statement.

4.1.1.5 **More Applicable Strategy to Teach English Subject**

Regarding to the statement *'which of the following strategies could be more applicable to teach English subject through virtual means?*' I got the following different data from secondary level English teachers which are given in the table 5.

Table 5

More Applicable Strategy to Teach English Subject

Responses	No. of teachers	Percentages
Self-monitoring	7	35%
Co-operative learning	10	50%
Peer Observation	2	10%
Identification of Students Weakness	1	5%

The above table shows that out if 20 secondary level English teachers, 50% teachers had used co-operative learning as a more applicable strategy to teach English subject through virtual means. Similarly, 35% teachers had used self-monitoring techniques as more applicable strategy in ELT classroom. Likewise, 10% teachers had applied peer observation and 5% teachers had applied identification of students' weakness strategy as more applicable to teach in ELT classroom.

*4.1.1.6 **Self-monitoring Strategy to Professional Carrier***

In response to the statement '*self-monitoring leads the teachers in their professional carrier to…*', I got the following different data from the secondary level English teachers which are given in the table 6.

Table 6

Self-monitoring Strategy to Professional Carrier

Responses	No. of teachers	Percentages
To evaluate teaching and learning status	15	75%
Critically reflect in their own work	1	5%
Make them responsible for improving teaching as an individual	4	20%
Better understand their own instructional process	0	-

The above table shows that out of 20 secondary level English teachers, 75% teachers responded that self-monitoring strategy led the teachers in their professional carriers to evaluate teaching and learning status in ELT classroom to teach in pandemic situation. Similarly, 20% teachers responded that professional carriers made them responsible for improving teaching as an individual. Likewise, 5% teachers critically reflected in their own work in ELT teaching and learning classroom and none agreed the statement better understand their own instructional process leading self-monitoring strategy in their professional carriers.

**4.*1.1.7 Frequency to Use Co-Operative Learning Strategy*

In response to the statement *'how often did you use co-operative learning strategy in order to teach students?',* I got the following different data from the secondary level English teachers which are given in the table 7.

Table 7

Frequency to Use Co-Operative Learning Strategy

Responses	No. of teachers	Percentages
Always	2	10%
Usually	12	60%
Sometimes	4	20%
Never	0	-

The above table shows that out of 20 secondary level English teachers, 60% teachers usually used co-operative learning strategy to teach in pandemic situation. Similarly, 20% teachers used sometime co-operative learning strategy as ELT strategy. Likewise, 10% teachers always used co-operative learning strategy in ELT classroom and none teacher never used co-operative learning strategy in ELT classroom to teach in difficult pandemic situation.

4.1.1.8 Joyous Feeling in Virtual Teaching Learning

In the response to the statement '*were students feel enjoyed in the virtual classes?,* I got the following different data from the secondary level English teachers which are given in the table 8.

Table 8

Joyous Feeling in Virtual Teaching Learning

Responses	No. of students	Percentages
Yes	9	45%
No	11	55%

The above table shows that out of 20 secondary level English teachers, 55% teachers did not feel enjoy the virtual teaching and learning. Similarly, 45% teachers enjoyed while teaching through virtual means. It means they enjoyed using new technology in teaching and learning matter to themselves and to the students.

4.1.1.9 Use of Technology before Pandemic

In response to the statement '*have you ever used technology in teaching before Pandemic?'* I got the following different responses from the secondary level English teachers which are shown in the table 9.

Table 9

Use of Technology before Pandemic

Responses	No. of students	Percentages
Yes	6	30%
No	14	70%

The above table shows that out of 20 secondary level English teachers, 70% teachers did not use technology in teaching learning activities and only 30% teachers used technology in the classroom before.

4.1.1.10 Technology to Use While in Pandemic

Regarding to the statement '*sorts of technology use while teaching in Pandemic,* I got the following different data from the secondary level English teachers which are shown in the table 10.

Table 10

Technology to Use While in Pandemic

Responses	No. of teachers	Percentages
Teaching through Zoom apps	3	15%
Microsoft Teams/ Google Meet apps	0	-
Radio Teaching Education	15	75%
None of above	2	10%

The above table shows that out of 20 secondary level English teachers, 75% teachers used radio teaching education while teaching in pandemic. Similarly, 15% teachers used teaching through zoom apps. Likewise, 10% teachers used none of the above technology. It means they used offline technology like created groups in facebook, messenger, g-mail and distributed note to the students and none of any teachers use Microsoft teams/ Google meet apps to teach in pandemic situation.

4.1.1.11 **Effectiveness of virtual classes**

Regarding to the statement '*are the virtual classes effective as like face to face classes',* I got the following different data from the secondary level English teachers which are shown in the table 11.

Table 11

Effectiveness of virtual classes

Responses	No. of Teachers	Percentages
Yes	1	**5%**
No	**19**	**95%**

The above shown table mentions that out of 20 teachers, 95% teachers did not feel virtual classes effective as like visual or real classes. Similarly, only 5% teachers felt virtual classes effective to teach ELT in the difficult pandemic situation.

4.1.1.12 Relations between Digital Classes and Technological Knowledge

Regarding to the statement *'digital classroom are difficult to manage because of the lack of technological knowledge,'* I got the following different data from the secondary level English teachers which are shown in the table 12.

Table 12

Relations between Digital Classes and Technological Knowledge

Responses	No. of Teachers	Percentages
Strongly Agree	12	60%
Agree	7	35%
Disagree	1	5%

The above shown table mentions that out of 20 teachers, 60% teachers strongly agreed about the term digital classroom are difficult to manage because of the lack of technological knowledge. Similarly, 35% teachers agreed to the same term and only 5% teachers disagreed to the term difficulty to manage digital classes due to the lack of technological knowledge in ELT teaching learning activities in difficult situation.

4.1.1.13 Conduction of Action Research

In response to, *'have you ever done action research in the classroom teaching during pandemic situation',* I got the following different data from the second**a**ry level English teachers which are shown in the table 13.

Table 13

Conduction of Action Research

Responses	No. of Students	Percentages
Yes	6	30%
No	14	70%

The above table shows that out of 20 secondary level English teachers, 70% teachers did not conduct action research in teaching learning activities during pandemic situation and only 30% teachers conducted the research during that difficult situation.

4.1.1.14 Insufficient Time and Resource to Manage Digital Classes

In response to '*there is no sufficient resource and lack of sufficient time for managing digital classes',* I got the following different data from the secondary level English teachers which are shown in the table 14.

Insufficient Time and Resource to Manage Digital Classes

Responses	No. of Teachers	Percentages
Yes	19	95%
No	1	5%

The above table shows that out of 20 secondary level English teachers, 95% teachers agreed to the term there is no sufficient resources and lack of sufficient time for

managing digital classes and only 5% teachers disagreed the term to teach ELT in difficult situation.

4.1.1.15 Challenge Faced by ELT Teaching in Pandemic Situation

In the ELT classroom, different kinds of challenges have faced by the teachers. For example, electricity problem, lack of equipment, unstable network and internet problem, difficulty to manage virtual classes effectively. In this study, teachers were asked a question in order to find out the problem that '*What sorts of challenges did you face while teaching in pandemic situation through virtual means?'* in response to this question, I got the following answer from the secondary level English teachers which are given in the table 15.

Table 15

Challenge Faced by ELT Teaching in Pandemic Situation

Question aspect	No. of the teachers	Percentage	Responses
What sorts of challenges did you face while teaching in pandemic situation through virtual means?	13	65 %	Electricity problem, low access of technological equipment, unstable network and internet problem, irregularity in students and passiveness in students
	4	20%	Difficulty to manage resources, unable to check the activity of students, unable to evaluate their daily activities, difficulty in showing teaching material, ineffectiveness of virtual teaching
	3	15%	Take longer time to provide feedback to the students and lack of technological knowledge

The above table shows that out of twenty secondary level English teachers, 65% teachers faced challenges like electricity problem, low access of technological equipment, unstable network and internet problem, irregularity in students and passiveness in students. Similarly, 20% teachers faced difficulty to manage resources, unable to check the activity of students, unable to evaluate their daily activities, difficulty in showing teaching material, in-effectiveness of virtual teaching. Likewise, 15% teachers took longer time to provide feedback to the students and they had lack of technological knowledge.

4.1.1.16 Effectiveness of the students to get virtual learning

In response to the question, *'Are every students of the institution get benefitted to virtual learning? If yes how? If not, write down any three suggestions for the equal access and benefit of all students.'* I got the following responses from the secondary level English teachers which are given in the table 16.

Table 16

Effectiveness of the students to get virtual learning

Question aspect	No. of the teachers	Percentage	Responses	Reasons
Are every students of the institution get benefitted to virtual learning? If yes how? If not, write down any three suggestions for the equal access and benefit of all students.	2	10%	Yes	As an alternative tool Create specified routine
	18	90%	No	Provide hard copy, connect to social network, participate in radio programs, individual teaching, create access of internet, make guardians aware about study, formulate policy by the local government

The above table shows that out of 20 secondary level English teachers, only 10% teachers shared virtual learning was as an alternative tool to make specified routine and teach in the pandemic situation through virtual means. Likewise, 90% teachers shared their views that students got benefitted from virtual learning by providing hard copy, connecting to

social network, participating in radio programs, individual teaching, making access of internet, making guardians aware about study and formulating policy by the local government.

4.1.1.17 Solution of the academic and technological problems

Discussing to the solution of the academic and technological problems while teaching through virtual means, teachers were faced various problems. But they tackled it in a smooth and systematic way like prepare lesson plans, use notes, provide trainings to the teachers. In order to find out the actual problems and solving ways of the teachers, they were asked a question. The question was, *'how did you tackle the* academic *and technological problems while teaching through virtual means?* In response to this question, I got the following answers which are given in the table 17.

Table 17

Solution of the academic and technological problems

Question aspect	No. of the teachers	Percentage	Responses
How did you tackle the academic and technological problems while teaching through virtual means?	11	55%	Make lesson plan, make notes, listen education related programs in radio, television, make aware about the study,
	5	25%	Consult with ICT teachers, watch education related videos in YouTube, provide basic training to the teachers, create virtual groups in social media
	4	20%	Use of alternative ways, support to the students, involve in self-monitoring

The table 17 shows that out of the 20 secondary level English teachers, 55% teachers shared quite similar ideas using lesson plans, make notes, listen radio programs to solve academic and technological problems. Similarly, 25% teachers explained about consulting to the IT teachers, providing basic training and creating virtual groups. Likewise, 20% teachers used alternative ways, individual meet and tried to solve the problems.

4.1.1.18 *Strategies used in difficult situation to* **teach** *ELT*

In the ELT classroom, different kinds of teaching strategies could be used to solve problems faced in teaching difficult situation. For example: problem solving, student centered, co-operative learning and self-monitoring. Teachers used these teaching techniques effective teaching learning activities. Moreover, different teachers used different types of teaching techniques in order to deliver subject matter successfully and confidently. In this study, teachers were asked a question in order to find out the most preferred techniques in ELT. The actual question was, '*which strategies did you use while teaching English subject to make teaching learning activities effective in difficult situation?* In response to this question, I got the following answers from the secondary level teachers which are given in the table 18.

Table 18

Strategies used in difficult situation to teach ELT

Question aspect	No. of the teachers	Percentage	Responses
Which strategies did you use while teaching English subject to make teaching learning activities effective in difficult situation?	14	70%	Problem solving, student centered, Peer-observation, co-operative
	4	20%	project work, discussion method, language assessment
	2	10%	Using virtual means, prepare note, radio television

The table shows that out of 20 secondary level English teachers, 70% teachers used problem solving and student centered strategies. Similarly, 20% teachers used project work and language assessment as a teaching strategy. Likewise, 10% teachers prepared note, and used radio television programs as a suitable strategies to teach in pandemic situation.

4.1.1.19 Assessment of workable method in teaching ELT

In response to the question, *'how did you assess and prescribe the workable method for the successful learning?'* I found the following responses from the secondary level English teachers**:**

- By phone and messages
- Taking an internal examination to the students
- Asked guardians about the effectiveness of teaching learning activities without real classroom
- Assessed from the students' response
- Encouraged students to submit assignment/ viva

- In cluster wise visiting
- Asking them for self-correction through radio classes
- By using student centered techniques and inductive method
- By inter level practice and providing concrete examples
- By conducting online tasks

4.1.20 Analysis of the information collected from the Questionnaires

The selected secondary level English teachers were observed by using questionnaires. A questionnaire containing different items was prepared for the purpose of observing teachers' practices of using different strategies for managing virtual classes while teaching ELT in the covid-19 pandemic situation.

When teachers used teaching strategies like problem solving, student centered, language assessment, peer-observation, co-operative, project work, discussion method, using virtual means, prepare note and radio television program related to the education, they made teaching learning activities quite interesting and easy to learn in that difficult situation. Based on the assumptions using effective method to teach in such difficult situation, I prepared a set of questionnaires, met to the teachers and schools and distributed questionnaires to the respective teachers. Under this study, 20 secondary level English teachers were sampled.

Under this study, I found secondary level English teachers were not experienced in using effective strategies to teach students in difficult situation addressing students' need, interest and accessibility to the equipment. They were guided and influenced by traditional ways of teaching. Out of 20 teachers, 70% teachers' teaching strategies were found problem solving related to the teaching condition and students' accessibility to the equipment, teachers and according to their interest. While following these student centered and problem solving strategies, teaching learning activities seen more effective than that of other strategies. Likewise, out of 20 teachers, 20% English teachers were found their teaching learning activities quite effective in using project work, discussion method, language assessment while teaching in the pandemic situation through virtual means. They motivated students to involve in micro level internal and external project works considering the situation. They discussed in groups through visual and virtual

means and assess their learning achievement to fulfill the specific objectives taken by the subject. In the same way, out of 20 teachers, 10% English teachers were found their teaching strategies fruitful while using virtual means prepare note and participate students in education related radio television programs. Thus, from the above data, it could be concluded that secondary level English teachers had not used suitable teaching methods while teaching ELT before pandemic. But then, they had faced various problems in teaching learning fields and solved it as per the capability.

4.2 Findings

This study attempted to find out the strategies used by the ELT teachers to teach in difficult situation. After analyzing and interpreting data, I have derived the major findings based on the response of 20 secondary level English teachers selected from Baglung district in order to fulfill the objectives of this research. Hence, the result collected and analyzed by the research tool questionnaires are given below:

- The finding of the study showed that problem solving method, student centered method, Peer-observation and co-operative learning strategies were very useful strategies for English language teachers to teach in difficult situation.
- Co-operative learning strategy was a more applicable strategy to teach English subject through virtual means which helped to learn effectively solving technological problems with peers.
- ELT teachers could solve their academic and technological problems by using lesson plans, making notes and encouraging students to listen radio programs.
- There was the close relationship between academic knowledge and technological knowledge to teach ELT in the secondary level English classes.
- Lecturing in virtual classes was not effective and it would be harmful for the weaker students who were in low access of equipment and unstable network problem.
- It was found that secondary level English teachers were satisfied in providing student centered methods and addressing students' problems.
- Project work, discussion method and language assessment task were found good to teach in that pandemic situation.

- It could address the students' interest towards study and their favorite learning aspect.
- Using virtual means like mobile phone, laptop, various virtual classes through zoom, Microsoft teams, Google meet, upload education and subject matter related videos in you tube, online and off-line classes, prepare and distribute notes and participating in radio television programs could be fruitful to the students.
- It was found that radio education could be suitable especially in the remote areas schools and students.
- Similarly, it was found that student centered technique ensured effective and suitable teaching learning strategies to express their problems while teaching learning through virtual means comfortably as 70% teachers agreed to this statements.
- Likewise, it was found that the same teaching method was not appropriate for handling classes in regular basis.
- In the same way, proper utilization of social media and equipment could help both teachers and students to gain knowledge in the pandemic situation as agreed by the 50% teachers.
- Now, peer-work, peer-observation and group works were found as an alternative strategic tool to teach in difficult situation as 40% teachers agreed to this statement.

Chapter V

Conclusions and Implications

This chapter includes conclusions and recommendations of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

Conclusions

The present study was carried out on the entitled Strategies Employed by the English Teachers during the Pandemic. The objective of the study was to find out the strategies used by the ELT teachers to teach in pandemic situation and to suggest some pedagogical implications based on the finding of the study. In this study, 20 secondary level English teachers from Baglung district were sampled. Non-random judgment sampling strategy was used in this study. Similarly, questionnaire was used as a research tool in this study. Hence, after analysis and interpretation of the data which were collected from research tool, it was found that problem solving, student centered strategies, peer-observation and co-operative learning were the very useful strategies to teach English subject through virtual means in difficult situations as 70% secondary level English teachers agreed to the statement. Likewise, co-operative learning strategy was a more applicable strategy to teach English subject through virtual means which helped to learn solving technological problems with peers as 50% teachers agreed to this term. Similarly, ELT teachers could solve their academic and technological problems by using lesson plans, making notes and encouraging students to listen radio programs as 55% teachers agreed to the statement. In the same way, it was found that there was close relationship between academic knowledge and technological knowledge to teach ELT in the secondary level English classes. Digital classroom was difficult to manage because of the lack of technological knowledge as 60% secondary level English teachers strongly agree the term.

Recommendations

Every research should have its recommendations. So, this research work also has some recommendations. On the basis of aforementioned summary of the findings, some recommendations have been enlisted in the following levels for convenience:

Policy Related

The following policy related recommendations can be made:

- Secondary level English teachers should be trained by the concerned authority or government for managing teaching learning activities effectively even though in various difficult situations to solve natural and men-made disasters like earth quake, Covid-19 pandemic situation, flood, and landslide affected schools focusing on useful strategies.

- There should be frequent practical observation, monitoring programs and provision of feedback for English language teachers from the concerned authority to make the teachers up to date in suitable teaching strategies.

- The curriculum experts and designers should be aware on the effective teaching learning strategies and should instruct teachers about such strategies to utilize the teaching learning field.

Practice Related

The following practice related recommendations can be made:

- Since the same teaching learning strategy and activity are not appropriate for all the students and the same instruction and strategies becomes quite complex for some students, whereas it is redundant for others, the teachers seems to apply different types of strategies for fulfilling the targeted objectives.

- The existing TPD policy has been conducting various trainings to develop teaching strategies for the teacher development in certain time interval. But it is not enough to all round development of teachers. So, there need to give the priority upon the TPD program focusing utilization of effective strategy to teach in difficult situation

- Teachers should apply the learned techniques in the real classroom teaching learning by reflecting their previous learning for making teaching learning activities easy and fast. And they should explore their own talents towards subject matter and technological knowledge developing creativity, criticality and originality about teaching.

Further Research Related

The research can be applicable for the following purposes:

- The finding of the research work could provide as a valuable secondary resource materials for the other researchers who are interested to carry out research work on teachers' teaching strategy.

- The research study is based on the teachers of secondary level. So, other researchers can conduct research work on other levels like primary, lower secondary, bachelor and masters level too.