

# **CHALLENGES FACED BY ENGLISH TEACHERS AT PRIMARY LEVEL**

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

**Submitted by  
Ishwori Wagle**

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

**2012**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Miss Ishwori Wagle has prepared this thesis entitled  
**“Challenges Faced by English Language Teachers at Primary Level”** under  
my guidance and supervision.

I recommend this thesis for acceptance.

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## **DECLARATION**

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

Date: 24/04/2012

.....

**Ishwori Wagle**

# DEDICATION

*Dedicated*

*To*

*My Parents*

*AND*

*Teachers*

*Who devoted their entire life for my study and made me what I am today.*

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**Ishwori Wagle**



## ABSTRACT

This research study entitled, **Challenges Faced by English Language Teachers at Primary Level** has been prepared to find out the challenge of primary English teachers and their causes at primary level of Syangja district. As secondary sources of data some books and journals were consulted. Especially Mitchell and Miles (2004), Harmer (2007), Harmer (2008), Bhandari and Adhikari (2011), were consulted. The primary level English teachers of Syangja district were the primary sources of data. The researcher used judgmental sampling procedure to sample the population. The questionnaire and observation form were used as research tools for data collection. Questionnaire was prepared for teachers. The study has found that primary level English teachers are facing several challenges related to; physical facilities improper class management, teaching materials , to conduct extracurricular activities, course book, use of mother tongue, multilingual classes, mixed ability classes, dropouts, dissatisfaction to salary homework system, teaching technique, lesson plan , lack of support from DEO and school , problems to handle new technology, lack of exposure for both teachers and learners, dissatisfaction to teaching hours , lack of supervision and suggestion from the supervisor, etc.

This thesis comprises four chapters. Chapter first is the introductory chapter which provides information regarding general background, review of the related literature, objectives of the study, and its significance. General background deals with global challenges of English teaching, challenges of English language teaching in Nepal, English language teaching, teachers education, issues in English language teacher education in Nepal, teaching English at primary level. Chapter two is methodology which includes sources of data, population of study, sampling procedure, and tools of data collection, process of data collection and limitation of the study. The sources of the study include both primary and secondary sources. Similarly, chapters three deals with the analysis and interpretation of data. The data obtained from questionnaire and observation forms have been analyzed and interpreted with the help of table in this chapter. In this chapter, descriptive approach has been applied. Likewise, chapter four lists the finding and recommendations which have been made in accordance with the analysis and interpretation. The references and appendix have been kept at the end of in the thesis.

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## **ABBREVIATIONS**

AD	Anno Domini
ALM	Audio-Lingual Method
BS	Bikram Sambat
CALL	Computer Aided Language Learning
CDC	Curriculum Development Center
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ect.	et cet-era
i. e.	That is (id est.)
M. Ed.	Master in Education
MT	Mother Tongue
NELTA	Nepal English Language Teachers Association
NESP	Nepal Education System Plan
No	Number
P	Page
STT	Students Talk Time
TTT	Teacher Talk Time
TPR	Total Physical Response
T. U.	Tribhuvan University

# **CHAPTER ONE**

## **INTRODUCTION**

This is the research work entitled “Challenges Faced by English Language Teachers at Primary Level”. The aim of this research is to explore the teachers’ challenges in teaching English at primary level. This introduction part starts with the problems of English language teachers while teaching English at primary level. Then it explores the literature related to this research. It also consists of objectives of the study and its significance.

### **1.1 General Background**

English is one of the most important languages not only in Nepal but for the entire world. Realizing such a fact, Nepal also introduced English as a foreign language. In Nepal, English has got emphasis for many years. English has been included from grade one. But the problem with teaching English is still in the great number. In the practical life, the students are not in the position to acquire English as they desire. There occur many problems in teaching field of English. Not only the teachers are the main source of creator of such problems but also due to many other concerned bodies English teachers have been facing problems. The teachers as well as the learners are compelled to face many hindrances while teaching and learning English gets started.

English language teachers have been facing many problems during their teaching. Here, are some problems that teachers are facing in English as a foreign or second language while teaching in the classroom. The problems are related to mixed ability class, large class, use of mother tongue, dealing with homework, encouraging less motivated students, giving feedback (Harmer, 2008).

### 1.1.1 Global Challenges of ELT

There have been lots of problems and challenges regarding teaching English in the world as well as in Nepal. According to Harmer (2008) some of the challenges that world have been facing are as follows:

- **Mixed Ability Class:** Mixed ability class refers to the class of mixed ability students or heterogeneous class. In mixed ability class there includes many different kinds of students in terms of level and learning ability.
- **Large Class Size:** Large class size is another problem in language teaching and learning. Large class size means not the physical but having large number of students.
- **Use of Mother Tongue:** Use of mother tongue is another problem in the classroom. Very often students use their mother tongue even the teacher wants them to be using English to activate their knowledge of the language.
- **Dealing with Homework:** Dealing with homework is another challenge in ELT classroom. For example, how much and what sort of (reading or writing, subjective or objective, from the textbook or outside) homework is to be given?
- **Encourage less Motivated Students:** Motivation as the internal desire to do something in order to achieve something. One of the main problems in ELT is the lack of motivation for learning English.
- **Giving Feedback:** Giving feedback is also challenge in ELT. Challenge related to giving feedback include: how to give feedback, when to give feedback, whether the two components (assessment and correction) separate or not etc.

### 1.1.2 Challenges of ELT in Nepal

English has grown as a big industry and a profession in Nepal. It has developed as a separate discipline. As the demand of English is growing, the challenges of teaching English are also increasing in Nepal. English language teaching and learning began in Nepal more than one and half century ago when Junga Bahadur opened Darbar High school in 1854. Though English is being taught and learned as a foreign language since then, ELT situation has not got much improvement yet. Despite its long history there are many challenges in this field. The adequate level of academic and practical efficiency has not been achieved yet. It is imperative that learning English has gained enormous popularity. The use of English language is increasing day by day. As result English has become a medium of instruction at many schools and colleges. The younger generation has been immensely attractive towards English language due to their interest in cyber culture. However, the total ELT scenario of Nepal is not that much satisfactory to date. Some of the major challenges of ELT in Nepal, according to Bhandari and Adhikari (2011, pp. 313-5) are as follows:

- **Lack of Stable ELT Policy:** Though English is being taught for long, Nepal lacks a stable ELT policy. Different commissions were formed time and again to reform educational strategies in Nepal which recommended different policies towards English language. For example, English was introduced from Grade one before 2028 B.S. After the recommendation of NEP, 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 classes.
- **Controversy over Medium of Instruction:** English language has a colonial history. People argue that there is a political interest of the

colonizers behind teaching English. They argue that they are trying to extend their cultural, religious and commercial imperialism through English. Making English a medium of instruction and teaching it displaces our original cultural, religion and lifestyle.

On the other hand, some scholars claim that English can serve as a lingua franca or official language in Nepal. Nepal has long ignored linguistic diversity adapting a "one nation one language" policy. Use of English as an official language can provide the linguistically less privileged communities a competing alternative and thus help them to compete in the global intellectual market. Because of these controversies over English language, it has not been a medium of instruction in many of our educational institutions.

- **Lack of Research:** ELT policy in Nepal lacks any authentic research and surveys. Plans, policies and objectives of ELT curriculum are not based on any research and need assessment. For example, once the objective of ELT was to inform/teach about the language but not the use of languages. Reading and writing were given high priority whereas there was not any provision of teaching and testing listening and speaking skills. As a result, our product is still not competent at listening and speaking.

However, the objectives of our recent curriculum have been changed as to enable the students to communicate with the native speakers. There is a provision of testing listening and speaking in the SLC. This may help to produce both academically and practically competent human resources to some extent.

- **Lack of Language Proficiency in Teachers:** Some ELT surveys in the Nepal have pointed out the lack of required linguistic proficiency among English language teachers in most of our schools. As a result, the



standard of English language teaching is very low in Nepal. More than fifty percent English teachers are still untrained. Better results cannot be expected from untrained and incompetent teachers.

- **Lack of Suitable Infrastructure:** Most of our schools lack good infrastructure and resources. Our classrooms, right from the school to the university level, are crowded in such a way that some students hardly get a seat. This creates a difficulty even for trained teachers to perform the activities effectively. Moreover, we find students of difficult learning levels. Teachers have to frequently deal with mixed ability classes. In many classrooms, we don't have any teaching aids except chalk and duster. This poses another challenge to effective teaching and learning.
- **English Beyond the Approach of Poor:** English Education is still very expensive in 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 a wide crevasse in the proficiency of student's between English medium and other schools.

Despite the above challenges, the future of ELT in Nepal is not that much bad. Even some community based schools have started to use English as a medium of instruction. Modern computer technology and multi-media have entered our English classrooms. Despite the limited resources and incentives, the number of professional English teachers is increasing. This will, of course, lead to the extension of the scope and horizon of ELT providing our teachers and students a timely exposure to the innovation and explosion of academic and professional knowledge in the field of ELT.

Similarly, according to Sharma (2010), there are many challenges of ELT in Nepal. These are:- no sufficient provision of special/ regular training for English languages teachers, no transfer of training into action in practice, lack of modern technology and the knowledge of its operation, lack of teacher's

devotion in teaching and learning activities, lack of motivation on the part of students, no sufficient physical facilities especially in community based schools, mixed ability classes, dealing with homework, TTT exceeding STT, lack of teaching materials, very poor listening ability, linguistically heterogeneous classes, large size classes, use of mother tongue in ELT classroom, overload for teachers, no systematic selection and appointment of teacher, very poor condition of overall educational sectors which exerts negative influence in ELT situation in Nepal, Poverty, lack of proper guidance, family background, cultural diversity, socio-economic status, illiterate parents, lack of feeling of competition and cooperation, no strict implementation of academic calendar, no practice of continuous evaluation system, lack of language lab for the language teacher and students, etc.

**Vale and Feunteun (1995) raised the following issues about language teaching:**

- An imposed language curriculum places demands and time constant on children and teachers.
- Activities are usually prescribed by a course book, and the preparation time available to the teacher is limited.
- There are practical restriction on the ability to change existing classroom space and organization.
- There is a need to complete a prescribed course within a prescribed number of lessons.
- Most course books present of fixed language content to be achieved within a fixed time frame by the whole class. There is also usually great pressure from parents and school administration for concrete (spoken) evidence of learning.

- The need for accuracy of performance in a language is driven by the academic pressure and future examination that will exist in the secondary school.

### **1.1.3 English Language Teaching**

Appreciation of English is not just the result of the favors of tall-figured, white-skinned, blue-eyed and brown-haired people from the community where English is spoken. Native language people of the world are deeply indebted to this language for playing vital roles in the development of the trade, transport and communication in the world.

Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in Nepal. Now, the new syllabus for school has been designed on the basis of the communicative approach in which grammar is supposed to be taught inductively. Richards and Rodgers (2002, p.1.) write;

Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies.

### **1.1.4 Issues in ELT Teacher Education in Nepal**

The history of English language teaching in Nepal is about a half a century. Earlier education was limited to the members of the royal family and there

were not any public schools across the country. English language education was started very late in Nepal. Formal beginning in the higher education started only after the opening of Tri-Chandra College in 1975 B.S. At that time, literature was the focus of study and the reading and writing skills are more emphasize. Teaching and learning could not be satisfactory due to many reasons. As mentioned by Awasthi (2003), there are various issues regarding ELT teacher education in Nepal, which are as follows:

- The class size of the teachers training classroom is still large and this makes the training very theoretical.
- Both newly set up primary teachers training centers and university campuses lack appropriate physical facilities, no teacher training institution is equipped even a language lab.
- The teacher education institutions lack adequate funds to carry out research in ELT and classroom practices.
- The finding of the researches carried out so far mostly by master degree students have not yet been considered for implementation.
- There is lack of coordination between or among the in-service and pre-service teachers training programs run by different agencies and institutions.
- The government policy regarding the training of teachers for the higher education level. As a result, the teachers training at the higher level or classes are virtually untrained.
- Availability of materials and access to electronic resources has been a luxury until now for a large majority of teachers.
- There is lack of database of English teachers of all level of education.

- Refresher training for the teacher educators and trainer is more or less in frequent.
- Lack of adequate English language proficiency of the English teachers teaching from primary level to university level.

### **1.1.5 Teaching English at Primary Level**

It is not necessary to justify the teaching of language in the primary years on the ground that it is the optimum period. What is needed is to show that it is socially and educationally desirable. Instead of searching for the optimum age in general it should be sufficient to show that the primary years are a good period for beginning of second language offering certain special advantages. Young children adolescents and adults especially those up to the ages of nine or ten often, learn differently from older children. (Harmer 2007, p.82)

- They respond to meaning even if they don't understand the individual words.
- They often learn indirectly rather than directly that is they take in information from all sides, learning from everything around them rather than only focus on the topic precise they are being taught.
- Their understanding comes not just from explanation, but also from what they see and hear and crucially, have a chance touch and interact with.
- They find abstract concepts such as grammar rule difficult to grasp.
- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teachers.

- They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span, unless activities are extremely engaging, they can get easily bored, losing attention or interest after ten minutes or so.

English as a foreign language has been teaching all schools in Nepal. And it is the medium of teaching and learning at higher level. Furthermore, the National Educational Commission reports and interaction programs held at different places times and with various groups, viz. ELT expert's stakeholders, and teachers etc. have laid great emphases on introducing English as compulsory subject in all schools of Nepal from the very beginning of schools education. This curriculum (2060 B.S.) has been design for primary level (grade 1-5) education in Nepal, with a view to catering the immediate need of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive communicative competence on the part of learner.

The major focus of this curriculum is on language skills viz., listening, speaking, reading, and writing. By the end of grade five children will be able to use English effectively in a limited set of situations. According to CDC (2060), the objectives of teaching English in the primary school in Nepal are as follows:

- To give pupils ample exposure to the English language so that they can understand and respond in simple English with acceptable pronunciation and intonation.
- To provide them with the opportunities to practice their English in and outside of the classroom, so that they can communicate in simple language.

- To help them develop enthusiasm for reading so that they will be responsive and knowledgeable reader.
- To help them develop their potentialities in writing so that they can be creative writers and
- To develop a positive attitude toward learning English and build up confidence in using English.

From 2065 B.S. Government of Nepal has recognized primary education from grade 1-8. The government has also decided to make the primary education compulsory and free to all the students.

## **1.2 Review of Related Literature**

This section provides information of previous research work and other related literature to the challenges of teacher. Kumar (2007.p.30) goes on saying “the literature review is an integral part of the entire research process and it makes a valuable contribution to almost every operational step”. He further adds that it has value even before the first steps that is when you are merely thinking about a research question that you may want to find answer to through your research journey (2007, p. 30). An attempt is made here to review the related literature in studying the challenges of primary teacher in teaching English at primary level in Nepal. No separate research has been carried out on challenges of English teacher in teaching English at primary level in Nepal yet. Some of the related literatures concerned with challenges which were helpful for the researcher are as follows:

Baral (2001) conducted a research on “A Study of Problems Faced by the Secondary Level Mathematics Teacher in Teaching Mathematics”. His objective was to find out the problems faced by secondary level mathematics teacher in teaching mathematics. He concluded that several problems of in the eyes of teachers such as in adequacies of textbook and teacher guides, lack of

instructional materials , irrelevancy of teacher training , lack of supervisor help and lack of physical facilities.

Yadav (2004) has studied on “Problems in Teaching Oral Skill in English”. His objective was to find out the problems in teaching oral skill in English. In his study, he enlisted many problems and their causes found out through questionnaire, observation and interview. From his research, he has concluded these problems in teaching oral skill in English. They are: lack of properly trained teacher, lack of the teaching material, lack of the interest of the teacher and student, lack of the physical facility, and lack of the proper time.

Chapagain (2006) carried out a research on “Problem in Learning Listening Skills: A case of lower secondary level”. The objective of his study was to find out problem in learning listening skill in the lower secondary level. He listed various problem in learning listening skills and their cause in his study. They are; lack of student attention, lack of Audio material in school, low proficiency in listening, untrained teacher etc.

Katy (2008) carried out the research entitled “Challenges Faced by English Language Teacher” in Tanzania. The main purpose of her study was to find out the challenges faced by Tanzanian teacher while teaching English as a foreign language. She found the various challenges in teaching English in Tanzania. They are lack of good command of English language both spoken and written form, no confidence from the part of teachers, the teachers are not assisted by teaching materials, lack of subject knowledge, lack of differentiation between pupils and the allocation of the teachers, and lack of knowledge of student’s level.

Rai (2010) carried out a study entitled “A Study of Challenges Faced by Bantawa Learner in Learning English as a Foreign Language”. The main purpose of study was to find out the challenges faced by the Bantawa learner in learning English and their causes. He selected hundred Bantawa learners and



10 secondary English teachers from the selected school, Bhojpur.

Questionnaire, interview and observation were the main tool of his study.

He found out these challenges faced by the Bantawa learner in learning English. Which were ;problem in physical facility, problem in number of student, problem in teaching materials, problem in text book, problem of mother tongue, problem in teaching technique and method etc.

Dhamala (2011) carried out a research entitled “A Study of Primary Teachers Perception towards English. “ The main purpose of his study was to find out the perception of primary English teacher towards in English. He selected 40 teachers from private and government aided school of Bhaktapur district. Questionnaire was the main tool of his study. He found out the following perception of teacher towards English.

- Sixty two percent of teacher of the primary level had positive perception towards teaching English.
- Very few teacher encourage the student to speak in English in the classroom
- Seventy percent teachers were unaware of the use of audio-video material.
- Private school teachers had more positive perception towards teaching English at primary level then government aided schools teachers.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

- To find out the challenges faced by English teachers at primary level.

- To find out the causes of the challenges.
- To suggest some pedagogical implications.

#### **1.4 Significance of the Study**

Teaching to a linguistically heterogeneous group is really intellectually challenging enterprise. Everybody can teach and can be a teacher but very rare persons can be a good teacher. The higher portion of responsibility and duty to fulfill the need and demand of the contemporary society and make the learner competitive in this globalized village has come on the shoulder of teacher. It is only possible in dynamic and versatile teacher who can solve the challenges. Therefore, the finding of this research will be meaningful insight to those people who are concern with language teaching and learning activities. Particularly novice teacher will get significant assistance from the finding of the study. It will be equally beneficial for ELT trainer, curriculum designer, textbook writer, policy maker as well as to meet the objective of English education.

## **CHAPTER TWO**

### **METHODOLOGY**

The researcher adopted survey method in this study. This method enabled the researcher to find out related facts regarding the challenges of primary English teacher in teaching English. The researcher adopted the following methodology:

#### **2.1 Sources of Data**

The researcher used both primary and secondary sources of data for this study.

##### **2.1.1 Primary Sources of Data**

The study was primarily based on the primary sources of data. The data were collected from the English teacher of primary level from community based schools of Syangja district.

##### **2.1.2 Secondary Sources of Data**

In addition to the primary sources of data, the researcher studied the book like, Harmer (2007), Mitchell and Myles (1998), Gass and Selinker (1937), Article, Journal and different materials such as primary education project (1991), report of department of education. The researcher consulted internet and website to collect the information.

#### **2.2 Sample Population/Population of the Study**

The populations of the study were all the primary level English teachers of Syangja district, headmasters, resource persons and English teacher trainers.

## **2.3 Sampling Procedure**

The researcher adopted judgmental sampling procedure to collect the information for the study. Adopting this procedure, twenty five primary level English teachers were selected from the 15 different schools. The researcher had administered the questionnaire and observed the classes.

## **2.4 Tools for Data Collection**

The main research tools for collecting data were class observation form and questionnaire.

## **2.5 Process of Data Collection**

To collect the data the following procedure were followed.

- The researcher went to the field, took permission and built rapport with the head teacher.
- Then the researcher purposively selected the primary English teachers.
- Later the researcher requested the primary English teacher to supply the information.
- Then the researcher explained the task and gave the questionnaire to the teachers. It took 15 minute.
- Next the researcher observed English classes. It took 40-50 minutes.
- Finally the researcher collected the filled up questionnaire and took left from the school.

## **2.6 Limitations of the Study**

The limitations of the study were as follows:

- This study was limited only to the study of challenges faced by primary English language teachers.
- This study was limited only to the primary English teachers who were teaching English in community based schools.
- This study was based on the challenges of 25 primary teachers of community based schools.
- The area of study was confined to Syangja district only.
- The data collection was limited to written sets of questionnaire class observation form.

## CHAPTER THREE

### ANALYSIS AND INTERPRETATION

This section includes and deals with the data of research work which were gathered during the field visit. Primary data were collected focusing mainly on the challenges faced by English teachers to teach English at primary level and to find out the causes of those problems. The data were in fact achieved through the use of relevant observation form and questionnaire from the concerned personnel.

The purpose of this section is to code present, analyze and interpret the data descriptively and analytically.

#### 3.1 Status of the Physical Facilities

Physical facilities are the most basic needs for teaching and learning. The data related to the physical facilities were collected with the help of observation of class and questionnaire. The physical conditions of 15 different community based schools of Syangja District, where English teachers are teaching are presented through the following table:

**Table No. 1**  
**Physical Condition of Schools in Syangja District**

<b>Physical Areas</b>	<b>Condition</b>
a. Class room arrangement	Bad in 12 Schools
b. Environment	Silence in 10 Schools
c. Electricity	Available in 8 Schools
d. Drinking water	No available in 10 schools
e. Ground	Big in eleven Schools
f. Library	Only in 4 Schools
g. Toilet	Available in 10 Schools

The table no.1 vividly presents the physical condition of 15 different schools of Syangja district.

- a. Classroom arrangement-The table presents that, the classroom of 12 schools were not well arranged, the desks and benches were haphazardly arranged. In one school, the researcher found that the students arranged the seats themselves .Only the three school managed the class properly. Thus, the table clearly shows that because of haphazardly managed classroom, it had direct bad influence on teaching English. So it also creates the problem to the English teachers to teach English.
- b. Environment- Similarly; the surrounding environment of 12 schools out of 15 was good. So, it has positive impact on teaching but 3 schools had noisy environment because of seasonable road near the school. Noisy environment also hamper in teaching and learning.
- c. Electricity- Likewise, the table presents that, electricity was available in 10 schools but not in 3 schools. Electricity is essential to operate modern technology.
- d. Library- Similarly, there were not library in 12 schools. The researcher found that there were only few books which were provided by Room to Read.
- e. Ground- The researcher found that there was big ground in eleven schools which helps teachers to organize different activities e.g. quiz contest, spelling contest, games etc. So, it has good effect in teaching and learning.
- f. Drinking Water- Likewise, there was no drinking water in ten schools. The researcher saw in her field visit students were late because they went to drink water far from the schools. Because there was no drinking water in schools.

- g. Toilet- The researcher saw toilet in most of the schools. But there was no provision of water in toilet. In some of the schools, only the teachers used toilet but not by the students.

From the analysis of the above data, it is interpreted that comparatively the physical condition were not well furnished and were not suitable for the purpose of teaching English as a foreign language. So interpreting the physical facilities it could be easily said that there had been challenge for teachers who were teaching English as foreign language.

Challenges and causes are two sides of a coin. Thus, for the above challenges, there could be several causes. The responses of 25 English teachers of different 15 schools are as follows:

**Table No. 2**  
**Causes of the Lack of Physical Facilities**

<b>S.N</b>	<b>Causes</b>	<b>No. of Teachers</b>
a.	Weak economic condition of school	15
b.	Newly upgraded school	5
c.	Lack of DEOs help	7
d.	Weak schools administration	6
e.	Lack of parents activeness	5

The above table shows that weak economic condition of school was a common cause of challenge for 15 teachers. Newly upgraded of school was another cause of challenge for 5 teachers. Similarly, seven teachers opined that lack of DEOs help was the cause of challenge. Weak school administration was common cause for 6 teachers. Likewise, five teachers responded that lack of parent's activeness was the cause.



### 3.2 Condition of Teaching Materials

Teaching materials play vital role in teaching and learning process. The data related to the teaching materials were collected with the help of observation and questionnaire. The condition of teaching materials 15 different schools of Syangja district were as follows;

**Table No. 3**  
**Condition of Teaching Materials in Syangja District**

Teaching Materials	Condition	
	Available	No available
a. Tape recorder	5	10
b. Black/White Board	15	-
c. Pocket Chart	9	6
d. Realia	5	10
e. Pictures	10	5

The above table clearly shows the condition of teaching materials of 15 different schools.

- a. Tape recorder- Out of 15 schools only 5 schools had tape recorder. On the other hand there was not any recording device in ten schools. So it creates problem to teach listening, pronunciation, etc.
- b. Realia- Similarly 10 schools didn't have any Realia. Teachers did not use realia to teach the names of fruits, vegetables, etc. Realia gives concrete knowledge of the things to the learners. Without realia there occur problem to the teachers to teach English.
- c. Black/White Board- In the case of Black/White board, 1 school had white board and 14 schools had black boards and they were in good condition which had good effect in teaching English.

- d. Pocket charts- Pocket charts were available in the 9 schools but teachers were not using pocket charts properly for teaching learning purpose.
- e. Pictures- The pictures were available in ten schools, but the actual case was that the schools had such teaching materials but the teachers didn't use them properly for teaching and learning.

Challenges and causes are two sides of coin. For the above challenges there could be several causes. The responses of 25 English teachers of 15 different schools are as follows;

**Table No.4**  
**Causes of Lack of Teaching Materials**

S.N	Causes	No. of Teachers
a.	School administration and DEO were not strict for this matter	8
b.	Weak economic condition of school	15
c.	Teachers were not conscious about it	3
d.	Teachers were not qualified to use available one properly	2

The above table shows that, the cause of the challenge of lack teaching materials for 8 teachers was “school administration and DEO were not strict for teaching materials”. Due to poor economic condition of school was common cause for 15 teachers. Likewise, lack of teacher’s consciousness to the teaching materials was common cause of three teachers. And lack of teacher’s ability to use available one properly was the cause of the problem for two teachers.

### **3.3 Text books**

Textbooks are the main source of teaching and learning. We can't imagine teaching learning activities without textbooks. The conditions of the textbooks

of 15 different selected schools were good. The researcher in her class observation found that there were textbooks in all the schools. It was the last month of the academic year so textbooks were available in all the selected school.

### 3.4 Teaching Technique

Technique is differing from person to person. Different English teachers were using different techniques and methods to teach English. The researcher found the following methods applied in the classroom:

**Table No.5**  
**Technique Applied in the Classroom**

S.N	Techniques	No. of Teachers
a.	Drills	8
b.	Question-Answer	8
c.	Pair work	1
d.	Repetition	5
e.	Demonstration	2
f.	Group work	1

The above table presents the vivid picture of the techniques and methods used by English teachers.

- a. Drill- The table shows that 8 teachers taught English through drill technique in which the teachers first had presented new structure of English by writing on the board and asked the students to drill with the structures.
- b. Question-Answer- Most of the teachers used question-answer and lecturing methods. Here the teachers first ask the question to the students and told the answer themselves to the students.

- c. Pair work-Only one teacher used the pair work. While doing so the teacher told the students to be pair and gave them pieces of papers having letter and told them to make words.
- d. Group work- Similarly one teacher used the group work. Here the teacher divide the class in to 5 groups and the teacher provide a paragraph of a story for each group. Then ask what the students understand in each paragraph.
- e. Repetition- Likewise, 5 teachers used repetition technique. Here the teachers told students to repeat or follow the teacher whatever he/she told.
- f. Demonstration –Demonstration technique was used by only two teachers. The teachers show pictures, realias, etc. ask the students to tell and write something.

Out of many teaching techniques used to teach English in the classroom very limited techniques were selected by the English teachers. All the teachers applied teacher-centered techniques in most of the time. In the researcher class observation, the students were very passive. To obtain more information from the teachers the researcher used questionnaire as the tool of research. The information was gathered through the question “which technique do you used to teach English in class room?” To the response of this question 20 teachers responded teacher-centered techniques. Only 5 teachers replied that they used student-centered techniques. It was the teachers ' compulsion to use teacher-centered techniques because of the many reasons. It was a great problem to the teachers only to use teacher-centered technique. The causes of this challenge have been presented in the table no 6.

**Table No. 6**  
**Causes of Applying Teachers Centered Technique**

S.N	Causes	No. of Teachers
a.	Lack of student participation	10
b.	Lack of sufficient time	12
c.	Lack of teaching materials	12
d.	To finish the course	4
e.	Lack of teachers expertise	3

The above table clearly shows, due to lack of student participation was common cause of 10 teachers to use teacher-centered technique. Likewise, 12 teachers opined that they used such techniques because of the lack of the sufficient time. To finish the course lecturing was the good method. Similarly, due to lack of teaching materials was common cause for 12 teachers. To finish the course on time was common cause for 4 teachers. And due to lack of teacher's expertise was common cause for 3 teachers to use teacher centered technique.

### **3.5 Useful and Appropriateness of Text Books**

Text books are main source of teaching and learning. It is completely impossible to teach without text books. The teachers who taught English at primary level respond the question "Do you think present English textbooks are appropriate and useful?" To the response of this question 8 teachers respond positively i.e. (yes). But 17 teachers respond negatively i.e. (no). It shows that primary English teachers were not satisfied with the present textbooks. So it is the great challenge for the teachers. The causes of this challenge have been presented in the table no 7.

**Table No. 7**

**Causes of Less Useful and Appropriateness of the Textbooks**

<b>S.N</b>	<b>Causes</b>	<b>No of Teachers</b>
a.	These books only focus on the productive skill	8
b.	There are not phonetic symbols to teach pronunciation	8
c.	It is not based on child psychology	4
d.	It is not need based	3
e.	Subject matter are complex	2
f.	Theoretical nature	4

From the above table, it is clear that 8 teachers opined this course only focus on productive skills but not receptive skills. So, it was the problem of the course. Similarly, not having phonetic symbols to practice pronunciation in book was common cause of the problem for 8 teachers. The course was not based on the child psychology was the common cause to 3 teachers. Because of the complexity of the subject matter was the cause for 2 teachers and theoretical-nature of contents was the common cause for 4 teachers.

### **3.6 Ability to Conduct Extracurricular Activities in English**

#### **Medium**

Extracurricular activities broaden the students' knowledge. It has great importance to develop the overall skill of the students. To make students forward in English, several extracurricular activities e.g. spelling contest, essay writing, poem writing, debate competition, etc. should be conducted in English medium. For these activities the teachers should be capable to conduct different programs. Administration also should help for the teachers. The data was gathered through the question "Do you organize extracurricular activities in English medium?" To the response of this question only 6 teachers responded positively i.e. (Yes) but on the other hand remaining 19 teachers responded negatively i.e. (No). So it shows that teachers were facing problem to

conduct extracurricular activities in English medium. The causes of the problem have been presented in the following table.

### **Causes of not Conducting Extracurricular Activities in English Medium**

S.N	Causes	No. of Teachers
a.	Lack of administration help	5
b.	No Friday program in school	10
c.	Lack of expert teachers to conduct programs	6
d.	Students were not interested	15
e.	Lack of place	2

The above table clearly shows that five teachers opined lack of administration help was cause of the problem. Similarly, 10 teachers responded that there were no Friday programs in their school. Due to lack of expert teachers to conduct the program was the common cause for 6 teachers. Likewise students were not interested was common cause for 15 teachers. 2 teachers opined lack of place was the cause of the problem.

### **3.7 English Understanding Ability of Students**

It is written that the medium of instruction must be English while teaching language. The teachers responded the question “Do your students understand if you teach through English?” To the response of this question out of 25 teachers only 3 teachers respond positively i.e. (Yes) but remaining 22 teachers respond negatively i.e. (No). If the students cannot understand English there occurs big challenge to the teachers. Being English students they should able to understand the teachers speaking. So if the students cannot understand English it creates great problem for English teachers. The causes of the challenge have been presented in the table no 9.

**Table No. 9**  
**Causes of not Able to Understand English**

S.N	Causes	No. of Teachers
a.	English is second language for students	22
b.	Students don't get exposure outside class	6
c.	Lack of time/limited time	8
d.	Negligence of students	4

From the above table it is clear that the main causes of not able to understand the English by students was English as second language for 22 teachers. Lack of exposure was common cause for 6 teachers. Limitation of time was common cause for 8 teachers. Likewise, negligence of students was common cause of problem for 4 teachers.

### **3.8 Status of Use of MT (mother tongue) in Classroom**

Students come from different linguistic background in school. They have their own languages and identities. We cannot imagine monolingual classes in our country. If the students use mother tongue in their classroom it creates great problem for the teachers to make them able to understand. The teachers respond the question "Do your students use MT in class room?" To the response of this question only 5 teachers responded no. It means their students didn't use MT in the class room. But on the other hand 20 teachers responded that their students use MT in the classroom. So use of MT is great challenge for English teachers. The causes of this problem have been presented in the table no 10.



**Table No.10**  
**Causes of Using MT in the Classroom**

S.N	Causes	No. of Teachers
a.	They feel difficult for English	15
b.	They want MT education	4
c.	Lack of discipline	8
d.	Administration is not strict about rules and regulation	3

The above table clearly shows that the different causes, which were responsible to use MT in the class room. Because of the complexity of the course/English was common cause for 15 teachers. Similarly, 4 teachers opined that the cause of use of the mother tongue was students want MT education. Lack of discipline was common cause for 8 teachers. And lack of strict rules and regulation of administration was cause of the problem for three teachers.

### **3.9 Problems Related to Dropouts**

Most of the students leave school at primary level. Dropouts creates great problem to obtain predetermined objectives of teachers as well as the course. The English teachers respond the question “Is there dropout problem in your school?” To the response of this question 3 teachers respond ‘No’ i.e. positively. But remaining 22 teachers respond negatively i.e. ‘Yes’. From the above response, it is clear that there was great problem of dropouts. The causes of this problem have been presented in the following table no 11.

**Table No.11**  
**Causes of Students Dropouts**

S.N	Causes	No. of Teachers
a.	Poor economic conditions of parents	18
b.	Household works	15
c.	Illiterate parents	12
d.	Lack of exposure	8
e.	Lack of MT education	10

From the above table it is clear that due to the poor economic condition of parents was common cause of dropouts for 18 teachers. Likewise due to household work was common for 15 teachers. Similarly, illiterate parents were common cause for 12 teachers. Lack of exposure to the students was common cause for the 8 teachers. And lack of MT education was the cause of dropouts for 10 teachers.

### **3.10 Teachers Salary**

Salary works as an incentive for the teachers'. Incentive plays vital role to make anyone to be responsible for their duties. The English teachers responded the question "Are you satisfied with your salary". Only 5 teachers gave the positive respond regarding their obtained salary. But remaining 20 teachers respond negatively i.e. 'No'. So it shows that primary level teachers weren't satisfied with their salary. So it was a great challenge the teachers. The causes of this challenge have been presented in the following table no 12.

**Table No.12**  
**Causes of being Dissatisfaction to the Salary**

S.N.	Causes	No. of Teachers
a.	It was not sufficient to fulfill the daily needs of the teachers	16
b.	It can't address our labor	6

The above table clearly shows that the obtain salary was not sufficient to fulfill the teachers daily needs was the common cause of the problem for 16 teachers. The obtained salary was not enough so they have to engage side jobs as a result they didn't get time for the preparation of teaching. Likewise, six teachers told that obtained salary can't address the teachers labor was the common cause of the problem.

### **3.11 Status of Homework**

Homework is one of the essential parts of teaching activity. It plays important role to obtain the objective of class/lesson. If the students do homework regularly it helps the teachers to achieve the predetermined objectives. The English teachers responded the question "Do your student do homework regularly?" To the response of this question 19 teachers respond that their student didn't do homework regularly. On the other hand only 6 teachers said that their students did homework. So it was a great challenge for English teacher. The causes of this problem have been presented in the table no 13.

**Table No 13**  
**Causes of not Doing Homework by Students.**

S.N	Causes	No of Teachers
a.	Student were very lazy	7
b.	Student were not obedient	7
c.	Student feel difficult for English subject	15
d.	Lack of exposure	8
e.	Student have to do household work	15
f.	Illiterate parents.	10

The above table clearly shows the several causes of the problem. Lack of obedience of students and student laziness were the common cause of the problem for 7 teachers. Likewise, due to difficulty level of English the students didn't do homework regularly was the common cause for 15 teachers.

Similarly, 8 teachers' opined that their students did not do homework regularly because of the lack of exposure. Student had to works household work so they didn't do homework was common cause for 15 teachers. And due to illiterate parents was the cause of problem for five teachers.

### **3.12 Use of Lesson Plan**

Lesson plan is prerequisite for teaching. A good teacher prepare lesson plan before teaching. Lesson plan helps to achieve the objective of the lesson. It makes class systematic and help to finish the course on time. English teacher responded the question "Do you prepare lesson plan before teaching lesson?". To the response of this question, only five teachers responded that they prepare lesson plan before teaching. But on the other hand 21 teachers responded that they didn't prepare any plan before teaching. So, if the teachers go class without plan it creates challenge for teachers. As a result, it became a great challenge for English teachers. The causes of this challenge have been presented in the table no 14.

**Table No.14**  
**Causes of not Preparing Lesson Plan**

S.N.	Causes	No. of Teacher
a.	Negligence of teacher	7
b.	Lack of administration strict rule	6
c.	Unable to implement in real class	9
d.	Teachers had mental plan	12
e.	Not possible to made daily plan	8
f	Experience teachers	5

The above table clearly shows that negligence of teacher was the cause of not preparing lesson plan for seven teachers. Lack of administration strict rule was common cause for 6 teachers. Similarly, 9 teachers opined that they didn't prepare plan because it was difficult to implement in real class. Likewise, 12 teachers responded that they had mental plan so they didn't prepare plan. It was not possible to make daily plan was common cause for 8 teachers. And five teachers told that they were experience so they didn't need plan.

### **3.13 Supports from DEO**

DEO is one of the direct concerned bodies of schools. DEO plays vital role in the schools. Generally, it should provide help/support to the teachers. The English teachers responded the question "Do you get support from DEO". To the response of this question 18 teachers respond they didn't get support from DEO. Only 7 teachers responded they got support from DEO. The majority of the teachers didn't get support from DEO. So, it was great challenge for English teachers. The causes of this challenge have been presented in the table no 17.

**Table No. 17**  
**Causes of Getting less Help from DEO**

S.N.	Causes	No. of teachers
a.	DEO politically does bias to the schools	8
b.	DEO doesn't listen the voice of remote area	10
c.	DEO never supervise the school properly	9

The above table shows that DEO politically bias to the schools was the main cause of problem for 8 teachers. They said that their schools became the victim of political prejudice. Similarly, 10 teachers answered the cause of the problem was DEO doesn't listen the voice of the remote area. Likewise, 9 teachers responded that DEO never supervise the school properly was the cause of the problem.

### **3.14 Condition Teachers' Professional Development**

English is second language for Nepalese students as well as teachers. English is more difficult than other subjects. So, English teachers need more training and professional development programs from the school and government. School administration should conduct various kinds of professional developments programs for English teachers. The English teachers responded the question "What sorts of program does your administration lunch to your professional development". To the response of this question only 6 teachers answered they got refreshment training programs and school offered seminar, workshop and offered them in NELTA training. But remaining 19 teachers answered that they didn't get any professional development programs from schools. So, it was a great challenge for English teachers. The causes of this problem have been presented in the table no 16

**Table No. 16**  
**Causes of not Getting Professional Development Programs from**  
**School**

S.N.	Causes	No. of Teachers
a.	School weak economic condition	8
b.	Negligence of administration	9
c.	Lack of experts	10
d.	Lack of teachers interests	7
e.	School never addresses the teachers Problems	5

The above table clearly shows that because of the financial problem the school didn't conduct professional development programs for the English teachers were the common cause for 8 teachers. Similarly, due to negligence of the administration was the common cause for 9 teachers. Ten teachers responded that lack of experts in school was the cause of the problem. And five teachers answered that school didn't conduct program because the school never addresses the teacher's problems.

### **3.15 Teachers' Ability to Handle New Technology**

Science brings many new technologies in the field of teaching and learning. Technology has vital role to make teaching and learning activities effective. Technology brings real like situation in the classroom .the English teachers responded the question "Are you able to handle new technology?" To the response of this question only three teachers answered positively. But, on the other hand, 22 teachers responded that they couldn't able to handle new technology. So, it was a great challenge for English teachers. The causes of this problem have been presented in the table no 17

**Table No. 17**  
**Causes of Unable to Handle New Technology**

S.N.	Causes	No. of Teachers
a.	Lack of training	12
b.	Lack of technology in school	10
c.	Lack of teachers readiness	5
d.	Lack of electricity	8
e.	Lack of time to learn	7

The above table clearly shows that there were several problems related to not able to handle new technology by English teachers. Lack of training was the common cause for 12 teachers. Similarly, lack of technology in school was another cause for ten teachers. Five teachers answered that they didn't have readiness to learn how to operate technology. Lack of electricity was cause of this problem for 8 teachers. Unavailability of time to learn how to operate technology was the common cause of the problem for 7 teachers.

### **3.16 Managing Mixed Ability Class.**

In a real sense all class have student with mixed ability. Many teachers are extremely worried about the fact that they have students in their classes who are at different levels of proficiency. Indeed, mixed ability classes are a major preoccupation for most of us because they appeared to make planning and the execution of plan in lessons extremely difficult. Many teachers see mixed ability classes as especially problematic. The data was gathered through the help of question. "Do you find difficult to manage mixed ability classes?" to the response of this question only six teachers answered that they did not feel difficult to manage mixed ability class. But, on the other hand, nineteen teachers responded that they felt difficult to manage mixed ability classes. So, it was a great challenge to manage the class for primary level English teachers. The cause of the challenge has been presented in the table no 18.



**Table No. 18**  
**Causes of being Unable to Managed Mixed Ability**

S.N.	Causes	No. of Teachers
a.	Not able to understand child psychology	8
b.	Lack of multiple intelligence	6
c.	No provision to take proficiency test	7
d.	Lack of group work and pair work	5
e.	Lack of training	12

The table no.18 clearly shows the several causes of not being able to manage mixed ability classes. Because of not able to understand child psychology was the common cause for six teachers. Likewise, seven teachers answered that the cause of not being able to manage mixed ability class was no provision to take proficiency test. Similarly, five teachers answered that there is no trend to conduct group work and pair work teaching technique was the cause of problem. And twelve teachers answered that lack of training to manage mixed ability class was the cause of the problem.

### **3.17 Status of Exposure to the Students**

Exposure plays vital role to learn and teach English language. If the students get enough exposure, they learn English easily. So, exposure is essential factor for learning. The data was gathered through the help of a question “Do your students get enough exposure to learn English?”. To the response of this question only 4 teachers answered that their students got enough exposure. But other 21 teachers responded that students didn’t get exposure to learn English. If the students didn’t get exposure it would be very difficult to teach them English. So, it was a great challenge for English teachers. The causes of this challenge have been presented in the table no.19.

**Table No. 19**  
**Causes of Getting less Exposure**

S.N.	Causes	No. of Teachers
a.	Uneducated parents	12
b.	Lack of English environment	8
c.	Use of teachers- centered techniques	12
d.	Lack of time	3
e.	Lack of teaching materials	7

The above table clearly shows that there were several causes of not getting enough exposure. Ten teachers answered that due to uneducated parents was the cause of getting less exposure. Similarly, 8 teachers replied that lack of English environment was the cause of this problem. Likewise, use of teacher-centered technique was the common cause of the problem to 12 teachers. Lack of time was another cause of the problem for 3 teachers. And lack of teaching materials was the common causes of not getting enough exposure.

### **3.18 Teaching Hours**

Generally, five periods are allocated for English in a class in a week. Altogether there are 25 periods in a week at primary level for English. The data was gathered through the question “Do you think the allocated periods/times are sufficient to mastery over English?” To the response of this question, only 5 teachers replied that allocated time was enough. But 20 teachers were not satisfied to the allocated time. They answered only 5 periods in a week for per class was not enough to mastery over English. So, they faced challenge to the allocated time. The causes of this challenge have been presented in the table no 20.

**Table No. 20**  
**Causes of not Being Sufficient the Allocated Time / Periods**

S.N.	Causes	No. of Teachers
a.	Teachers cannot finish course in time	6
b	Predetermined objectives can't obtain	9
c.	Unable to conduct group work and pair work	10
d.	Students centered techniques can't apply	10
e.	Second language needs more time than other subjects	4

The above table clearly shows the several causes of dissatisfaction to the allocated periods. Six teachers replied that unable to finish the course on time was the cause of this problem. Similarly, 9 teachers answered that they were not satisfied with allocated time because the available time was not enough to achieve predetermined objectives of the course. Due to unable to conduct group work and pair work was common cause for 10 teachers. Similarly, unable to use student centered technique was the common cause for 10 teachers. And 4 teachers answered that because of the second language the allocated time was not enough to mastery over English.

### **3.19 Supervision from Supervisor**

Continuous supervision and constructive suggestion from supervisors avoid the challenges of the teachers. Supervisors should provide technical remedies of the teacher's problems. The data about the status of supervision of schools/classes by supervisor was gathered through the help of the question "Do the supervisors come regularly?" To the response of this question, 18 teachers answered that supervisor did not come regularly. Only 7 teachers answered that the supervisors used to come in school. During the research, the researcher found that one of the teacher replied that he never saw supervisor.

So, it was a great challenge for teachers. The causes of this problem have been presented in the following table:

**Table No. 21**  
**Causes of Less Arrival of Supervisors**

S.N.	Causes	No of Teachers
a.	Remote area	12
b.	Lack of vehicle	8
c.	DEO doesn't have strict rule	10
d.	Lack of provision of the lodging and fooding	5
e.	They are busy in politics	3

The above table clearly shows that 12 teachers answered that because of the remote area the supervisors did not come. Likewise, lack of comfortable vehicle was common cause to 8 teachers. Likewise, 10 teachers opined that the lack of strict rule of DEOs was cause of not arrival of supervisors in schools. Similarly, 5 teachers answered that lack of provision of lodging and fooding for supervisors was the cause of the problem. And 3 teachers said that supervisors were busy in the polities so they did not come to the schools.

### **3.20 Suggestion from Supervisors**

During teaching the teachers face several problems. Teachers expect constructive suggestions from the supervisors. Supervisor's suggestion works as a remedy for the teachers to solve the educational problems. The data was gathered through the question "Do the supervisor give the suggestions?" To the response of this question, 18 teachers answered that they did not come school and they did not give any suggestions. The causes of this problem have been presented in the table no 22.

**Table No. 22**  
**Causes of not Giving Suggestion**

S.N.	Causes	No. of Teachers
a.	They are unexperienced	10
b.	They have only theoretical knowledge	10
c.	They are not English specialist	7
d.	They don't come school	4

The above table clearly shows that 10 teachers answered that they did not give the suggestions because they were not experienced. Similarly, due to having only theoretical knowledge was common cause for 10 teachers. Similarly, 7 teachers opined that due to lack of English specialist was common cause of the problem. And 4 teachers opined that they did not visit school, so how is it possible to give suggestions.

### **3.21 Situation of Incentives from Parent and other Concerned Bodies**

School is situated in the community. All the students in schools are from community and teachers are also from that community. We cannot imagine school without community, students and teachers. So, school is amalgamation of tri-dimension i.e. community, students and teachers. The information is gathered through the question “Do you get any incentives/supports from parents to teach English?” To the response of this question, only 7 teachers answered positively. On the other hand remaining 18 teachers replied that they did not get any support from the concerned bodies. So, it was a great challenge for English teachers. The causes of this challenge have been presented in the table no 23.

**Table No. 23**  
**Causes of Getting less Support from Parents**

S.N.	Causes	No. of Teachers
a.	Illiterate parents	15
b.	Lack of feeling of co-operation	6
c.	Lack of time	3
d.	Lack of knowledge	3

The above table clearly shows that the causes of getting less support from parents. Due to lack of education/illiterate, parents were the common cause for 15 teachers. Likewise, 6 teachers responded that because of the lack of the feeling of co-operation with the parents was the cause of problem. Similarly, due to lack of time to visit regularly in the school was common cause for 3 teachers. Parents have to engage in agriculture so they do not have enough time. And 3 teachers responded that parents did not have knowledge to give suggestions for the teacher was the cause of the problem.

### **3.22 Textbooks**

Textbooks are the main source of teaching and learning activities. In our country we cannot imagine teaching and learning without textbooks. So textbooks are most essential things. The data were gathered through the help of the question “Are the textbooks available on time?” To the response of this question 14 teachers replied that they got textbooks on time. Remaining 11 teachers responded that they did not get textbooks on time. One of the teacher replied that he got books in the half of the academic year. So, it was a great challenge for teachers. The causes of this challenge have been presented in the table no 24.

**Table No. 24**  
**Causes of not Getting Books on Time**

S.N.	Causes	No. of Teachers
a.	Remote area	6
b.	Students weak economic condition	4
c.	Lack of awareness	5
d.	Lack of schools responsibility	8

The above table clearly shows that the causes of not getting textbooks on time. Due to remote area was the cause of not getting textbooks on time was the cause for 6 teachers. Similarly, four teachers answered that due to poor economic condition of the students they didn't get books on time. Likewise, lack of awareness was the common cause of the problem for five teachers. And lack of school responsibility was the common cause of the problem for the 8 teachers.

### **3.23 Problems Related to Pronunciation**

English is the Second language for Nepalese students. There are various phonetic sounds and symbols. The beginners extremely feel difficult to the pronunciation. The data was gathered through the help of the question "Which aspect do you feel the most difficult to teach at primary level?" To the response of this question almost all the teachers respond that they feel difficult to teach pronunciation. The cause of this problem has been presented in the table no 25.

**Table No. 25**  
**Causes of Facing Problem to Teach Pronunciation**

S.N.	Causes	No. of Teachers
a.	Lack of phonetic sounds and symbols in textbooks	15
b.	Lack of language lab in school	25
c.	Teachers don't have sound knowledge of pronunciation	3

The above table clearly shows that, due to lack of phonetics sounds and symbols in textbooks was the common cause of problem for 15 teachers. Likewise, due to lack of language lab in the school was the common cause for 25 teachers of this problem. Similarly, 3 teachers answered that they felt problem to teach pronunciation because they don't have good knowledge of pronunciation.



## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

After a close analysis of data gathered for this purpose, the researcher has found out the following problems faced by the English teachers at primary level:

1. Physical facilities-The condition of the physical facilities in most of the selected schools were not well furnished or satisfactory classroom management was also not good in most of the selected schools, desk benches were haphazardly set. There was no drinking water and library in most of the selected schools. The causes of being so were,-weak economic condition of schools, newly upgraded schools, weak schools administration, lack of DEOs and parents activeness.
2. The researcher found that most of the teachers were compelled to teach through teachers-centered technique. They used this technique because of the lack of students' participation, lack of teaching materials. And most of the teachers were not satisfied the present course books because the course book only focused receptive skills, there are not phonetic sounds and symbols, inclusion of complex subject matter, theoretical nature of course.
3. Most of the teachers responded that their students could not understand them if they taught through English. The causes of being so were; due to English as a second language, lack of exposure to the students.
4. Most of the students use mother tongue in the classroom and they dropouts the class at the mid of the academic year. The causes of being

so were; lack of administrations strict rule, lack of mothers tongue education, poor economic conditions of students, illiterate parents.

5. The researcher found that the majority of the teachers were not satisfied with their salary and they were facing problems regarding the homework. It means students did not do homework regularly. The causes of this problem were: obtained salary was not enough to fulfill teachers' needs, difficult level of English, and lack of exposure.
6. Most of the teachers were not able to handle new technology because of the lack of training, lack of electricity, lack of technology in schools.
7. The majority of teachers were not satisfied to the teaching hours. They were worried about the amount of exposure their students get to learn English. The causes of this problem were; unable to finish the course on time, unable to teach through students centered technique, uneducated parents, lack of teaching materials.
8. The majority of teachers replied that they did not get support from DEO and the supervisor did not give suggestion, advice, reward, and feedback for teachers. The causes of this problems were; because of remote area, political biasness, lack of practical knowledge with supervisor.
9. The researcher found that the majority of teachers did not get any incentives from parents or concerned authority. The causes of being so were; illiterate parents, lack of the feelings of co-operation.
10. The majority of teachers replied that they did not get books on time. The causes of being so were; remote area, students' weak economic conditions, lack of awareness, lack of school responsibility.
11. The researcher found that almost all the teachers felt difficult to teach pronunciation. The causes of this problem were: lack of language lab, lack of phonetic symbols on the books etc.

12. The majority of the teachers replied that they did not get professional development training from the school. The causes of this problem were; financial problem of school, negligence of administration, lack of experts in school.
13. The researcher found that the majority of the teachers faced problem to handle mixed ability classes. The causes of this problem were; lack of knowledge of multiple intelligence, lack of training to the teachers, unable to understand child psychology.

## **4.2 Recommendations**

On the basis of the findings, the following recommendations have been made for pedagogical implications:

1. The school's administration, management committee and teachers should make the school physically strong and should manage sufficient teaching materials.
2. The teachers should encourage students to make them able to understand English.
3. Use of mother tongue should be avoided in the English language classroom and teachers should get training to handle mixed ability classes.
4. Textbooks should provide on time for the students.
5. Dropouts' problem should be avoided by conducting different programs in the school.
6. Every teacher should make lesson plan.
7. DEO should provide sufficient help for primary level English teachers.
8. School or concerned authority should provide professional development training programs for English teachers.

9. School should manage the modern technology in school and should give training for English teachers to handle those technologies.
10. The supervisors should supervise the class regularly and should give constructive suggestion, reward and feedback for English language teachers.
11. English teachers should get sufficient support from parents/ community.
12. Phonetic sounds and symbols should give in the book to teach pronunciation.

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## Appendix: I

### Observation form

School's name:

Students no:

Teacher's name:

Date:

Subject:

(i) Physical facilities:

Classroom arrangement	Drinking Water	Environment	Electricity	Ground	Library

(ii) Teaching materials:

pocket charts	Tape recorder	Black/white board	Picture	Realia

(iii) Text book condition:

Available	Not available	Properly applied	Not applied

(iv) Teaching activities:

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

(v) Use of teaching materials:

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

(vi) Use of method and techniques for teaching English

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

(vii) The condition of other things:

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

## Appendix: II

Dear teachers,

These questionnaires have been prepared to explore the challenges for the research work entitled “challenges faced by primary English teacher in teaching English”. This research work is being carried out under the supervision of **Dr. Bal Mukunda Bhandari**. The researcher hopes that you will be valuable contribution to complete the research work. Moreover, the findings in turn, will have greater significance to take necessary action to the required direction in the days to come.

**Researcher**

**Ishwori Wagle**

### QUESTIONNAIRE FOR TEACHER

School's name:

Date:

English teachers name:

Subject:

Qualification:

**Please tick the best answer and give reasons to support your view.**

1. Do you think that present English course books are useful and appropriate for the students of primary level?

i) Yes ii) No

Give reasons to support your view.

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

2. Are there sufficient teaching materials in school? If not why?

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



3. Do you use local teaching materials? What are these?

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

4. Do you organize the extracurricular activities in English medium for the student?

i) Yes ii) No

Give reasons to support your view.

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

5. Do your students understand if you speak English in the classroom? If not why?

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

6. Do you speak English in classroom?

i) Yes ii) No

Give reasons to support your view.

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

7. Are you satisfied with the teaching materials available in the school?

i) Yes ii) No

Give reasons to support your view.

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

8. Do your students use mother tongue while teaching English? Why?

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

9. Is there availability of electricity in your school?

- i) Yes                      ii) No

10. Is there a dropout's problem in school? Why?

- i) Yes                      ii) No

Give reasons to support your view.

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

11. Which technique do you use to teach English class? Why?

.....  
.....

12. Are you satisfied with your salary?

- i) Yes ii) No

Give reasons to support your view.

.....  
.....

13. Do your students do homework regularly?

- i) Yes ii) No

Give reasons to support your view.

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

14. Do you prepare lesson plan to teach English on the classroom?

- i) Yes                      ii) No

Give reasons to support your view.

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

15. What sort of programs does your administration lunch to enhance the professional development of the teachers?

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

16. Does your school get support from DEO? If not why?

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

17. Are you able to handle new technology in the classroom while teaching English? If not why?

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

18. Which aspect do you feel more difficult while teaching English at primary level? Why?

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

19. Do you feel difficult to manage mixed ability/ diversity class?

i) Yes ii) No

ii) Give reasons to support your view.

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

20. How many periods do you teach in a week for English?

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

21. Is the available period sufficient to mastery over English? If not why?

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

22. Do you feel difficult to teach in multilingual classes?

i) Yes ii) No

Give your reason to support your view.

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

23. Do the supervisors come regularly in your school?

i) Yes ii) No

24. Do the supervisors give any suggestions to make teaching effective?

i) Yes ii) No

Give your reason to support your view.

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

25. Are the English textbooks available on time? If not why?

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

26. Are there sufficient physical facilities in your school? If not why?

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.....  
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27. Do you get any incentives from parents to teach English? If not why?

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

28. What challenges do you face for teaching English at primary level?

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