

**Managing ELT Classrooms at Secondary Level in Community Schools in
Difficult Circumstances**

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

**Submitted by
Bijaya Prakash Pokhrel**

**Faculty of Education
Tribhuvan University,
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2023

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Declaration

To the best of my knowledge, this thesis is entirely original, and no part of it has ever been submitted for consideration as a candidate for a research degree at any university.

Date: 04-09-2023

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Recommendation for Acceptance

This is to certify that **Mr. Bijaya Prakash Pokhrel** has prepared this thesis entitled **Managing ELT Classroom in Secondary Level in Community School in Difficult Circumstances** under my guidance and supervision.

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Dedication

Dedicated to

My parents who brought me into this world and devoted their entire lives
to make me what I am today.

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Abstract

This research study entitled “Managing ELT Classrooms at Secondary Level in Community Schools in Difficult Circumstances” is an attempt to find out difficult circumstances faced by the secondary level ELT teachers in teaching English in community school of Gauradaha Municipality and Gaurigunj Rural Municipality in terms of content delivery and activity conduction. It also aims at exploring the strategies used by ELT teachers to manage those challenges. All the English teachers teaching English of secondary level of Gauradaha Municipality and Gaurigunj Municipality, Jhapa were population of this study, among them 30 teachers were selected as the sample for the study. Purposive sampling procedure was followed to select the sample. The data were collected using both open and close ended questionnaires. The collected data were tabulated and interpreted using percentage. The study found that the teachers teaching at secondary level in community schools faced difficulties in managing classrooms due to various challenges such as, use of mother tongue by students in different activities, lack of physical infrastructures and materials, students’ inadequate knowledge of vocabulary and their use and problem in using tense. The teachers also faced difficulties in implementing activity-based approach due to lack of materials and their insufficient knowledge of employing them. Similarly, despite of these challenges, the teachers could manage the classroom using various strategies such as, seating arrangements, use of ICT, using classroom presentation, role-play, group work and project work.

This thesis consists of five chapters. The first chapter consists of the background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, the second chapter deals with the review of related theoretical literature, review of the empirical literature, implications of the review on the study, and conceptual framework. The third chapter includes the design and methods of the study, research tool sample population, and sources of data, data collection procedures, data analysis procedures, and ethical considerations. The fourth chapter deals with the result and discussion of data. Finally, fifth chapter consists of conclusion and implications. This research is concluded with references and appendices.

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List of Symbols and Abbreviations

CDC	:	Curriculum Development Center
CEHRD	:	Center for Education and Human Resource Development
CTEVT	:	Council for Technical Education and Vocational Training
Dr.	:	Doctor
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc.	:	Et cetera
FoE	:	Faculty of Education
i.e.	:	that is
ibid.	:	Ibiden (Latin)
ICT	:	Information and Communication Technology
L1	:	First language
L2	:	Second Language
M. A	:	Master of Arts
M.Ed.	:	Master of Education
T.U.	:	Tribhuvan University
TPD	:	Teacher Professional Development

Chapter 1

Introduction

The background of the study, a statement of the problem, objectives of the study, research questions, significance of the study, delimitations, and operational definitions of key terms are included in this unit.

Background of the Study

In general sense, Difficult Circumstances refer to the situation or condition regarding ELT that is not easy to deal. In this study, it refers to the challenging situation that makes teaching challenging and complex in teaching English in secondary level in community school. These circumstances may include over-crowded classroom, limited resources, language proficiency of students, lack of technology, lack of support from guardians, limited teacher training and professional development opportunities, socio-economic challenges. West (1960) interchange the term Difficult Circumstances with 'unfavourable Circumstances'. He states that by "unfavourable circumstances" we mean a class consisting of over 30 pupils (more usually 40 or even 50), congested on benches (not sitting at individual or dual desks), accommodated in an unsuitably shaped room, ill-graded, with a teacher who perhaps does not speak English very well or very fluently, working in a hot climate (West,1996. p.1).

In Nepal, English is used as a medium of instruction in many institutional schools, colleges and universities (Bista,2011). It is being included from the very beginning to the university level curriculum. However, teaching and learning English in Nepal was started with the visit of Junga Bahadur Rana, the Rana Prime Minister, to Britain. He was the first person introduced English language education for educating his children and close relatives which was claimed as the formal starting of English language teaching (ELT) in Nepal (Eagle, 2000). Thus, the historical development of English language teaching practices in Nepal takes its root from the 19th century (Khadka,2022). Earlier education was limited to only the members of royal family and there were not any public schools across the country. After the restoration of social equality in the nation, Tri- Chandra College started teaching English Courses under the supervision of Patna University (Sapkota, 2015, p.123).

states that English language has been taught as compulsory subject in schools and colleges and as elective subject in higher education.

According to National Curriculum Framework (2019, p.45), school education is comprised of class 1-12. School level education is structured as Basic Level and Secondary Level. Grades 1-8 are considered as Basic Level and 9-12 are considered as secondary level. English has been adapted as medium of instruction in these levels in many schools. Secondary level English curriculum has addressed all four language skills adequately. The main aim of this curriculum is to enable students to exchange their ideas in English. It also aims to expose students to knowledge and pleasure which is available in both written and spoken English (CDC,2078).

In Nepal, two types of schools are operated, one is community school and another is private or institutional school. Community schools are those that are supported and run by the government, whereas institutional schools are those that are supported and run by the guardians through fees. According to Flash Report I (2021/2022) there are 34,816 schools across the country out of which 27,890 (80%) are community schools while the remaining 6,926 (20%) are institutional schools in Nepal. To talk about Gauradaha Municipality and Gaurigunj Rural Municipality of Jhapa District there are 32 and 26 community schools respectively (Flash Report I,2021/22).

Nepal government has allocated NRS. 196,290,000,000 budgets for education sector in the budget of 2080/81(2023/24 AD). Although government has spent such huge amount to improve the quality of community schools, outcome is deteriorating. I was eager to find out those challenging situation of the community of Gauraudaha Municipality and Gaurigunj Rural municipality. Thus, I decided to carry out this study with the aim of finding the classroom management strategies adopted by ELT teachers of my research area to overcome those challenges.

This research explores possible difficult circumstances of teaching English in secondary level in community schools in terms of classroom management, content wise challenges and activity-based challenges. Thus, the findings of this research are helpful for ELT teachers who have been teaching and are planning teaching English

in secondary level in community schools for managing classroom in difficult circumstances.

Unlike previous researches on challenges of teaching English in secondary level, this research is not focused only on problems of teaching English that are related inside the classroom; this research is focused upon the finding out challenges or difficult circumstances of teaching English in terms classroom management, content based and activity-based challenges and it aims to find out the strategies employed by the teachers to overcome those challenges.

Statement of the Problem

An ELT teacher faces many challenging situations while instructing English, including managing mixed ability classes, using mother tongue, large class size, lack of adequate teaching materials, lack of administration support, inadequate physical environment, teacher's lack of professional knowledge, and many more.

Almost all of the researches related this study have only focused on the challenges of teaching English that are created inside the classroom such as, inadequate teaching materials, managing mixed ability class, large classroom size etc. But none of the studies have talked about the management of those challenges. So, this study focused on finding out the various circumstances that ELT teachers had to face while managing classroom in terms of content delivering and activity conducted in teaching English in Secondary Level in Community Schools. Thus, I focus on finding out the strategies employed by ELT teachers on managing those challenges from technical level.

Objectives of the Study

The objectives of my study were as follows:

- To find out difficult circumstances faced by secondary level ELT teachers in teaching English in community school of Gauradaha Municipality and Gaurigunj Rural Municipality in terms of content delivery and activity conduction.

- To explore the strategies used by ELT teachers to manage those challenges.

Research Questions

The study had following research questions:

- What are the challenges of managing ELT classrooms in secondary level in community schools?
- What are the content-based challenges the secondary teacher faced in teaching English?
- What are the activity based challenges the secondary level ELT teachers faced in in community schools?
- What strategies do teachers use to manage various challenges in classrooms?

Significance of the Study

This study identifies the difficult circumstances of teaching English in Community School faced by secondary level ELT teachers in terms of content delivery and activity conduction. The study explores on the strategies employed by the teachers to manage those challenges of teaching English in community schools in terms of classroom management, content delivery and activity conduction. It also sheds light on the strategies employed by the teachers to overcome those challenges. Therefore, the findings of this research are helpful for the ELT teachers who have been teaching in community school in secondary level and learners as well. The teachers will be familiar to the common challenges of teaching English in community school and strategies to manage various challenges related to content delivery and activity-based teaching approach. The teacher will try to explore more difficult circumstances of in teaching English and attempt to overcome those issues and challenges.

Delimitations of the Study

Every study and investigation have limitation because of several constraints such as economic, social and constraints of time. So, this study cannot be made limitation free. The study had following delimitations:

- a. The population of the study was limited to Gauradaha Municipality and Gaurigunj Rural Municipality of Jhapa District.
- b. All secondary level English teachers of different schools were selected as the sample of this study.
- c. It was limited to find out the difficult circumstances faced by Secondary ELT teachers in managing classroom in term of content delivery and activity conduction.
- d. This study is only related to government aided school, i.e., community school.

Operational Definitions of the Key Terms

Basic level: It refers to the schooling structure of Nepal which includes Grade one to eight.

Challenges: Challenges refers to problem or obstacles which are being faced by ELT teachers of Gauradaha Municipality, Jhapa.

Classroom Management: In this study, it refers to make favorable learning environment for teaching English in secondary level in community school

Community School: The community School refers to those schools which are administered and aided by Government.

Difficult Circumstances: It refers to the difficult situation or problems of faced by the ELT teachers in term classroom management, content-wise and activity based.

Secondary Level: It refers to the schooling system of Nepal from Grade 9 to 12.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter includes review of the theoretical literatures, review of empirical literature and conceptual framework. In review of related literature review of various books, articles, journal are reviewed with the help of in-depth study. Similarly, different thesis of related to my study have been reviewed and finally Conceptual Framework is provided at the end of this chapter.

Review of the Theoretical Literature

The academic writings of numerous authors in the related field are included in the literature review. It also includes a review of articles, journals, books, and other sources relevant to a particular topic, field of study, or body of theory that offers a description, a synopsis, and a critical assessment of these works in relation to the research problem under consideration.

Difficult Circumstances. Difficult circumstances refer to the condition in which things are really tough, making life or a situation challenging and not easy. West (1960) considered difficult circumstances as a mixture of factors including high student numbers, congestion in the classroom, mixed ability and multi-grade classes, teachers who lack confidence in their English proficiency, high temperatures, and high drop-out rates (for example, due to needs to work to support their family). In the study “Managing ELT Classrooms at Secondary Level in Community Schools in Difficult Circumstances”, it refers challenges that teachers encounter while teaching and managing classrooms in terms of content delivery and activity conduction at secondary level in community schools. These challenges may include limited resources like textbooks and technology, overcrowded classrooms, and students having varying levels of language proficiency. In this regard, Smith (2019) states that overcrowded classrooms can make it hard for teachers to give individual attention. Similarly, Johnson et al. (2020) states that limited access to updated teaching materials can hinder effective English instruction in community schools.

Thus, teaching English at the secondary level is quite difficult due to various challenges related to student diversity, overcrowded classroom, resource constraints. Despite of these difficulties, we can manage the classroom and overcome these

challenges using creative teaching strategies and resourceful solutions to ensure effective language education.

Difficult Circumstances of Teaching English. In general, difficult circumstance refers to the condition or situation that is not easy to handle. In the study “Managing ELT Classrooms at Secondary Level in Community Schools in Difficult Circumstances”, it refers to the challenges faced by the Secondary level English teachers who have been teaching in community school. To keep up pupil’s practice time, to keep the class together and to lessen the fatigue are most outstanding problems in teaching in difficult circumstances (West, 1960, p.6). In this study, classroom management, content-wise, and activity-based challenges are considered as difficult circumstances of teaching English in secondary level in community school.

In Nepal, English is taught and studied as an EFL (foreign language). It is now a widely used and spoken globally. In the era of globalization, English has got prestigious status not only in Nepal but in the world (Shrestha, 2015, p.12). The interest and demand for English is astonishingly constantly growing in Nepal. To be more precise, English has been used extensively as a medium of instruction in Nepal's community schools with the goal of fostering language proficiency and producing fluent English speakers. But in reality, we get unexpected outcomes. We did not receive what we anticipated from the schools. Due to various to of factors, ELT instruction frequently fails to meet its goals and leaves students without adequate language proficiency.

Similarly, according to Bhandari and Adhikari (2011, pp. 313–315), difficulties in teaching English in Nepal include lack of ELT policies, debates over the preferred medium of instruction, lack of research, language proficiency, and inadequate infrastructure.

Despite of above-mentioned challenges of ELT of Nepal future of English is not so negative. To talk about present scenario many community schools have been starting teaching in English medium which may obviously improve the ELT situation in near future of Nepal. Making strong policy and putting it in action, dealing with mixed ability class, providing training to the ELT teachers, implementing on EMI can improve the current ELT situation of Nepal.

Status of English Language Teaching in Nepal. To talk about historical shifts, the study of English was emphasized since Rana and Shah Regime as it was taken as social reputation. But the access of learning English was limited to the Ranas families only because English was considered as the social upliftment. Sapkota (2015, p.123) states establishment of Tribhuvan University is taken as the positive use of the English language as it has introduced English in the course of different level as compulsory and optional subjects. The growing use of English shows that importance of learning English. The ability of communicate fluently in English and having good score in English examination is fundamentally associated with several job opportunities and economic survival in several developing countries including Nepal.

English language has been taught as compulsory subject in schools and colleges and as elective subject in higher education. It is used as a second choice in official practices although it is hard to find a clear document which gives English clear status in the policy. Regarding schooling, of the present day the mass of educated people is divided into two groups i.e., community school and institutional products (Sapkota 2015, p.125).

English language has been teaching as a compulsory subject up to Bachelor and Master Level and as elective subject under the Faculty of Education (FOE) of Tribhuvan University for B.Ed. and M.Ed. and under the Faculty of Humanities and Social Sciences (FOHSS).

The goal of the compulsory English course is to prepare students for effective communication. On the other hand, elective courses in English offered by the Faculty of Education focus on teaching ELT methodology as well as language theory, grammar, skills, and functions.

The above-mentioned historical development of the English language has significantly contributed to its current state of enrichment. The development of English usage in Nepal has been greatly aided by numerous policies and plans. As a result, we can conclude that the necessity and significance of the English language in educational administration and as a tool for teaching and learning activities have been realized.

Secondary Level Education in Nepal. Secondary level education system in Nepal consists of from Grade 9 to 12. The Ministry of Education is responsible for managing and regulating the education system. It develops curriculum and establishes community schools with working with other regulatory bodies in different levels in all seven provinces. Basically, there are two streams in secondary education in Nepal, i.e., Technical and General stream.

Due to growing importance of vocational education the government is running two streams in vocational education in Nepal, i.e., technical and vocational stream. Because of skilled labor forces and skilled man power have been prepared which are essential to develop the country. For this, the CTEVT and CEHRD has pre-diploma and 9-12 technical streams operated in schools and other institutes. The pre-diploma is 18 months course and is prerequisite to diploma which is a four-year-old course offered by schools and institute operated under CTEVT (Flash Report,2021/2022, p. 21)

Community Schools in Nepal. Community schools are those that are aided by government or governmental budget. According to Flash Report (2022) there are 34,816 schools in the Nepal, of which 27,890 (or 80%) are community schools. There are 20,712 schools, or 74%, at the Basic Level. A total of 3675 (53%) of the 6875 secondary schools (up to grade 10) are community schools, and the remaining 3,200 (47%) are institutional ones. In a similar manner, of the 4410 secondary schools (up to grade 12), 3,503 (or 79%) are community schools, while the remaining 907 (20%) are institutional ones. (2002) (Flash Report). The flash report also tells that there are 1,106 institutions that offer pre-diploma and diploma programs in technical fields. To talk about my research are, there are 32 community schools and 25 institutional schools in Gauradaha Municipality and Gaurigunj Rural Municipality respectively (Flash Report,2021/2022).

Classroom Management. The art of teachers to organize and manage the environment of classroom is considered as classroom management. It includes the management of physical environment and psychological behaviour of the students. Oliver (2007) states that the ability of teachers to organize and manage the behaviour of their students is critical to achieve positive educational outcomes. Disruptive behaviour of students may hinder the teaching learning process. The inability of

teachers in managing classroom in unfavorable circumstances often contribute to low achievement of learning outcomes.

Moreover, classroom management is organizing and managing whole classroom environment. That includes physical condition of classroom, managing teaching materials, management suitable of seating arrangement and teaching learning activities (Harmer, 1998, pp.15-19). The ELT teachers are expected to manage the class using good strategies. Classroom management is crucial for learning because it helps create an environment where students can learn effectively.

Harmer's (1998) concept of managing difficult circumstances in ELT classrooms. Managing classes in difficult circumstances requires great skills. As we know, managing classroom in unfavorable condition is really challenging. Harmer (1998) suggests following strategies for managing classroom:

- Using physical presence (proximity, appropriacy, movement and eye contact)
- Using audible voice
- Having adequate conversation with students
- By using suitable seating arrangement according to lesson and activity (orderly rows, circles and horseshoes, separate table)
- Groupwork, pair work and solo work

By analyzing the above-mentioned data, there are greater number of community schools in comparison to private or institutional schools. But the students and parents are losing interest in community school because of its deteriorating outcomes and conditions. Thus, I was interested to find out the root cause of deteriorating conditions of community schools. So, I decided to conduct this study to find different challenges or difficult circumstances of teaching English in secondary level hoping somehow it will help me to figure out the root cause of the problems of community school.

The findings of this study are beneficial for the people who are working in the field of English Language Teaching. This study is equally beneficial for the ELT readers, teachers, trainers, textbook writers, researchers, novice teachers and who are directly and indirectly related to this field.

Various scholars accepted the ideas that most of the ELT teacher are facing a lot of challenges in teaching English in community schools especially in secondary level. Here, my concern was to find out those problems in teaching English in secondary level related to classroom management, content delivery and activity conduction. I was also interested to find out the ways to manage those challenges. Thus, I attempted to find difficult circumstances faced secondary level teachers in managing English classroom in community schools and strategies used by teachers to manage those challenges.

Review of Empirical Literature

Every research study requires prior knowledge in order to achieve the desired outcomes and validate the study. This section deals with the review of the relevant studies which were conducted.

Aryal (2016) carried research entitles “Challenges Faced by Secondary Level English Teachers in Teaching English.” His main objectives were to find out the challenges faced by secondary level English teachers in teaching English in terms of use of mother tongue, mixed ability class, motivation, large class size and giving feedback. All the secondary level ELT teachers of Chitwan District were the population of the study. He collected the data from 20 ELT teachers from ten different community schools of Chitwan District. He used non-purposive random sampling procedures to select the population. He collected data using questionnaire and observation checklist. The findings of this research included excessive use of mother tongue in the class, heterogeneous class, mixed ability of class, lack of materials as the challenges faced by the secondary level English teacher in teaching English.

Yadav (2016) conducted the study entitled “Challenges in ELT Classroom Management.” The primary objective of this study was to identify some common challenges academic, physical, disciplinary aspects that are faced while dealing with the students in the language classroom. All the ELT teachers teaching in Sindupalchok district were the population of the study. Among them 20 teachers of different community schools of the district were the sample population of this study. Questionnaire and observation checklists were used as the tools of data collection. He used random sampling procedure to select the sample population. In this study, he

found that 75% teachers faced academic challenges, 45% teachers faced physical challenges and 40% teachers were facing disciplinary challenges.

Likewise, Thapa (2017) carried out the research entitled “Activities used by Female Teachers in ELT Classroom Management.” Her major objective was to find out classroom management activities used by secondary level female English teachers of Kathmandu District. All the female teachers teaching English in Kathmandu were the population of the student. Five teachers teaching in four different classes were the sample population of this study. She used purposive non-random sampling procedure to select the sample population. The data were collected by interview questionnaire and classroom observation. She found that teachers used techniques like use of teaching materials, motivation, warm up activities, providing feedback, use of rhetoric language, frequent walking in the classroom, self-checking and peer checking, use of lesson plan, group divisions, managing physical facilities etc.

Similarly, Lama (2018) carried out the survey research entitled “Challenges in Managing Mixed Ability Students in ELT Classes.” The major objectives of the study were to identify the challenges of managing mixed ability students in ELT classes faced secondary level ELT teachers and to explore the ways of managing mixed ability students in ELT classes. All the secondary level ELT teachers of Lalitpur District working in institutional schools were the population of the study, among them, the data were collected from 30 secondary level English language teachers. The sample populations were selected using non-random purposive sampling procedures. She used Questionnaire as a tool for collecting data in this study. The findings of the suggests that dealing with weak students’ homework, controlling students’ different behaviors, learners’ disinterest and discipline problems, correcting daily assignments, devising different techniques, tasks and materials for the teachers’ negative attitudes towards learners, students ‘different language levels, `were found to be the major challenges faced the secondary level ELT teachers in mixed ability students in ELT class. It was also found that conducting pair and group work, giving more focus on weak students, teaching through project work and collaboration, making the class interesting and encouraging are the good ways to manage the mixed ability students in ELT classes

Furthermore, Ghimire (2019) conducted the research entitled “Challenges of Implementation of English as a Medium of Instruction in Basic Level of Kaski District.” The primary objectives of his study were to find out the challenges of implementation of English as a medium of instruction in basic level of Kaski District and ways to handle those challenges. All the ELT teachers working in Kaski District were the population of the study. To find out those objectives he selected 5 non-English teachers of from different schools of Kaski district as a sample population. He used purposive random sampling method to select his sample population. In this study, interview was conducted as tool for data collection. The findings of this study include the challenges such as ,love of national language as a mother tongue, diversity in class, time consuming, poor linguistic proficiency of teachers, lack of adequate effective teaching materials, lack of teacher training, poor curriculum and the textbooks, lack of qualified teaches, uneducated parents and gender inequality in the society and poverty occurred during the implementation of English as a medium of instruction in Kaski District. He also found that the measures challenges such as collaboration with teachers, use of internet and mobile, self-management of materials, conducting the teacher training programme, suggestions to students and parents as the ways to handle and overcome those challenges in the implementation of English as a medium of instruction in basic level in Kaski District.

Similarly, Bohara (2023) carried out the research entitled “Strategies Used by Basic Level English Teachers While Teaching Skill in the Mixed-ability Classroom”. The study aimed to find out the teaching strategies used by Basic level English teachers to teach reading text. The study was carried out using both primary and secondary sources of data. The ELT teachers working in Kirtipur Municipality were the population of the study. She used classroom observation and interview to collect data of 20 teachers of Kirtipur Municipality. The data were analyzed using different statistical tools like percentage and average. It was found that 48.75 percent teachers applied pre-reading activities properly. Similarly, only 42.5% and 33.75% applied while-reading and post-reading activities properly. It was also found that they used the different strategies like warm-up activities, asking to search new words, asking exercises of textbooks.

Similarly, Khadka (2023) conducted research entitled “Classroom Management Strategies Used by English Language Teachers”. The primary objective of the study was to explore the classroom management strategies used by ELT at secondary level in Morang District. The ELT teachers working in the Morang District were the population of the study. In this research work, the data were collected through the use of questionnaire and observation checklist, he collected the data from 10 secondary level teachers of Morang District. The sample populations were selected through convenience sample strategies. He found that the classroom management strategies in an ELT context are essential in creating a positive and effective plan for creating a systematic and learning environment. He also found that teachers make effective plans for creating a systematic and well-organized classroom, but lack of knowledge and time management techniques effectively.

Likewise, Magar (2023) conducted the research on “Challenges in Managing Large ELT Classes and Coping Strategies”. The objective of the research was to find out main challenges of teachers in Managing large ELT classes in teaching and learning second language. All the ELT teachers of Kathmandu District were the population of the study. He used forty teachers of 20 different schools using probability sampling procedure. The data were collected using both open and close-ended questionnaire. The collected data were analyzed and interpreted descriptively using statistical tool. From the analysis of the data, it was found that ELT teachers are facing the problems related large mixed ability class with students having different level of knowledge, students age, seating arrangements, physical infrastructures, lack of modern teaching materials, less use of mother language rather than target language in the classroom.

Although, above-mentioned researches are related to challenges and difficulties of ELT, most of them have focused on the classroom related problems such as large size class, use of mother tongue, lack of materials, mixed ability class and lack of physical infrastructures of the schools. They failed to talk about the managing ELT classroom despite of those challenges. Above mentioned studies have not aimed to find out strategies to manage these challenges. They also failed to address the strategies to manage the class in terms of content delivery and activity conduction. Thus, my study is different as it can fulfil the gap of those researches. Unlike above

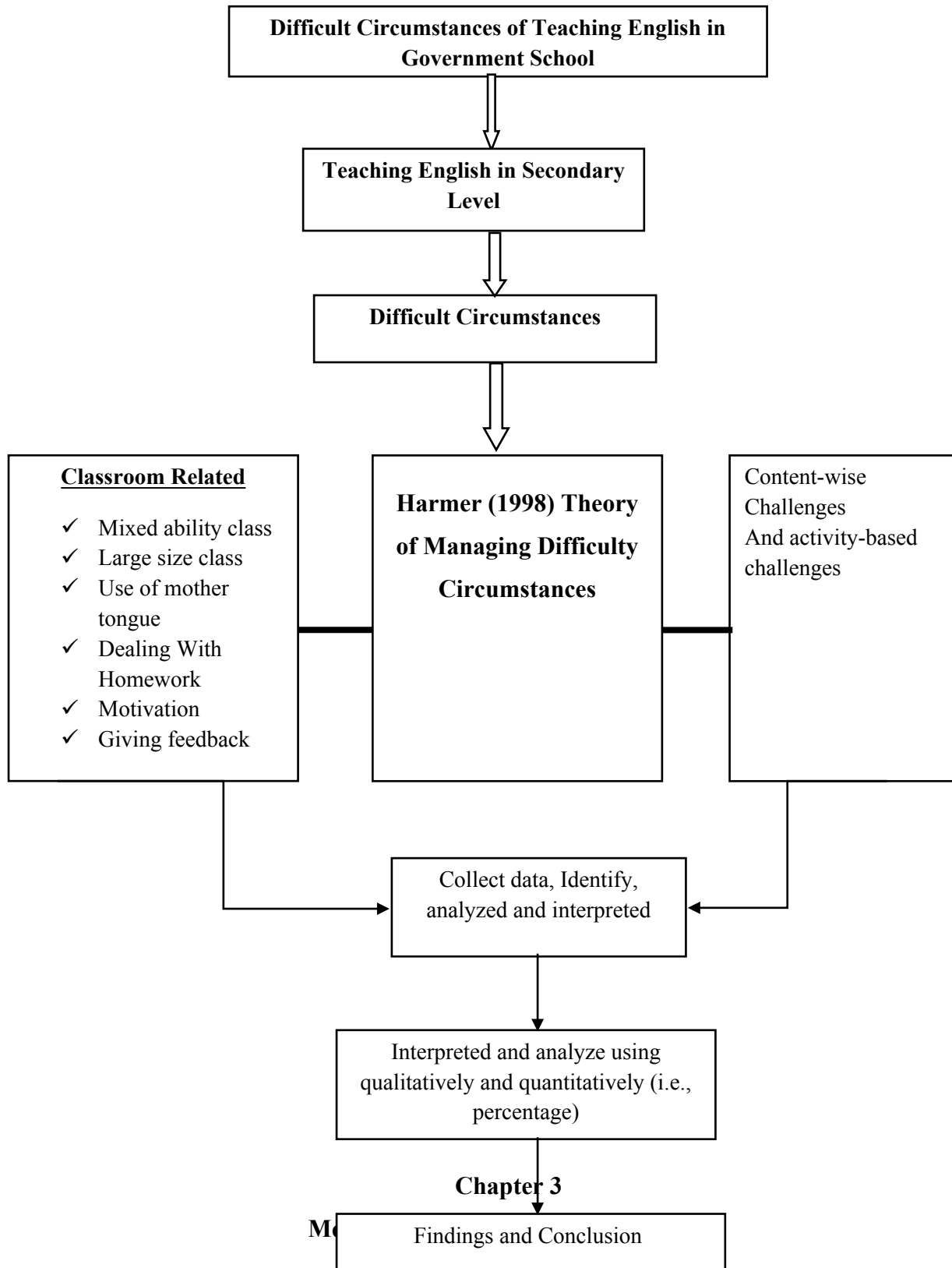
mentioned studies, my study attempted to find out the challenges faced by ELT teachers in managing class in terms of content delivery and activity conduction. This study also explored the strategies employed by teachers to manage those challenges. Although above reviewed studies were related to challenges of ELT, none of them carried out research on the topic “Managing ELT Classroom in Secondary Level in Community School in Difficult Circumstances”, so I was interested to carry out the research on this topic.

Implications of the Review of the Study

For researchers, reviewing related literature has a number of benefits. Although tedious and time-consuming, it aids in the development selection of research a researcher's study objectives, questions, tools, data collection techniques, methodology, and ability to analyze collected data. Additionally, it provides inspiration for the creation of the study's theoretical literature, which helps in the improvement of our research methodology and enables us to draw out and contextualize our findings.

In order to conduct this research, I have gone through several books, articles and journals. The above-mentioned studies have their own value and significance in their respective fields. The study of Aryal (2016) helped me to develop theoretical literature of “Managing ELT Classroom in Secondary Level in Community School in Difficult Circumstances.” Then Lama (2018) guided me to select appropriate research tools and I was benefited from Khadka (2023) to choose suitable methodology of the study.

Conceptual Framework



This section includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedure and ethical considerations.

Design and Method of the Study

There are various designs of the research study. The researchers use the research design according to their research nature and purpose of the study. As this study entitled “Managing ELT Classroom in Secondary Level in Community School in Difficult Circumstances” I chose the survey research design to accomplish my study. It is widely used research design by many researchers around the world as it covers large number of population and provides large scale data to validate the research work. Cohen, Manion and Morrison (2018) states that surveys are the most commonly used descriptive methods in educational research and may vary scope from large-scale governmental investigations to small scope studies carried out by a single researcher.

It is traditional and widely used technique to carry out the research which is usually done in natural setting to collect valid and reliable data. In this type of design, data are collected using questionnaire, interviews, test score and attitude scale.

The main purpose of survey research is to obtain clear picture of condition, attitudes, beliefs and predictions, behavior and experience of both past and present. The steps or process of this design can be listed as below:

- Planning
- Defining the population
- Sampling
- Construction of instrument
- Conducting the survey
- Processing the data
- Come to conclusion

I chose survey design as it provides authentic and valid data for my research. I used questionnaire tool for completing research on my topic because this tool is suitable for my study. And in order to complete my study, I used the survey design methodology and steps mentioned above.

Population, Sample and Sampling Strategy

All the ELT teachers of secondary level working in the community schools of Gauradaha Municipality and Gaurigunj Rural Municipality, Jhapa were the population of the study. Among them 30 ELT teachers were selected as the sample population using purposive non-random sampling strategy to complete my research.

Research Tools

Questionnaire were used as the data collection tool.

Sources of Data

The study's data came from both primary and secondary sources. The sample population's responses to questionnaires served as the primary source, and various books, journals, articles, web pages, newspapers, and dictionaries were used to gather secondary data.

Data Collection Procedures

I used the following process to gather the primary data for this study:

- First of all, I visited selected schools and built rapport with head teacher.
- I made clear him/her about the purpose of visiting there and request him/her to give permission to meet teachers.
- After meeting them, I explained the purpose of visiting there and distribute the questionnaire to the teachers.
- After that, I collected the questionnaire after the allocated time.
- Finally, I thanked the respondents and the school authority for their support and co-operation.

Data Analysis Procedures

In this study, the collected data were analyzed qualitatively and quantitatively. Qualitative data were used in the narrative way with help of description in the form of clues and quantitative were analyzed with the help of statistical tool i.e., percentage in table. The raw data collected through closed ended questions were processed and put in the table in the form of number and percentages. On the other hand, the response of open ended were processed and put into clues to analyze the data.

Ethical Considerations

I promise not to misuse the information I gathered from the respondents. I never share their data without their permission. I also make sure to give credit to any information I used from textbooks. When analyzing the data, I did so without any bias. Accuracy, honesty, and truthfulness are important to me, so I made sure that the data is reliable. I followed ethical guidelines and norms while conducting my research and avoid plagiarism.

Chapter 4

Result and Discussion

The results and analysis of the information gathered from the respondents are included in this chapter. The collected data were interpreted using an adaptation of the descriptive approach. The information has been broken down and analyzed into subheadings.

Challenges of Teaching English in Secondary Level in Community School

Teaching in community schools presents several challenges that ELT teachers must adapt several strategies to mitigate them. To find out those challenges, the respondents were asked some questions. Their answers are presented and analyzed in the following sub-headings.

Frequently Occurring Challenges in the Class. Various challenges may occur during ELT classroom. Some of them hinder learning of the students. The following tables shows most frequently occurring challenges in secondary level ELT classes in Community School:

Table 1
Frequently Occurring Challenges

Item No.	Frequently Occurring Challenges	No. of teachers	Percentage (%)
1	Mixed ability class	5	16.66
2	Large size class	8	26.66
3	Giving feedback	5	16.66
4	Use of mother tongue	12	40

The table 1 illustrates the responses regarding most frequently occurring challenges. Among thirty secondary ELT teachers, 40 % secondary ELT teachers stated that use of mother tongue is most common occurring challenges in ELT classes. Rest of the others states that mixed ability class, large size class and giving feedback is most occurring challenges. The percentage of teachers are 16.66, 26.66 and 16.66 respectively. Thus, it was found that the most occurring challenging in teaching in

English in secondary level is use of mother tongue. This table also reveals that large size class is another challenging in the most of ELT classroom.

Problem Caused by Mixed Ability Class. We can find students having different ability in a single class. Sometimes, teachers are intrigued with the mixed ability class. The following question was asked regarding the problems caused by mixed ability class: “What kind of problems are caused by mixed ability class?”

Secondary level ELT teachers had different views on problem caused by mixed ability class. However, most of them agreed in difficulty in managing classes and difficulty in delivering content to all students equally. They said,

“Half of students finish task when other just begun[T22] other students get bored if spend time explaining to the weak one. [T14]... The stronger student dominate class[T11]...

On the basis of analysis, mixed ability class is challenging to the teachers because of content gap between stronger and weak students.

Similarly, T15 states that mixed ability-ability class can seem uncooperative, the students can get bored easily and this can cause communication problem. Others teacher have almost same perception on the mixed-ability class. They said:

Half of the students make noise after finishing tasks but half students are found to be still writing so I feel very difficult to manage the class[T16]...half of the students are backward of the lesson, often confused from where to start lesson[29]...difficult to manage the class[20]

Thus, it was found that mixed ability class have several challenges because of the variety in learning pace of the students. The mixed-ability class makes the class noisy; teachers were found to confused of proper strategies to manage the class.

Difficulties in Teaching Large Size Class. Handling large size is often difficult and sometime students are not engaged in the lesson. The following question was asked regarding difficulties in teaching large size class: What are the difficulties in large size class at secondary level?

The teacher stated different perceptions on difficulties in teaching large size class. Most of them stated that making interactive class and controlling the noise of students is most challenging in large size class.

Difficulty in making interactive class, group works [10].....the class becomes noisy[T9,T6]...difficult to keep everyone engaged on task[T16].... Problems on starting lesson[T3] ...difficulty in managing class[T13]....difficult to give feedback individually[T21]...problems on managing students talking time[T26]

The secondary level teachers stated that having many students cause a lot of problems and uncomfortable learning environment. In this regard T11 stated “Having many students and teacher feel uncomfortable in classroom environment,”

Teachers also stated that there is limitation on students talking time. That means students cannot practice speaking due to large size class. In this regard T27 stated “problems in managing student talking time”

Thus, large size class causes many problems that spoils the environment of the class. Teacher and students can not feel comfortable teaching learning environment, thats why, teacher cannot adapt different students centered methods such as group work, interactive class, students talking time is limited because of noise and large number of the students etc. in teaching English.

Availability of Physical Infrastructure. Many community schools struggle to have well physical infrastructure. Because of that many schools cannot give quality of education due to lack of resources, bad physical condition of school, lack of ICT tools, inadequate space for students in class etc. The following table shows the availability of physical infrastructure of the community school in my research are:

Table 2
Availability of Physical Infrastructures

Item No.	Availability of Physical Infrastructures	No. of Teachers	Percentage (%)
1	Yes	20	68.96
2	No	9	31.03

The table 2 shows the responses of the teachers on availability of physical infrastructure in their school. Among thirty ELT teachers 68.96 teachers stated that they have well physical infrastructures in their school. 31.03 stated that do not have well such facility and 1 of them did not respond on this question. This table reveals that most of the community school of Gauradaha Municipality and Gaurigunj Rural Municipality have well physical infrastructures. Thus, it was found that community schools in this area are equipped with well physical infrastructures.

Physical Infrastructures and Teaching Materials. Availability of teaching material and physical infrastructure often play important role in teaching English. Regarding this, the following question was asked to the teachers: Do your school have well physical infrastructure and teaching materials? If not, what are the major cause of lack of physical infrastructure and materials?

The secondary level teachers stated differently on views about availability of physical infrastructure of their school. Some teachers stated that they lack decent infrastructure and some said that they have good infrastructures and expecting modern technology equipped classroom. Some teachers stated as below:

Partially we have. We still don't have smart board, projector etc.[T4]..physical infrastructure is good, but outdated teaching materials hinder the quality of education[T19]...unfortunately, our school struggles both infrastructure and teaching materials[24]...no, due to lack of sufficient fund of school, lack of donation, negligence of local body[T12]...not so well[T6]

On the basis of analysis, we can find that most of schools have well physical infrastructures. There are a few schools which do not have well physical infrastructures. But the schools which have well building also lack proper material and ICT devices which is hindering the quality of education. The schools which do not have well physical infrastructure is lacking sufficient funding for managing it.

In this regard, T12 stated "No, because negligence of school admin and local government"

Thus, it was also found that lack of physical infrastructures and materials in school are caused by due to negligence of school administration and local body on proper management of funding.

Giving Feedback in Mother Tongue. Giving feedback in mother tongue may cause lack of exposure to the students. The following table presents the data of using mother tongue in giving feedback:

Table 3

Giving feedback in Mother Tongue

Item No.	Use of mother tongue in giving feedback	No. of teachers	Percentage (%)
1	Always	0	0
2	Sometime	15	50
3	Usually,	3	10
4	Never	12	40

The above table shows the data of teachers' frequency to use mother tongue in giving feedback. Out of 30 ELT teachers teaching in secondary 50% stated that they sometime give feedback in mother tongues. 40% of them stated that they never use mother tongue and 10% of them stated that they usually use mother tongue in giving feedback. There were no teachers who always use mother tongue in giving feedback. Thus, most of the secondary level use sometime use mother tongue in giving feedback.

Students' Difficulties in Vocabulary. Teacher must expose students with a lot of vocabulary to build vocabulary power in students. The following table presents most occurring difficulties in teaching vocabulary:

Table 4

Difficulties in Vocabulary

Item No.	Difficulty in Vocabulary	No. of teachers	Percentage (%)
1	Limited vocabulary	13	43.33
2	Contextually appropriate words	7	23.33
3	Lack of interest	10	33.33

4	Other	0	0
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Table 3 shows the data of student's difficulties while teaching vocabulary in secondary ELT class. Among thirty secondary level English language teachers, 43.33% teachers stated that the difficulty they face during teaching vocabulary is limited vocabulary of the students, 23.33% of them stated that use of contextually appropriate words is the most occurring challenges and 33.33% of them stated that lack of interest of students in learning vocabulary.

On the basis of the table, we can find that most of the teachers feel uneasy in teaching vocabulary because of their students do not have sufficient vocabulary power.

Difficulties on Implementing Activity-based Approach. Implementing activity-based approach is often challenging because of lack of resources, knowledge, students' interest etc. The following question was asked regarding difficulties on implementing activity-based approach: What difficulties do you find when implanting activity-based approach?

The teacher had different perception on difficulties on implementing activity-based approach. Most of them stated that students are reluctant and hesitate to take part in the class. The responses of the teachers are follows:

Lack of student interest, large size class[T1], students are reluctant to play [T4,T2,T23],Large size class, use of mother tongue[T30], sometimes gathering all necessary materials, lack of materials, individuals differences[T18,T24,T17]...weak students hesitate to take part[T1]

Thus, it seems difficulty in implementing activity-based approach in secondary level teachers because of the lack of materials, use of mother tongues large size class and lack of interest of students.

In this regard other teachers had faced similar challenges on implementing activity-based approach. They stated "Sometimes arranging space and spaces [T6]..lack of materials and there is varied ability of the students."

Thus, it was found implementing activity-based approach is challenging because of mixed ability class and resources management skill of the teachers.

Challenges of Teaching English at the Secondary School. Secondary level ELT teachers face several challenges in teaching English in community school. the following question was asked regarding challenges of teaching English at the secondary level: What are the most significant challenges in teaching English at the secondary level in community school?

The teachers stated their views on challenges of teaching English at the secondary school. The teachers stated like this:

Lack of vocabulary and grammatical rules...large size class, use of mother tongues, lack of materials, dependence upon teachers, lack of physical infrastructures and resources, language barriers. Mixed ability class[T1,T2,....T15,T17,T18,T22,T24]

Thus, teaching English in community school is really challenging job. There are lots of challenges of ELT in secondary level such as large size class, lack of vocabulary, use of mother tongue, lack of proper resources, mixed ability class etc.

Among the thirty teachers T11 stated different view on challenges of teaching English in community school. He stated “Irregularity of students in the class drop out students”

To sum up, above statements we can find that irregularity of the students is one of the challenges of community school.

Content Related Challenges

Sometimes, the problems occur due to content provided in the curriculum. Teachers and students both find it difficult to deal with the texts prescribed in the syllabus. The responses of the teachers on content related challenges have been interpreted under the following sub-heading:

Prose Text Align with Language Proficiency. The prescribed English prose text must be helpful for developing language proficiency of the students. The

following table illustrates the perception of the teachers in alignment of English prose text in developing language proficiency:

Table 5
Prose Text Align with Language Proficiency

Item No.	Alignment of Prose Text in Language Proficiency	No. of Teachers	Percentage (%)
1	Very well	9	30
2	Somewhat well	18	60
3	Not well	2	6.66
4	Not sure	1	3.33

The table 4 illustrates the data of alignment of prose texts with language proficiency which are prescribed by the curriculum. Among 30 secondary level English teachers 60 percentage stated that the prose texts are somewhat align with language proficiency. Rest of the others stated that very well, not well and not sure about the alignment of prose text with language proficiency. The percentages were 30, 6.66 and 3.33 respectively.

On the basis of the data presented table it was found that the prescribed prose texts are not sufficient and useful for developing language proficiency.

Grammar Related Challenges. Teaching grammar is one of the challenges faced by ELT teachers. The following table tables shows the data of grammar related challenges:

Table 6
Grammar Related Challenges

Item No.	Grammar Related Challenges	No. of Teachers	Percentage (%)
1	Incorrect sentence structure	10	33.33
2	Misuse of tense	17	56.66
3	Incorrect punctuation	3	10
4	Other	0	0

The above table shows the data of grammar related challenges occur during secondary level ELT classroom. According to the table, 56.66 teacher stated that their students misuse the tense in English class. The percentage of difficulties in

generations of incorrect sentence structure, incorrect punctuation and other challenges are 33.33, 10 and 0 respectively.

Thus, most of the teachers found difficulties in teaching grammar because most of their student cannot use tense appropriately.

Difficulties in Analyzing and Interpreting Figurative Language of Poetry.

Teaching poetry in secondary level is really challenging because of use of figurative language of it. Most of the student cannot analyze and interpret the language of poetry without help of the teachers. The following tables shows the number of ELT teachers whether they find their students in trouble in analyzing the language used in the poetry or not.

Table 7

Analyzing and Interpreting Figurative Language of Poetry

Item No.	Analyzing and Interpreting Figurative Language of Poetry	No. of teachers	Percentage (%)
1	Yes	30	100
2	No	0	0

The table 7 shows the numbers of teachers who find the students feel difficulties in interpreting and analyzing the figurative language of the poem. Among 30 ELT teachers, 100% teachers stated that their students cannot analyze and interpret the figurative language used in the poem. There were no teachers who stated that their student can feel easy to analyze the language used in the poem.

Thus, by analyzing above table we can find that secondary level students find difficulties in analyzing and interpreting the figurative language of the poetry.

Helping Students in Grasping Theme of the Prose Text. Another great problem for ELT teachers teaching secondary level is that their students cannot get the theme and context used in the prose text i.e., essay, story, drama etc. Some teachers ignore this problem and simply explain the prose text without helping the students grasping the underlying themes used in the prose text. The following table shows the number of teachers whether they help or not in grasping the theme of the prose text.

Table 8
Help in Grasping Theme

Item No.	Help of the Teachers	No. of Teachers	Percentage (%)
1	Yes	30	100
2	No	0	0

The table 8 illustrates the number of teachers who help their students in grasping the theme of the prose text. Among 30 teachers, 100 percent teachers stated that they help their students to get the theme of the prose text. There were no teachers who stated that they do not help in grasping the underlying theme of the prose text.

By analyzing the table, it was that the secondary level ELT teacher help their students to grasp the theme of the prose text.

Activity Related Challenges

Teaching learning activities cannot be effective only using traditional methods and approaches. According the nature of the text and theme of the lesson, the teachers should use various modern methods. Activity-based teaching approach helps the student grasp the lesson with their own effort because they actively participate in different activities.

Frequency of Activity-Based Approaches. We can use activity-based teaching and learning approaches for engaging students in teaching and learning activities. The following table shows the frequency of using activity-based approaches:

Table 9
Use of Activity-based Approach

Item No.	Use of Activity-based Approach	No. of Teachers	Percentage (%)
1	Rarely	8	26.66
2	Often	16	53.33
3	Occasionally	4	13.33
4	Always	2	6.66

The table 6 states the responses regarding frequency of using activity-based approach by secondary level ELT teachers in community school. Among 30 ELT teachers 53.33% teachers stated that they often use activity faced teaching approach in teaching English. Rest of the other responded that they use activity-based approach rarely, occasionally and always. The percentage were 26.66, 13.33 and 6.66 respectively. Thus, it was found that most of the teachers often use activity-based approach in teaching English. There are few teachers who always use activity-based approach. To make teaching and learning activity effectively teacher must use activity-based approach frequently.

Use of ICT in Teaching English. Use of ICT in teaching English helps to build language proficiencies in students effectively as it helps to grasp informational easily. The following question was asked regarding use of ICT in teaching English: How often do you use ICT in teaching English? How? If not, why?

The teachers responded that they use ICT sometimes in teaching different lessons. Some of them stated that they never use ICT due to lack of physical infrastructures and lack of ICT tools and devices in their school. Teachers who use ICT also stated that they use it for teaching language skills, abstract contents, teaching poems, teaching story etc.

In this regard, teacher said, “yes, using multimedia[T17]...yes teaching poems and others[T25]...yes, teaching abstract lesson and contents[23]...never, do not have facility[29]...sometimes, teaching language skills and story[21]...sometimes, twice a week for teaching poems with the help of projector and internet[T15]

Some teachers stated differently than above mentioned statements. T6 stated “I do not use, because of knowledge to operate.” This shows that there is facility of ICT and multimedia in his school but who was not trained to operate it. Thus, we should train the teachers on using ICT.

By analyzing above statements of the teachers, we found most of the teachers use ICT in teaching different lessons including poems, story and abstract contents using multimedia and projector with internet. On the other hand, some teachers could not use ICT tools because of lack of ICT tools in their school and knowledge to operate it.

Training and Workshop. Teacher training and various workshop help teachers to apply the modern methods and approach in the classroom. The following table shows the number of teachers who got the opportunity to participate in training and workshop to use activity-based approach.

Table 10
Training on Activity-based Approach

Item No.	Training and Workshop	No. of Teachers	Percentage (%)
1	Yes	12	40
2	No	18	60

The table 10 shows the number of teachers who participate in training and workshop to apply the activity-based approach in teaching English in secondary level. Among 30 teachers, 60percent teachers stated that they have not got opportunity to participate training related to activity-based approach. 40 percent teachers stated that they got opportunity to take part in training.

Thus, it was found that most of ELT teachers have not got opportunity to take part in training to employ activity-based approach.

Training and Workshop on Implementing Activity-based Method. Trained teachers can facilitate students easily and effectively using new method and approaches of teaching English. The following question was asked regarding training and workshop on implementing activity-based method: Have you received any training or workshop implementing activity-based teaching methods in English classes?

Regarding opportunity and training on implementing activity-based method only few teachers stated that they have got opportunity to take part on training and workshop. The teachers stated like this:

No..[T1,T10,T11,T12,]..no, I haven't taken any training yet.[T5],
yes.[T25,T6].....yes, I attended a workshop, but that was not only focused on activity-based teaching approach but that focused upon overall ELT teaching[T21]

Thus, most of the teachers in community school do not get opportunity to take part in training and workshop to make their class activity-based. Without training most of the teacher cannot apply activity-based teaching approach which is one of the most effective approaches to teach language skills. They also cannot apply the activity-based approach using different ICT tools.

Language Game in Teaching Vocabulary. Teaching vocabulary using language helps students to build the store of vocabulary. Language games are often fun raising activities for the students. Thus, students can easily grasp the meaning of vocabulary and able to use them in context.

Table 11
Language Games in Teaching Vocabulary

Item No.	Use of Language Games	No. of teachers	Percentage (%)
1	Yes	20	68.96
2	No	9	31.03

The table 11 shows the number of teachers who use language games in teaching vocabulary. Among 30 students, 68.96 percent teacher stated that they use language games and 31.03 teachers stated they do not use language games in teaching vocabulary. Thus, it was found that most of the teachers use language games in teaching vocabulary.

Successful Classroom Activity and Methods. Teachers can employ several strategies and methods such as role play, dramatization, project work and other student-centered methods. to make teaching learning activities effective. Regarding this following question was asked to the teachers: Could you share an example of successful classroom activity or teach-in methods you have used that effectively engaged students and improved their English skill?

The teacher stated their experience differently on making successful classroom activity and methods. However, most of them stated that the group work and project work are most effective methods and activities to make learning successful. On this T4 stated “Group work and its presentation might be useful for all of us.”

Similarly, T5 believes that listening-speaking test and dramatization helps in developing students' proficiency of English. He stated "Listening-speaking test and dramatization might help to improve their skills."

Thus, by analyzing responses of the teachers, we can find that presentation, group work, dramatization, speaking and listening test activities are the some of the successful class room activities that enhance the language proficiency of the secondary level's students.

Strategies to Manage ELT Classroom

There are several difficulties in managing ELT class in Secondary Level in Community School. ELT teachers of Gauradaha Municipality and Gaurigunj Rural Municipality were found to be use various strategies to overcome those challenges. They are presented and interpreted under the following sub-headings.

Seating Arrangement. There are different seating arrangements such as U-shape, C-Shape, V-Shape and rows that we can use according to the nature of subject matter. The following question was asked regarding seating arrangement: Which seating arrangement do you prefer in your class? Why?

In this question, most of the teachers stated that they like rows and U-shaped seating arrangement. They used these seating arrangements because of various reasons and they have different perceptions upon using seating arrangements. Some teachers stated their views like this:

Rows/traditional seating...desks are angled rows and may not touch[T15]...rows and cluster, helps me to switch between lecture style teaching and group activities[19] ..rows, easy[T20,,T7,]...I like row, easier to maintain discipline and use full in large class[T8]...U-shaped seating, I can watch everyone and control the class[T27],...rows, easy to maintain discipline[T24,T25,T28,T17]

Thus, teachers preferred U-shape, and Rows seating arrangements because they felt easy to maintain discipline and use students centered methods in teaching English.

The teachers who want easy and disciplined class use rows and who want student centered class opted U-shaped arrangement.

Difficulties in Analyzing and Interpreting Figurative Language of Poem.

Teaching a poem is often challenging because of its underlying themes and use of its' figurative language. The following question was asked regarding analyzing and interpreting figurative language of poem: In your opinion, do students find difficulties to analyze and interpret figurative language (e.g., Metaphors, similes, personification) in poetry? If yes, what strategies do you follow to facilitate their understanding?

The teachers have preferred various strategies to overcome the students' difficulty in analyzing and interpreting figurative language of poem. However, most of them stated that they use explanation with simple words. On the other hand, some of them used other strategies to help students grasp the figurative language of poetry such as breaking down metaphor and similes, giving lots of examples. The teachers responded like this:

Yes, giving lots of examples and explanations [T12]..yes, I do I use explanation and discussion on them[4]...simplification and translation of language[T7]...yes, I use visual aids.

Thus, almost all the students of secondary level students found difficulties in analyzing and interpreting figurative language used in the poem. Most of the teachers were found to be using explanation but that is not sufficient for them to grasp the figurative language of poem.

Themes and Emotions of Poetry. All students cannot grasp the underlying themes and emotion conveyed in the literature. Teacher must guide them to grasp such themes and emotion used in poetry texts. Regarding this, the following question was asked to the teachers: What strategies do you employ to guide students in grasping the underlying themes and emotions conveyed in poems?

The teachers had different perceptions of employing strategies to grasp the themes and poetry of poetry. However, most of the teachers stated that they use explanation to teach themes and emotions of the poetry. Some teachers sated as follow:

Explanation [T21,T17,T13,T23]..the strategy of dramatization..[T4], generalize and relate them with daily life activities.. [T7]..i ask them key word and phares [T27]..I prefered to use translations and description of the characters so that students get it.[T28]

Thus, most of the teacher are using traditional methods of teaching poetry. Few of them use other strategies like dramatization, relating in real life situations that help students grasping themes and emotions of the poetry easily.

Themes and Context of the Prose Text. Teacher should guide students to get the themes and context of the prose text. The following question was asked to the teachers regarding this: Do you help students to grasp the theme or context of the prose text? How?

Most of the teachers stated that using summarizing and explanation regarding themes and context of the prose text. Teachers are found to be use summarizing after the lesson. Some of the responses are as below:

Yes, with explanation [T26]...yes, reading more times... summarizing [T11], I encourage students to visualize the prose[T19], by breaking it down in to smaller piece..[T14]..Explanation is the easy way to help them in grasping themes[T25].

Thus, most of the teachers use explanation to help students to grasp the theme and context of the prose. However, teachers are also found to be using more easy way to explain the themes like breaking down into smaller pieces, visualize the prose etc.

Teaching Vocabulary and Grammar. Teacher must engage students in different activities which helps their students in learning vocabulary and grammar. The following question was asked regarding teaching vocabulary and grammar: What strategies do you employ to make vocabulary lessons engaging and effective?

The teachers stated their views differently on teaching vocabulary and grammar. However, most of them presented the strategies of using synonym, antonym for teaching vocabs and inductive methods for teaching grammar. Few of them stated that

they use drilling and language games exercised the teacher shared following strategies on teaching vocabulary and grammar:

For vocabulary: synonym/antonym and for grammar inductive technique [T4,T27,T29...]...provide context...help students guess grammar's rule[T15]..drilling exercise, language games, role play etc.[T12]..inductive methods for teaching grammar is most helpful [T13].

Thus, the secondary level teachers used student centered methods to teach vocabulary and grammar. Teachers used inductive methods for teaching grammar which is student centered and students can easily learn grammar. They were also found to be using drilling and language games in teaching vocabulary.

Limited Teaching Material on Implementing Activity-based Approach.

limited teaching materials often cause difficulties in implementing activity-based approaches in teaching in ELT class. The following question was asked regarding: limited teaching materials on implementing activity-based approach: What strategies do you use to address the challenges of limited teaching materials when implementing activity-based approach?

The teacher stated their views differently on employing activity-based approach when there are limited teaching materials. However, most of them stated that they use local materials to fulfill the lack of teaching materials on implementing activity-based approach. The teacher responded like this:

Using local materials such as realia[T12], by using local materials[T5,T8,T18,T24,T27,T13],pictures, locally available no cost materials are used[T4]....teacher made, no cost and low cost materials[T29]

On the basis of analysis, it was found that most of the teachers of secondary level teachers use local materials, Relias, to full fill the problem of lack of teaching materials.

Activity-based Approach in Teaching Poetry. Role-play, creative writing, multimedia presentation etc. can be employed in teaching poetry. Regarding this, the

following question was asked to the teachers: What type of activity-based approach do you use for teaching poetry?

The teacher stated differently on activity-based approach in teaching poetry. However, most of the teacher used student centered techniques to teach poetry. The teacher stated like this: Group discussion [T23,13,17,21].. creative writing role play, I prefer role play[T10,T12.T4,T11]

Hence, secondary level English teacher used students centered method to teach poetry.

Language Games in Teaching Vocabulary. Language games are the most effective tools to help students remember and use words correctly according to the context. The following question was asked regarding language games in teaching vocabulary: Do you use language games to teach vocabulary? If yes, which language game do you prefer and why?

The teachers stated that they use language games in teaching English in secondary level. Most of them stated that they use language, but the types of games they choose were different. The teachers responded as below:

Yes, word chain because it is the best game to active students' passive vocabulary[T30,T16]. Yes, I do Simon says[T4]...yes, I love using language games, they make learning vocabs easily[T21],yes, scrabble is fantastic, creating words from letter is both fun and educational which enhances spelling[T10]

Thus. Secondary level ELT teachers used language games to teach vocabulary. They used different language games because language games are fun raising and enhances vocabulary and spelling.

Suggestions of Teachers. The following question was asked to the secondary level teachers to suggest to overcome the challenges of teaching English in community school: What advice would you give to other English teachers facing similar challenges in community school?

The teachers stated different views on overcoming the challenges that occur teaching English at secondary level in community school. Their views were like this:

Project work and presentation [T30] ...breaking down lesson into smaller pieces, [T2], integrate technology wisely[T1], no, pain no gain it means we must have desire to bring changes on the students, if so we can[T4], implementing student centered methods, using ICT, engaging students, providing funds to the school to enrich physical investitures of the school and material[T23,T11,T25]

On the basis of the above views, we can overcome the challenges of ELT in secondary level by implementing students centered methods, using group work, using technology and ICT, will to make changes, providing sufficient funds to the school.

Managing ELT Classroom at Secondary Level.

Classroom management refers to the art of organizing and managing teaching learning activities. It includes management of physical environment of the class and psychological behaviour of the students. In this regard, teachers were asked questions related to how do they manage their class.

Regarding managing class despite of limited resources, most of the teachers responded that they use local materials. In this regard, T19 states “ I use local materials. Other teachers responded as below:

No cost, low cost, locally available, teacher-made materials[T27], role play, group work[T22], I utilize everyday items as teaching materials in that case [T21].. I use textbook and other easily available resources[T11].

Teacher also responded that they use ICT and other student-centered methods to manage the classroom. They responded as below:

I use student centered methods[T11,T9], I use ICT twice a week for teaching story poems with the help of projector[T15], role play, group work, classroom presentation after their group and project work, project work[T14,T24]

Teachers were also found to be using various seating arrangement. In this regard T28 stated, “I use rows because easy to find out whether students are engaged or not on the task they assigned.” Other teachers stated:

U-Shape, helpful in discussion[T3]...I use U-Shaped it is very useful in pair-work and group work[T2].. U-Shape and row both I choose them according to the content[T23]

Thus, it was found that teachers use various strategies to manage the classroom such as using local materials, using ICT, conducting group work, roleplay, classroom presentation and using various seating arrangement according to content.

Findings

The study entitled “Managing ELT Classroom at Secondary Level in Community School in Difficult Circumstances” is carried out with aim of finding the difficulties faced by ELT teachers in terms of content delivery and activity conduction. It also attempts to explore the strategies employed by the teachers. During the research I used to work hard to achieve my goal. I reviewed various scholarly writings, books, journal, and visited several websites to develop theoretical literature. Similarly, I collected the data visiting schools and interpreted the data to get the findings. Finally, I drew out following findings of this study:

- It was found that the large size class was most frequently occurring problems of ELT teaching.
- Mixed ability class caused various problems due to variety learning pace of students.
- It was also found that large size class caused problems like, boring classroom environment, noisy classroom, difficulty in adapting student-centered methods.
- Most of the community schools of Gauradaha Municipality and Gaurigunj Municipality were found to have well physical infrastructures and teaching materials.
- None of the teachers always used mother tongue in giving feedback, but they were found to be using mother tongue sometimes while giving feedback.

- Most of the students found to have inadequate knowledge of vocabulary and their use.
- Most of teachers felt difficulty in implementing activity-based approach due to lack of materials and student's interest.
- Most of the students were found difficulties in analyzing figurative language of prose and poetry text.
- Most of the teachers used activity-based approach frequently.
- Most of the teachers used ICT tools in teaching abstract content, story and poems.
- Only few teachers got opportunity in taking part in training and workshop.
- Most of the teachers used language games in teaching vocabulary.
- Most of the teachers used classroom presentation, group work and role play to develop language proficiency.
- Teachers were found to use rows and U-Shaped seating arrangements.
- Teachers used explanation and group work to help students in analyzing figurative language of prose and poetry text.
- Most of teachers used inductive method to teach grammar.
- Teachers used local materials to overcome the lack of teaching materials.
- Finally, it was found that teachers managed the classroom using ICT, student-centered methods, classroom presentation, group and role play.

Chapter 5

Conclusion and Implications

Conclusion

This research entitled “Managing ELT Classroom in Secondary Level in Community School in Difficult Circumstances” is an attempt to find out challenges faced by the secondary level ELT teachers in terms of content delivery and activity conduction challenges. This study also attempts to explore the strategies used by the teachers to manage those challenges. This thesis consisted five chapters and each chapter includes other sub chapters. The main purpose of this study was to identify challenges faced by ELT teachers in terms of classroom management, content wise and activity-based. The conclusion of can be made as follow in concise form on the basis of findings.

There are lots of challenges in teaching English in secondary level in community school in difficult circumstances. Teachers encounter various difficult circumstances inside and outside classroom such as large size class, use of mother tongue, giving feedback, lack of infrastructure and materials, helping student grasp the themes and figurative meaning of literary text, applying activity-based teaching methods, using ICT tools etc. To overcome such challenges teacher must use effective strategies and methods that should be student centered and suitable according to the nature of the lesson and available resources in the class.

There are several challenges that occur most frequently in ELT classes such as mixed ability class, large size class, use of mother tongue. Most of the respondents agreed use of the mother tongue is most frequently occurring challenging in the class. Similarly, secondary level teachers used mother tongue while giving feedback to the students. There are some teachers who never use mother tongue to give feedback to the student. Likewise, teacher felt difficulty in teaching vocabulary because of their students have limited vocabulary and they cannot use the words in appropriate context. Some teachers suggested to use multimedia tools, ICT in teaching vocabulary. On the other hand, some teacher cannot use ICT tools due to lack of ICT tools in their school. Moreover, secondary level English teachers preferred rows and

U-shaped seating arrangement. They used them according to the nature of the course and their comfortable.

Teachers found difficulties in teaching literary texts such as poetry and prose because their students could not grasp the underlying themes and emotions of the texts, and could not analyze the figurative language of poem and prose. Moreover, teachers also faced problems on implementing activity-based approach in teaching literary text due to lack of resources and lack of students' interest. The respondents suggested strategies like relating text with real life situation, dramatization and role play to overcome such difficulties. Likewise, teachers also faced several challenges in teaching secondary level in community school and they suggested to use student centered methods such as dramatization, role play, group work and discussions, presentation etc. to overcome such challenges.

Based on the findings concern authorities and stakeholder should have desire to overcome the challenges of ELT teaching in secondary level in community school. Teachers should use activity-based and other student-centered methods to overcome classroom management problems. They should be familiar and use ICT in teaching English. The government and local bodies should allocate sufficient fund to the school to develop well physical infrastructure and technology equipped classroom. Curriculum designer should be aware while updating curriculum in the sense that they must design the curriculum in the way that students are active and lots of activities and project works can be conducted.

Implications

Future developments in the field of teaching English language are implied by this study. There have been some recommendations for the study's pedagogical implications to aid future research on policy, practice, and other topics.

Policy Related. The following policy related implications have been made:

- The government should policy to enrich the community schools with well equipped with both physical infrastructure and ICT.
- The teachers should be encouraged to use student centered methods in teaching. For that there should be effective provision of TPD.

Practiced Related. The following practice related implications have been made:

- The teacher should use ICT tools to overcome the difficulties in teaching vocabulary, literary text and engaged students in activity-based approach.
- The teachers should be aware of developing their proficiency in teaching using TPD and should be aware of modern teaching methodology.

Further Research Related. The following research related implications have been made:

- Universities, research centers and other educational institutions should encourage the researchers to carry out research on challenges faced by secondary level ELT teachers working in community level.
- Further research areas on managing ELT classroom in difficult circumstances can be as follows:
- Difficult circumstances of managing large size ELT class in community school.
- Perceptions of ELT teachers on activity-based approach in ELT class.
- Content wise challenges faced by Secondary level ELT teachers.

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Appendix

Questionnaire for the Teachers

Dear Sir/Madam,

This questionnaire is a part of my research study entitled **Managing ELT Classroom in Secondary Level in Community School in Difficult Circumstances** under the supervision of Dr. Hari Maya Sharma, Lecturer of the Department of English Education, T.U. Kirtipur, Kathmandu. This study will attempt to find out difficult circumstances faced by Secondary Level ELT teachers in teaching English in Community School in terms of content delivery, activity conduction and strategies employed by teachers to manage those challenges. Your cooperation in completion of the questionnaire through authentic information will have great value to my research. Please feel free to give your responses required in the questionnaire. I assure you that your responses will be exclusively and used confidentially only for the purpose of present study. Privacy of your responses will be strictly kept. Thank you.

Researcher:

Bijaya Prakash Pokhrel

Tribhuvan University

Kirtipur, Kathmandu

Respondent

Please write your response on the questions provided below and tick the correct alternatives which match with your day-to-day teaching learning activities:

1. Which of the following are most frequently occurring challenges in your class?
- | | |
|------------------------|-------------------------|
| a. mixed ability class | b. large size class |
| c. giving feedback | c. use of mother tongue |

2. How often do you mother tongue while giving feedback?
- | | |
|------------|--------------|
| a. always | b. sometimes |
| b. usually | d. never |

3. What kind of problem caused by mixed ability class?
-
-
-

4. What are the difficulties in teaching in large size class at secondary level?
-
-
-

5. How often do you use ICT in teaching English? How? If not, why?
-
-
-

6. Which seating arrangement do you prefer in your classroom? Why?
-
-
-

7. What classroom management strategies do you employ to maintain discipline and student engaged during English lesson?
-
-
-

8. Do your school have well physical infrastructure and teaching materials? If not, what are the major causes of lack of physical infrastructure and materials?
-

.....
.....

9. In your opinion, do students find difficulties to analyze and interpret figurative language (e.g., metaphors, similes, personification) in poetry? If yes, what strategies do you follow to facilitate their understanding?

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

10. What strategies do you employ to guide students in grasping the underlying themes and emotions conveyed in poems?

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

11. How do the prescribed English prose texts align with language proficiency level of secondary level students?

- a. very well
- b. somewhat well
- c. not well
- d. not sure

12. Do you help students to grasp the theme or context of the prose text? How?

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

13. Which vocabulary related difficulties do you encounter at the secondary level?

- a. Limited vocabulary among the students
- b. difficulty in understanding and using contextually appropriate words
- c. Lack of interest in expanding vocabulary
- d. other (please specify):

14. What are the main grammar related challenges you face at the secondary level?

- a. incorrect sentence structures
- b. Misuse of tenses
- c. Challenges in using correct punctuation
- d. Other (please specify);

15. What strategies do you employ to make vocabulary and grammar lessons engaging and effective?

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

16. Have you received any training or workshop on implementing activity-based teaching methods in English classes?

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

17. How often do you incorporate activity- based approaches in ELT classes?

- a. Rarely
- b. occasionally
- c. often
- c. always

18. What strategies do you use to address the challenges of limited teaching materials when implementing activity-based approaches?

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

19. What type of activity-based approached do you use for teaching poetry? (e.g., Role-play, creative writing, multimedia presentation)

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

20. What difficulties do you find when implementing activity-based approaches?

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

21. Do you use language games to teach vocabulary? If yes, which language game do you prefer and why?

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

22. In your opinion, what are the most significant challenges in teaching English at the secondary level in community school?

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.....
.....

23. What advice would you give to other English teachers facing similar challenges in community school?

.....
.....

24. Could you share an example of successful classroom activity or teaching method you have used that effectively engaged students and improved their English skill?

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