



# Evaluation of English Teaching Learning Practices at Secondary Schools in Tripura: An Analysis

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**Abstract:** English language has become an important part of school education in India and all over the world. Hence, it is essential to teach English at different levels of an academic system. This research study aims to find out the awareness levels of the English teacher, to examine the methods, techniques, approaches and teaching materials being used by the teachers, to study the problems faced by students and English subject teachers in teaching learning process and lastly, to examine the strength and weakness of teaching English at secondary schools in Tripura. This study employed survey type of research method and with 130 samples as participants. The data were collected by using self-developed questionnaire for English subject teachers, focus group discussion on students, classroom observation schedule and interview schedule on English subject teachers. The study revealed that majority of English teachers were having awareness of English teaching for facilitating self and peer assessment, group activities, low level of students' interest, over dependent on teachers; irregular of students' participation in the class, and language barrier related challenges faced by English teachers. Majority of the schools had lack of Computer lab, school library, school magazine, ICT facilities etc. The challenges of teaching and learning of English Language teachers can overcome by providing in-service training to English teachers along with the provision of minimum facilities in the schools.

**Index Terms - English language, awareness, English subject teacher, in-service training, facilities.**

## I. INTRODUCTION

One of the most crucial aspects of every civilization is language. It is how individuals interact with one another, form bonds with one another, and foster a feeling of community. English is much more than just an official language in India. It has served as the official language of superior justice, higher education, higher administration, and information technology. In addition, English is a language of success and opportunity for life in India. Also, the majority of the lessons in our curriculum do not require students to acquire English. As a result, it is believed that the Indian educational system is inherently reluctant to study or teach English. To remove this impediment to academic growth, our English Language Teaching (ELT) pattern must be evaluated in terms of its impact on curriculum. The following analysis will tell us how Indian ELT has spread across the country and how it has affected educational quality.

The teaching style should be such that it aids in the acquisition of practical command of the language. The school's atmosphere and family status are vital to the success of the teaching-learning process. In countries such as India, where the majority of people are farmers or have a poor educational background, parents are least interested in providing a good education to their children. Furthermore, the majority of families' income is insufficient, so parents are more interested in engaging their children in petty jobs to earn money. Furthermore, the infrastructure of the majority of government schools in India is inadequate. The teaching of English, whether for beginners or advanced learners, has been a difficult endeavor for English teachers, particularly in the areas that cover the acquisition of four language skills - listening, speaking, reading, and writing.

The NEP 2020 language policy adds flexibility to the three-language formula by not imposing a single language on any state. According to the new education policy, it is up to the state to decide which language to teach. The states, regions, and students are free to choose the three languages they want to learn, with at least two of them being indigenous to India. Although, a three-language formula should be made available for training purposes in order to solve the issue of teaching instructors under NEP. With the intention of providing equitable opportunities to all states for the advancement of their minority as well as others, NEP 2020's three-language formula was created. Bengali and Kokborok are the official languages of the northeastern Indian state of Tripura, along with a large number of other minority languages as Chakma, Mog, Halam, Garo, Manipuri, Mizo, etc. English is accepted for official purposes, just like the rest of India. The two most often used languages in Tripura are Kokborok and Bengali. Bengali and Kokborok are taught as first languages. In the schools of Tripura, English is taught as a second language.

### I.1. Review of Literature

In teaching English, teacher's feedback helps to reduce grammatical errors of the students (Pham, 2021) and explanation of syllable structure corrects the students to learn acquiring the accentual patterns of English (Jadhav & Harole, 2021). Vocabulary using activities was found more effective in teaching English (Kothuri and Nageswari, 2021). Kuo (2021) stated that teacher's guidance enhances phonetics pattern learning for students. For improving student's learning as teaching materials shouldn't confined within the textbooks or workbooks, but also digital and online resources utilized (Thiagarajah & Razali, 2021) and teacher's more

instruction of pronunciation had also improved student's perfect speaking (Brekelmans, 2017). Teacher can incorporate for developing communication English speaking skill making the students to talk about their personal lives (Khan, 2021) and incorporating speaking and listening test in the public examinations (Mazumder, 2021). According to Li (2016) teachers need to organize independent learning classroom to guide learners for self-learning, expand their own knowledge and answer of doubt. In teaching-learning process of English language, most of the researchers stated that incorporating teacher centric and students' centric (Rajeshwari, 2021); new method and bilingual method (Yesapogu, 2016); and appropriate methods, fun activities, group activities and performing tasks (Murdani, et al. 2019 & Nychkalo, et al. 2020) can bring students to learn English language without feeling burdened and improved language learning. Guru (2020) stated that qualification of teachers, in-service training for teacher, availability of facility, preparing and teaching with lesson plan and motivation of teachers also help in teaching-learning process of English language. Adhikari (2018) stated that participation in national and local academic activities of English teacher, organizing periodical workshops and training programmes for teachers, organizing various literary programmes, viz., debate, extempore; speeches, essay writing, poetry writing, recitation, role playing etc. improved the teaching standards. Parab (2015) stated that modern method approach of teaching English can bring change incorporating with culture, changing the teaching content and test design, encouraging e-learning etc.

The study discovered that various forms of training, seminars, and formal classes assist instructors in becoming ICT literate and successfully utilizing ICTs in teaching-learning activities help in language teaching; and also, different ICT devices and integration of technology in language teaching promotes the friendly environment. encourages flexibility and autonomy to the students and improves the technical skills of the teachers in the pedagogical process (Bhattarai, 2021; Adhikari, 2021; and Khan & Kuddus, 2020). Bhatti, et. al., (2021) suggested that that students and teachers should do the proper utilization of ICTs devices and facilities in teaching learning process of English language. Language teachers need to reflect target culture, incorporate the technology and the correct use of the language skills in teaching English (Archana & Rani, 2016; and Abali, 2012). English teacher's abilities and motivation influenced to generate the growth mindset and performance over a period of time in teaching English (Massri, 2020; Mohammadi & Faskhodi, 2020).

Teacher's attitudes and professional competency including age, teaching experience, qualifications and professional skills played a significant role in teaching English with the changing time and places (Al-Issa, 2017; Jabri, 2017; and Polat, 2016). Student's positive attitudes, motivation and expectation enhance English language learning when they presume to secure good jobs, pass the Examination and have a good profession (Herwiana & Laili, 2021; Getie, 2020; Hayati, 2015; and Viet, 2017). Language teacher can improve teaching by emphasizing on learning practice and performance; and teachers' easy explanation (Devaki, 2018). In order to provide pre-service teachers with the knowledge and practice for teaching ELLs, program ideology and instructional methods must be unified (Hallman & Meineke, 2017). In teaching English, pedagogical problems can be overcome by providing professional training to teachers (Saleh, 2021) and learning challenges can reduce when students will practice the use of English by removing the anxiety and fear (Mercy, 2019). Kottairaj, et. al. (2020) stated that problems in teaching English can be overcome by arranging a discussion, debates etc., among students and also facilitate by providing laboratories, libraries and internet facilities. Abilasha and Iankumaran (2018) also stated that appointment of linguistics awareness and quality of trained teachers influence fruitful language teaching for direct involvement of students and teachers. Rao (2018) stated that there should be clear-cut-policy, efficiency exposure, availability of suitable material, qualified teachers, proper methodology, strong motivation, teacher student ratio and assessment system influence in teaching-learning process of English language. The problems of learning English can overcome by correct use of pronunciation and syntax (Nath, 2016) and also can be tackle by bridging the gap between haves and have not or 'urban' and the 'rural' (Pooja, 2017). Smith (2013) stated that grammar and phonetics aspects can improve by providing training for it in the present of teacher.

## 1.2. Operational Definition

**Secondary Schools** – Secondary schools refer to the government high and higher secondary schools where class ix students are studying.

**English Teaching Learning Practices** – English teaching learning practices defined that for teaching English subject what are the methods and approaches being followed by English teachers and attitude of teachers towards English teaching. Teaching learning practices include learners' learning style, curricular and co-curricular activities are undertaken in learning and teaching English.

**Evaluation** – The term evaluation defined that to evaluate and examine class IX students' and teachers' attitude towards English language and to trace the practices of English teaching learning in that class.

## 1.3. Need and Justification of the Study

In the era of globalization, every individual required to have a high level of education as well holistic skills. English is one of the international languages to be used as verbal language for communication. Learning English is required for skillful communication in the life of globalization by mastering English to move forward. English teachers have a vital role to play in teaching English and to imbibe holistic skills of English within English learners. This can be happened when the proper teaching methods and quality teaching is being provided by qualified teachers. Some of the studies agreed that students need more collaborative and individualized activities based learning facilitated by the teacher applying different methods, approaches and techniques in innovation ways in this digital era in order to make the classroom more effective and students centric, ICT integrated English teaching & tools to be used in appropriate ways, professional qualification, and mindset of teachers in teaching English, the infrastructure facilities of the institution and the evaluation systems in English teaching and learning curriculum, multilingual and geographical background of the learners also immensely influenced in English teaching learning. English subject is taught as a second subject and compulsory subject in the secondary schools of Tripura. That's why the present study tries to trace and evaluate the English Teaching Learning (ETL) practices at the secondary schools in Tripura.

## 1.4. Statement of the Problem

In secondary schools of India, mother tongue is taught as the first language and English is taught as the second language. It is mandatory to take English as a subject. The main concern of this study is to properly evaluate English teaching in secondary schools. English is the second most position subject in the secondary school curriculum in Tripura. It is a well-known fact that teaching English incorporates a variety of techniques, abilities, and tools. The ability to teach English effectively depends in great portion

on the student's passion, attitude, passion for learning, ability to communicate that learning, and, most importantly, love of the subject. The teaching of English differs significantly from the teaching of other different subjects. According to the review, there are a lot of contradicting conclusions about the teaching of English in secondary schools. This study was inspired by the researcher's curiosity about the methods, approaches, and attitudes of secondary school English teachers. Hence, the study is need to conduct on "Evaluation of English Teaching Learning Practices at Secondary Schools in Tripura: An Analysis".

### **I.5. Objectives of the Study**

- a) To find out the awareness levels and attitude of the English language teacher about English teaching learning practices.
- b) To examine the methods, techniques, approaches and teaching materials being used by the English teacher in teaching English as a subject.
- c) To study the problems faced by the English language teachers in teaching English in the secondary schools.
- d) To study the problems faced by students in learning English language in the secondary schools.
- e) To examine the strength and weakness of teaching English language at secondary schools.

### **I.6. Research Questions**

- a) What are the awareness levels and attitude of the English language teacher about English teaching learning practices?
- b) What are the methods, techniques, approaches and teaching materials being used by the English language teacher in teaching English as a subject?
- c) What are the problems faced by the English language teachers in language teaching at secondary schools?
- d) What are the problems faced by the English language students in language learning at secondary schools?
- e) What are the strength and weakness of teaching English language at secondary schools?

## **II. RESEARCH METHODOLOGY**

### **II.1. Method**

The present study is a Descriptive survey type of method. Descriptive survey type research studies that are concerned with describing the characteristics of a particular individual or a group. The present study is a survey type of research and it is design to evaluate the English teaching learning practices at secondary schools in Tripura.

### **II.2. Population and Sample**

As per the Directorate of Secondary Education, Education (School) Dept. Government of Tripura, there are 688 secondary schools in Tripura. The study had been limited to South District of Tripura, and the researcher had been selected 10 secondary schools. Among these 10 schools, 2 English Teachers, 1 HM and 10 students from each school will be selected through lottery method as participant of the study.

### **II.3. Tools and Techniques to be Used**

In order to achieve the objectives of the present study, some data gathering tools and techniques are to be used on the basis of types and need for the research. Since, this is survey type of the research, the investigator will use the following tools in order to conduct the present study.

- a) Questionnaire for the English teachers.
- b) Focus group discussion on class IX students.
- c) Classroom observation schedule.
- d) Interview Schedule for HM and English Subject teachers.

### **II.4. Data Analysis and Interpretation**

**Objective a) :** To find out the awareness levels and attitude of the English language teachers about English teaching learning practices.

**Table-1: Responses on awareness and attitude of English language teachers on professional qualification, workshop and training**

Items	Yes (%)	No (%)
Does English teacher need professional qualification for effective teaching English?	14 (70%)	6 (30%)
Do workshops and training require for English teacher in teaching English?	16 (80%)	4 (20%)
Is it necessary to speak English during the transaction to improve English proficiency?	13 (65%)	7 (35%)
Is it necessary to prepared lesson plan and teach accordingly in English class?	11 (55%)	9 (45%)
Does English teacher need to follow phonetics pattern during transaction of the lesson?	8 (40%)	12 (60%)
Does peer teaching can prove students' English learning?	17 (85%)	3 (15%)
Do literary activities help to improve student' English learning?	18 (90%)	2 (10%)
Does English teacher need to provide group activities in students to learning English?	20(100%)	
Does English teacher need to assess students' writing and speaking skills during transaction?	16 (80%)	4 (20%)
Does English teacher need to use TLM for an effective English teaching?	20(100%)	
Does grammar help in teaching English?	15 (75%)	5 (25%)
Do English Text books need to have activity based?	20(100%)	

From the table-1: it is clear that seventy percent of English teachers were aware that they need professional qualification to teach effectively English subject, eighty percent of teachers agreed that they need to participate in workshops, sixty five percent of teachers are conscious that it is necessary to speak English during the transaction to improve English proficiency, fifty five percent of teachers opined that there is a necessity of preparing lesson plan and teach effectively in English class, forty percent of English teachers were aware that teachers need to follow phonetics pattern during transaction of the lesson, eighty five percent teachers agreed that peer teaching can prove students' English learning, ninety percent of teachers opined that literary activities help to improve students' English learning, all the teachers have supported group activities among students for effective learning in English, eighty percent of English teachers aware that there is a need to assess students' writing and speaking skills during transaction, all the English teachers conscious that use of TLM is essential for an effective English teaching, seventy five percent of teachers aware that knowing grammar help in teaching English and all the teachers supported for activity based text book for children.

**Table-2: Interview Schedule on English teachers and H/M concerning awareness and attitude towards English Teaching**

<b>English speaking during lesson transaction</b>	<p>Respondents' responses that-</p> <ul style="list-style-type: none"> <li>to improve English speaking proficiency of teachers and at the same time students better develop their listening skills.</li> <li>expanding to English vocabulary and pronunciation.</li> <li>for the benefit of students' understanding.</li> <li>better pronunciation develops communication skills in English.</li> <li>understanding English and learning English speaking fluently.</li> <li>students can develop in their listening skills, and get confidence to speak in English.</li> </ul>
<b>Workshop and Training</b>	<p>Respondents' responses that it will help-</p> <ul style="list-style-type: none"> <li>properly to assess the students.</li> <li>in facilitating in students' learning.</li> <li>in developing own teaching materials, mastery of teaching subject.</li> <li>in activities-based teaching.</li> <li>in improving method teaching and getting innovative ideas.</li> <li>to teach students with joyfully and fulfill the needs of the students.</li> </ul>
<b>Professional qualification</b>	<p>Respondent responses that it will help-</p> <ul style="list-style-type: none"> <li>to become efficient teachers and teaching effectively adopting different methods.</li> <li>In understanding students' psychology.</li> <li>to provide quality education.</li> <li>in implementing mastery content of subjects.</li> <li>teaching properly.</li> </ul>

	<ul style="list-style-type: none"> <li>to mastery over the content knowledge.</li> <li>in implementing proper teaching method.</li> </ul>
<b>Literary activities</b>	Respondent responses that the following activities can adopt in teaching English- <ul style="list-style-type: none"> <li>storytelling, poetry recitation.</li> <li>reading and writing related activities</li> <li>poetry recitation and group activities</li> <li>debate, speaking, group activities and writing competition</li> </ul>
<b>ICT related training</b>	Respondent responses that it will help - <ul style="list-style-type: none"> <li>for developing ICT skills.</li> <li>in encouraging teachers in teaching.</li> <li>in teacher's improvement.</li> <li>to enhance digital Knowledge and teaching skills.</li> <li>in teacher self-learning.</li> <li>in the use of ICT tools in teaching English.</li> </ul>
<b>Lesson plan preparation</b>	Respondent responses that it helps - <ul style="list-style-type: none"> <li>to complete the syllabus systematically.</li> <li>to assess the students from time to time.</li> <li>to engage students in systematic manner.</li> <li>in delivering the lesson appropriately.</li> <li>to complete the syllabus on time.</li> <li>in effective teaching.</li> <li>in meaningfully discussion in the class.</li> <li>In sequential teaching.</li> </ul>
<b>Following phonetics patterns</b>	Respondent responses that it will help- <ul style="list-style-type: none"> <li>to developing speaking.</li> <li>in proper pronunciation.</li> <li>to improve speaking skills.</li> <li>to make understand in proper words pronunciation.</li> <li>in perfect pronunciation.</li> <li>in speaking properly.</li> <li>Proper pronouncing the words.</li> <li>in improving communication skills.</li> </ul>

**Objective b):** To examine the methods, techniques, approaches and teaching materials being used by the English language teacher in teaching English as a subject.

**Table-3: Language approaches implemented in the English classroom**

Approach	Implemented
Bilingual	16 (80%)
Multilingual	4 (20%)

To find out the language approaches implemented in the English classroom, the researcher found that 16 (80%) teachers bilingual and 4 (20%) multilingual approaches to teach in the English classroom.

**Table-4: Teaching Aids used**

Items	Yes (%)	No (%)
Mobile	4 (20%)	16 (80%)
Story telling picture	8 (40%)	12 (60%)
Poster	8 (40%)	12 (60%)
Chart	2 (10%)	18 (90%)
Diagram	1 (5%)	19 (95%)

The use of teaching aids in the English classroom, the researcher found that out of 20 sample uses 20% mobile, 40% story telling pictures, 40% poster, 10% chart, 5% diagram etc implemented in English classroom.

**Table-5: Vocabulary Activities**

Vocabulary Activities	Implemented (%)	Not Implemented (%)
English teachers	9 (45%)	11 (55%)

Table-5 indicated that 45% English teachers implemented vocabulary activities in the classroom. Those activities were- formation of sentences, jumble words, writing synonyms and anonyms, drilling words pronunciation, words matching between synonyms and anonyms, blackboard work etc.

**Table-6: English Grammar teaching**

Method/approaches/ strategies	Followed (%)	Un-followed (%)
By Memorizations	7 (35%)	13 (65%)
By Contextualizing Grammar	14 (70%)	6 (30%)
By pattern practice	7 (35%)	13 (65%)

**English Grammar teaching Method/approaches/ strategies followed by teachers**

Table-6 indicated that English Grammar teaching Method/approaches/ strategies were followed by teachers such as memorizations 7 (35%), contextualizing Grammar 14 (70%), and pattern practice 7 (35%).

**Table-7: Teaching prose**

Method/approaches/ strategies	Followed (%)	Un-followed (%)
Reading aloud to children	10 (50%)	10 (50%)
Explaining more repetition and elaboration	16 (80%)	4 (20%)
Silent reading	2 (10%)	18 (90%)
Model reading	7 (35%)	13 (65%)

**English prose teaching method/approaches/ strategies followed by teachers**

Table-7 indicated that English prose teaching method/approaches/ strategies followed by teachers are reading aloud to children 10 (50%) , explaining more repetition and elaboration 16 (80%), silent reading 2 (10%) and model reading 7 (35%).

**Table-8: Teaching poetry**

Method/approaches/ strategies	Followed (%)	Un-followed (%)
Reading aloud to the children	16 (80%)	4 (20%)
Model reading	8 (40%)	12 (60%)
Choral recitation	17 (85%)	3 (15%)
Explaining the gist of the poem	12 (60%)	8 (40%)

Table-8 indicated that English poetry teaching method/approaches/ strategies followed by teachers are reading aloud to children 16 (80%), model reading 8 (40%), choral recitation 17 (85%) and explaining the gist of the poem 12 (60%).

**Table-9: Assessing students to improve English learning**

Method/approaches/ strategies	Followed (%)	Un-followed (%)
Engaging in self- and peer assessment	11 (55%)	9 (45%)
Engaging in group activities	12 (60%)	8 (40%)
Conducting written test and oral test	12 (60%)	8 (40%)
Role playing activity	4 (20%)	16 (80%)

Table-9 indicated that assessing students to improve English learning method/approaches/ strategies followed by teachers are engaging in self- and peer assessment 11 (55%), engaging in group activities 12 (60%), Conducting written test and oral test 12 (60%) and role-playing activity 4 (20%).

**Table-10: To improve classroom teaching/ learning suggestions are given by the English teachers are given below**





**Objective c):** To study the problems faced by the English language teachers in teaching English in the secondary schools.

**Table-11: Teaching Resources and Accessibility related**

Items	Yes (%)	No (%)
Limited access and lack of teaching English resources	8 (40%)	12 (60%)
A large number of students in the classroom		20 (100%)
Limited time to teach		20 (100%)
facing lack of supporting facilities	16 (80%)	4 (20%)
lack of delivering materials	10 (50%)	10 (50%)

Table-11 indicated that teaching resources and accessibility related challenges faced by teachers are out of 20 samples were limited access and lack of teaching English resources 8 (40%), facing lack of supporting facilities 16 (80%) and lack of delivery materials 10 (50%).

**Table-12: Students related challenges**

Items	Yes (%)	No (%)
Lack of students' interest	5 (25%)	15(75%)
over dependent on teachers	4 (20%)	(80%)
irregular of student's participation in the class	6 (30%)	14 (70%)
Language barrier	5 (25%)	15(75%)

Table-12 indicated that students related challenges faced by teachers are out of 20 samples were- lack of students' interest 5 (25%), over dependent on teachers 4 (20%), irregular of student's participation in the class 6 (30%) and language barrier 5 (25%).

**Table-13: Teacher related**

Items	Yes (%)	No (%)
lacking of subject knowledge	2 (10%)	18 (90%)
Lacking knowledge in implementing different English teaching methods, techniques and strategies	3(15%)	17 (85%)
Grammar teaching related issues	13 (65%)	7(35%)
Assessment and evaluation related issue		20 (100%)

Table-13 indicated that teacher challenges related out of 20 samples were- lacking of subject knowledge 2 (10%), lacking knowledge in implementing different English teaching methods, techniques and strategies, and grammar teaching related issue 13 (65%).

**Table-14: Interview Schedule on English teacher and HM**

<b>Teaching resources related challenges</b>	There is lack of Computer lab, school library, school magazine, ICT facilities etc.
<b>Teaching methods/approaches/strategy/subject related challenges</b>	Out of 20 samples, 15 teachers had faced challenges in teaching English grammar. They responded that they are neither having English subjects in their graduation nor post-graduation level. Due to not having English subject teachers, they were managing the classes.
<b>Students related challenges</b>	From 6 samples schools, students were sometimes irregular in the class.

**Objective d):** To study the problems faced by students in learning English language in the secondary schools.

**Table-15: Focus group Discussion (Students responses)**

Language related	<ul style="list-style-type: none"> <li>4 (40%) schools' students have responded that they have faced language barrier in the classroom. Their home language is different from the school language. Sometimes they faced difficulties to grasp teacher's explanation.</li> </ul>
Grammar Learning related	<ul style="list-style-type: none"> <li>5 (50%) schools' students have responded that they have faced difficulties in grammar learning topics are narration change, voice change, clauses.</li> </ul>
Speaking related	<ul style="list-style-type: none"> <li>8 (80%) schools' students have responded that they have faced difficulties in speaking related. They have lacking in English speaking</li> </ul>
Reading related	<ul style="list-style-type: none"> <li>5 (50%) schools' students have responded that they have faced difficulties in reading related.</li> </ul>
Writing related	<ul style="list-style-type: none"> <li>7 (70%) schools' students have responded that they have faced difficulties in writing related. They have lacking in writing own sentence related to editorial letters, report writing.</li> </ul>
Learning resource related	<ul style="list-style-type: none"> <li>10 (100%) schools' students have responded that they are having lack in smart classes and 8 (80%) schools' students have responded unavailability of school library.</li> </ul>

**Table-16: Interview Schedule on English teacher and HM**

<b>Class related</b>	<ul style="list-style-type: none"> <li>Irregular English classes were going on due to lack of teachers and facing challenges to do classes in combine mode.</li> </ul>
<b>Teaching/learning related</b>	<ul style="list-style-type: none"> <li>Kokborok speaking students responded that sometime they faced challenge to grasp teacher's explanation.</li> </ul>
<b>Grammar learning related</b>	<ul style="list-style-type: none"> <li>Sometime they face difficulties to reply in grammar classes.</li> <li>English subject is taken by SST subject teacher, they are in need of English subject teachers for that they can understand English grammar classes.</li> <li>They are facing difficulties to understand grammar portion like clauses, tenses and lack knowledge in grammatical formulas.</li> <li>They are face difficulties in grammatical writing portion- Editorial letters, report writing, precise writing in their own words. They have grammatical solving issues on narration and voice change.</li> </ul>
<b>Reading related</b>	<ul style="list-style-type: none"> <li>Few students are facing difficulties in reading the sentences of the book. (From three schools' students)</li> <li>Few students are facing challenges to pronounce more than three syllable words.</li> </ul>
<b>Writing related</b>	<ul style="list-style-type: none"> <li>Few students are facing challenges in writing answer from discursive passage.</li> <li>Writing sentence in their own words in report writing.</li> </ul>
<b>Language barrier</b>	<ul style="list-style-type: none"> <li>They have faced language barrier during the classroom transaction due to school language different from their mother tongue (students' responses from three schools).</li> </ul>

**Table-17: Teacher responses that few techniques can follow when student faced difficulties in learning English**

<b>Teacher responses</b>	<ul style="list-style-type: none"> <li>Again, and again explanation</li> </ul>
	<ul style="list-style-type: none"> <li>remedial classes, share and peer learning methods, self-learning by students</li> </ul>
	<ul style="list-style-type: none"> <li>Remedial classes (three teachers responded)</li> </ul>
	<ul style="list-style-type: none"> <li>Model reading, group activities, reading text book by students.</li> </ul>



**Objective e):** To examine the strength and weakness of teaching English language at secondary schools.

**Table-18: Availability of Learning Materials**

Items	Yes %	No %
Textbook	10 (100%)	
Newspaper		10 (100%)
Magazine		10 (100%)
Class library		10 (100%)

**Table-19: During Lesson Transaction teacher used teaching materials**

Teacher used	Yes %	No %
TLM	10(100%)	
Lesson plan	10(100%)	
Blackboard work	10(100%)	
Textbook	10(100%)	

**Table-20: During transaction**

Items	Yes (%)	No (%)
Student participate Actively	10(100%)	
Teacher asks question	10(100%)	
Motivate students	10(100%)	
Respond students' query	10(100%)	

Table-20 indicated that during lesson transaction teacher uses few approaches and students' participation out of 20 samples where student participate actively (100%), teacher ask question (100%), motivate students (100%) and respond students' query 10(100%).

**Table-21: teacher's activities**

Items	Yes %	No %
Summarize the lesson topic	8 (80 %)	2 (20%)
Used grammar translation method	10 (100%)	
Used direct method	10 (100%)	
Relate content to students' life	6 (60%)	4 (40%)
Homework/ Assignment	10 (100%)	
Provide feedback	8 (80 %)	2 (20%)
Contextualize teaching/ learning	3 (30%)	7 (70%)

#### **Interview Schedule of English teachers and H/M on strength and weakness of teaching English**

Teachers uses blackboard in the class whenever it was necessary. In every class teacher uses TLM along with lesson plan and give homework to students after the class. They motivate students to learn extra out of textbook. They encourage students to interact in English during classroom transactional process. They also take remedial classes sometimes for removing reading difficulties students (6 sample schools).

### **III. RESULTS AND DISCUSSION**

English language teaching- learning process is directly and indirectly influenced by the experienced teachers, attitudes of teachers, equipped ICTs facilities, proper use of teaching methods and motivations of learners. English teachers need to have professional qualification, workshop and training (Adhikari, 2018) and incorporate bilingual and multilingual approaches in teaching. Literary activities such as storytelling, poetry recitation, debate, speaking, group activities and writing competition can enhances students English learning. Students learning become easy when they learn through the fun activities, group activities and performing tasks (Murdani, et al.2019 & Nychkalo, et al. 2020).

The teacher has to shift of teaching in this digital era by using different ICT devices and integration of technology in language teaching which can promotes the friendly environment. encourages flexibility and autonomy to the students and improves the technical skills of the teachers in the pedagogical process (Bhattarai,2021; Adhikari, 2021; and Khan & Kuddus, 2020). Bhatti, et. al., (2021) suggested that that students and teachers should do the proper utilization of ICTs devices and facilities in teaching learning process of English language.

Rao (2018) stated that there should be clear-cut-policy, efficiency exposure, availability of suitable material, qualified teachers, proper methodology, strong motivation, teacher student ratio and assessment system influence in teaching-learning process of English language. The problems of learning English can overcome by correct use of pronunciation and syntax (Nath,2016) and also can be tackle by bridging the gap between haves and have not or 'urban' and the 'rural' (Pooja, 2017). Smith (2013) stated that

grammar and phonetics aspects can improve by providing training for it in the present of teacher so that students can benefited from facing difficulties in reading, challenges in writing own sentences and issues in speaking fluently.

#### IV. CONCLUSION

From the results of this research, teaching and learning method for English, English teacher and students faced challenges due to different home language of learners, lack of teaching resource, lack of Computer lab, school library, school magazine, ICT facilities and irregularity of students. From the study, we can conclude that teaching learning process there need to incorporate more practical aspects for the students by conduct literary activities, undertake grammar translation method, making joyful atmosphere, ICT training for teacher, teaching through proper phonetics pattern, developing ICT skills, using of ICT tools in teaching English, completing the syllabus systematically, appropriately delivering the lesson, improve speaking skills. Facilitating remedial classes, group activities, engages in self- and peer assessment in teaching English.

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