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Challenges of Teaching English as a Foreign Language in Nepal

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Abstract

This article has presented the difficulties and challenges faced by teachers in teaching English as a foreign language in Nepal. The main objective of the article is to describe the challenges in teaching English in the countries where it is not spoken as a mother tongue. The primary data were collected from three English teachers who have been teaching English in basic level at community schools located in Madhyapur Thimi Municipality, Bhaktapur. Field observation and in-depth interviews were the major tools for data collection. From the interviews and the available literature, some challenges of teaching English as a foreign language in our context have been drawn. The result shows that the teachers encounter the challenges inside the classroom with the knowledge of teacher and students, outside of it with parents and unfavorable environment, some challenges are related to languages and others are related to the curriculum, textbooks and the policy of the government. The findings of the study is beneficial to the teachers, researchers, school administrators, policy makers, curriculum developers and textbook writers to obtain the fruitful results in teaching English in Nepal.

Keywords: challenge, classroom interaction, foreign language, mother tongue, language teaching and learning

Introduction

Language is a primary source of communication for human beings. It is the shared property of mankind, through it; every human being interacts with others to fulfill their needs. In the world, different languages are used and among these languages English is the one which is used all over the world. It is indispensable for human beings to access scientific, technological, medical, engineering, trade and international communication. So, it is taught and learned as a foreign language in every corner of the world where people do not speak it as their mother tongue. "About 6% of the world's population has English as a first language, but 80% of the journal papers are written in English. The top 50 most prestigious scientific journals in the world are all published in English" (<https://www.oxford-royale.com/articles/10professions-english>,

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retrieved on 19th November 2020). It shows that English is the most important language in the academic world.

In Nepal, English is taught and learned as a foreign language from basic school level to higher university level. It is adopted as both compulsory and optional subjects in the educational institutions of our country Nepal. As a foreign language, it is thought to be a difficult subject because the students' achievement in English seems to be low in every level of study, when it is compared to other subjects. In other words, teachers are teaching English but they cannot make their students able to achieve the prescribed objectives of that English course efficiently. This means the teachers realize some problems in teaching and learning English in our context. They encounter to face such problems as their challenges in teaching it as a foreign language in Nepal. Considering it as a burning issue in Nepal; I wanted to carry out a study on challenges in teaching English as a foreign language.

Teaching English as a foreign language is a challenging yet rewarding career choice; as an English teacher everyone must face many challenges and to tackle these challenges effectively can have a great value in teaching. The teachers must learn to adapt constantly to their students' needs. This means they have to deal with a variety of problems in the classrooms because the students have a variety of issues in the class. A good teacher must be able to recognize the common problems and work to find their solutions in teaching English as a foreign language. This work can help to create a more productive and causal environment for both teachers and students. So, it is important to find the challenges of teaching English in Nepalese contexts.

Nepalese children are poor in English because it is a foreign language for us. Not only the students but also the administrators, educators and teachers are found poor in English while performing their language skills viz. listening, speaking, reading and writing. There is the complaint of the administrators, guardians and the policy makers of our country that the students not only at school level but also at campus level are very poor and cannot even communicate in English well. The English teachers are teaching English using Nepali in the classrooms. Despite a large amount of investment in English education through teaching, training, seminars, workshops, and conferences, our man-powers are still seemed weak in the job market.

Motivation and Interest in the Study

Last year, I was appointed as an external observer for a campus to observe the classes which were handled by the B.Ed. fourth-year students in their practice teaching session. The co-operative school was a lower secondary which has been running the

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classes from nursery to class eight. On the process of observing their classes, I found that almost of the student teachers taught English subject by translating the English text into Nepali. Before sending them to real teaching in co-operative schools, during the orientation session and in the process of on-campus programs, they were instructed to use only the English language in English classes. After completing their class observation, I called them in a separate room and asked why they translated the English version into Nepali in the process of teaching English subject. A few of them remained unanswered and some of them replied that the class teachers and school administration had suggested them they should have made the students able to learn English by applying any new and effective methods they had studied in their teacher education. If the students did not understand, they had to complete the course in time by using the methods that the students preferred or demanded. According to them, when the student teachers started to use the modern and communicative method in teaching English, some students remained silent and others started to complain that they did not understand the lesson. They demanded to use the translation method and the whole text had been taught by translating it into Nepali. They also claimed that without translating the total text in Nepali, the students did not understand the text printed in English. Some of the student teachers added that half of the students in class seven could not write the English alphabets correctly. During my observation, I felt that some of the student teachers tried to use English only in presenting the text, the students started to make a noise with complaining that they should translate the English text into Nepali. When they started to translate the English text into Nepali, the students listened to the teacher more attentively.

Later I met two English teachers, who were permanent lower secondary level in that school and had been teaching more than three years, and asked them if there were any problems in teaching English as a foreign language. What methods and materials they used to teach English in the classroom. They answered without any hesitation that they mainly used the grammar translation method to teach English, teaching English to English was not appropriate in that context and only the textbooks and other traditional materials of daily use were mentioned as teaching materials. They also added that majority of the students were very weak in English. If the text was not translated into Nepali, they would start to complain that they did not understand the lesson and the whole class would be interrupted. The school administration suggested that they should make the students clear about the subject matter and every student must be satisfied which method they followed was not so important. They also complained that they had to face many problems in teaching English as a foreign language. It was very difficult for them to apply what was learned in the course of teacher education and teacher

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trainings in that locality. As being a public (community) school, majority of the students had come from economically lower and working-class families.

As an English teacher, I did not support their views directly. But I realized that the achievement level of the students in the English subject of the community schools was not satisfactory. The teachers are trying to improve the condition of the students but they are not fully successful in their attempts. They have been facing many problems in teaching English as a foreign language. Considering these facts, I was interested to study the problems faced by teachers in teaching English as a foreign language at the basic level of public schools in Nepal. The problem seems general but I have not found sufficient literature in this area. In the context of Nepal, very few researches were carried out in this area. So, I wanted to study this matter. The main objective of this study was to describe the challenges faced by the teachers in teaching English as a foreign language. In addition to it, I attempted to derive some pedagogical implications of the study based on the analysis and interpretation of the data collected from the study. The specific questions I wanted to explore here are as follows;

- What are the major challenges faced by teachers in teaching English as a foreign language in Nepal?
- How can we minimize these challenges in teaching?

Methodology

I have adopted a phenomenological research design under qualitative research. “Phenomenological approach is viewed as a highly appropriate means to research human experience and its meaning should emerge as a result of co-creation between researcher and the researched”. (Wimpany & Gass 2000 as cited in Whitehead). In this study, I have tried to describe the live experiences of individual teachers about the Phenomenon (challenges of teaching English as a foreign language). This design has strong philosophical underpinnings and typically involves conducting interviews (Giorgi, 2009; Moustakas, 1994. as cited in Creswell 2014). Here, I followed the interpretive research paradigm because the ontology of my study was based on multiple realities. It depended on the essence of teachers’ understanding and their practices of teaching English as a foreign language. The epistemological assumption of this study was the experiences of the teachers which were obtained through the in-depth interviews, the process of interaction and my own observation and involvements with the teacher participants. The required knowledge was constructed with the shared information, constant active communication and engagement between me as a researcher and the English teachers with their perception which followed the multiple

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forms of interpretation. It shows that knowledge and understanding is embedded in our everyday world. The information collected from the participants, their dialogues and narratives obtained some information and clues about the subject matter from my own critical self reflection as well.

To collect the required data for this study, I visited three community schools located in Madhyapur Thimi Municipality, Bhaktapur. To fulfill my purpose, I took in-depth interviews with one English teacher from each school. They have been teaching English in these schools for more than five years. The subject matters of the interviews were about the condition of school, challenges faced by them, and possible activities to be done to minimize the challenges faced by teachers in teaching English as a foreign language. As the background of these interviews, I informed the teachers that the interview was for my research purpose. The information collected from the interviews would not be used for any other purposes or it would not be misused. At the beginning, they hesitated and were not interested to take part in the interview. I tried to convince them repeatedly that the names of the interviewees, their positions or any other identities would be kept confidential. Later, they felt comfortable and were ready to take part in the interview. The interview was taken in Nepali language and it was first recorded then transcribed into Roman and translated it into English before coding the data. Then general inductive approach and thematic net work analysis were used to analyze the data. According to Thomas (2006), “The general inductive approach is a systematic procedure for analyzing qualitative data in which the analysis is likely to be guided specific evaluation objectives (p.238)”. In the same way, thematic network analysis is helpful to derive low-order basic themes, they grouped together to summarize organizing themes which constitute global themes (Attride- Stirling, 2001 P.389). In this way, I tried to encounter with the phenomenon of the study.

Results and Discussion

In our country, the English teachers are teaching English as a foreign language from the lower grade. The evidences show that they cannot create a good English environment and present the lessons effectively. They try to motivate and encourage the students to take part in every classroom activities so that every student achieves the prescribed objectives mentioned in the curriculum. But in reality, it is not an easy task and English language teaching in Nepal is not like an ordinary joke. The teachers are teaching English, but they are not able to make the students learn it effectively. In other words, English teachers cannot create a proper environment that is appropriate for the students to achieve the intended goals. It is the main challenge of English teachers in

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Nepal. Other challenges are sub-ordinate to it. In my study I have analyzed different kinds of challenges which are described into the following the four main criteria.

Challenges inside the Classroom

In our country, English teachers cannot teach English subject effectively because of unfavorable situations inside the classroom. They encounter with many challenges there. Such challenges are created either by the teachers themselves or by their students or the environment which does not support to teach English effectively in Nepalese context.

Some challenges inside the classroom are created due to insufficient knowledge of the students for their academic level. Some students have very low level achievement from their lower classes and cannot perform the minimum requirements of their knowledge for the grade in which they are studying. According to the first teacher participant, “Some students who are studying in class six and seven cannot write English alphabets correctly. Such students do not show much interest in classroom activities. They cannot work independently and show over dependence on their teachers”. On the other hand, some students can have some ideas and knowledge to take part in the classroom activities but they hesitate to be involved in the classroom interaction. These students show indifference, apathy and their laziness to speak and write English in the presence of teacher and other students. They do not enjoy taking part in the classroom activities. These negative attitudes of the students towards English subject create the challenges for the teachers to teach it as a foreign language effectively.

The teachers themselves can create challenges in teaching English as a foreign language in our schools. Some teachers do not show much interest in teaching and go to the classroom late and leave the classes earlier because of their insufficient knowledge and skills in teaching English. In primary level, there is no provision of appointing subject-wise teachers. They can be failure to create English environment for classroom interaction in English. And do not collect, prepare and use appropriate teaching materials in their classroom activities. To escape from these difficulties, the English teachers use translation method which they feel easy to apply. The second participant of my study states, “My students feel comfortable when I use Nepali in presenting English lessons and are motivated to ask questions”. These challenges are created and faced by themselves in teaching English as a foreign language in our context.

For minimizing such challenges, the teachers must prepare their plans for teaching, before they enter the classroom. If the plan is good, effective and appropriate

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for the subject matter and level of the students, half of the teaching activities will be successful. Some of the teachers who teach at primary level do not have proper knowledge of the subject matter in English subjects; for them acquiring sufficient knowledge and preparing effective lesson plans are the major challenges. If they possess these qualities, the teachers face other challenges related to the activities and behaviors of other teachers, students and parents. They have to work collaboratively with other teachers so that they can jointly face the common challenges to minimize educational, administrative, and personal problems in schools. To improve the educational achievements of the students, the teachers have to encourage them to attend school, take the classes and be active in classroom activities regularly. They must work effectively to minimize the apathy and laziness of the students to maintain the level of the subject matter and do the different types of tasks and home works for their educational improvement. It is another challenge to be faced by the teachers in teaching English as a foreign language in the Nepalese context.

To minimize these challenges, the government's support is not sufficient, so the achievement of the students is poor in English subject. Bista (2011) tried to clarify it by stating, "Lack of audio and visual aids, poor physical facilities, no resources and materials of modern technology pushes the instructors to adopt ineffective translation method in English language teaching (page 5)". In the process of teaching, the teachers present the lesson in English but the majority of the students cannot capture the exact information and ask for the translated version of the text either in Nepali or in their own mother tongue. It is the main reason of using grammar-translation method in teaching English in Nepal. If the teacher tries to conduct the classroom activities by using the communicative method, the students do not show enough interests to take part in the classroom activities. Without active interaction between teachers and students, the teaching and learning process cannot take place as it is expected. To justify it, one of my participant teacher in the interview stated that if the students feel comfortable in expressing their views, they can learn easily but some students and teachers take English subject as a burden and cannot create enjoyable environment in the class, they never teach and learn English effectively. To support this view, Joshi (2017) had drawn the similar result from his study and stated, "Lack of motivation, less exposure of English from teachers and students, problems in the active participation of the students in classroom activities and difficulties in making students understand the subject matter are the major challenges of teaching faced by English teachers". Sometimes the teachers themselves can also be the problems for students. One of the participants who was also the former head teacher of that school stated, "Both more knowledgeable and less knowledgeable teachers can be the problem of students because more

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knowledgeable teachers do not get the exact problem of the students and less knowledgeable teachers do not deliver enough information about the subject matter”. According to his experience, the teachers with medium level Knowledge but laborious ones are successful in their profession.

While learning some information new in the classroom, the students show over dependence on teachers which can be the main interference in acquiring knowledge of target language. In the process of teaching, minimizing the students’ laziness and promoting their active participation in the classroom are other challenges of the teachers inside the classroom. Some teachers enter the classroom without enough preparation and the students do not possess basic knowledge for the lesson and the interaction between the teacher and the students cannot take place as effectively as it is expected. According to Karranjit (2017), “Treating the heterogeneous students, mainly focus on deductive method, insufficient preparation of the language teachers and exposure of Nepali language in English classes are the main problems seen in Nepalese schools”. These ideas present that English teachers have to face many problems inside the classroom while they teach English as a foreign language.

Challenges outside the Classroom

Outside the classroom, English teachers encounter to be faced many challenges which can be created from different elements. The main problems are created by the students and their parents. The students do not practice the English course outside the classroom and the activities conducted in schools are not sufficient to develop the knowledge and skills in English language properly. Some students often miss the classes and do not show much interest in learning new things. If the students do not attend the classes regularly, only the efforts made by the teachers will be fruitless in teaching learning process. Therefore, lack of practice and being irregularities are the main challenges created by the students outside the classroom.

Sometimes parents do not take care of the activities of their children outside the school premises. It creates the gap between the parents and the school teachers about the activities and the progress of the students. At that situation, both school administration and teachers must face the challenges created by the parents.

Knowingly or unknowingly, some parents can complain the activities of the schools and the poor achievements of their children. About it, one of my research participants had a bitter experience in which some of the parents can complain about the low achievement of their children. He expressed one situation as, “One day I was teaching in a class, one of the parents (mother of a student) came to my class and

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complained that her son had very low achievement in English. She added that it was the negligence of the teachers and the school and scolded us bitterly. And I assured her politely that we would take care of her son and inspect his activities minutely in the days to come. She showed her anger at not only the bad activities of her child, but also the behavior of the teaching staffs and school administration; then she left the school. I was serious to know much about the activities of that boy and later I found that the student was irregular in school and cheated his mother by saying he had been to school and attended classes regularly. In reality, he used to leave home and instead of going to school, he used to roam outside either to the cinema hall or other public places for enjoyment. When we found the reason for his poor educational achievement, we convinced him to come to the school and take part in class room activities regularly and informed the reality to his mother. Then later, the student came to the school, attended the classes regularly and improved his educational achievement”. It shows that appropriate counseling to the parents and students is an important source of students’ success. Every teacher and school administration should convince them to solve their problems and encourage the students to learn English effectively. Such activities of the students and their parents are other challenges to be faced by the teachers especially in teaching English as a foreign language in the Nepalese context because students cannot get chance to practice English outside the classroom..

Some parents show negligence in their children’s education. Because of their financial problems or unawareness about the value of education or any other reasons, they do not provide sufficient materials like text books, exercise books and any other materials which are the minimum requirements for any students. Some parents do not care whether their children do the homework provided by the teachers or not, they do practice at home or not; it creates other challenges to achieve the goal prescribed by the curriculum. These problems can raise the question about the qualities of the teachers to be faced by them directly or indirectly. This is a prominent challenge for the teachers who teach English as a foreign language in Nepal. In the same way, the student’s family status affects the quality of their education. According to Anderson and Lindkvist (2000), “The pupils’ different family background hinders the teachers’ way of teaching; various levels of attainment among the students make it hard for the teachers to individualize their teaching (page 50)”. They also added that the students’ different level of knowledge is the main problem of teaching because the teachers give all pupils the basic knowledge. Frdem and Tukum (2016), the scholars from Turkey had noted that because of parents’ occupation, family income, and sociological context the majority of students did not work hard for the preparation of the lesson. This information mentioned above presents that the teachers must face many challenges

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related to both students and themselves about their educational qualities, knowledge and skills of teaching and learning in and outside of the classroom.

Challenges Related to Language (English and local languages)

In the context of teaching English in Nepal, the teachers encounter a number of problems related to languages from both English and Nepali; as the target language and mother tongue respectively. As teaching is an interactive process, there must be a meaningful and effective interaction between the teacher and the students. Interaction in teaching foreign language can be more effective if the medium of interaction is the target language but neither the teachers nor the students use English as the medium of instruction even for teaching English in Nepal. Using the Nepali language, English cannot be taught effectively and conducting interaction in English is very difficult in our socio-linguistic context. In teaching and learning English, both the mother tongue and target language are the challenges.

According to a teacher to whom I have interviewed, the English language is a problem in itself from its origin because it is spread all over the world. It has different varieties and they have different features. The main challenge is which variety is to be taught in the class, British or American or Australian or African or South Asian. These varieties may have differences in pronunciation, grammar and spelling. On the other hand, within the same variety there is no one to one correlation between spelling and pronunciation. One of the participants of my research said that there is no one to one correlation between sounds and spelling of English words, he has tried to justify it by saying that in ‘cat’ and ‘come’, the first letter ‘c’ represents /k/ sound but in ‘city’ the same letter ‘c’ represents /s/ sound and pronounced as /siti/ not /kiti/. In the same way, ‘home’ and ‘hat’ have the pronunciation of the initial letter as /h/ but in ‘hour’ and ‘heir’ it is not so. This evidence proved that English letters or alphabets and their pronunciations do not correlate to each other. It creates a problem not only for students but also for teachers because they do not use English as their mother tongue. In 2017, Wosti had done a study about the problem of teaching English vocabulary in the Nepalese context. He summarizes his conclusion as, “Pronunciation of English vocabulary was found the major challenge faced by the teachers in teaching English as a foreign language”. Another challenge is the difficulty in understanding the English culture and to present it to Nepalese students in our context. In a study, Joshi (2017) had found a similar result and said, “In teaching English literature like short stories, poems and fables; cultural and social problems can create challenges for the teachers because they are unrelated to the Nepalese context”. It would be very difficult for the teachers to establish the right context in teaching literary text because of English itself.

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When the students do not understand the information presented by the teacher using the English language, they can complain that it should be translated into their mother tongue. If the teacher does not translate, they will make noise and the whole class can be interrupted. When the information is translated into Nepali or in their own mother tongue, it can be the danger of over using the local languages in teaching the foreign one. It is the great challenge in teaching English as a foreign language in the Nepalese context. If there is more than one local language in that area, another challenge occurs which language is more effective for the majority of the students there? Do the teachers have sound knowledge of that language? These are the other challenges related to languages faced by the English teachers in teaching English as a foreign language in our context. In the context of Kathmandu valley, more than half of the students have Newari language as their mother tongue but half of the students and more than half of the teachers do not understand Newari Language. It creates problem in choosing the right language as the medium of instruction. Sometimes the effect of local language interferes in learning English mainly in Pronunciation of words. It reveals that both English and local languages can be the challenges in teaching English as a foreign language.

Challenges Related to Government and Policy Level

Our educational policy prescribes many positive things and theoretically it is excellent. But in practice, it has not worked effectively. There is a lack of coordination between teachers, students, parents and school administration. The head teachers do not facilitate the teachers for their professional development. There is no or less coordination among the teachers in schools. The school management is not working effectively. All of these stakeholders do not think English is a difficult subject and it should be treated differently and given much emphasis in its teaching learning process.

The roles of the different stakeholders related to the educational sectors are defined clearly in the policy papers, however, that is not strictly maintained. There are fewer or no supportive activities from the authorities especially from school management, resource centers, district education office, local and central governments. The mechanisms for supervision do not work effectively means there is insufficient supervision for the improvement of schools. One of the participant teachers said that he had not met any school supervisors in his school for a couple of years. If they visit schools, they talk to the head teacher, share the administrative experiences, but rarely supervise the classes and provide feedback to the teachers. It clearly states that the role of the government authorities is not effective to improve the instructional condition of the schools which is also an overt challenge to the English teachers.

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English is a foreign language and difficult to teach and learn but special emphasis is not given to it. The authorities do not provide refresher trainings to the English teacher regularly which are very important and essential in this complex world. The audio visual materials are not provided sufficiently in the schools. When I observed these schools, I found that the physical condition of these schools was miserable. The condition of the buildings, furniture, toilets, and other types of equipments is very poor. The governments' investment to promote English from the lower level is not experienced in these public schools. The central Government only provides the salary of the teachers and no amount is distributed to manage modern facilities and teaching materials which are the minimum requirements for teaching especially English and science subjects. In an informal talk, one of the head teachers complained that the government does not provide any funds even for the markers and the necessary materials for the stationery. That directly affects every teacher including the ones who teach English subjects in schools. A similar result was drawn by Anderson and Lindkvist (2000) and said, "Lack of facilities, scarcity of appropriate teaching materials and low salary are some reasons for teachers not teaching the way they would like to (page 51)". It shows that the government policy and its ineffective implication are the other challenges to upgrade the standard of the students in English.

One of the teacher in the interview claimed that there is a gap between the experience of the experts who prepare the curriculum and write the text books and the teachers who teach students in the real classroom. In his words, "The experts who prepare curriculum and write text books have never experienced the real classroom teaching, and who have the experiences in teaching never get chance not only to prepare curriculum and text books but also to suggest the experts in the process of preparing and writing them". His idea was also supported by Anderson and Lindkvist (2000) and stated, "The experts do not design the curriculum according to Nepalese society... changes according to the country, which donates money to the education sector (page 62)". It shows that the same curriculum and the text books of English subject for the school level are not equally applicable in all parts of the country. The same participant further added, "If a curriculum is suitable for the towns and Kathmandu valley it will not be suitable for the remote areas and the same the curriculum which is applicable in the terai will not be applicable in the mountainous and hilly areas". It clearly demands the local curriculum on the basis of need analysis. Because of these reasons, the achievement of the students differs from one place to another place; with the same curriculum, comparatively the students of urban areas have better achievement than the students of rural areas. The teachers who teach in the rural and remote areas suffer more and they have to face more problems in collecting,

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managing and developing necessary teaching materials; though, the achievement level of the students there is not satisfactory. Among the teachers who teach English there must face more challenges and serious problems because it is a foreign language; depends on foreign cultures and traditions which are different from our cultures and traditions.

The challenges of teachers in teaching English as a foreign language can have some commonalities and differences from place to place. In the context of Nepal, Giri (2011) stated, “Due to poor English language proficiency and lack of adequate resources teachers are not performing well in their profession. Similarly, poor institutional planning and socio-cultural /economic problems are the major challenges for teaching English as a foreign language (p.11)”. On the other hand, Mutar (2019) has mentioned at least six reasons for facing challenges in teaching English as a foreign language in the school level in the context of Iraq. They can be summarized as ; inactiveness of developing teacher profession, the scarcity of equipments and facilities, teachers’ relationship with each other where they do not share and discuss the common challenges faced by them in difficulties with students, difficulties in educational supervision and difficulties in school text books and curriculum.

Conclusion

These evidences mentioned above show that there are many problems in teaching English as a foreign language in Nepal. These problems are difficult to solve completely. With the joint efforts of teachers, students, parents, and school administration, we can minimize some locally created problems. According to the teachers to whom I have interviewed, the common challenges faced by English teachers in teaching English as a foreign language can be minimized by the collaborative efforts from teachers, students, parents, school administration and government authorities. All of these components should be responsible and perform their duties effectively as indicated. Students should come to the class regularly, take part in class room activities actively, do the homework and try to maintain their academic level as indicated by the curriculum. In the same way, the teachers must achieve higher knowledge of the subject matter in the subject of their areas, develop the teaching skills and apply them effectively. They should motivate the students and prepare the lessons and teaching materials which are necessary for their English classes. If necessary, they should maintain good relationships with students, other teachers, school administration, parents and society. The school administration should be cooperative to students, teachers, and parents and try to solve or minimize the problems from the local sector. The government and its agencies should be responsible to manage the facilities and

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invest sufficient funds in educational sectors. Refresher trainings for the teachers should be organized occasionally so that the teachers can get a chance to develop their knowledge and skills on modern methodologies and technologies that are essential for teaching English meaningfully. The experts who involve in the development of curriculum, syllabus and course books should consider the need of the students in local contexts. The school supervisors and subject experts should visit and supervise the teachers' classroom delivery of the subject matter and then provide effective feedback to improve the educational condition. In my personal view, these steps are very useful to minimize the problems of teaching English as a foreign language which are very useful to scale down the challenges faced by the teachers in Nepal.

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