CHAPTER 4

ANALYSIS OF DATA AND INTERPRETATIONS OF THE RESULTS

3.1 Introduction

In the previous chapter, the researcher defined the appropriate methodology and sample of the study. The researcher prepared the appropriate tool for data collection.

In this chapter, the appropriate statistical tools have been used to analyse the data collected from the student through the questionnaire, such as percentage and the results obtained thereby have been interpreted.

3.2 Research Objectives – wise Analysis and Interpretation of the Result

4.2.1 Objective 1 : To identify the problems related to pedagogical skills of secondary teachers for effective teaching of English.

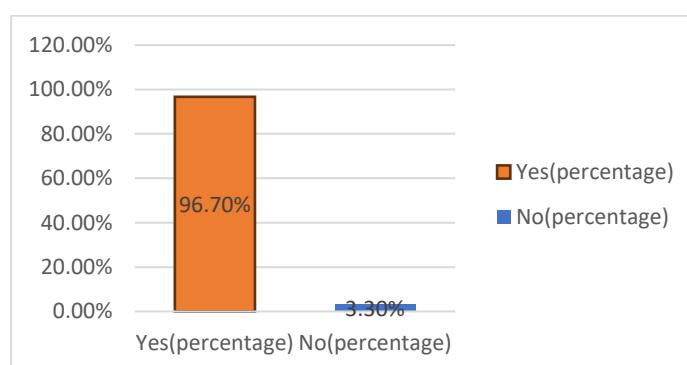Q1. Do incorporating technology into English lessons is an effective way to engage students.

Fig. 4.1.1

An overwhelming 96.7**%** of respondents agree that using technology enhances student engagement. This indicates that digital tools, online platforms, and interactive resources contribute positively to English language learning. Such high approval suggests that educators should integrate more technology-based approaches, such as gamification, multimedia content, and adaptive learning systems, to maintain student interest.

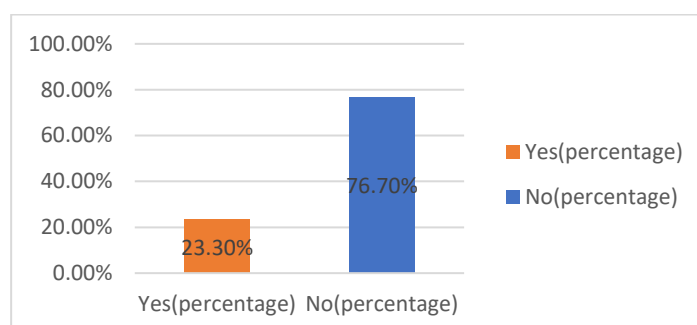Q2. Do you find difficulty in integrating digital tools and resources into English lessons.

Fig. 4.1.2

Only **23.3%** find integrating digital tools challenging, meaning the majority (**76.7%**) are comfortable incorporating technology into their lessons. Those who struggle may face issues such as lack of training, limited infrastructure, or inadequate support. This finding suggests that professional development programs should focus on digital literacy to bridge the gap.

Q3. Do you struggle to find appropriate and diverse teaching materials for lessons?
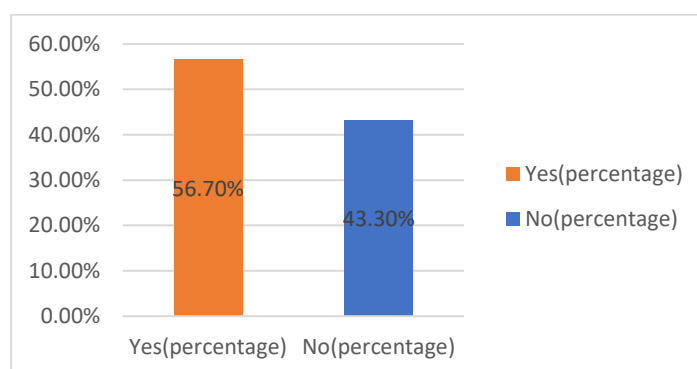

Fig. 4.1.3

More than half (**56.7%**) find it difficult to access diverse and suitable materials. This suggests a gap in availability or accessibility, prompting the need for curated, culturally relevant, and level-appropriate learning resources.

Q4. Do you find it challenging to implement interactive teaching methods in English?
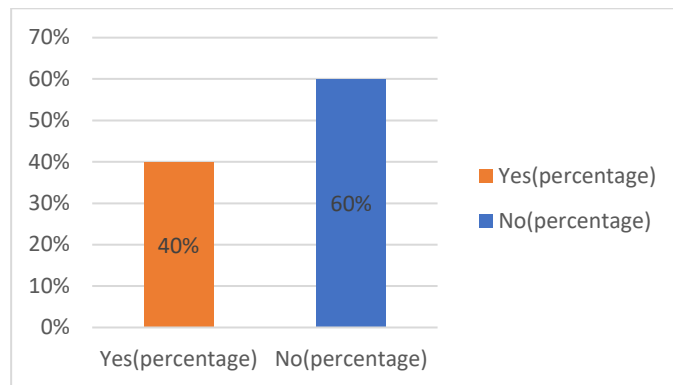

Fig. 4.1.4

Only **40%** struggle with interactive teaching, suggesting that many educators are already implementing student-centered approaches successfully. However, the **40%** who do face difficulties may need more training or access to interactive lesson planning strategies.

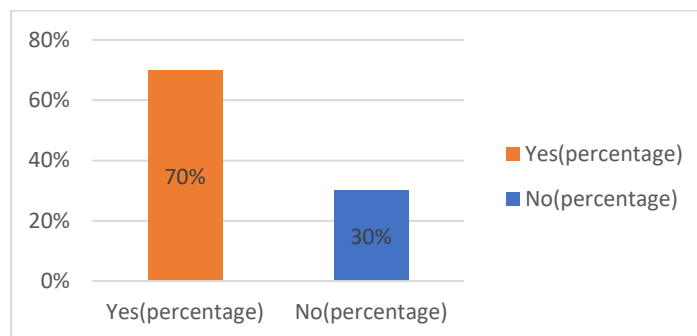Q5. Does teaching English to students with diverse learning styles presents a challenge?

Fig. 4.1.5

A notable **70%** struggle to address diverse learning styles. This suggests the need for a broader instructional approach incorporating auditory, visual, and kinesthetic elements to engage all learners effectively.

Q6. Do the use of online resources helps improve student learning in English.
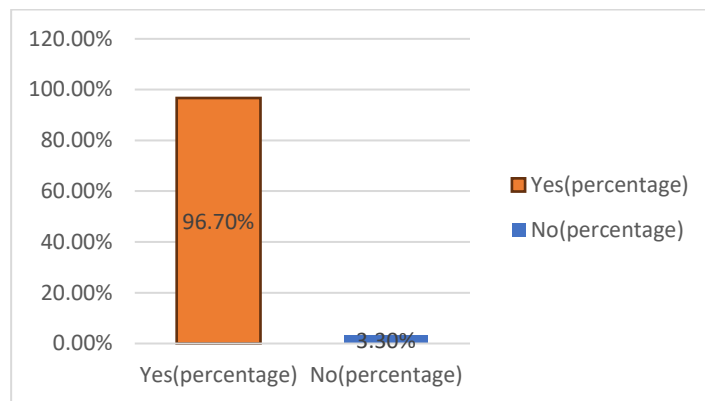

Fig. 4.1.6

Again, **96.7%** believe that online resources improve student learning, reinforcing the idea that websites, apps, and e-learning platforms provide valuable supplementary material. This supports the need for curated digital content and structured implementation strategies to maximize benefits.

Q7. Do you find it difficult to adapt your teaching strategies to suit different learning needs?
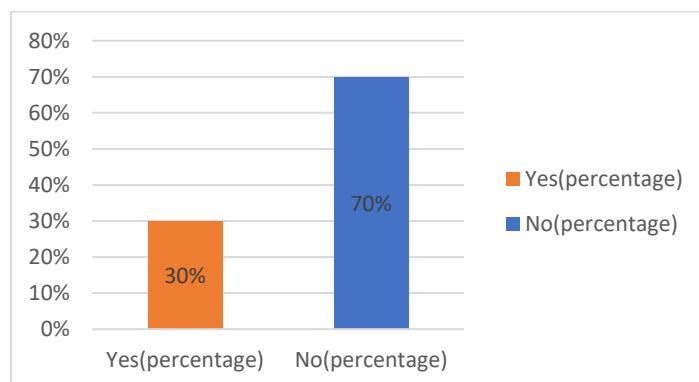

Fig. 4.1.7

Only **30%** face difficulty adapting their methods, meaning **70%** of educators successfully modify their teaching strategies. This reflects a positive trend in flexible teaching practices, although continued efforts in adaptive learning methodologies remain crucial.

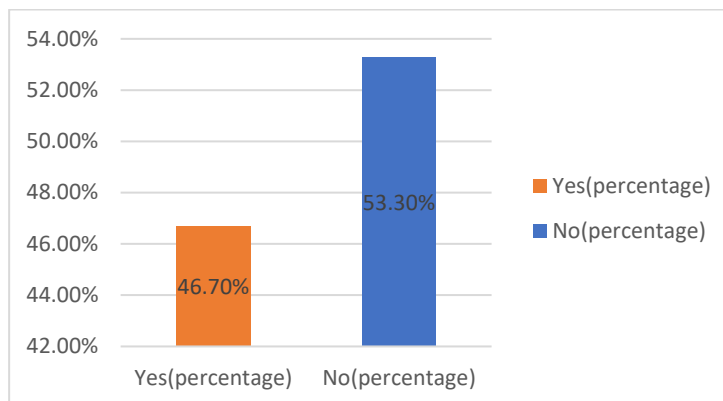Q8. Do you unsure about how to effectively teach reading comprehension in English?

Fig. 4.1.8

Nearly half (**46.7%**) are unsure of effective methods to teach reading comprehension. This highlights the need for professional development focusing on comprehension strategies like annotation, questioning techniques, and metacognitive approaches.

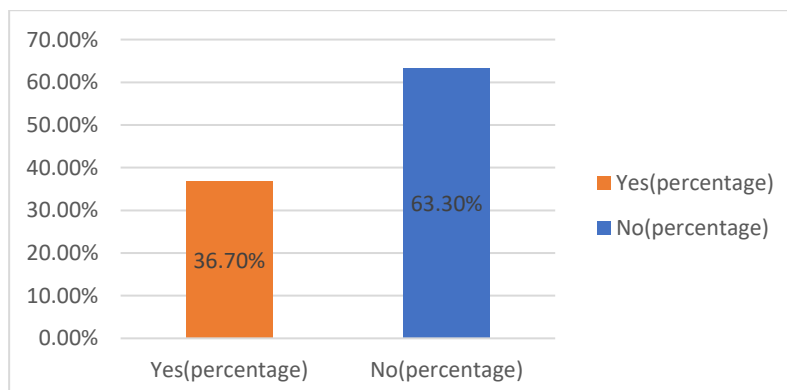Q9. Do you struggle to find appropriate methods to teach writing skills in English?

Fig. 4.1.9

Only **36.7%** face difficulties in teaching writing, meaning most educators have confidence in this area. Writing instruction benefits from structured frameworks such as the writing process approach, peer review, and creative writing assignments.

Q10. Do you find it difficult to integrate speaking and listening skills into your English teaching?
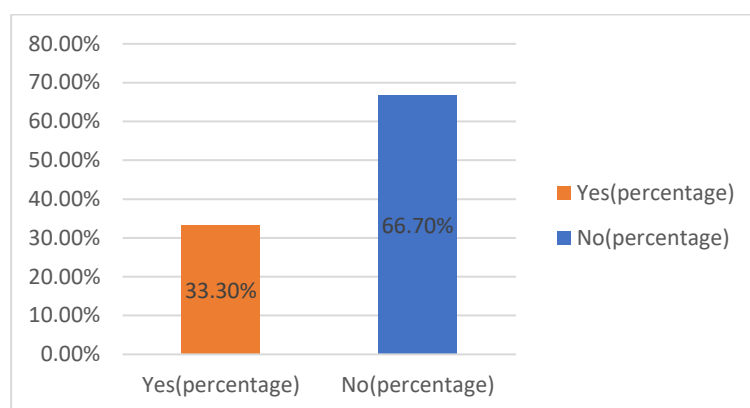

Fig. 4.1.10

Only **33.3%** struggle in this area, suggesting that most educators successfully incorporate communicative language teaching. Interactive activities such as debates, role-playing, and audio-assisted exercises may benefit students further.

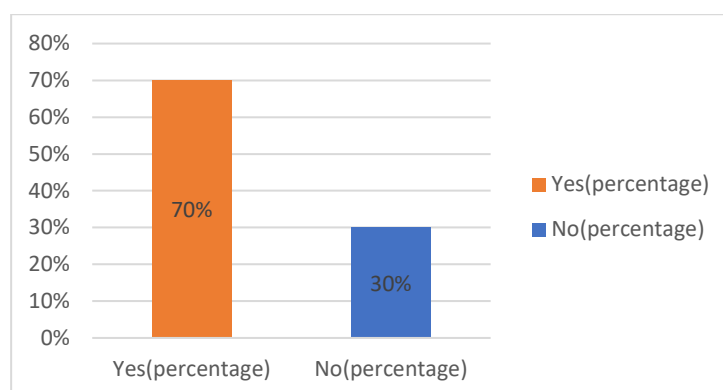Q11. Do you find hard to teach English to students with special educational needs?

Fig. 4.1.11

70% find teaching students with special educational needs difficult, suggesting a need for specialized training and tailored instructional approaches.

4.2.2 Objective 2 : To examine the adequacy and inclusiveness of the current English curriculum in meeting the diverse needs of students.

Q1. The curriculum does not adequately address the diverse needs of students?
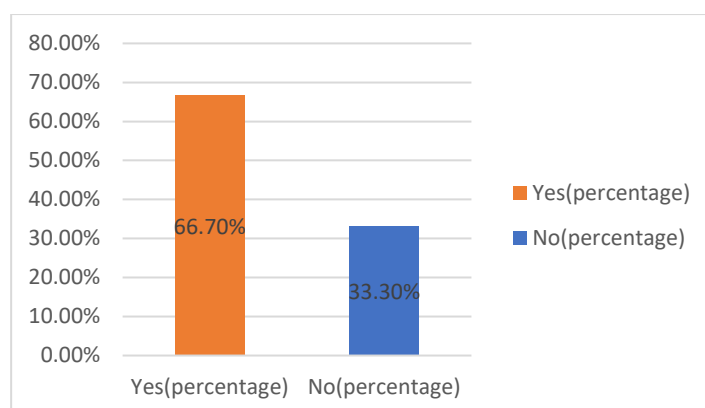

Fig. 4.2.1

A significant **66.7%** feel the English curriculum does not sufficiently address diverse needs. This highlights a need for curriculum reform to ensure inclusivity, differentiated instruction, and a broader range of teaching strategies to accommodate varied learning styles and abilities.

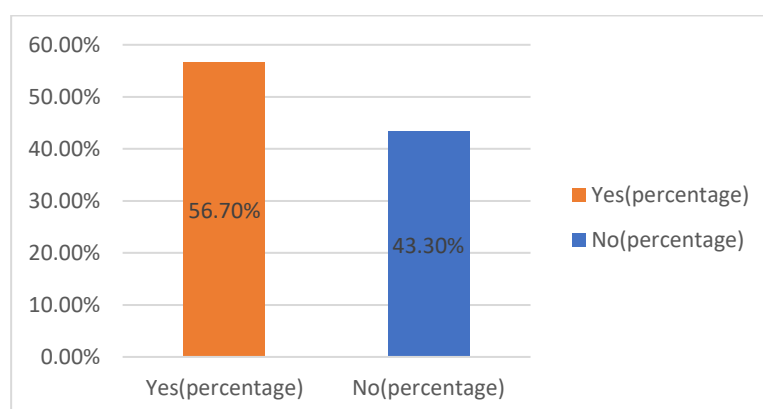Q2. Do you struggle to find appropriate and diverse teaching materials for lessons?

Fig. 4.2.2

More than half (**56.7%**) find it difficult to access diverse and suitable materials. This suggests a gap in availability or accessibility, prompting the need for curated, culturally relevant, and level-appropriate learning resources.

Q3. The textbooks and resources used are not sufficient to teach English effectively?
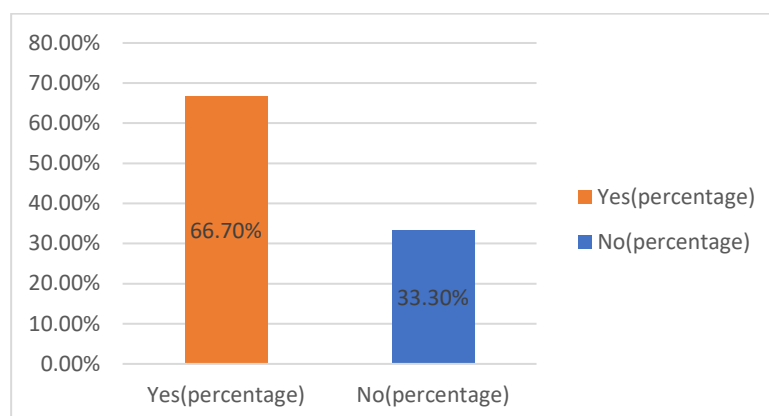

Fig. 4.2.3

Similarly, **66.7%** report that current textbooks and teaching resources are insufficient. This indicates that supplemental materials, interactive approaches, and interdisciplinary content should be incorporated to bridge gaps in traditional curriculum offerings.

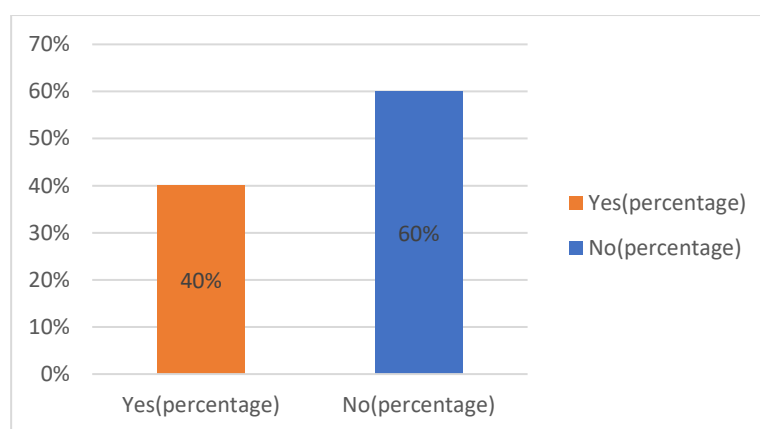Q4. Do you feel that the English curriculum is too rigid and doesn't allow for enough creativity?

Fig. 4.2.4

Only **40%** feel the curriculum is overly rigid, suggesting that many find it adaptable. However, this highlights a concern regarding flexibility in curriculum design and the allowance for creative, student-led activities.

Q5. Do you struggle with balancing curriculum goals and the pace of instruction in English?
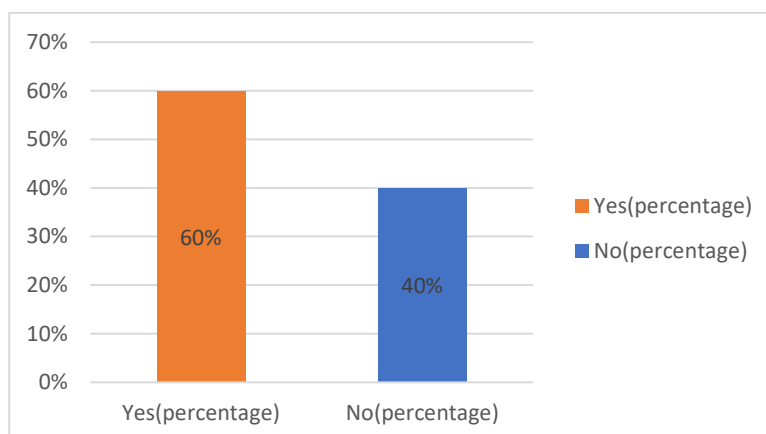

Fig. 4.2.5

A substantial **60%** struggle with pacing, indicating a mismatch between curriculum demands and student learning speed. More flexible lesson structures and individualized pacing strategies could alleviate this issue.

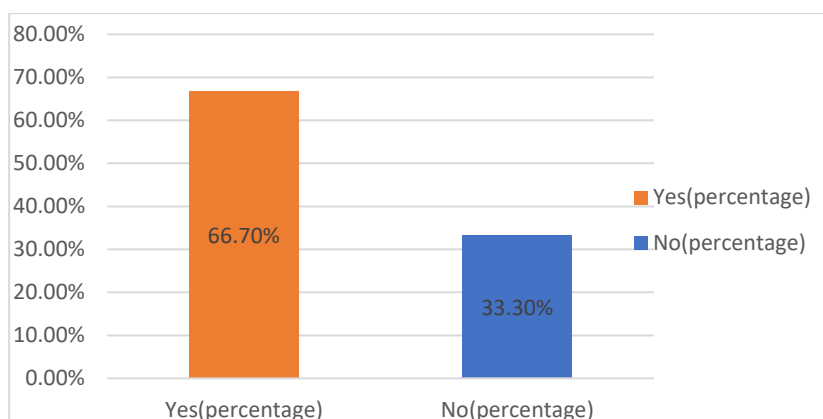Q6. Does there is a lack of diverse teaching materials to address the needs of your students in English class?

Fig. 4.2.6

66.7% feel teaching materials are not diverse enough, reinforcing the need for culturally varied, inclusive, and engaging content.

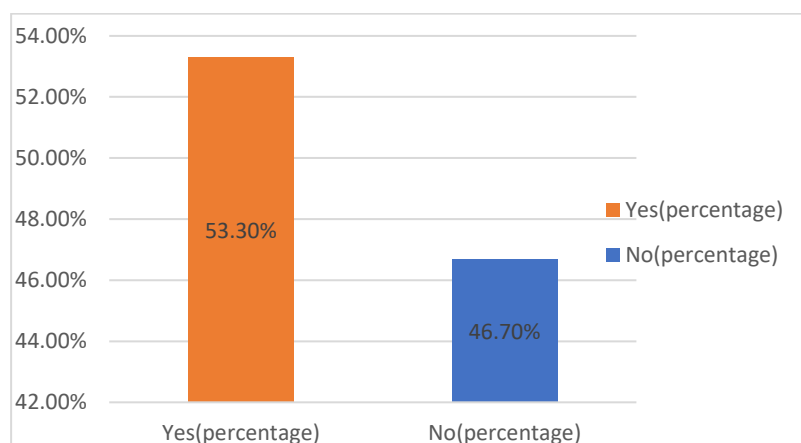Q7. Does English curriculum not adequately cover all necessary language skills?

Fig. 4.2.7

53.3% believe English curriculum does not adequately cover all language skills, suggesting that listening, speaking, reading, and writing need balanced attention.

Q8. Is it challenging to meet the individual language needs of each student in English class?
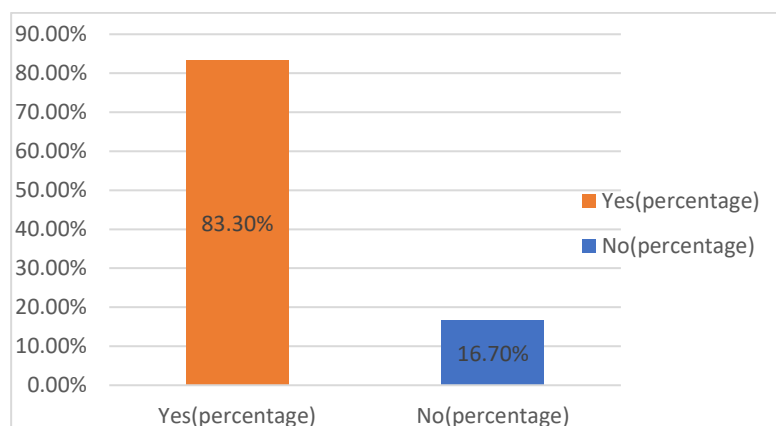

Fig. 4.2.8

A staggering **83.3%** find individual differentiation challenging, confirming that classrooms require more personalized learning solutions.

Q9. There are not enough effective assessment tools to measure student progress in English?
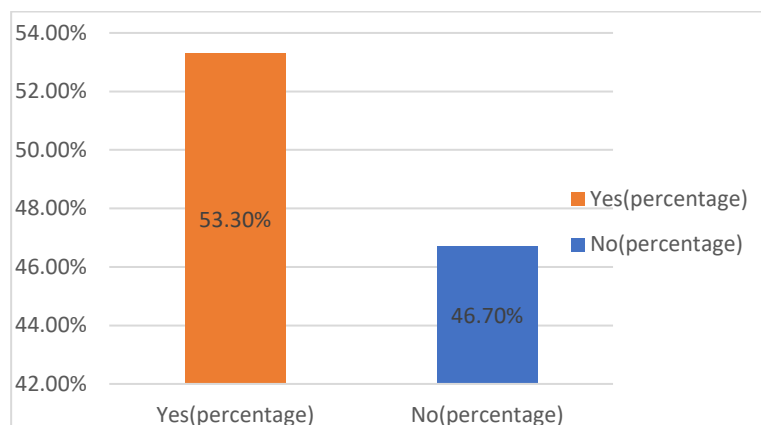

Fig. 4.2.9

53.3% believe assessment tools are inadequate, suggesting that formative and diagnostic assessments should be enhanced.

Q10. Do you find any difficulty to assess the overall language proficiency of your students in English?
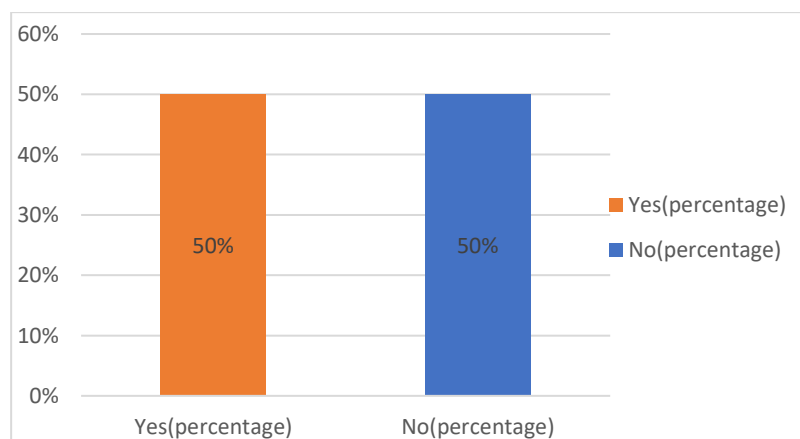

Fig. 4.2.10

A **50-50 split** suggests varied perspectives, with some educators feeling confident in assessment while others face challenges.

Q11. Standardized testing in English does not accurately reflect your students' true abilities?
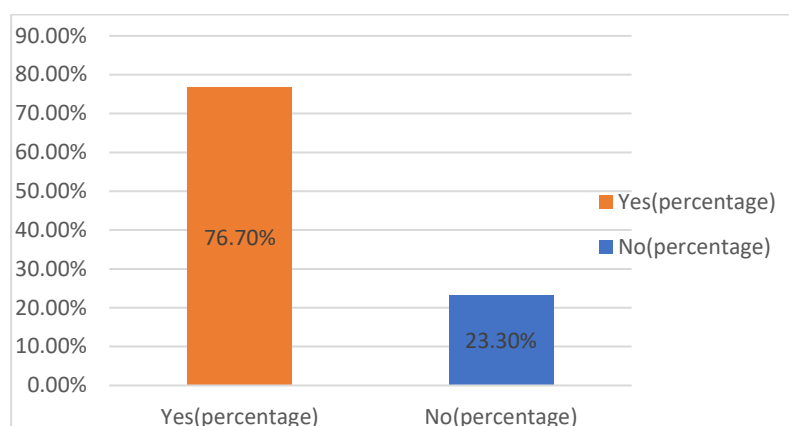

Fig. 4.2.11

A significant **76.7%** feel standardized tests do not accurately reflect student abilities, raising concerns about fairness and effectiveness in assessment models.

4.2.3 Objective 3 : To identify the challenges encountered by teachers in regular classroom teaching practices.

Q1. Differentiating instruction for students with varying proficiency levels in English is difficult?
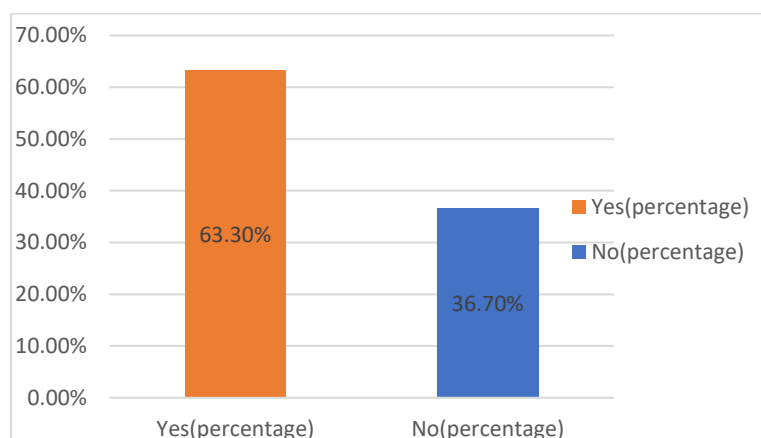

Fig. 4.3.1

With **63.3%** finding differentiation challenging, there is a strong indication that educators struggle with tailoring instruction to students' varying proficiency levels. This calls for better strategies, such as tiered assignments, individualized learning plans, and scaffolded instruction.

Q2. Do you find it difficult to adapt your teaching strategies to suit different learning needs?
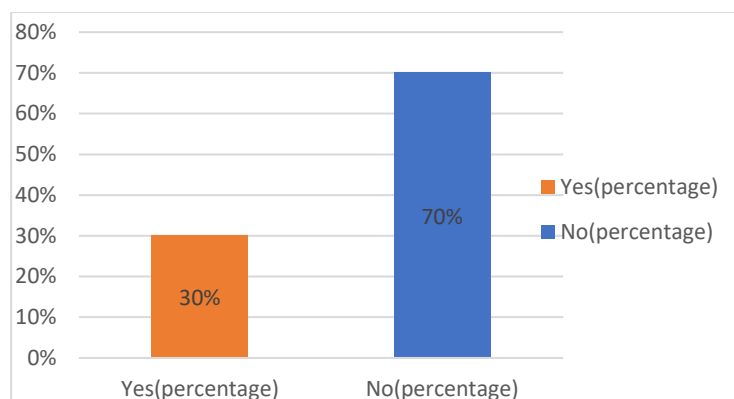

Fig. 4.3.2

Only **30%** face difficulty adapting their methods, meaning **70%** of educators successfully modify their teaching strategies. This reflects a positive trend in flexible teaching practices, although continued efforts in adaptive learning methodologies remain crucial.

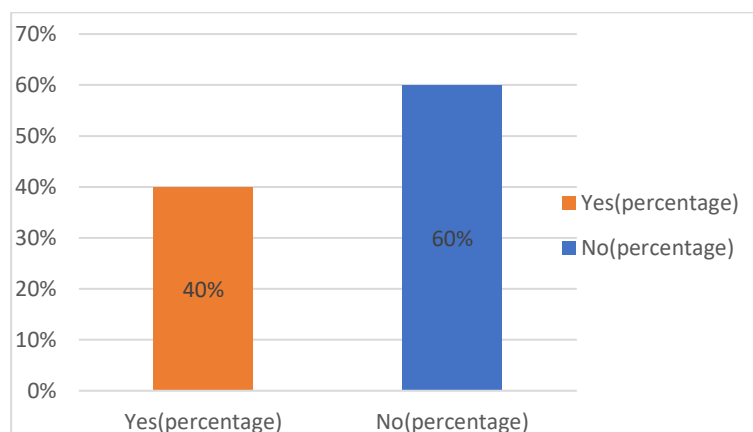Q3. Does teaching grammar in English poses significant challenges to you?

Fig. 4.3.3

40% report difficulties, indicating that grammar instruction remains a problematic area for many educators. This may be due to abstract grammatical rules, student disengagement, or the complexity of contextual learning. More engaging grammar-teaching methods, such as inductive approaches, storytelling, and technology-based exercises, could help mitigate this challenge.

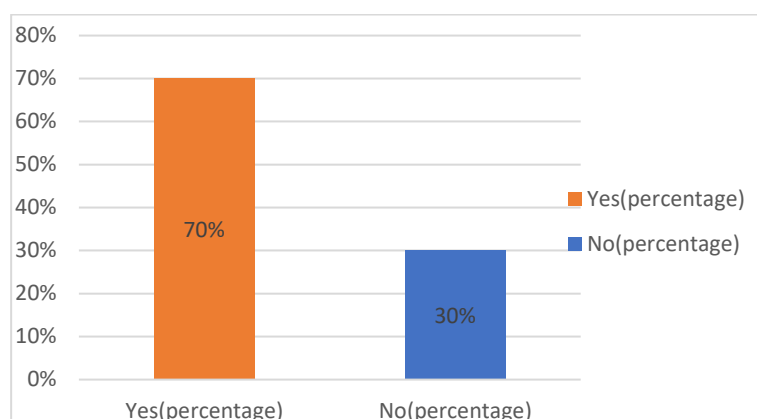Q4. Does teaching vocabulary to students with limited exposure to English is a challenge?

Fig. 4.3.4

A significant **70%** face difficulties in vocabulary instruction, emphasizing the need for contextual, immersive language experiences. Strategies such as thematic vocabulary learning, word association games, and multimedia tools can help reinforce vocabulary retention.

Q5. Students who struggle with English often lack the confidence to participate in class activities?
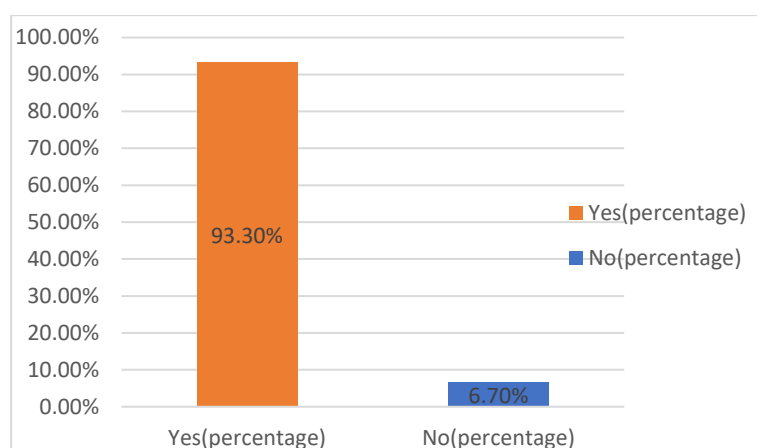

Fig. 4.3.5

A concerning **93.3%** note that struggling students lack confidence, highlighting the importance of motivational strategies, positive reinforcement, and student-centered activities to build confidence.

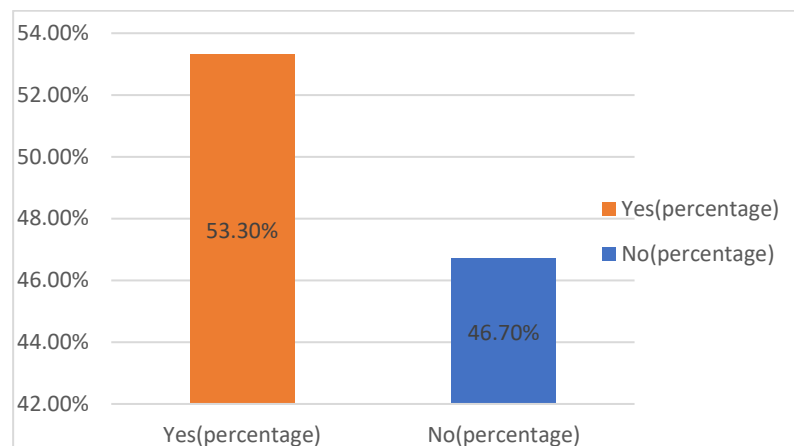Q6. Do you find any difficulty to assess the English language proficiency of your students accurately?

Fig. 4.3.6

53.3% struggle with accurate assessments, meaning standardized testing models may not fully capture student abilities.

Q7. Some of your students face challenges with English pronunciation and fluency?
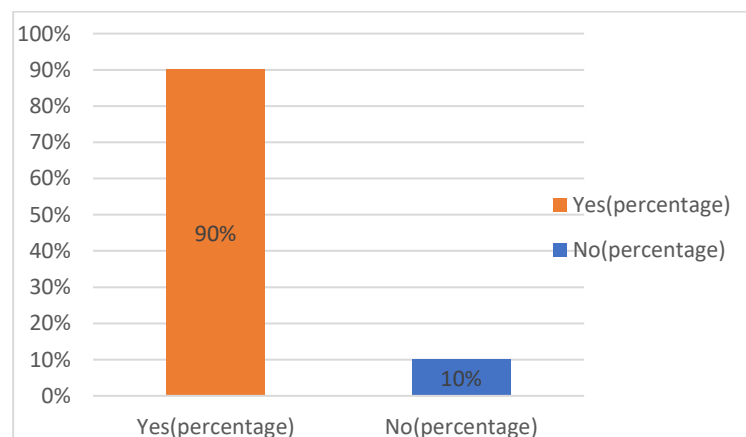

Fig. 4.3.7

A significant **90%** report student difficulty in pronunciation and fluency, reinforcing the need for oral language support.

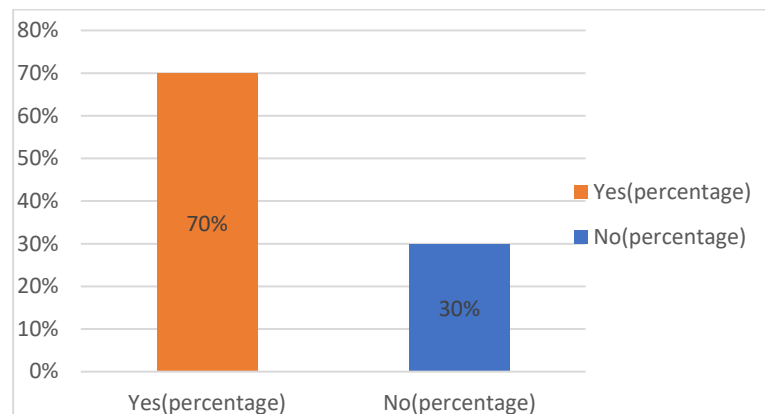Q8. Do you find hard to teach English to students with special educational needs?

Fig. 4.3.8

70% find teaching students with special educational needs difficult, suggesting a need for specialized training and tailored instructional approaches.

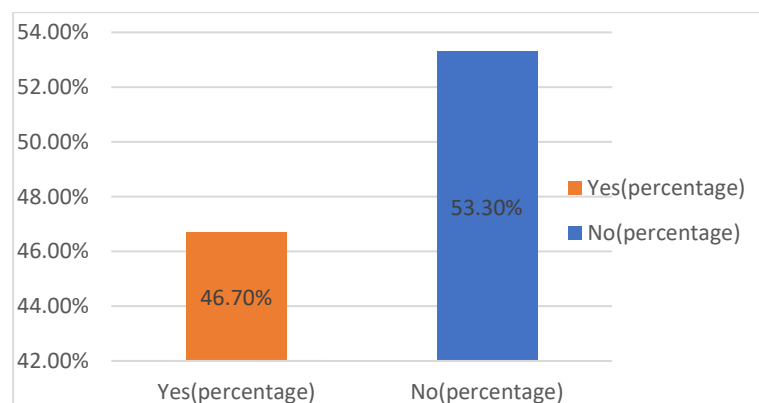Q9. Do you find any difficulty to grade written English assignments fairly?

Fig. 4.3.9

46.7% face grading challenges, suggesting the need for clearer rubrics and standardized evaluation models.

Q10. Giving timely and constructive feedback on English assignments is a challenge?
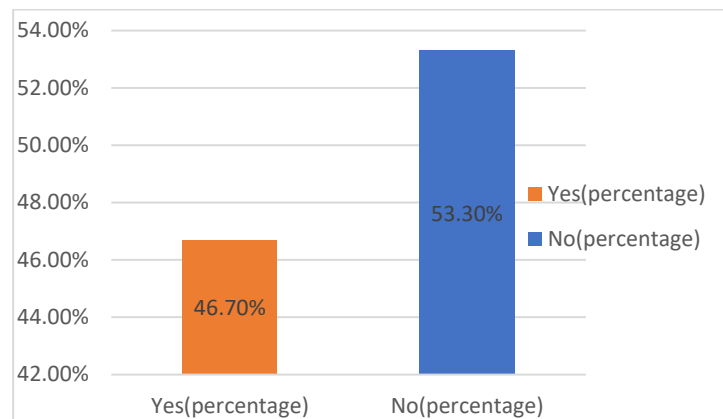

Fig. 4.3.10

Similarly, **46.7%** struggle with providing constructive feedback, reinforcing the importance of structured feedback mechanisms.

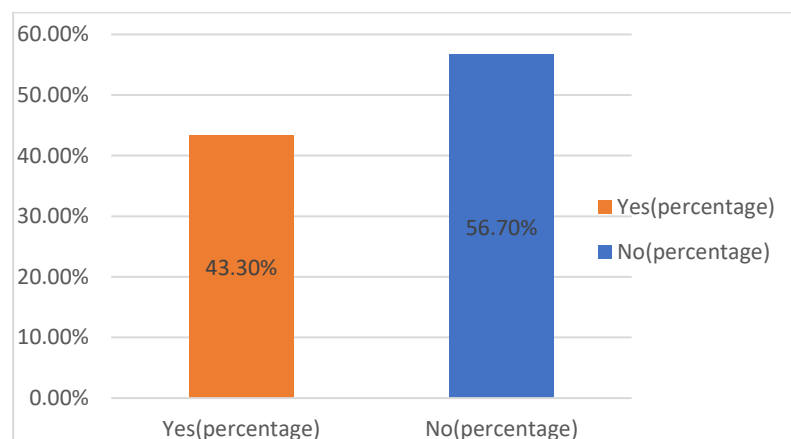Q11. Do you struggle to assess students' speaking and listening skills in English?

Fig. 4.3.11

43.3% find this difficult, indicating the need for reliable oral assessment frameworks.