

## **CHAPTER 5**

### **FINDINGS, SUMMARY, IMPLICATIONS, SUGGESTIONS AND CONCLUSIONS**

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#### **5.1 Introduction**

The Summary, Implications and Conclusions presented in the current chapter are based on the previous chapter. The chapter four presented Data Analysis, Results and Interpretation. Objective-wise Interpretation of Results and the related discussions are presented, below, under different headings in this chapter. Summary, implications and suggestions for further studies are also being part of this chapter.

#### **5.2 Summary of the Study**

The present research study is divided into 5 chapters. The summary of chapter 1 to 4 is included in the chapter 5. The first chapter is about the general and theoretical introduction of Pedagogical Challenges faced by for secondary English teacher of CBSE Board. It also includes need and importance of the study, objectives of the present research and research questions . The second chapter includes the study of literature related to the research topic and the study of related researches conducted in the abroad along with the India. Chapter second is ended with the significance of past research work and the research gap. The third chapter deals with the objective wise research methods in table form, programme development stages, the procedure for data collection tools, final outline of the pedagogical skills programme for effective teaching of English with the details of the activities. The fourth chapter is about the statistical analysis and the interpretation of the collected data in details and the fifth chapter includes the summary of these four chapters.

The present fifth chapter consists findings and conclusions based on the data analysis and interpretation given in the chapter 4. It also includes the discussion, recommendations and suggestions for the further study.

The present chapter illustrates the outcomes, conclusions and further avenues for the research in the context of the pedagogical challenges for effective teaching of English. It describes the different layers of the study in brief with conclusions and

recommendations. We consider Language as one of the most important aspects of human beings. In different parts of the world, different languages are spoken or used. Man can acquire more than one language but our mother tongue becomes our first language. It develops spontaneously based on what children hear. It is learned informally without classrooms, textbooks or teachers. It does not require systematic instructions. Parents do not teach children the rules of our mother tongue.

The researcher has studied the importance and the brief journey of the English language through Indian Education, policies and commissions. For the theoretical background, the researcher has studied various theories of language, aspects of pedagogical skills, methods and techniques of language teaching, the importance of LSRW skills, Researcher has presented the four language skills, methods, approaches, and strategies for the development in the introduction.

### **5.2.1 Need of the Study**

A review of literature shows that studies related to the teacher's qualification, years of experience, pedagogical understanding, attitude, competence, behaviour and impact on student's academic achievement has been previously conducted by various organizations in different countries.

Yet there are a few aspects which would also be considered an important component of effective teaching, whether may be direct or indirect. Directly, it includes teacher's content knowledge about the subject and his/her expertise to transact the knowledge. Indirectly, it includes development of a positive conducive environment in classroom which would result into providing maximum learning opportunities to each and every student.

There is a need to create a suitable English learning environment in the classroom, develop confidence in speaking English and positive attitude towards English teaching among secondary teachers. One of the most persistent challenges in English classrooms is maintaining student interest and motivation. Understanding the pedagogical barriers teachers face in engaging students can help in designing more interactive and learner-centered methods.

The majority of teachers teach English subjects by the traditional method means only to follow the English textbook and tell the meaning of content but NEP 2020 says to follow the experiential learning approach.

Although general teaching challenges are widely studied, specific pedagogical challenges faced by English teachers at the secondary level are less explored, especially within specific regional or socio-economic contexts. This study will fill that gap and contribute to academic and practical understanding.

Especially in Indian classrooms where students of cultural diversity do sustain their journey of learning, how teacher cracks a balance among all kinds of students to develop a learning atmosphere based on a strategic intervention reflected in regular classroom conduct is where the literature shows some scope for further investigation. Thus, researcher wants to study about pedagogical challenges of English Teacher.

### **5.2.2 Statement of the Study**

The problem is stated as **“A STUDY OF PEDAGOGICAL CHALLENGES OF ENGLISH TEACHER OF SECONDARY SCHOOL ”**.

### **5.2.3 Objectives of the Study**

- To identify the problems related to pedagogical skills of secondary teachers for effective teaching of English.
- To examine the adequacy and inclusiveness of the current English curriculum in meeting the diverse needs of students.
- To identify the challenges encountered by teachers in regular classroom teaching practices.

### **5.2.4 Research Questions**

- What are the pedagogical challenges of the secondary school teachers regarding English teaching?
- What pedagogical skills do teacher find most challenging to acquire and apply in the classroom in teaching English?
- What are the challenges faced by secondary teachers in implementing various pedagogies?

### **5.2.5 Research Design**

The present study has followed exploratory research design. To collect the necessary information the researcher used single techniques of the collection of data through the questionnaire .

In the present study, qualitative data were collected through Survey method so the research design for the study is the qualitative method research design.

### **5.2.6 Population and Sample**

The target population for this study comprises all Secondary School English teacher of CBSE Board within Bargarh district.

Total 30 teachers were selected as a sample from 17 CBSE schools from Bargarh district for the survey by purposive sampling.

### **5.2.7 Tools Used**

To identify the problems related to pedagogical skills of secondary teachers for effective teaching of English, the questionnaire was designed and used by the researcher as a data collection tool for the survey.

### **5.2.8 Procedure of Data Collection**

The researcher selected teachers from 17 schools for collecting data in a physical mode. After giving self-introduction, the researcher explained the purpose of research and encouraged them to be free and frank in giving responses. To win confidence of respondents and to elicit genuine responses from them, the researcher promised to keep their responses confidentially. After completion of responses the researcher collected the filled questionnaires and analyses to find different problems of English teachers. The present study would require primary data.

## **5.3 Findings of the Study**

The findings indicate a strong consensus among educators regarding the effectiveness of technology in enhancing student engagement and learning outcomes. An overwhelming 96.7% of respondents agree that incorporating technology into English lessons boosts student engagement, and an equal percentage find that online resources

significantly improve learning. Furthermore, 76.7% of teachers do not find it difficult to integrate digital tools into their instruction. These results highlight a high level of digital readiness and openness among teachers to adopt modern teaching methods. However, the small proportion who do face challenges may benefit from additional professional development in digital literacy and infrastructure support.

A substantial proportion of educators (66.7%) feel that the current English curriculum fails to address the diverse needs of their students, and 53.3% believe it does not adequately cover all essential language skills. Additionally, 60% report difficulties in aligning instructional pacing with curriculum goals, and 76.7% argue that standardized tests do not reflect students' true abilities. These insights suggest a pressing need for curriculum reform—one that accommodates differentiated instruction, allows greater flexibility, and ensures that all language domains (reading, writing, speaking, listening) are adequately represented and assessed.

Teachers express concerns about the quality and variety of resources available. Around 66.7% report that textbooks and resources currently used are insufficient for effective English instruction. Similarly, 56.7% find it difficult to locate appropriate and diverse teaching materials. These responses highlight the importance of supplementing existing resources with culturally inclusive, skill-level appropriate, and engaging content to support a wider range of learners.

Differentiating instruction remains a major struggle for many teachers. About 63.3% find it difficult to tailor lessons to students with varying English proficiency levels, while 70% cite challenges in addressing diverse learning styles. Moreover, 83.3% of teachers find it hard to meet individual language needs, and 70% say that teaching students with special educational needs is particularly challenging. These findings suggest the need for targeted training in inclusive teaching strategies, individualized learning plans, and the use of assistive technologies or methods to support learners with special requirements.

The data also reveals several difficulties associated with teaching specific language skills. A significant 90% of teachers report that their students face issues with English pronunciation and fluency, while 70% find vocabulary instruction challenging. Teaching grammar (40%) and reading comprehension (46.7%) also pose substantial hurdles. However, fewer teachers struggle with writing (36.7%) and speaking/listening

integration (33.3%). These results suggest that professional development should focus more on oral language skills and vocabulary acquisition through contextualized and interactive methods.

Assessment remains an area of concern for many educators. About 53.3% struggle to accurately assess students' English language proficiency, and a similar percentage feel that current assessment tools are inadequate to measure student progress effectively. Additionally, 46.7% face challenges in grading assignments and providing timely feedback. With 50% of respondents split on their ability to evaluate overall language proficiency, these findings highlight a lack of consistency and confidence in assessment practices. Improvements could include training in formative assessment, clearer rubrics, and alternative evaluation strategies like performance-based assessments.

A particularly concerning finding is that 93.3% of teachers report that students who struggle with English often lack the confidence to participate in classroom activities. This lack of confidence can significantly hinder academic progress and engagement. Addressing this issue requires fostering a supportive learning environment, using motivational strategies, and encouraging participation through interactive and low-stakes language practice activities.

#### **5.4 Conclusions of the Study**

Based on the findings, it is evident that English teachers at the secondary school level face a wide range of pedagogical challenges that hinder effective language instruction and student learning outcomes. These challenges are both systemic and practical in nature, encompassing issues such as lack of professional development, inadequate teaching resources, rigid curriculum structures, and poor student motivation.

One of the most critical concerns is the imbalance between theoretical curriculum demands and practical classroom realities. Teachers are often required to cover extensive content while managing large classes, students with low language proficiency, and limited access to modern teaching tools. Furthermore, the dominance of exam-oriented instruction overshadows the development of essential communicative skills, making it difficult to promote English as a living language rather than an academic subject.

The study also highlights the need for targeted support at multiple levels. Teachers require more relevant, practice-oriented training, especially in communicative methodologies and digital literacy. Schools and policymakers must work collaboratively to ensure the availability of updated resources and promote a more flexible, skills-based approach to curriculum design.

In conclusion, improving English language education at the secondary level requires a comprehensive strategy involving teacher empowerment, curriculum reform, better infrastructure, and stakeholder engagement. Addressing these pedagogical challenges is essential not only for enhancing English proficiency among students but also for preparing them for academic, professional, and global communication demands.

## **5.5 Educational Implications**

### **5.5.1 For teachers**

- Teachers should engage in regular training focused on modern teaching methods (e.g., communicative language teaching, task-based learning). Workshops should include practical strategies for large classrooms and mixed-ability groups.
- Teachers should be trained and encouraged to use digital tools like language learning apps, audio-visual aids, and online platforms to enhance engagement and language exposure. Low-cost or offline resources (like recorded dialogues or mobile-based apps) can be utilized where infrastructure is poor.
- Teachers should shift from grammar-heavy instruction to a more balanced approach that includes speaking and listening practice. Role-plays, group discussions, and real-life simulations should be incorporated even in exam-focused settings.
- Teachers should adopt formative assessment techniques (e.g., peer reviews, oral presentations) to monitor real language use. Alternative evaluation strategies should be considered that go beyond written tests.
- Language improvement programs for teachers should be implemented to boost their confidence and fluency in English. Peer teaching and reflective practice (e.g., classroom observation, feedback cycles) can help improve pedagogy.

### 5.5.2 For students

- Students need opportunities to use English in practical, communicative settings both inside and outside the classroom. Schools should encourage English clubs, debates, and storytelling sessions to promote fluency and confidence.
- Remedial programs or language support classes should be organized for students with weak foundational English skills. Teachers should differentiate instruction to meet the diverse needs of learners.
- Teachers should use culturally relevant materials and real-life examples to make English relatable and interesting. Encouraging student autonomy through projects and self-assessment can build a sense of ownership over learning.
- Students should be guided on how to use dictionaries, mobile apps, or online resources to support their own learning. Regular reading and listening practice outside the classroom should be encouraged as part of homework or self-study plans.
- Students should be trained in language-use strategies for exams that test more than memorization. Practice with authentic texts and communicative tasks can improve both language skills and test performance.

### 5.6 Suggestions for Further Research

- ❖ Future research could compare the pedagogical challenges faced by English teachers in **urban vs. rural** areas, or in **public vs. private** secondary schools. This can reveal context-specific barriers and resource disparities.
- ❖ Investigate how different **in-service training programs** or teacher development initiatives affect teaching effectiveness and student outcomes. Longitudinal studies could track changes over time.
- ❖ Explore the effectiveness of specific **digital tools or e-learning platforms** in improving English teaching and learning. Research could focus on **low-resource environments** to identify scalable solutions.
- ❖ Conduct studies from the **students' perspective** to understand their learning difficulties, motivations, and classroom experiences. Mixed-method studies combining surveys and interviews could yield richer data.



- ❖ Examine how **alternative assessment methods** (e.g., portfolios, oral exams, peer assessments) influence language acquisition and teaching strategies. Analyze whether these approaches reduce stress and improve performance.
- ❖ Investigate how the degree of curricular freedom given to English teachers influences their pedagogical creativity and ability to adapt lessons to students' needs.
- ❖ Research how **teachers' own anxiety or lack of fluency in English** affects their teaching style, confidence, and student engagement. Identify coping strategies or institutional support that can mitigate this.